PG ED S1-05 (DSE)

TWO YEARS MASTER'S DEGREE COURSE

(CBCS in Accordance with NEP 2020)

SEMESTER - I

DEVELOPMENTAL PSYCHOLOGY

EDUCATION

Indira Miri School of Education

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

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COURSE INTRODUCTION (COURSE 5, ELECTIVE 1)

COURSE INTRODUCTION

This is the fifth course (elective 1) in Education for the first semester of two year Master Degree Level. This course primarily will deal with the basic concepts of developmental aspects of human being. As we know that human life is marked by sequential phases with certain behavioural changes brought by growth and development. This course will introduce you with the basic concept of developmental psychology and different stages of human life marked by significant behavioural changes. The first section of the course will introduce you with the concept, method of developmental psychology and the initial stages of human life. Later on, this course will help you to get acquainted with most challenging stages of human life and its allied aspects. After going through this course, you will have a clear picture how an individual is born and developed through different stages of human development.

This elective course comprises of total fifteen units of the course. The **first Unit-*"Developmental Psychology"*** deals with the meaning and nature of developmental psychology as an important branch of general psychology. The **second unit- *"History of Developmental Psychology"*** covers the life – span of an individual. The **third unit**- *"Methods of Studying Development-I"*, and the **fourth unit** "***Methods of Studying Development-II***" deals with the basic methods of studying human behavior. The **fifth unit "*Pre-Natal Development*"** covers the developmental changes that occur in a fetus since conception to birth. The **sixth unit-*"Development of New Born Infant"*** deals with the new born babies' developmental characteristic*.* The **seventh unit "*Development through the FirstYear"*** covers the first year of human development. The **eight** and **last unit** of this block "***Development in the Toddler""*** explains about different developmental characteristics of toddler. . The **ninth Unit-*"Development in the Pre-School Child"*** deals with developmental aspects of early childhood staged individual. The **tenth unit- "*Development in the School Age Child*"** covers developmental aspect of those individual falling under the stage of late childhood. The **eleventh unit**- *"Role of Home for Personality Development"*, and the **twelve unit** "***Role of School for Personality Development***" discuss the role played by home and school in the personality development of children. The **thirteenth unit "*Development in the Adolescent*"** covers the developmental changes that occur in the most significant stage of adolescence period. The **fourteenth unit-*"Personality Development during Adolescence"*** deals with the different aspect related to personality development of adolescents. The **fifteenth** and **last unit**

of this block "***Juvenile Delinquency***" explains the deviant behavioir of adolescents and how it can be cured.

While going through this course, you will come across some boxes in the middle of the text. These boxes will explain you more about some important points and concept within the text. Apart from this, there will be some broad and short questions which have been included under **"ACTIVITY"** and "**CHECK YOUR PROGRESS"** in every unit. Activities will increase your thinking and reasoning capacity as questions put in **ACTIVITY** are not directly derived from text. Hints on the answer to the short questions have been put under section **"ANSWER TO CHECK YOUR PROGRESS"** .Besides, a few text-related questions have been out in **"POSSIBLE QUESTIONS/ MODEL QUESTIONS".** These questions will help to draw your attention on the probable topics for the examinations so that you can prepare for the examination with confidence and determination.

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UNIT 1: DEVELOPMENTAL PSYCHOLOGY

UNIT STRUCUTURE

1.1 Learning Objective
1.2 Introduction
1.3 Concept and Meaning of Developmental Psychology
1.4 Concept of Growth and Development
1.4.1 Relationship between Growth and Development
1.5 Scope of Developmental Psychology
1.6 Let us sum up
1.7 Further Reading
1.8 Answer to check your progress
1.9 Possible Questions

1.1 LEARNING OBJECTIVE

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

- Understand the concept and meaning of developmental psychology
- Comprehend the concept of growth and development.
- Explain the scope of developmental psychology.

1.2 INTRODUCTION

We all are clearly acquainted with the fact that development is not a one day process. We see an infant or toddler developing day by day and acquiring different physical and mental changes and turning to children or adolescents as per the nature of change and age respectively. There is a branch of psychology which studies about the behavioural changes brought to human being with ages and letting the individual to known as a specially categorized term. This branch of psychology is Developmental psychology. It is a subfield within psychology which focuses on the study of age-based behavioural changes. Developmental psychologists are interested in the emotional, intellectual and moral development of people throughout their life-span, looking at everything from the age infants first respond to specific stimuli to the behavioural

changes which occur in the elderly. It is also concerned with the physical and social development. Here, this unit will introduce you with this new branch of psychology as a discipline and its allied concept along with its broad scope.

1.3 CONCEPT AND MEANING OF DEVELOPMENTAL PSYCHOLOGY

Developmental psychology is the branch of psychology that studies intra-individual and the inter-individual changes that take place within the former. Developmental psychology is also known as human development which is the scientific study of systematic psychological changes that occur in human beings over the course of their life span. This branch of psychology includes issues such as the extent to which development occurs through gradual accumulation of knowledge versus stage like development or the extent to which children are born with innate mental structures versus learning through experiences. Originally, this branch of psychology was concerned with infants and children, it was often called as *child psychology.* As the study of other developmental stages of great changes like-adolescence and adult age and old age were added, it encompasses the entire life span of individual and now it is also referred as *Life-span psychology.* Thus, it can be refereed to such a discipline or area of study which examines human developmental process and transitions from infancy to old age even covering the period before birth. This field has expanded to include entire changes in life.

Developmental psychology is concerned not only with describing the characteristics of psychological changes over time, but also seek to explain the principles and internal workings underlying these changes. Developmental psychology directly deals with growth of human being towards their potential. Development describes the growth of human being throughout the life. Scientific study of human development seeks to understand and describes how and why individual people change

their life. This includes all aspects of human growth including physical, emotional and social as such personality development. As stated by Hurlock, developmental psychology have six major objectives-

- ✓ To find out what are the common and characteristic age changes in appearance in behaviour, in interest, and in goal from one developmental period to another,
- ✓ To find out when these changes occur.
- ✓ to find out what causes them,
- ✓ to find out how they influence behaviour,
- ✓ to find out whether they can or cannot be predicted and
- ✓ To find out whether they are individual or universal.

Developmental psychologists investigate key questions such as whether children are quantitatively different from adults or simply lack experiences that adults draw upon. Developmental psychology deals with the ways and methods that personality, behavioural change of an individual's life span with a specific concentration on childhood development. It is important to note here that, developmental psychologists who study children's' behavioural changes rely more upon careful observation in natural setting than upon laboratory experiments. In the upcoming units, different methods of studying Development will be made.

Defining Developmental Psychology:

Elizabeth B. Hurlock defined developmental psychology as the branch of psychology that studies intra-individual changes and inter-individual changes within those intra-individual changes. Its task is not only description but also explication of age-related changes in behaviour in terms of antecedent consequent relationship.

According to **George Butterworth and Margaret Harris**, Development psychology is concerned with the scientific understanding of age-related changes in experience and behaviour. Although most developmental theories have been specifically concerned with children, the ultimate aim is to provide an account of development throughout

the life-span. The task is to discover, describe and explain how development occur, from its earliest origin into adulthood and old age". These definitions establishes developmental psychology as a branch which examines changes across a broad range from motor skills to other psychophysical development involving cognitive areas like-problem solving, moral understanding, self-concept and identity formation leading to development of personality. Developmental psychology is the branch of psychology that are concerned with the study of progressive behavioural changes that occurred in man from birth till death. It deals with the ways or methods that personality, behavioural changes of an individual's life span *with a specific concentration on childhood development*.

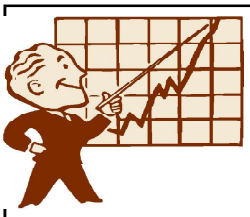


LET US KNOW

✓Development Psychology complements several other basic research fields in psychology including social psychology, cognitive psychology, ecological psychology and comparative psychology.

✓***Development psychopathology*** is a concept which deals not only with the disordered development in childhood but also in abnormal individual over their lifetime.

✓Child psychology is one of the many branches of psychology and one of the most frequently studied speciality area which focuses on the mind and behaviour of children from prenatal development through adolescence.



CHECK YOUR PROGRESS

Q.1. State the definition given by Hurlock on Developmental psychology.

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Q.2. Why developmental psychology was earlier known as child psychology?

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Q.3. What are the major objectives of developmental psychology according to Hurlock?

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1.4 CONCEPT OF GROWTH AND DEVELOPMENT

As discussed in the above section, developmental psychology is also known as human development which focuses on the extent to which development occurs in individual throughout his life. Development describes the growth of human being throughout the life. Developmental psychology directly deals with growth of human being towards their potential. Hence, growth and development are two concepts that are associated with Developmental psychology. Both deals with changes brought to an individual, but there are difference in the nature of change. In your previous semester, you have already come across these two concept and how they are significant in the field of education. Still, let's get reacquaint with these two concepts for better understanding of the developmental psychology as an important area in the field of psychology.

Concept of Growth:

The term growth is the quantitative aspect of changes. It is purely physical that implies the changes related to height, size, length and weight etc.

in the child. It indicates the enlargement of cells, fibres and muscles, elongation of the skeleton and increase in the general volume of the body parts and body organs. Growth is natural tendency with all organism. It is a sign of take. All living animals, irrespective of their status in the biological hierarchy, have to grow. Growth is measurable and observable. One of the significant fact regarding growth is that it does not continue throughout life, it stops only when maturation is achieved by the particular individual. *Growth is part of development but, growth may or may not bring development.* A child may grow in terms of weight, size, height, length with normal physical growth but may lack his physical and social development. The pattern of growth is not uniform, it differs from child to child. Each child grows in his unique way. It includes functional change. As such it covers both maturation and learning. Growth brings about perceptible changes in one's structure and form. ***L. D. Crow and A. Crow (1962)*** suggested that growth refers to structural and physiological changes, and development is concerned with growth as well as those changes in behaviour, which result from environment situations.

Characteristics of Growth:

- ✓ Growth is quantitative in nature. It refers to the increase caused by the biological process in which the organism becomes bigger in size and volume.
- ✓ Growth follows a definite pattern.
- ✓ Though the pattern of growth is uniform, it differs from child to child.
- ✓ Growth does not always contribute to development.
- ✓ Growth does not continue throughout the life. It stops when maturity has been attained.
- ✓ The growth produced by growth are the subject of measurement. They are observable in nature.
- ✓ Growth is one of the part of developmental process, in strict sense development in its quantitative aspect is termed as growth.
- ✓ The speed of growth is not same all the time. Different aspects of growth develop at different rate of speed.

- ✓ Growth is characterized by fluctuation.

Concept of Development:

The term development means a progressive series of changes that occur as a result of maturation and experiences. It refers to overall changes in the individual growth in one of its parts. According to ***Van Den Daele***, development implies qualitative change. In the words of ***E. B. Hurlock*** "Development means a progressive series of changes that occur in an orderly predictable pattern as a result of maturation and experience." This means that development does not consist merely of adding inches to one's height or improving one's ability. In contrast to it is a complex process of integrating many structures and functions resulting from maturation and learning. Development is indeed a product of maturation and learning. Two essentially antagonistic processes take place in development since birth. One is growth, another is involution. Thus, growth is an essential part of development. The goal of developmental change is to enable the individual to adapt to the environment in which they live. The wider concept of development indicates advancement, more unfoldment, a progressive change a sort of growing forward to a greater maturity. It is a process of qualitative transformation which brings about maturity and functional improvement. Development is growing up characteristically. It is related to growth in as much as that it denotes more specifically the changes in the character and efficiency of the organ and organ system. According to ***Benedek***, "Development is a process in which the internal physiological changes and the psychological processes stimulated by them are integrated or responded to in a way which enables the individual to mater further and a new environmental stimulation".

Characteristics of Development:

- ✓ Development is the product of maturation and learning.
- ✓ Development is a process of qualitative transformation.
- ✓ Development follows a definite and predictable pattern.

- ✓Development has some phases, each phase of development has characteristic behaviour.
- ✓Development is aided by stimulation.
- ✓All individual are different, and their development takes different courses.
- ✓Development is a continuous process, it goes from womb to tomb.
- ✓Development depends on both heredity and environment.
- ✓Development has four basic elements-growth, maturation, experience and social transmission.
- ✓Development is gradual. It takes time
- ✓Development follows a sequence.
- ✓Early development is more critical than later development.

LET US KNOW



Developmental task serve three very useful purposes-Firstly, the developmental task are guidelines that enable individual to know societal expectation at given phases or ages.Secondly, developmental tasks motivates individuals to do what the social group expects them to do at certain ages during their lives.Thirdly, developmental tasks shows individuals what lies ahead and what they will be expected to do when they reach their next stage of development.

1.4.1 Relationship between Growth and Development

Development and growth are commonly, used to convey the same meaning. Both are interrelated. Growth is one of the part of developmental process. As such, development in its quantitative aspect is termed as growth. Though these two are used interchangeably, but there is a great difference. According to ***J. E. Anderson (1950),*** "Development does not consist merely of adding inches to one's height or improving one's ability. Instead, development is a complex process of integrating many structures and functions." whereas, growth is

quantitative in the sense that it can be measured in inches, points and dynes, marked by structural changes in organism.

Difference between Growth and Development

Sl No	Growth	Development
1	The term growth is generally used in purely physical sense. It refers to the increase caused by biological process in the organism.	Development indicates advancement, more unfoldment a progressive change in organism.
2	Changes in the quantitative aspects come into the domain of growth.	It indicates the changes in quality or character rather than quantitative aspects.
3	Growth is a part of developmental process. Development in quantitative sense is termed as growth.	Development is comprehensive. It includes overall changes.
4	Growth does not continue throughout life. It stops when maturity has been attained	Development is a continuous process. It grows from womb to tomb. It does not end with the attainment of maturity. The changes, however small they may be, continue throughout the life span of an individual.
5	The changes produced by growth are the subject of measurement. They may be quantified	Development brings qualitative changes, which are difficult to be measured directly. They are assessed through keen observation in behavioural situations.
6	Growth may or may not bring development. A child may grow (in terms of weight) by becoming fat, but this growth may not bring any functional improvement in terms of qualitative change or development	Development is also possible without growth as we see in the cases of some children that they do not gain in terms of height, weight or size, but they do experience functional improvement or development in physical, social, emotional or intellectual aspects.
7	The pattern of growth is not uniform, it differs from child to child.	Development follows a sequential pattern.
8	Growth is most rapid during the early years of development.	Development is gradual process.
9	Growth is observable in terms of quantitative change in organism.	Development is quantitative change in organism which is not a subject to direct observation.
10	Growth is the progressive increase in the size of a child or part of a child.	Development is progressive acquisition of various skills and functions.



CHECK YOUR PROGRESS

Q.4. Define development.

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Q.5. State two characteristics of growth and development each.

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Q.6. Differentiate between growth and development.

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1.5 SCOPE OF DEVELOPMENTAL PSYCHOLOGY

While discussing the scope of any discipline or branch, it indicates the area of study of field of study by that particular branch or discipline. Developmental psychology is the scientific study of systematic psychological changes that occur in human beings over the course of their life span. Thus, it tends to cover all those psycho-physical changes that occur in an individual throughout his/her life. Indeed, the developmental psychology is also considered as life-span psychology. Hence, its scope is broad and beyond the limit of any particular stage or period of development. This section of this unit deals with the areas of study by developmental psychology.

A. Growth and Development:

The most thrusted area of developmental psychology is growth and development. It studies the process, facts associated with the individual growth and development that take place in individual since the time of conception throughout his/her life. It studies how growth and development take place differently in different individual with different rate, what are the factors that may affect growth and development.

B. Different aspect of development:

Developmental is one of the significant area of study under the scope of developmental psychology. Development does not confine to the physical development in a child or man. It covers their overall progressive change in terms of functionality which covers their mental or cognitive, social, language, moral, emotional development in man in different developmental phases of life throughout the life.

C. Developmental phases:

We very well know that growth and development take place in individual differently in different developmental phases of human life. Different psychologists had given different categorization of developmental phases of human life covering from conception to old age on the basis of their intensive study. The most commonly accepted phases of human life are-pre-natal period, infancy, childhood, adolescence and adulthood, which may have again sub-categorization. Study of different psycho-physical changes during these phases are covered by developmental psychology. It studies the variation between individuals in the rate of their development and progression from one phase to another.

D. Theories of Development:

Theories of development are another thrust area of developmental psychology. Developmental psychology is concerned not only with describing the characteristics of psychological change over time, but also seeks to explain the principles and internal workings underlying changes. Many theoretical perspectives attempts to explain development. Among them the most prominent theories of developmental psychology are- Jean Piaget's Stage theory, Lev Vygotsky's Social Contextualism Theory, Erik Erikson's Eight stage of psychosocial development theory etc.

E. Mechanism of Development (Nature vs Nurture):

Though developmental change runs parallel with chronological age, age itself cannot cause development. The

basic mechanisms or causes of development change are genetic factors and environmental factors. Genetic factors are responsible for cellular change like overall growth, changes in proportion of body and brain parts, and the maturation of aspects of function such as vision and dietary needs. Environmental factors affecting development may include both diet and diseases exposure as well as social, emotional and cognitive experiences.

F. Developmental Hazards:

Another area of study under the scope of developmental psychology is developmental hazards. Growth and development take place in individual as per the law of nature, but the child or the individual may face different hazards associated with the development in different stages of growth and development, particularly in the early developmental stage of life. Developmental psychology deals with these hazards and its associated causes.

G. Development and Maturation:

Developmental changes also includes change brought due to maturation. It is the change which is biological in nature and which is due to our genetic endowment. Maturational changes in our body or behaviour are primarily due to the ageing process rather than learning. Development is indeed the product of experience and maturation. Developmental psychology includes this as one of the significant area of study.



1.6 LET US SUM UP

After going through this unit, it can be summarized as-

- Developmental psychology is the branch of psychology that studies intra individual and inter individual changes within these intra individual changes.
- Originally, this branch of psychology was concerned with infants and children, it was often called as *child psychology.*
- Developmental psychology is concerned not only with describing the characteristics of psychological changes over time, but also

seek to explain the principles and internal workings underlying these changes.

- Growth and development are two concepts that are associated with Developmental psychology.
- The term growth is the quantitative aspect of changes. It is purely physical that implies the changes related to height, size, length and weight etc. in the child.
- L. D. Crow and A. Crow (1962) suggested that growth refers to structural and physiological changes, and development is concerned with growth as well as those changes in behaviour, which result from environment situations.
- The term development means a progressive series of changes that occur as a result of maturation and experiences.
- According to E. B. Hurlock "Development means a progressive series of changes that occur in an orderly predictable pattern as a result of maturation and experience"
- Growth and development are used interchangeably, but there is a great difference.
- The term growth is generally used in purely physical sense. It refers to the increase caused by biological process in the organism whereas, development indicates advancement, more unfoldment a progressive change in organism.
- The developmental psychology is also considered as life-span psychology. Hence, its scope is broad and beyond the limit of any particular stage or period of development.



1.7 FURTHER READING

1. Ahlawat Neetu(2010): Developmental Psychology, RBSA Publisher, Jaipur.

2. Dash B.N (2011): A textbook of Educational Psychology, Dominant publishers and distributors' pvt. Ltd.

3. Hurlock Elizabeth B (1980): Developmental Psychology: A life-span Approach, Mc Graw Hill Companies, Inc., New York.

4. Singh Punam (2011): Developmental Psychology, Centrum Press, New Delhi.



1.8 ANSWER TO CHECK YOUR PROGRESS

ANSWER TO Q.NO.1:

Elizabeth B. Hurlock defined developmental psychology as the branch of psychology that studies intra-individual changes and inter-individual changes within those intra-individual changes. Its task is not only description but also explication of age-related changes in behaviour in terms of antecedent consequent relationship.

ANSWER TO Q.NO.2:

Earlier, developmental psychology was concerned with infants and children, therefore, it was often called as child psychology.

ANSWER TO Q.NO.3:

According to Hurlock, developmental psychology have six major objectives-

- ✓ To find out what are the common and characteristic age changes in appearance in behaviour, in interest, and in goal from one developmental period to another,
- ✓ To find out when these changes occur.
- ✓ to find out what causes them,
- ✓ to find out how they influence behaviour,
- ✓ to find out whether they can or cannot be predicted and
- ✓ To find out whether they are individual or universal.

ANSWER TO Q.NO.4:

According to Benedek, “Development is a process in which the internal physiological changes and the psychological processes stimulated by them are integrated or responded to in a way which enables the individual to mater further and a new environmental stimulation”.

ANSWER TO Q.NO.5:

Characteristics of Growth:

- ✓Growth is quantitative in nature. It refers to the increase caused by the biological process in which the organism becomes bigger in size and volume.
- ✓Growth follows a definite pattern.

Characteristics of Development:

- ✓Development is the product of maturation and learning.
- ✓Development is a process of qualitative transformation.

ANSWER TO Q.NO.6:

Growth and Development can be differentiated in terms of-

Growth is a part of developmental process. Development in quantitative sense is termed as growth but, Development is comprehensive. It includes overall changes.



1.9 POSSIBLE QUESTIONS

A. Short Questions (Answer each questions in about 150 words)

1. Write your perception on developmental psychology.

2. Describe the definition of Hurlock on developmental psychology.

3. How growth and development are interrelated?

4. What is the difference between child psychology and developmental psychology?

B. Long Questions (Answer each questions in about 300-500 words)

1. Differentiate between growth and development.

2. Describe the scope of developmental psychology.

3. How the knowledge of developmental psychology can help the teachers and parents in upbringing the future generation? Give your views.

UNIT 2: HISTORY OF DEVELOPMENTAL PSYCHOLOGY

UNIT STRUCTURE

2.1 Learning Objectives

2.2 Introduction

2.3 History of Developmental Psychology

2.4 Definition and Concept of lifespan

2.5 Stages of life span

2.5.1 Principles of Human Development

2.6 Let us sum up

2.7 Further Reading

2.8 Answer to check your progress

2.9 Possible questions

2.1 LEARNING OBJECTIVES

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

- get acquainted with the history of developmental psychology
- understand the definition and concept of life-span
- comprehend the different stages of life-span
- Identify the principles of human development to get familiar with the developmental changes in different stages of life-span.

2.2 INTRODUCTION

The preceding unit has helped you to better acquaint with the basic concept of developmental psychology as an important branch of psychology, its scope and allied concepts. As you are studying about developmental psychology, you must be clear with its historical background and the most basic concept associated with the study of developmental psychology. Developmental psychology is a branch of psychology which makes study about different psycho-physical changes brought to men throughout one's life. As an individual we all experiences different changes in life through different stages of life. Characteristics accompanied by these stage differs from one another. We are not the

same person we were in our childhood or in our adolescence period. As a learner of developmental psychology, you all must be clear with these stages and how changes take place through these stages. This unit will deal with those stages of our life, which is going to be not only interesting and but exciting too to study.

2.3 HISTORY OF DEVELOPMENTAL PSYCHOLOGY

Human development is a natural process. Every one of us is being is influenced and controlled by this process. We cannot deny the natural process of human development. Developmental psychology is a scientific study of human development. Hence, it is also known as human development psychology. As already mentioned in the preceding unit, initially, developmental psychology was refereed as child psychology as developmental psychology was primarily concerned with child and adolescent development. Later, adult development and aging began to assume more importance under its umbrella, and came to known as developmental psychology. Studying about human development is the concern of many disciplines, including biology, sociology, anthropology, education, and medicine. Developmental psychology is concerned with change in psychological functioning in men over the life span.

If we try to trace the historical background of Developmental psychology, we must remember the name of Confucius (551-479BC), Plato (427-347BC), and Aristotle (384-322BC) who had contributed to the study of human development through their rich psychological tradition. In the seventeenth century, John Amos Comenius strongly felt that children should be studied not as embryonic adult but in their essential child nature so as to understand their capacities and how they deal with the changes. From a philosophical perspective, John Locke (1632--1704) and Jean-Jacques Rousseau (1712-1778) are the usual starting points for Western discussions of development. The first scientific record of development of young child was by Pestalozzi on his own son (Three and a half year old) and the record was published in 1774. It is important to note that in his famous book Emile, Rousseau described three stages

of human life-Infants (referring infancy) Puer (referring childhood) and Adolescence period of human life.

The theory of evolution by **Charles Darwin** (1809-1882) was the starting point for many Western developmental psychologists, both European and American. The famous article of Darwin –"**Biographical Sketch of an infant**" published in 1877 gave a detailed and careful observation of behavior and development of an infant. In addition, Darwin's emphasis on individual differences and adaptation became important components of developmental psychology.

Moreover, **"Baby biographies,"** were used as early attempts to understand developmental descriptive accounts of children, usually written by a parent, and often biased. The German philosopher, Dietrich Tiedemann (1748-1803) is credited with creating the first baby biography (1787). Hundred years later, another German biologist Wilhelm Preyer (1841-1897), kept a detailed account of the mental development of his son during his first four years. He published the results as Die Seele des Kindes (The Mind of the Child) in 1882. *Many educationists wanted to mark it as the start of developmental psychology as a separate discipline*. The best known and the most thorough of the early American studies was Milicent Shinn's(1858-1940) **Biography of a Baby** based on her observation of her niece from birth to first year of life.

Among the many contextual forces which contributed to the rise of developmental psychology, the **child study movement** was the most important. This movement emerged during the latter part of the nineteenth century. It focused on the welfare of children and, among other things, helped to bring about the passage of laws governing child labor and compulsory education. Its leadership was assumed by **G. Stanley Hall**. Hence, he is considered as *father of the child study movement*. In 1891, Hall published the first journal of developmental psychology, Pedagogical Seminary, later renamed the Journal of Genetic Psychology. Besides, Adolescence (1904) and Senescence

(1922) were his two significant book on development. He is also called the *"father of American developmental psychology."*

The 19th century key figure who contributed towards the developmental study are-Jean, Piaget, Lev Vygotsky, John Boulby, Watson, Sigmund Freud, Arnold Gesell are worth mentioning. Developmental psychologists are making constant study of the natural process of growth and development and the scope of it is increasing day by day. As a discipline, it arose shortly after the emergence of scientific psychology in the latter part of the nineteenth century. Its antecedents were different from those that led to the founding of experimental psychology.

LET US KNOW



German biologist Wilhelm Preyer (1841-1897), kept a detailed account of the mental development of his son during his first four years. He published the results as Die Seele des Kindes (The Mind of the Child) in 1882. Many educationists wanted to mark it as the start of developmental psychology as a separate discipline.

CHECK YOUR PROGRESS



Q.1. What are the stages of development according to Rousseau as mentioned in his book Emile?

.....

.....

.2. Name the two famous books by Stanley Hall written on Development.

.....

.....

Q.3. Who wrote the first Baby Biograph?

.....

.....

2.4. DEFINITION AND CONCEPT OF LIFESPAN

Human life is full of variety of experiences and explorations. Life of human being starts with the conception in the womb of the mother. It is a transitional process. Throughout life, an individual exhibit typical behavioral characteristics in all the dimensions of behavior and personality. Life span is the ongoing process that we go through while growing up. It is the period of time between the birth and death of an organism. Lifespan Development refers to the full process of human development from conception to death. The concept of life span implies that there is an individual whose existence has a definite beginning and end. It is a holistic approach to understand all of the physiological, cognitive, emotional, and social changes that people go through. Life-span simply means the average duration of existence of an individual in a particular environment or under specified circumstances.

Life-span development refers to the pattern of change that begins at conception and continues through the one's life cycle. Lifespan development can be defined as a methodical, intra-individual change associated with progressions corresponding to age. The development progresses in a manner implicating the level of functioning.

According to **Baltes, (1987),** Life-span developmental psychology is the field of psychology that involves the examination of both constancy and change in human behavior across the entire life span, that is, from conception to death.

According to **Educational Foundation (2001),** life span development is a process beginning at conception that continues until death. The progression initiates with the emergence of a fetus from a one-celled organism. As the unborn child enters the world, the environment in which the child exists begins to influence the child's development.

Life span development includes issues such as the extent to which development occurs through the gradual accumulation of knowledge versus stage like development, or the extent to which children are born with innate mental structure versus learning through experiences.

2.5 STAGES OF LIFE SPAN

Human development periods span the lifetime from conception to the end of life. Across life-span, people develop in stages. When we examine the sequence of changes over the entire life-span we find broad patterns in different phases of life. These stages are broad pattern of development characterized by some dominant feature. In each stage of development, a person shows typical capabilities, pattern of behavior and characteristics modes of functioning. Each period has certain important tasks to accomplish by the individual and depending on the success or completion of the tasks, the movement to the next stage of development take place

Various theories attempt to define how the movement from one level to the next level of development occurs. Educators and psychologists have pointed at different ways of describing stages of development in the life span of an individual. Psychologists vary in their view regarding the classification of human stages. Some justify it as five stages, whereas other want to categorize life span as nine or seven stages and so on based on developmental characteristics. Here, we are out forwarding some of the classification of life –span as classified by renowned psychologists or thinkers-

A. Rousseau's Classification of Stages of Development: The earliest effort at marking out the stages of development was made by Rousseau. He attempted to divide the individual's development into four stages as given-

	Stage of Life-span	**Period**
1	Infancy	1 to 5 years
2	Childhood	Between 5 to 12 years
3	Pre Adolescence	12 to 15 years
4	Adolescence	15 to 20 years

B. E.H. Erickson's Eight Stages of Human Development:

Famous Psychoanalyst Erickson tried to classify human development into eight stages on the basis of his psycho-social development theory. The eight stages are-

C. Celley's Classification on human development:

Celley had classified human life-span development into three categories-

	Stages	Period
1	Infancy	1 to 5years
2	Childhood	5 to 12 years
3	Adolescence	12 to 18 years

	Stages	Period
Stage I	Infancy	Birth to 1 and a half year
Stage II	Toddler Age	1 and a half year to -3 years
Stage III	Preschooler Age	3-6 years
Stage IV	School –Age	6-12 years
Stage V	Adolescence	12-20 Years
Stage VI	Early Adulthood	20 to 45 years
Stage VII	Middle Adulthood	45 to 65 years
Stage VIII	Later Adulthood	65 years onwards

D. James Ross's Classification:

James Ross had classified human development into following five stages-

	Stages	Period
1	Infancy	Birth to 3 Years
2	Early Childhood	3 to 6 years
3	Later childhood	6 to 12 years
4	Adolescence	12 to 18 years
5	Adulthood	18 years onwards

E. Jean Piaget's Development Stages: Piaget, a Swiss educator on account of his biological background traced the initiation of human cognitive development and classified the human intellectual development into four developmental stages-

	Stage	Period
1	Sensory-Motor Stage	Birth to Two years
2	Pre-Operational Stage	2 years to 7 years
3	Concrete Operational Stage	7 to 11 Years
4	Formal Operational Stage	12 to 15 years

F. Dr. Earnest Classification on Human Life Developmental Space:

	Stage	Period
1	Infancy	1 to 5 years
2	Late Childhood	6 to 12 years
3	Adolescence	12 to 18 years
4	Maturity	18 years onwards

Thus, we find that there are variation in the classification of life-span of human. Psychologists have classified human development on the basis of different developmental dimensions and characteristics. There are certain common developmental or practical characteristics belonging to each stage. The human organism shows peculiar quantitative and qualitative changes in his body and behavior with the help of which we can say at what particular age an individual belongs to which definite stage of his life. The process of development involves the interaction of biological, cognitive and social-emotional processes. But, for our better understanding and convenient discussion, the life-span of individual is classified into the following common stages according to growth and development-

Stage I: Pre-Natal Period (From Conception to Birth)

Stage II: Post-Natal period (From birth to death)

Stages under Post-Natal period—

1. Neo-Natal Period (Birth to 10-14 Days)

2. Babyhood or Toddler (Two Weeks to 2 Years)

3. Early Childhood or Stage of Pre-school aged (2 years to 6 Years)

4. Late Childhood or stage of School Aged child (6 years to 12-13 Years)

5. Adolescence (From 12 years to 18 Years)

6. Adulthood (18 years to 60 years)

7. Old Age or Aging (From 61 years till death)

Let's discuss the stages of life in brief under two primary stage of pre-natal and stages under post-natal-

Stage I: Pre-Natal Period (From Conception to Birth)

Pre-natal stage refers to the period of development before birth. It is a period that ranges from the time of conception to birth. The period approximately lasts for about 280 days. During this period, development is extremely rapid. It is mainly physiological and consist of the growth of all the bodily structure. Pre-natal development is of interest to psychologists investigating the context of early psychological development. This is the period, during which individual develops from a single cell to a fully developed organism. The development from conception till birth of a baby constitute the prenatal stage, although babies are not born exactly after 280 days of conception. Biologically, it takes about 266 days from conception for a fetus to become ready for birth process. Actual birth of normal baby may take place any time after that. The pre-natal development of human is viewed in three separate stages-

1. **Germinal Stage**: The range of this period is conception to 2 two weeks.

2. **Embryonic Stage:** The range of this period is three week to eight week.

3. **Fetal Stage**: It ranges from week 9 to time of birth.

The detail about this period will be covered by unit 5.

Stage II: Postnatal period begins immediately after the birth of a child. During this period the mother's body returns to pre-pregnancy conditions as far as uterus size and hormone levels are concerned. The word Postnatal is derived from a Latin word which means 'after birth', again, from post meaning "after" and natalis meaning "of birth". It is the period beginning immediately after the birth of a child and extending for about six weeks. But the stages of post-natal development covers the stages from-neo-natal till death. Another term would be postpartum period, as it refers to the mother, whereas postnatal refers to the infant.

The following are the stages of post-natal development-

1. **Neo-Natal Period (Birth to 10-14 Days)**

This is the period of the newborn or the neonate. During this period, an infant try to adjust to a totally new environment outside the mother's body. At this stage, the organism goes through a sensorimotor development through contacts with external world. The details of this period will be discussed in unit 6.

2. Babyhood or Toddler stage (Two Weeks to 2 Years)

Babyhood stage is also termed as infancy period. From birth until the child begin to speak, they are referred as an infant. The word, infant is derived from the Latin word-*infans* which means unable to speak. When the human child learns to walk, the term toddler is used. The period from two week to two years constitute the infancy stage of life. Babyhood period marks the transition from a purely reflective function organism to a psychological

organism. At first babies are completely helpless and during the first six weeks he/she spends most of the time in sleeping. When he is awake, however he engages himself in active interaction with the environment. This interaction serves to stimulate the psychological and social development in the infants. Gradually the infant learns to control his muscles so that he can become increasingly self-reliant. Babyhood is the period, in which he gains control over his bodily movement and he learns to speak. The details of this period will be covered by unit 7 and unit 8.

3. Early Childhood or Stage of Pre-school aged (2 years to 6 Years)

Early childhood is also known as pre-school period. When children go to pre-school, they broaden their social horizons and become more engaged with those around them. Broadly it covers the period from 2 to 6 years. This is the time during which the children become mobile, he is able to widen the sphere of his/her activities beyond the caregivers and the family. Through interaction with the wider society and the environment the child learns the rules of appropriate social behavior and develops mental abilities which prepare him/her for formal schooling. Children starts using short sentences and learns to explore and control his surroundings. The child incessantly ask questions, makes friends with his peer group. Hence, this period is also termed as pre-gang age. Details about the developmental characteristic of this stage will be discussed in unit 9.

4. Late Childhood or Stage of School Aged child (6 years to 12-13 Years)

This is the formal schooling age. Hence, it is also called stage of School Aged child. During this period, children go through the transition from the world at home to that of school and peers. Children learn to make things, use tools and acquire the skills to be a worker and a potential

provider. Children receive feedback from outsiders about their accomplishment. The major development in this stage is building up friendship and socialization. During this stage, growth becomes more gradual and rate of physical change becomes slower until puberty at about 12-13 years when there is again a rapid growth spurt. Details about the developmental characteristic of this stage will be discussed in unit 10.

5. Adolescence (From 12 years to 18 Years)

This is the transitional period from childhood to adulthood. It is the period from the onset of puberty till attainment of adulthood. The word-Adolescence has been derived from Latin word –*adolescere* which means –*to grow* or *to grow to maturity*. As such the essence of the word adolescence is growth and it is in this sense that it represents a period of intensive growth change in nearly all aspects; of individual's development. Puberty marks the beginning of sexual maturity and reproductive capacity of an individual. As such with the occurrence of sexual maturity adolescence begins. This is the period of physiological upheaval especially sexual maturation. In the later adolescence period, there is increased heterosexual interest and concern for personal appearance and the desire to make a good impression on others. The peer group has greater influence in this period than the home and they desire for independence. During this period, the individual becomes ready for adulthood and family life. This period is known for the formation of personal and social identity and discovery of moral purpose. Unlike the childhood, adolescence is the stage in which intelligence exists in logical form of demonstration. Details about the developmental characteristic of this stage will be discussed in unit 13.

6. Adulthood (18 years to 60 years)

This is the stage of complete maturity. Identity versus role confusion is coming to an end in this stage. The individual learns how to form intimate

relationship both in friendship and love. The development of this skill relies on the resolution of other stages. The young adult becomes a fully functioning social being assuming the role of a married family person and developing intimate social and sexual relationship. Although most of the physical development is over by the end of adolescence period, some development do occur during the early part of adulthood period.

The later part of adulthood which is often termed as middle adulthood refers to the period between ages 40 to 60. During this period, the middle-aged experience a conflict between generativity and stagnation. They may either feel a sense of contributing to the next generation and their community. Physically, the middle aged experience a decline in muscular strength, reaction time, sensory keenness. Especially women experience menopause and a sharp drop in the hormone estrogen. Middle age is called as “Shrinking circle stage” of family life because the most important change at this time is reduction of family members living under the same roof.

7. Old Age or Aging (From 61 years till death)

The period of life from 60 till death is the period of old age. Now-a days, with increasing life expectancy and longer work period there is a delayed onset of the actual feeling of old age. During this period, people experience a conflict between integrity versus despair. It denotes to the feeling of sense of accomplishment or failure when they reflect their life. Besides retirement from active work life, the old people have to cope with many other challenges such as their own declining physical fitness, ill health, and death of dear and near ones in the family including possible loss of spouse leading to loneliness. There are wide individual variation in the way old people prepare to face death and other challenges associated with the age. Changes in recreational activities in old age are due to changes in health and mental status.

The development of individual take place throughout these mentioned stages of life. Development is a continuous process. It starts with the pre-natal period and continues till the death of an individual. Each stage is unique in its developmental traits and sequence. Individual difference is too common in each stage of development. The further units will help you to go in depth of these stages and help you to understand the beautiful journey of men from womb to tomb.



CHECK YOUR PROGRESS

Q.4. Define life-span development.

_____

_____

_____

_____

Q.5. What are the stages of development as classified by Jean Piaget?

_____

_____

_____

_____

Q.6. Fill in the Blanks-

a) The Word Infant had been derived from _____.

b) The Word adolescence had been derived from _____

c) The Middle age is called as_____

2.5.1 Principles of Human Development

Development is a continuous as well as systematic process of bringing changes in men. It just does not occur. It follows some procedures. If you want to know how developmental changes take place in men through the different stages of life-span, you must be clear with its procedure. The knowledge of principles of growth and development will help you to be better acquainted with the process-

- **Principle of Continuous Development**: First of all, development is a continuous process. Development follows continuity. It goes from womb to tomb and never ceases. An individual starting his life from a tiny cell develops his body, mind, and other aspects of his personality through a continuous stream of development in various dimensions.
- **Principle of Change:** The life of an individual is dynamic in nature. It is never static. From the moment of conception to the time of death, it undergoes no. of changes. At each stage of human development, change take place.
- **Rate of Growth and Development is not uniform**: Although development follows continuity, yet the rate of growth and development is not steady and uniform at all times. It proceeds more rapidly in the early years of life but slows down into later years of infancy. Again, at the dawn of puberty, there is a sudden rise in the speed of growth and development, but it is not maintained for long. Therefore, at no stage, the rate of growth and development show steadiness. It rather takes place by fits and starts.
- **Principle of Individual Difference**: According to this principle, there exist wide individual differences among the children with respect to their growth and development in various dimensions. Each child grows at his own unique rate.
- **Principle of Uniformity of Pattern**: Although development does not proceed at a uniform rate and shows marked individual differences, yet it follows a definite sequence or pattern somewhat uniform in the offspring of a species. For example, all offspring of human beings begin to grow from head downwards. Similarly, the motor development and language development in all children seems to follow a definite sequence.

- **Development Proceeds from General to Specific:** In all phases of child's development, the general activity precedes specific activity. His responses are of a general sort before they become specific. For example, the boy waves his arms in general which is a random movement before he is capable of so specific a response as reaching. Similarly, when a newborn infant cries, the whole of the body is involved. With growth, crying is limited to the vocal cords, eyes etc. In language development, the child learns general words before specific. He uses the word daddy in greeting many men, and it is only afterwards that he uses it for his father.
- **Principle of Integration**: Where it is true that development proceeds from general to specific or from whole to parts, it is also seen that specific responses or part movements are combined in the later process of learning or development. It is the integration of whole and its parts as well as of the specific and general responses that make a child developed satisfactorily in the various dimensions of his growth and development.
- **Principle of Interrelation**: The growth and development in various dimensions like physical, mental, social etc. are interrelated and interdependent. Growth and development in any one dimension affects the growth and development of the child in other dimensions. For example, children with the above-average intelligence are generally found to possess above-average physical and social development. The asset of growth in one dimension diminishes the bright possibility in other dimensions. That is why, the child having poor physical development tend to regress in emotional, social and intellectual development.
- **Principle of Prediction:** With the help of the rate of growth and development of a child, it is possible for us to predict the range within which his mature development is going to fall. For example, X-rays of the bones of the wrist of a child will tell approximately,

what his ultimate size will be. Similarly, the knowledge of the present mental ability of a child will help in predicting his ultimate mental development.

- **Interaction between Heredity and Environment:** The individual is the product of interaction between his heredity and environment. However, genes are important in determining the rate and quality of his growth and development, his social and cultural environment, physical surroundings and the emotional climates will have their own impact.
- **Principle of Interaction of Maturation and Learning:** Growth and development occur because of both maturation and learning. Maturation refers to change in a development organism due to the unfolding and ripening of abilities, characteristics, traits and potentialities present at birth. Learning denotes the changes in behavior due to training and/or experience. Maturation and learning are interacting.



2.6 LET US SUM UP

After going through this unit, it can be summarized as-

- History of developmental psychology is marked by the work of Confucius (551-479BC), Plato (427-347BC), and Aristotle (384-322BC).
- From a philosophical perspective, John Locke (1632--1704) and Jean-Jacques Rousseau (1712-1778) are the usual starting points for Western discussions of development.
- Rousseau described three stages of human life-Infants (referring infancy) Puer (referring childhood) and Adolescence period of human life in his famous book Emile.
- The theory of evolution by Charles Darwin (1809-1882) was the starting point for many Western developmental psychologists, both European and American.

- German biologist Wilhelm Preyer published his baby biography as Die Seele des Kindes (The Mind of the Child) in 1882. Many educationists wanted to mark it as the start of developmental psychology as a separate discipline.
- Child study movement during the latter part of the nineteenth century contributed towards the development of the discipline. Its leadership was assumed by G. Stanley Hall. Hence, he is considered as father of the child study movement.
- Life span is the ongoing process that we go through while growing up. It is the period of time between the birth and death of an organism.
- Life-span development refers to the pattern of change that begins at conception and continues through the one's life cycle.
- Human development periods span the lifetime from conception to the end of life.
- Various theories attempt to define how the movement from one level to the next level of development occurs. Educators and psychologists have pointed at different ways of describing stages of development in the life span of an individual.
- But, for our better understanding and convenient discussion, the life-span of individual is classified into the following common stages according to growth and development-Stage I: Pre-Natal Period (From Conception to Birth), Stage under post-natal are- I: Neo-Natal Period (Birth to 10-14 Days), Stage II: Babyhood or Toddler (Two Weeks to 2 Years), Stage III: Early Childhood or pre-school stage (2 years to 6 Years) Stage IV: Late Childhood or school stage(6 years to 12-13 Years), Stage V: Adolescence (From 12 years to 18 Years), Stage VI: Adulthood (18 years to 60 years) and Stage VII: Old Age or Aging (From 61 years till death)

- Each stage is unique in its developmental traits and sequence. Individual difference is too common in each stage of development.

- Development just does not occur. It follows some procedures. The knowledge of principles of growth and development help us to be better acquainted with the process. Some of the principles are- principle of Continuous Development, principle of Change, and principle of Individual Difference etc.



2.7 FURTHER READING

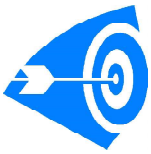
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2.8 ANSWER TO CHECK YOUR PROGRESS

ANSWER TO Q.NO.1:

Rousseau described three stages of human life-Infants (referring infancy) Puer (referring childhood) and Adolescence period of human life in his famous book Emile,

ANSWER TO Q.NO.2:

The two famous book **by G. Stanley Hall** are Adolescence (1904) and Senescence (1922) on development.

ANSWER TO Q.NO.3:

The German philosopher, Dietrich Tiedemann (1748-1803) is credited with creating the first baby biography (1787).

ANSWER TO Q.NO.4:

According to **Baltes, (1987),** Life-span developmental psychology is the field of psychology that involves the examination of both constancy and change in human behavior across the entire life span, that is, from conception to death.

ANSWER TO Q.NO.5:

The stages of development as classified by Jean Piaget are-

Sensory-Motor Stage	Birth to Two years
Pre-Operational Stage	2 years to 7 years
Concrete Operational Stage	7 to 11 Years
Formal Operational Stage	12 to 15 years

ANSWER TO Q.NO.6:

Fill in the blanks-

a) Latin word-*infans*

b) Latin word –*adolescere*

c) "Shrinking circle stage" of family life.



2.9 POSSIBLE QUESTIONS

A. Short Questions (Answer each questions in about 150 words)

1. What is Baby Biography?

2. Why G. Stanley Hall is considered as father of child study movement?

3. Mention the classification of human development as made by Erickson.

4. State briefly the principles of human development.

5. How would you differentiate between childhood and adolescence?

6. Differentiate between pre-natal and post-natal development.

B. Long Questions (Answer each questions in about 300-500 words)

1. Discuss the historical background of Developmental psychology as a separate discipline.

2. Define life-span. Discuss the stages of life-span.

3. How does the knowledge of principles of human development help a laymen to understand the process of life-span?

4. Which is the most crucial stage of life-span according to you and why? Give your views.

UNIT 3: METHODS OF STUDYING DEVELOPMENT-I

3.1 Learning Objectives
3.2 Introduction
3.3 Importance of Studying Development
3.4 Different methods of Studying Development
  3.4.1 Cross Sectional Method
  3.4.2 Longitudinal Method
  3.4.3 Co-relational Method
3.5 Let us Sum Up
3.6 Further Reading
3.7 Answer to Check Your Progress
3.8 Possible Questions

3.1 LEARNING OBJECTIVES

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

- understand the importance of studying development
- explain and use different methods of studying development.

3.2 INTRODUCTION

In the First unit, we have discussed about concept and meaning of developmental psychology and allied concept of this branch. Growth and development being the two integral part of developmental psychology, helps us to understand its inherent meaning and how important are they for a full-fledged life. Development as discussed before is a comprehensive term. It is not subject to direct observation and measurable as growth. Studying development is one of the complex as well as systematic task. It requires systematic planning and execution. There are different methods of studying development. This unit deals with those methods of studying development.

3.3 IMPORTANCE OF STUDYING DEVELOPMENT

Before going through the methods of studying development, it is essential for you to comprehend why is it necessary to study development? Developmental psychology is a branch of psychology that studies about all those changes brought by growth and development throughout the life of an individual. Developmental psychology deals with the behaviors that characteristically occur at various ages and stages of development. The behavior of the child varies according to their ages and developmental characteristics which have a great impact on their life. Children do not just grow. They need guidance. Everyone in close contact with children can contribute to their development. The study of development help parents and teachers to plan activities and experiences for their children and to take proper care of them. The significance of studying development can be elaborated under the following headings-

1. **Knowledge of Developmental Pattern:**

   Scientific study about development is significant in letting the parents, teachers and others concerned to know the developmental pattern in an individual. To understand the pattern of development from conception to death, one must have a clear picture of this on the basis of scientific study, not on traditional beliefs and stereotyped ideas.

2. **How and why of Change:**

   Development describes the growth of human being throughout one's life. Scientific and systematic study of human development seeks to understand and describes how and why individual people change throughout their life. The study of development provides the answer to question how and why changes take place in men.

3. **Changes across broad range:**

   The study of development helps to examine changes across a broad range of areas including physical growth and

development, cognitive development, psycho-social development, language development, moral and emotional development and so on.

4. **Initiate contribution from all:**

Intensive study and knowledge of development not only help the teachers, but also the parents, doctors, psychologists, counsellors and all other surrounded by the child to understand the various aspects of growth and development and helps them to contribute towards all round and balanced development of the children.

5. **Prevention to hazards:**

Adequate knowledge and study of development not only provides adequate information of the all aspects related to growth and development, but also about the different hazards that may arise in the path of development in different children. Knowledge about developmental hazards and its possible causes helps the teachers, parents and other members to take preventive measures to help the children to better adjusted with the developmental changes.

6. **Understanding variety in development:**

We know that growth and development take place in individual person naturally and following the principles of direction. Still, we witness differences or variety in the process of development letting one individual differ from other in terms of different aspect of development. Study of development helps the parents, teachers and others concerned to understand the individual difference and why it happens.

7. **Identifying uniqueness in man:**

Study of development not only provides the idea about individual differences, but also develops the ability to recognize individuality in men. This refers to one's ability to recognize and comprehend the uniqueness of each children's

traits and his personality as a whole including his/her strength and weaknesses.

8. **Knowledge about the factors influencing development:**

Development is a continuous and dynamic process starting from the time of conception till the time of death. It brings lots of psycho-physical changes as well as behavioral changes in man throughout his/her life. Various hereditary, environmental factors are involved in the process of development. Study of development helps to understand how and to what extent these factors are influential in the process of development.

9. **Utilization of best resources:**

Study of development helps as well as encourages the parents and teachers to make best use of the best resources for their overall and healthy adjustment to the changes brought by the process. Knowledge of development helps the teachers to make best use of best teaching methods, positive rapport, and academic resources in the educational fields according to the rate of students' development. Likewise, parents and family members can take best care in terms of nutrition, emotional support, value orientation and creation of a sound and healthy family and societal environment.

10. **Planning for child's future:**

Study about the development helps the teachers and parents to better acquaint with their children's every aspect of growth and development. This helps them to predict the future of their child and make best plan for their future.

LET US KNOW



Development of children is a subject which interest parents, grandparents, friends, teachers, doctors, social workers and many others. These people are often baffled by children's behavior. If they better understand growth and development, they could contribute more to the welfare of children and their overall adjustment.

3.4 DIFFERENT METHODS OF STUDYING DEVELOPMENT

Study of development is not a recent phenomenon. Long before, there were attempt to make scientific studies of development. Earlier, attempt were made to study how children developed? One of the first person to study children as individual was John Amos Comenius. Besides him, there were Locke, Rousseau, Pestalozzi, Herbert Spencer, and Froebel who indirectly contributed towards the study of children. The observation of Pestalozzi on his three and a half year old son was published as the first scientific record of development. Followed by Pestalozzi, many educationists made attempt to study development of their children. It is important to note here that interest in scientific studies of children was given great impetus by the work of **G. Stanley Hall**. He is often considered as ***"Father of the Child Study Movement".*** One of the another great contribution towards the study of children was made by Charles Darwin through his article –***Biographical sketch of an infant*** published in 1877, which was a detailed elaboration and careful observation of the behavior and development of an infant. Thus, the study of child development marked long before.

Scientific study of child development is not an easy process. There are many obstacles that psychologists or educationists have to face in studying development. Moreover, the scientific study of development includes different dimensions like emotion, interest and many behavioral traits of children. Many time, data reported by parents and teachers are inaccurate, lack of consent of parents of new born to let their child be studied are some of the common obstacles in studying development. In spite of these obstacles, study of development occupies an important place in developmental psychology and it contributes to the development of many theories and principles of development. There are different methods used in studying development. In this unit, some of the methods are discussed.



CHECK YOUR PROGRESS

Q.1. Who is considered as Father of the Child Study Movement?

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Q.2. The article entitled-"Biographical sketch of an infant" was written by

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Q.3. State two common obstacles in studying child behavior.

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3.4.1 Cross Sectional Method

One of the significant methods used by the developmental psychologists in the study of development is Cross-sectional method. In this method, the psychologists observes differences between individuals of different ages at the same time. Here, different sample of behaviour are studied and comparisons are made. Ruble and Naka Mura in the year 1973 studied dependency among children by using this method. They compared kindergarten first, second and third grade children on a measure of dependency. They found large group differences with dependency most pronounced in the youngest children and least pronounced in the oldest. Such kind of cross sectional method is an effective way of spotting age group difference as such. Thus, this method involves looking at different groups of people of different ages. Cross-sectional studies are based on observations that take place in different groups at one time.

Cross-sectional method is a method often used in developmental psychology, but it is also used in many other areas including social science, education and other branches of science. This is known as descriptive research not causal or relational as it is not used to determine the cause of something. Researchers/psychologists record the information that is present in a population/ group, but they do not manipulate variables. Hence, this type of research can be used to describe characteristics that exist in a group, but not to determine cause-and-effect relationships between different variables. This method is often used to make inferences about possible relationships or to gather preliminary data to support further research and experimentation.

Here, this type of study utilizes different groups of people who differ in the variable of interest, but share other characteristics such as-socio-economic status, educational background and ethnicity. In developmental psychology, cross sectional method is used to study select group of people who are remarkably similar in most area, but differ only in age. By doing so, any differences between groups can presumably be attributed to age differences rather than to other variables. While, the design of such group seems to be relatively easy, finding participants who are very similar except in one specific variable can be very difficult. Additionally, groups can be affected by cohort differences that arise from the particular experiences of a unique group of people. Individuals born in the same time period may share important historical experiences, while people born in specific geographic region may share experiences limited solely to their physical location.

Merits of Cross sectional Method:

The merits of cross sectional method can be pointed out as –

- ✓ It includes different age groups of people at a time. Hence, it can be done relatively quickly.
- ✓ It is economical in time and cost as data is all gathered at the same point in time.
- ✓ It requires no experimental procedure, so no variables are manipulated by the psychologists.

- ✓ It is easy and simple to use as instead of performing an experiment, the psychologists need to simply record the information that he observe in the groups.
- ✓ The information gathered through cross-sectional method may be used to develop other methods to investigate relationship among groups.
- ✓ It is an affordable study method. Cross-sectional studies are much cheaper to study different groups at a same time.
- ✓ The studies made through this method are observational in nature.
- ✓ It allows psychologists to look at numerous characteristics simultaneously. Instead of focusing on particular traits, this method looks at each participant as an entire individual.
- ✓ Cross-sectional studies provide us with a snapshot of a specific group of people at a particular point in time.
- ✓ It can provide information about what is happening in a current population or group.

Demerits of Cross-sectional Method:

The cross-sectional method is sometimes subject to criticism. The following are the cause behind its criticism-

- ✓ Cross sectional method cannot tell the psychologists to how stable people's characteristics are as they mature.
- ✓ It does not involve repeated measurement of the same individual.
- ✓ Cross-sectional method can be used to describe the characteristics that exist in a group, but it cannot be used to determine any relationship that may exist.
- ✓ This method is used to gather information only.
- ✓ There is no prospective or retrospective follow-up in this method.

- ✓ Cross-sectional studies often need to select a sample of subjects from a large and heterogeneous study population. Thus, they are susceptible to sampling bias.
- ✓ This method is not good for studying rare behavior.
- ✓ This method does not determine the cause-and-effect relationships between different variables.



CHECK YOUR PROGRESS

Q.4. What is cross-sectional method?

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Q.5. State two merits and demerits of Cross-sectional method.

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3.4.2 Longitudinal Method

This is quite opposite method to cross –sectional method used in the field of studying development. A psychologists using longitudinal method observes the same group of individuals over a period of time. The individuals may be children or adult. This method provides a picture of continuous growth. Simply, it refers to the method studying the same group of individuals over an extended period of time. Here, in this method, data is first collected at the outset of the study and then the psychologists may gather data repeatedly throughout the length of study. In some cases, longitudinal studies can last for several decades. This is a best method to study development as it occurs throughout one's life as this method allows the investigator to look at changes over time. Repeated gathering on data over years or period may provide adequate

data regarding human development. The longest-running longitudinal study in the world today was started in 1921 by psychologist Lewis Terman. He wanted to investigate how highly intelligent children would develop as they turned into adults.

Longitudinal is a type of method used to discover relationship between variables that are not related to various background variables. This is an observational method. This technique or method involves studying the same group of individuals over an extended period of time. Longitudinal study or method is a developmental research strategy that involves testing an age group repeatedly over many years. It provides the answers to the vital question how people develop? This developmental study follows people over years and the outcome has been an incredible array of findings, especially relating to psychological problems.

It is important to note that a longitudinal study is also a co-relational research study that involves repeated observations of the same items over long period of time. Hence, it is used in developmental psychology to study the developmental trends across the life-span. Unlike cross-sectional method, it tracks the same people and hence, the differences observed in these people are less likely to be the result of cultural differences across generations. Due to this, the observation on changes on human development made through this method is more accurate.

Longitudinal study or method can be used to find the conclusions that types of development are normative in nature or not. In this type of study, it observes the ways in which development's stages changes between an individual and hypothesizes about the factors of variation in data.

Types of Longitudinal Method

There are three types of longitudinal studies-

A. Panel Study:

This study involves sampling a cross-section of individuals and survey it at regular intervals.

B. Cohort Study:

This study involves selecting a group based on a specific events such as birth, geographic location or historical experiences. This study is a research effort that follows over time group of individuals who are similar in some respects but differ in certain other characteristics and these characteristics are compared with particular outcomes.

C. Retrospective Study:

It involves looking to the past by looking at historical information such as medical records.

Merits of Longitudinal Method:

The merits of longitudinal method can be pointed out as –

- ✓ It allows the investigators to look at changes over time.
- ✓ It is especially beneficial for studying development and life-span issues as it observes the same group of individuals over a period of time.
- ✓ The observation of developmental changes made by this method are more accurate.
- ✓ It provides the answer to the vital question of how people develop.
- ✓ This method provides a clear picture of continuous growth in men.
- ✓ It is helpful in observing the ways in which development varies between individuals.
- ✓ It also hypothesizes about the possible causes of variation in development.
- ✓ This method can identify unique developmental trends in men.

Demerits of Longitudinal Method:

The causes behind the criticism of longitudinal Methods are-

- ✓ This method often requires large amount of time and finding, hence it is expensive.
- ✓ It requires significant commitment and resources to be effective.
- ✓ The longitudinal study have small group of subject, which makes it difficult to apply the results to a larger population.

- ✓In longitudinal study, participants sometimes drop out of the study in midway, shrinking the sample size and decreasing the amount of data collected and lead to invalid conclusion.
- ✓Since longitudinal studies repeatedly observe subjects over a period of time, any potential insights from the study can take a while to be discovered.
- ✓The data that is collected from longitudinal studies may not be reliable as it behavior changes over time.
- ✓The method require a large sample size.
- ✓Longitudinal studies are often observed to allow flexibility to occur.



CHECK YOUR PROGRESS

Q.6. What are the types of Longitudinal Study?

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Q.7. Who made the longest longitudinal study?

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3.4.3 Co-relational Method

Another method for studying development is co-relational method. This method shows the relationship between two variables. It is alternative of descriptive studies. A correlation refers to a relationship between two variables. Correlational studies are a non-experimental research method used to understand the linear relationship/association between two variables determined by statistical analysis. Correlational research aims to observe how strongly the variables are associated or related. Correlational studies are a type of research often used in psychology, as well as other fields like medicine. Correlational research is a preliminary way to gather information about a topic. In this type of non-

experimental method, psychologists look at relationships between the two variables but do not introduce the variables themselves. Instead, they gather and evaluate the available data and offer a statistical conclusion. The method is also useful if researchers are unable to perform an experiment. Researchers use correlations to see if a relationship between two or more variables exists, but the variables themselves are not under the control of the researchers.

The attributes of correlations include strength and direction. The direction may be positive (both variables increase or decrease together), negative (one variable increase while the other decreases) or unrelated (a random relationship between variables). The strength of a correlation ranges from -1 to +1 with a 0 reflecting no relationship between the variables. A correlational study serves only to describe or predict behavior and not to explain it. This is so because a third variable could be shown to cause the occurrence of one of the variable. Moreover, only experiments can prove causation. The co-efficient of correlation is a measure of correlation strength and can range from -1.00 to +1.00.

Types of Correlational Study/Method:

There are three sub-types of correlational Method or study-

A. Naturalistic Observation

The naturalistic observation is a sub type of correlational method which involves the process of observing and recording the variables of interest in the natural environment without interference or manipulation by the investigator or the experimenter. It allows the investigator the opportunity to view the variables of interest in a natural setting. It is used to study development when laboratory experiment is not possible. One of the demerits of this method is that study subjects might act differently if they know that they are being watched. The researchers or investigator might not be aware that the behavior that they are observing is not necessarily the subject's natural state i.e., how they would act if they did not know they were being watched.

B. Survey Method

In this method, a random sample of participants completes a survey, test or questionnaire that relates to the variable of interest. If the psychologists need to gather a large amount of data in a short period of time, a survey is likely to be the fastest, easiest, and cheapest option. It is a flexible method as it lets investigators to create data-gathering tools that will help ensure they get the information they need from all the sources they want to use (a random sample of participants taking the survey). One of the advantage of this method is that it is more flexible than other methods. But, it can be affected by an unrepresentative sample or poor survey questions. Participants can affect the result by trying to please the researchers or by lying to make themselves look better.

C. Archival Research

Archival method is performed by analyzing studies conducted by other researchers/ investigator or by looking at historical record of the particular sample. Many areas of psychological studies benefit from analyzing studies that were conducted long ago by other researchers, as well as reviewing historical records and case studies. The advantage of this method is that here researchers cannot change participant behavior. Using records, databases, and libraries that are publically accessible or accessible through their institution can help researchers who might not have a lot of money to support their research efforts, which makes it less expensive, but in this method sometimes information might be missing.

Merits of Correlational Method:

Correlational Method has some advantages in terms of-

- ✓ It is non-experimental study as such it is less costly and effective.
- ✓ It does not involve manipulative process.

- ✓ It provides the direction and strength of each relationship.
- ✓ The results of a correlational method are easy to classify as positive, negative or no relation.
- ✓ Through this method development of large number of individuals can be studied.

Demerits of Correlational Method:

Correlational method are sometimes criticized as-

- ✓ It determines the relationship between two variables but it does not suggest a cause for the effect.
- ✓ It can be expensive and time-consuming to achieve an outcome.
- ✓ Biased results can be revealed sometimes through this method.

These are the three important methods of studying development. Besides these, there are some other methods that are used by the psychologists used to study children or development of the individual. The succeeding unit will deal with those methods of studying development.



3.5 LET US SUM UP

The unit can be summarized as-

- The behavior of the child varies according to their ages and developmental characteristics which have a great impact on their life.
- Everyone in close contact with children can contribute to their development. The study of development help parents and teachers to plan activities and experiences for their children and to take proper care of them.

- Study of development can be significant in terms of providing Knowledge of Developmental Pattern, getting answers to how and why of Change, aware to take Prevention to hazards and so on.
- One of the first person to study children as individual was John Amos Comenius.
- Besides him, there were Locke, Rousseau, Pestalozzi, Herbert Spencer, and Froebel who indirectly contributed towards the study of children.
- Scientific studies of children was given great impetus by the work of G. Stanley Hall. He is often considered as "Father of the Child Study Movement".
- There are different methods used in studying development. Among them-Cross-sectional method, Longitudinal Method and Correlational Method are significant.
- In cross-sectional method the psychologists observes differences between individuals of different ages at the same time.
- A psychologists using longitudinal method observes the same group of individuals over a period of time. Longitudinal is a type of method used to discover relationship between variables that are not related to various background variables.
- There are three types of longitudinal studies- Panel Study, Cohort Study and Retrospective Study.
- Correlational method are a non-experimental method used to understand the linear relationship/association between two variables determined by statistical analysis.
- There are three sub-types of correlational Method- Naturalistic Observation, Survey Method and Archival Research.



3.6 FURTHER READING

1. Ahlawat Neetu(2010): Developmental Psychology, RBSA Publisher, Jaipur.

2. Dash B.N (2011): A textbook of Educational Psychology, Dominant publishers and distributors' pvt. Ltd.

3. Goswamee Gayatree (2008): Child Development and Child Care, Arun Prakashan, Guwahati, Assam.

3.7 ANSWER TO CHECK YOUR PROGRESS

ANSWER TO Q.NO.1:

G. Stanley Hall is often considered as Father of the Child Study Movement.

ANSWER TO Q.NO.2:

Charles Darwin.

ANSWER TO Q.NO.3:

Two common obstacles in studying child behavior are

- ✓ Many time data reported by parents and teachers are inaccurate.
- ✓ Lack of consent of parents of new born to let their child be studied.

ANSWER TO Q.NO.4:

Cross-sectional method is a method often used in developmental psychology. In this method, the psychologists observes differences between individuals of different ages at the same time. Here, different sample of behaviour are studied and comparisons are made.

ANSWER TO Q.NO.5:

Merits of Cross sectional Method:

- ✓ It requires no experimental procedure, so no variables are manipulated by the psychologists.
- ✓ It is easy and simple to use as instead of performing an experiment, the psychologists need to simply record the information that he observe in the groups

Demerits of Cross-sectional Method:

- ✓ It does not involve repeated measurement of the same individual.
- ✓ Cross-sectional method can be used to describe the characteristics that exist in a group, but it cannot be used to determine any relationship that may exist.

ANSWER TO Q.NO.6:

There are three types of longitudinal studies-

1. **Panel Study:** This study involves sampling a cross-section of individuals and survey it at regular intervals.
2. **Cohort Study:** This study involves selecting a group based on a specific events such as birth, geographic location or historical experiences.
3. **Retrospective Study:** It involves looking to the past by looking at historical information such as medical records

ANSWER TO Q.NO.7:

The longest-running longitudinal study in the world today was started in 1921 by psychologist Lewis Terman.



3.8 POSSIBLE QUESTIONS

A. Short Questions (Answer each questions in about 150 words)

1. What is cross-sectional method?

2. What are the types of longitudinal method?

3. Give your perception on Naturalistic observation.

2. Differentiate between cross-sectional and longitudinal method of studying development.

3. Critically analyse correlational method as a method of studying development.

B. Long Questions (Answer each questions in about 300-500 words)

1. How does study of development can help teachers and parents? Discuss.

2. Discuss cross-sectional method as an important method of studying development.

3. Why longitudinal method is considered as best method of studying life-span?

UNIT 4: METHODS OF STUDYING DEVELOPMENT-II

4.1 Learning Objectives
4.2 Introduction
4.3 Some Other Methods of Studying Development
4.3.1 Experimental or Method
4.3.2 Case-Studies Method
4.3.3 Observation Method.
4.5 Let us Sum Up
4.6 Further Reading
4.7 Answer to Check Your Progress
4.8 Possible Questions

4.1 LEARNING OBJECTIVES

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

- understand and apply some other methods of studying development.
- acquaint with the concept of experimental method as a method of studying development
- know about case-studies and observation method for studying development.

4.2 INTRODUCTION

In the preceding unit, discussion has been made on importance of studying development and how it is beneficial for teachers, parents and other person concerned for contributing towards the overall development of the children. The important methods of studying development were discussed in the unit 3. Besides the cross sectional, Longitudinal and correlational method, there are some other methods used by psychologists or the educationists to derive various fact regarding human life and development. The study made through these methods have contributed a lot in deriving many conclusions and principles of human life-span. These are beneficial not only for the history

of developmental psychology but also guide the parents, teachers and others to contribute in the balanced adjustment of the child with their life through different changing ages and phases. These methods are popularly used in psychology in studying behavior. As a learner of education, knowledge about these methods will not only enrich your knowledge on behavior but also help you to study human behavior and explore new facts regarding you and the surrounding people. Let's get acquainted with these popular method of studying development-

4. 3 SOME OTHER METHODS OF STUDYING DEVELOPMENT

In studying the behavior of children or development no one method of measuring technique is suitable for all age level or for all forms of behavior. The aim of scientific study is to make observations that lead to accurate predictions. But such prediction cannot be always reliable and valid. Again entirely different methods must be used for studying children or development who cannot verbalize their thoughts and for those for children who cannot read and write and for those who can do. Again studying children in a laboratory also has some obstacles. Laboratory setting itself make children apprehensive of revealing much of their behavioral characteristics. To eliminate this obstacles, some psychologists began making study in the child's natural habitat of the home, school, playground or the place where child spend most of their time. To increase the accuracy of the data, sometimes the psychologists make use of cameras and electronic devices to record the behavior. Training in observation and reporting is also provided to the parents so as to get accurate data regarding their children's behavior. Moreover, contribution of day-care centers, nursery schools, health clinic, child guidance clinics are inseparable in studying the behavior of children. There are many methods of studying the behavioral changes in individual. Some of them are already discussed in the preceding unit. The some other methods of great significance are-experimental method, Case-studies and observation method

4.3.1 Experimental Method

This is the most scientific and objective method of studying development. Among all the methods of investigation, this method is considered as highly developed, formalized and most accurate method of studying development. In this method, emphasis is given on experimentation. Here, experimentation consists of objective observation of actions of people under pre-arranged or rigidly controlled conditions. Out of these observation, certain conclusions are drawn and principles or theories are formed. The word-"experiment" comes from a Latin word-"experimentum" which means a trial or test. Hence, in experimentation, psychologists try or put to the test the material or phenomenon whose behaviour or consequences they wish to ascertain. The basic idea behind the experimental method is to control the phenomena under study and the variable of which are being observed. This method attempts to rely solely on an application of the scientific method to understand the behaviour or developmental changes in men. Experiments are conducted to test a particular hypotheses or evaluate functional relationship. In the experimental method, hypotheses are formulated about the effect of one thing on another, the independent variable is the one expected to produce changes in the dependent variable.

Significant feature of Experimental Method:

There are some necessary feature that signifies the experimental method. These are-

- **Psychological Laboratory:**
  There must be a well-equipped laboratory to conduct the experiments.
- **Experimenter and the Subject:**
  Experiment performed in this method essentially requires two person-one the experimenter and the subject whose development is to be observed or studied.
- **Variables:**
  Another significant feature of experimental method is conditions or variables. Through the variables, psychologists or experimenters are able to observe the casual relationship between two phenomena, keeping all other conditions almost

constant. The variable which effect are being studied is called the *independent variable* and the variable which is being effected is called *dependent variable*. Thus the independent variable stands for the cause, and the dependent variable is the effect of that cause. There may have other conditions other than these two variables are called *intervening variables*. If we take an example of effect of creativity on achievement, here, creativity will be the independent variable and achievement will be the dependent variable. Other conditions like-parental support, teaching method, memory of the children etc. which exercise a good impact upon one's achievement besides creativity can be termed as intervening variable. In experimental method, all such intervening variables are controlled, hence they are made constant or equalized and the effect of only one independent variable on dependent variable is studied. For this, psychologist try to change and vary the independent variable. This brings about concomitant objectively observed and measured on the basis of which certain conclusions are made.

❖ **Experiment on living organism**:

Another essential feature of experimentation is that the experiments are always conducted on living organism. Generally, in physical science experiments are conducted on inorganic or dead subjects. But, experimental method used in developmental psychology make use of living being only.



LET US KNOW

In experimental method, the experiments are conducted to test a particular hypotheses. The key concept to describe an experiment is similar people in different circumstances. The similarity of the people is achieved by random assignment. The different circumstances are created by manipulation of some situational variables.

Experimental method is not restricted to the laboratory. In a natural setting too, a manipulation of the situation can be made to see the effect on one's behaviour. However, for such study, there is need of *some specific experimental designs* for controlling the variables and measuring their effects. Such designs help the psychologists to control the variables. Some of such designs are discussed here that can be used to study development-

A. The Control Test or single –group design:

In this design, experiment is conducted on a single group or individual. Here, the psychologists try to differentiate by observing the performance under different conditions. First, the behaviour is observed under normal conditions and then again with different set of changed condition. Conclusions are then drawn by comparing the differences. In this design, it is not necessary to have two different individual or group of subject for experiment. Only the measures can be taken several times under different conditions.

B. Control Group Design:

In the control group design, two separate groups ***one-experimental group*** and another **the control group** participate in the experiment. These two groups are made to function under the same condition except in the difference in independent variable. **For example**, to study the intellectual development or behaviour, under this design, both the groups are equated on various personality characteristics like age, sex, intelligence. One to one correspondence in the two groups are made. The control group is given some sugar capsules and they are tested on some intelligence test. At the same time, experimental group is given drug capsules and tested on same intelligence test. After that, the difference in the intelligence scores are calculated, which reveals some significant difference as a result of the effect of drugs.

C. Multiple-group Design:

In this design, experiment is conducted with more than two group for arriving at the appropriate conclusions.

D. Rotation Design:

This experimental design involves presenting two or more stimulating situations to the experimental subjects in as many sequence as necessary to control the serial effect of one variable on the other.

Critical Analysis of Experimental Method:

Experimental method is the most significant method of psychological studies. It makes application of scientific method to understand human behaviour and development in men. As a method of studying development, it can provide various scientific information on scientific and systematic experimentation. Experimental method includes controlled experiments which are identical to the experimental sample. If we try to analyse this method critically, we have to analyse it from both the positive and negative aspects. The positive aspects of this method can be categorized as-

- It is the most scientific method of studying human behaviour as it relies on application of scientific method.
- This method allow the psychologists to establish causal relationship between different aspects of behaviour and environment leading to make clear findings on development and its influencing factors.
- Experiment under this method always has a testable hypotheses in terms of observable events or phenomenon.
- It is the most objective method of obtaining knowledge of different aspect of human behaviour.
- Through conduction of different enlightening experiments, facts about human development, developmental hazards faced by the children can be revealed.

Though in many ways, the experimental method is one of the best methods for gathering scientific information, yet, it has its own limitations-

- In experimental method, the experiments are conducted under controlled condition, such artificial situation is different from natural environment. As such, it fails to study the behavioural changes in natural conditions.
- Experimental method is a lengthy and time consuming method as it requires creation of artificial conditions to conduct the experiments.
- Success of the experimental method lies in controlling of conditions and variables. It is very difficult to know and control all of the variables.
- As experiments in psychology are often conducted on animals or birds, so studying human development through experiment may not be possible or the result done on animals may not be applicable to human.
- Under this method, it is very difficult to control internal mental conditions of the people.
- The scope of experimental method is limited, all problems of human behaviour cannot be studied by this method. Because, experiments are not possible to conduct for all the problems that may come up in the diverse subject of developmental psychology.
- Conduction of experiments requires specialized knowledge and skills.
- Study about development in the early years of life is not possible through experimental method as receiving co-operation from the children and their parents is not possible.

Thus, the above limitation reveals that in studying the developmental changes in the child, the experimental method is restricted in its application.



CHECK YOUR PROGRESS

Q.1. What is the derivative meaning of experiment?

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Q.2. What are the two groups used in experimental design?

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Q.3. What is an intervening variable?

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4.3.2 Case -Study Method

Case-studies are another significant methods most popularly used by the developmental psychologists to study about the developmental phenomenon in men. Case study in psychology refers to the use of a descriptive approach to obtain an in-depth analysis or study of a person, group or phenomenon. This method is a very popular form of qualitative analysis and involves a careful and complete observation of a social unit in terms of a person or group. Thus, case study is essentially an intensive investigation of a particular unit under consideration. The case-study method is widely used systematic field research technique in child development. Initially, case study was limited to mal-adjusted children, but at present, case study method has a wider application since it facilitates intensive study of child behaviour and reveals facts about human development.

The case study research method originated in clinical medicine which is called as the case history, i.e. the patient's personal history. In psychology, case studies are often confined to the study of a particular individual. The information is mainly biographical and relates to events

in the individual's past i.e. retrospective, as well as to significant events which are currently occurring in his or her everyday life. In this method, the psychologists try to go deep into the past history of the subject in order to find out some of the important events or forces which are responsible for making him what he is. A case study is nothing but a collection of facts about an individual. The data regarding an individual previous history is collected from him and his associates and on the basis of such data conclusions are made.

Case study is used to get the analysis of a particular subject or individual. Much of Psychologist Freud's work and theories were developed through individual case studies. In a case study, nearly every aspects of the subject's life and history is analysed to seek pattern and causes for behaviour. The learning or findings from studying one case can be generalized to many others. Of course, subjective case studies are difficult to generalize to a larger population.

Techniques used for Case Study:

A variety of techniques may be employed including personal interview, direct observation, psychometric test as well as archival record. The procedure used in a case study means that the researcher provides a description of the behavior. This comes from interviews and other sources, such as observation.

The subject whose case is being studied reports detail of events from his or her point of view. The investigator then writes up the information from both sources above as the case study, and interprets the information. The study may also continue for an extended period of time, so processes and developments can be studied as they happen. Amongst the sources of data the psychologist is likely to turn to when carrying out a case study are observation of a person's daily routine, unstructured interviews with the participant herself and with people who know the subject, diaries, personal notes like- letters, photographs, notes or official document like-case notes, clinical notes, appraisal reports.

The case study method often involves simply observing what happens to, or reconstructing 'the case history' of a single participant or group of individuals such as a school class or a specific social group. The interview is also an extremely effective procedure for obtaining information about an individual, and it may be used to collect comments from the person's friends, parents, employer, workmates and others who have a good knowledge of the person, as well as to obtain facts from the person him or herself.

It is important to note that most of this information is likely to be qualitative i.e. verbal description rather than measurement but the psychologist might collect numerical data as well. All the approaches mentioned here use preconceived categories in the analysis and they are ideographic in their approach, i.e. they focus on the individual case without reference to a comparison group.

A good case study should always make clear which information is the factual description and which is an inference or the opinion of the investigator.

Advantages of Case-study Method:

As a method of studying human behavior or developmental changes, case study has some positive aspects-

- The case-study is an in depth study about a phenomenon, as such it provides first hand picture about the case.
- The case study method offers a continuous analysis of a case. That means there aren't interruptions in the process of studying which is very essential to reveal about developmental process.
- Case studies allow an investigators to investigate a case of development in child or men in far more detail which leads to exploration of more facts about the developmental process.
- It is very significant method to study normal development of a person.
- Because of their in-depth, multi-sided approach case studies often shed light on different aspects of human thinking and behavior.

- Case studies are often can help us generate new ideas. They are an important way of illustrating theories and can help show how different aspects of a person's life are related to each other.
- It is one of the best method for diagnostic studies, as such it helps to diagnosis various hazards that may arise in the process of child development, as it helps a lot in diagnosing the cases which suffers from personal, social and other developmental abnormalities.
- Case study in psychology is the potential for the development of novel hypotheses for later testing.

Disadvantages of Case-study Method:

Though case study is a best method to obtain in depth analysis of an individual, this method is criticized many time as-

- It is difficult to maintain record of every events of a case under case study method.
- The information gathered regarding the case may be influenced by subjective observation which makes it less reliable.
- The method requires highly trained and skilled persons to make in depth study of a case specially in providing diagnosis the case.
- In depth study about a case requires more time and efforts which makes the method lengthy.
- It is not always possible to get reliable data regarding the past of the case which may mislead the study.
- Case study method provides a great deal of information about a specific person, the result are often difficult to generalize to a larger population.
- In psychology, case studies are most often used in clinical study to describe rare events and conditions which contradicts well established principles in the field of psychology.
- Case studies are unable to draw cause and effect relationships or test hypotheses.



CHECK YOUR PROGRESS

Q.4. State two merits and demerits of Case study method.

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4.3.3 Observation Method

Observation method is the most commonly used method especially in studies relating to behavioural sciences. Child study started with observation of the behaviour of the child as he grows up by the parents who maintained a diary and noted all the particulars. It is the oldest method of studying behaviour. Development can precisely studied by observing the changes that occur in men or child.

The word-"observation" has been derived from the ***Latin word-"observare"*** which means –to keep open. As such, observation seems to be easy and simple, we simply keep our eyes open and we see certain things. But it is not that simple. Observation is much more than seeing something. It involves a mental process. Observation becomes a scientific tool and a method of data collection for the investigator when it serves a formulated study purpose as well as systematically planned and recorded and is subjected to check and control on validity and reliability. Observation as a method of studying development is particularly suitable in studies which deal with children, their activities and behavioural changes since it is a more natural way of collecting data. Different great psychologists of the world made use of this method for studying children. Even The great Biologist Charles Darwin maintained a diary noting down the behaviour and development of his son. Using this method, an attempt was made to understand the problems confronted the child. As such observation as a method can be helpful in finding out different developmental facts and hazards.

Mrs. P. V. Young, in her book 'Scientific Social Surveys and Research' has defined observation as, *"Observation is a systematic*

and deliberate study through the eye of spontaneous occurrences at the time they occur". As such, observation is carried out with the eye, and the purpose and aim of observation is to discover significant mutual relations between spontaneously occurring events. Observation as a method can be refereed as the approach of studying behaviour consists of the perception of an individual's behaviour under natural conditions by other individuals and the interpretation and analysis of the perceived behaviour by them. Through this method, mental process of others can be inferred through observation of their external behaviour. It can also be interpreted as indirect method of studying mental process of children or men. In all observations there are two elements, one-the sense-perceptual and the mental. We make observations with the help of senses like-seeing, hearing etc. but along with that mind also work. Observation involves interpretation of the sense experiences by minds.

In every act of observation, there are two components-one the object or what is observed and the subject or the observer. Sometimes, one may have to observe one' own immediate experience. That would be subjective observation or introspection, you have already come across this concept in your previous semester. Many of psychological interest are gathered by the method of subjective observation. On the other hand, in many investigation, the observer is an entirely apart from the thing observed. Observation of this kind is objective observation or extrospection. In recording social data, objective observation is more appropriate as composed with subjective. The data obtained from observation are as viable and meaningful and more varied than those obtained by experimental and case study method.

Advantages of Observation method:

The reason behind considering observation as most easiest and popular method are-

- Findings of observation are always systematic, reliable and planned as well as specific.
- It provides a solid ground for experimentation.

- It is one of the natural and flexible method of studying developmental change in behaviour.
- It does not require any laboratory setting or long duration, as such it is economical in terms of time, money and efforts.
- Through this method, it is easy to gather data about human action and reaction.
- Observation is based on actual and firsthand experience, the data obtained through this are more realistic than other method.
- The result obtained through this method are reliable and can be verified.

Disadvantages of Observation Method:

Besides being as popular method of studying behaviour or development, it is not free from criticism. Such as-

- Observation method is useful only for collecting data on the observable behaviour of an individual. It does not provide data of the inner mind as such reasoning can only be established through external behaviour.
- While using this method, sometimes a person may hide his feeling and emotions and can disguise the evil nature under the cover of artificial sobriety. In such case of hypocrisy, this method fails to judge a person in actual sense.
- The observation made by the observer may be affected by subjective judgement which may affect the result.
- Under observation method, the observed behaviour is dependent on the time and place and on the individual or group. As such it lacks replicability as each natural situation can occur only once.
- Observation method fails to establish a proper cause and effect relationship.
- Sometimes, lack of experience and skill on the part of the observer may lead to wrong result and interpretation.
- The conclusions based on observation are not reliable, because in observation we have to depend upon human tact and resourcefulness only.

In spite of the criticism, all these methods discussed above are some of the significant and popularly used methods of studying development. Psychologists, researchers or investigators are constantly trying to reveal new facts about how and why of human development through applying these methods to explore behavioural changes in men.

CHECK YOUR PROGRESS



Q.5. What are the two elements involved in observation?

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Q.6. What is extrospection?

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4.4 LET US SUM UP

The unit can be summarized as-

- In studying the behavior of children or development no one method of measuring technique is suitable for all age level or for all forms of behavior, there are many methods of studying the behavioral changes in individual.
- In experimental method, emphasis is given on experimentation.
- Experimentation consists of objective observation of actions of people under pre-arranged or rigidly controlled conditions.
- The basic idea behind the experimental method is to control the phenomena under study and the variable of which are being observed.
- Significant feature of Experimental Method are- Psychological Laboratory, Experimenter and the Subject, Variables and Experiment on living organism.
- Experimental method is not restricted to the laboratory. In a natural setting too, a manipulation of the situation can be made to see the effect on one's behaviour.

- Case-studies are another significant methods most popularly used by the developmental psychologists to study about the developmental phenomenon in men. Case study in psychology refers to the use of a descriptive approach to obtain an in-depth analysis or study of a person, group or phenomenon.
- A variety of techniques may be employed in case studies including personal interview, direct observation, psychometric test as well as archival record.
- Observation method is the oldest method of studying behaviour. Development can precisely studied by observing the changes that occur in men or child.
- Mrs. P. V. Young, in her book 'Scientific Social Surveys and Research' has defined observation as, *"Observation is a systematic and deliberate study through the eye of spontaneous occurrences at the time they occur".*

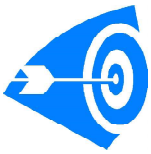


4.5 FURTHER READING

1. Dash B.N (2011): A textbook of Educational Psychology, Dominant publishers and distributors' pvt. Ltd.

2. Goswamee Gayatree (2008): Child Development and Child Care, Arun Prakashan, Guwahati, Assam.

3. Mangal S.K (2006 2nd Edition): Advanced Educational Psychology, Published by Asoke K Ghosh, Prentice Hall of India Private Limited, New Delhi



4.6 ANSWER TO CHECK YOUR PROGRESS

ANSWER TO Q.NO.1:

The word-"experiment" comes from a Latin word-"experimentum" which means a trial or test.

ANSWER TO Q.NO.2:

The two group groups in experimental methods are experimental group and another the control group.

ANSWER TO Q.NO.3:

There may have other conditions other than these two variables – dependant and independent which may affect the subject being studied are called *intervening variables.*

ANSWER TO Q.NO.4:

Merits of Case-study Method:

- The case-study is an in depth study about a phenomenon, as such it provides first hand picture about the case.
- The case study method offers a continuous analysis of a case. That means there aren't interruptions in the process of studying which is very essential to reveal about developmental process.

Demerits of Case-study Method:

- It is difficult to maintain record of every events of a case under case study method.
- The information gathered regarding the case may be influenced by subjective observation which makes it less reliable.

ANSWER TO Q.NO.5:

In all observations there are two elements involved, one-the sense-perceptual and the mental.

ANSWER TO Q.NO.6:

In many investigation, the observer is an entirely apart from the thing observed. Observation of this kind is objective observation or extrospection.



4.7 POSSIBLE QUESTIONS

A. Short Questions (Answer each questions in about 150 words)

1. What is an experimentation?

2. What are the role of variables in experimentation?

3. State some of the experimental design used to control variable in experimental method.

4. Differentiate between experimental method and case study method.

B. Long Questions (Answer each questions in about 300-500 words)

1. Discuss experimental method as one of the significant method of studying development.

2. What is case study method? How significant is a case study to study human development?

3. Critically discuss observation method as a method of studying human behaviour.

UNIT 5: PRE-NATAL DEVELOPMENT

UNIT STRUCTURE

5.1 Learning Objectives

5.2 Introduction

5.3 Concept of Pre-Natal Development

5.4 Conditions Affecting Pre-Natal Development

5.5 Neo-Natal Period

5.5.1 Actions and Reactions of the Neo-Nate

5.6 Let us Sum Up

5.7 Further Reading

5.8 Answer to Check Your Progress

5.9 Possible Questions

5.1 LEARNING OBJECTIVES

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

- comprehend the pre-natal stage of development
- understand how development take place in pre-natal stage
- identify the conditions affecting pre-natal development
- know the actions and reactions of the Neo-Nate.

5.2 INTRODUCTION

The Second Unit of this Block must have given you a clear understanding about different stages of life-span in which pre-natal period is the first phase of human life. You must be aware that sudden development does not take place in individual and rather it follows a particular pattern and sequence. The development of human being starts with the conception in the mother's womb. Since conception, different changes take place and a single cell turn to a full-fledged baby ready to come out to the world as an individual. The period from conception to birth is termed as Pre-Natal Stage of human life-span, which is most critical from developmental perspectives, as it is the base phase of human life. As investigated by research studies, most of the development take place before birth. In this unit, discussion will be made in detail about this

period and how development take place throughout the period. Moreover, after going through this unit, you will also be able to know the different conditions that affect the development in this phase and different actions and reactions of the neonate after he enter to the next phase from pre-natal period.

5.3 CONCEPT OF PRE-NATAL DEVELOPMENT

Before going in depth into the different developmental process and changes of the pre-natal period, let's acquaint yourself with the first period of human life-span.

Pre-natal Period:

Life's journey begins with conception in the womb of the mother. The approximate nine month period spent in mother's womb is known as the pre-natal period. This is the most important period of life. This period begins at the time of conception and end at birth, which is approximately 270 to 280 days in length or nine calendar months. Pre-natal development is orderly and predictable, hence, it is possible to give a timetable of the important developments taking place during this period.

Conception (How life begins?):

Pre-natal period starts at the moment of conception. The first step in the development of a human being is that moment of conception. New life begins with the union of a male sex cell called *spermatozoon* and a female sex cell called *ovum*. These sex cell are developed in the reproductive organs (the gonads). Conception take place through the fertilization process of ovum (egg Cell) by spermatozoon (sperm**). Fertilization in humans refers to the fusion of male and female sex cell that facilitates the development of a new organism.** Fertilization is the natural life process, which results in the formation of a new cell, this cell is called as **zygote**. In humans, the process of fertilization takes place in the fallopian tube. Zygote formation in human or another multicellular organism is the first developmental stage in the process of reproducing a complete individual. The zygote further divide into a mass of cells known as **blastocyst** which will transform into an embryo which will further transform into a foetus and over a period of months the

foetus will transform into an offspring. Sexual intercourse is the natural process leading to fertilization. But with the advancement of medical science, the fertilization event that leads to zygote formation can happen through medically assisted fertilization such as in-vitro fertilization (IVF).

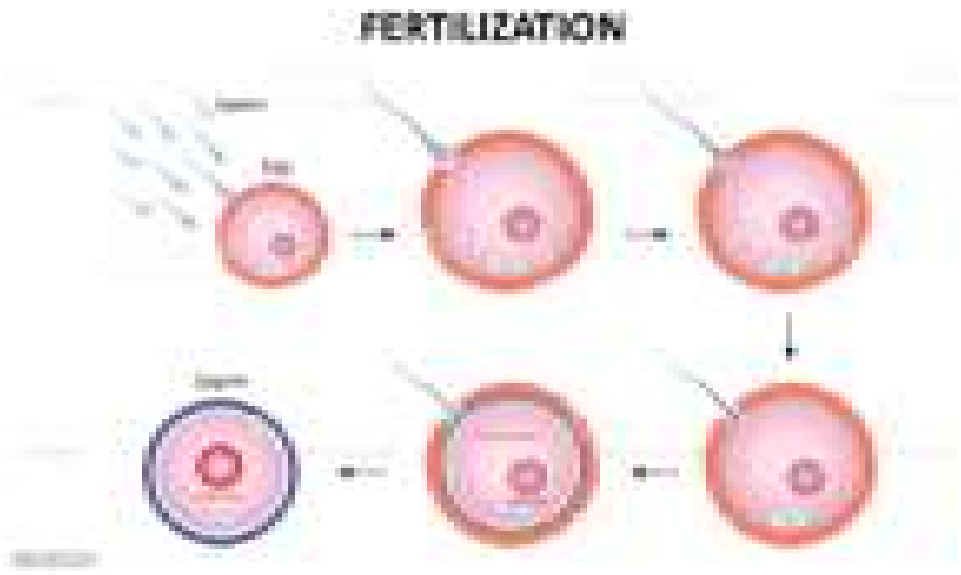


Figure 5.1: Fertilization leading to Zygote Formation

Image Source: https://media.istockphoto.com/vectors/process-of-human-fertilization-vector-id1151753982

Conditions determined at Conception:

As already mentioned pre-natal period is the most significant period of human life-span. At the time of conception, certain conditions are determined that influence the individual's later development. These conditions play a very significant role in individual's life.

A. **Hereditary Endowment:** The first important happening at the time of conception is the determination of the newly created individual's hereditary endowment. The maturation of reproductive cells is important in determining what the hereditary endowment of the newly created person will be. Within each sex cell whether the sperm or the ovum there are 23 pairs of chromosomes, within each of which

are strings of microscopically small particles-these are called **Genes.** These genes are the physical substances passed from parents to children. There is a common saying that children carries most of their psycho-physical traits from their parents and grandparents through genes. From the two parents the child receives a new combination of parental genes. This combination of genes in parents of the newly created being is made up of the genes they received from their parents. As such the children may receive some common traits in common with one or both of the parents or their grandparents such in appearance, nature, habit etc. The following diagram will help you to understand why children resemble to their parents or grandparents-

Every man and every women at conception received 23 chromosomes from each parent as a whole 46 in all.

Paternal Grandparents (23 +23) Maternal Grandparents (23+23)





In mating each passes on half of his/her chromosomes to every child





Father (23) **Mother (23)**

Father passes half of his of the chromosomes.

Mother too contribute half

Chromosomes to child

By the way of a sperm

23 23

Child 23 +23=46

These 46 chromosomes constitute everything that determines the heredity of the child.

Diagram 5.1: The hereditary process determined at conception

B. Sex of the newly created individual:

Determination of the individual's sex is another important happening at the time of conception. Sex of the newly created individual or

whether the child will be a male or female depends on the kind of spermatozoon that unites with the ovum. As discussed in the above diagram, each sperm and ovum contains 23 chromosomes. The father produces sperm of two kinds in equal number-one half of all mature sperm carry the X chromosomes and the other half carry Y chromosomes. But, mother produces egg or matured ova all of one kind, each with a large X chromosomes. These X and Y chromosomes are sex determining chromosomes. It the mature **ovum (X)** is fertilized by **Y-**bearing spermatozoon, the offspring will be **a Boy**, but if the mature **ovum (X)** is fertilized by **X-** bearing spermatozoon, the offspring will be a **Girl.**

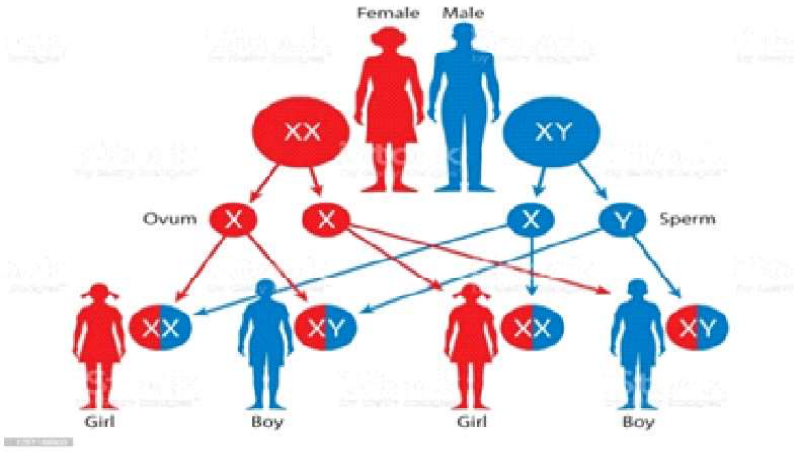


Figure 5.2: Sex determination of baby at conception

Image Source*: https://media.istockphoto.com/illustrations/sex-determination-in-humans-illustration-id1257168903*

Number of Offspring: Another important happenings that is determined at the time of conception is number of off spring. While most human are singleton, twins or multiple birth also occur. When a matured ovum is fertilized by one spermatozoon, the result is singleton, if the fertilized ovum or the zygote splits into two or more distinct part during the early stages of cell cleavage, it results in identical twins, triplets or multiple birth. It is important to mention here that, if two or more ovum are released simultaneously by mother and are fertilized by different spermatozoon, it result in non-identical twins or triplets.

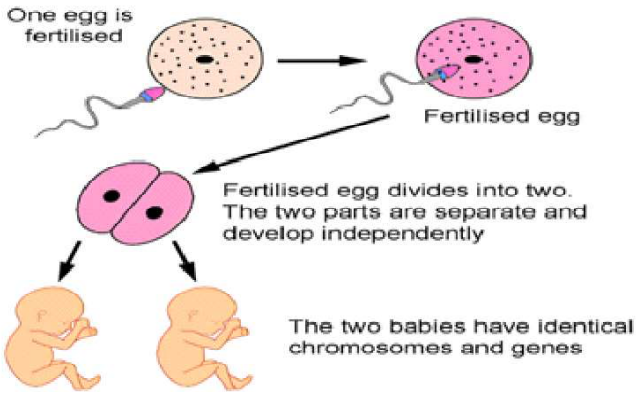


Figure 5.3: Determination of off-spring at the time of conception.



LET US KNOW

✓ The first developmental period in the life-span is next to the shortest of all, the shortest is the period of new born.

✓ Zygote is a eukaryotic cell formed by the fertilization of two gametes. Thus, an egg cell or ovum fertilized by a sperm cell is a zygote.

✓ If the fertilized ovum or the zygote splits into two or more distinct part during the early stages of cell cleavage, it results in identical twins, triplets or multiple birth.



CHECK YOUR PROGRESS

Q. 1. What is fertilization?

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.....

Q.2 What is a Zygote?

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.....

Q.3 What is blastocyst?

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Q.4. A child receives ——————————chromosomes from each parent at the time of conception.Q.5. How is the sex of the baby determined at conception?

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Three sub-stages of pre-natal period: (Pre-Natal Development):

To know about the developmental norms of pre-natal period, it is essential to be clear with the stages of this period. The pre-natal period is divided into three stages. Each of these stages are characterized by its own peculiar type of development.

1. Period of Ovum/Zygote or Germinal Stage:

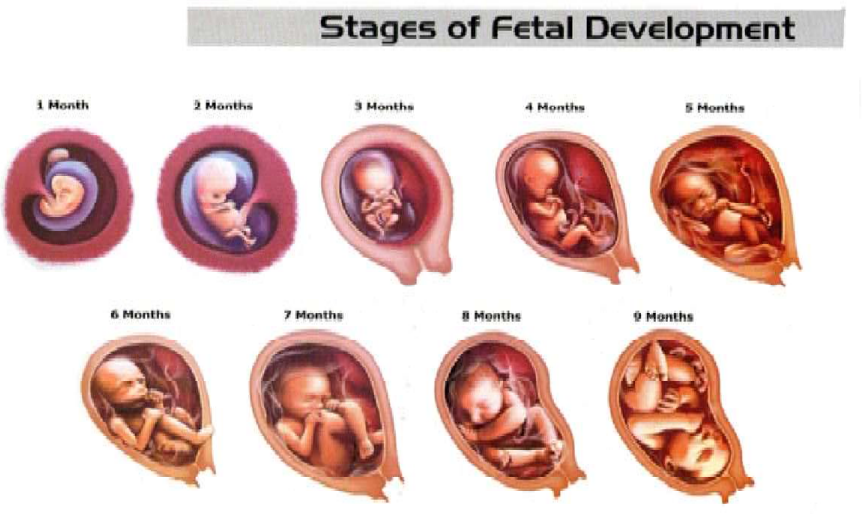
This period covers the period from fertilization or conception to end of second week. During the two weeks of this period, the size of the zygote or fertilized ovum is that of a pinhead. During first half of this period the size remain unchanged and free and unattached because it does not receive any outside source of nourishment. The zygote is kept alive by the yolk in the ovum. In this period, the zygote passes down the fallopian tube to the uterus, it divides into many times and separates into outer and inner layer. The *outer layer later develops into* ***the placenta, the umbilical cord and the amniotic sac***. The inner layer develops into a new human being. While the zygote completes its journey the lining of the uterus completes its preparation to receive the ovum. When the zygote finds a place in the uterine wall it gets nourishment through the blood vessels. After ten days after fertilization, the zygote becomes implemented in in the uterine wall. Once, it is implanted, it becomes parasite throughout the pre-natal period in the uterus.



Source:https://slidetodoc.com/presentation_image_h/72fadb6d4f718dc6f558229babe235cb/image-8.jpg

1. Period of Embryo or Embryonic Stage:

The second sub stage of pre-natal period is period of embryo or it is also termed as embryonic stage. This period ranges from the end of second week from conception to second lunar month. This period occurs once the zygote finally implants into the uterine wall of the mother. During this period, the embryo develops into a miniature human being. This period is characterized by rapid developmental changes. All the essential features of body both external and internal are established in this period. Major development occurs in the head region first and in the extremities last. The placenta, the umbilical cord and the amniotic sac are developed which protect and nourish the embryo until the time of birth. The sex organs are well developed enough to distinguish the sex of the embryo. Some features such as eye, arms, ears and feet too become recognizable. At the end of this period, the embryo weighs on the average 1 ¼ ounces and measures in length 1 ½ inches.



Source:https://www.scienceabc.com/wp-content/uploads/2015/05/stages-of-fetal-development.jpg



LET US KNOW

✓ **Lanugo:** A wolly hair that grows over the body of the fetus while they are developing in the womb. These hairs disappear either by birth or shortly after when vellus hairs replace them.

✓ A baby born at five or six month practically has no hope of survival because the respiratory system is not developed during that period.

5.4 CONDITIONS AFFECTING PRE-NATAL DEVELOPMENT

The above discussion has revealed that pre-natal period is one of the most important and crucial period of human development. But there are some conditions which may affect the baby and its development. As a learner of developmental psychology as well as a laymen too, you all should be cleared with these conditions. Pre-natal period is greatly influenced by a wide variety of factors. Some of such factors are-

1. **Nutrition of the mother:**

   The unborn babies' nourishment comes from the maternal bloodstream through the placenta. The malnutrition of the mother will affect the growth and development of the foetus. Hence, mother must be careful in taking balanced diet and proper nutrition such as protein, fats, milk, carbohydrates, folic acid, vitamin C found in various green vegetables and fresh fruits.

2. **Drugs:**

   Certain unprescribed drugs taken by the mother during the pregnancy can have serious developmental effect on the foetus. Narcotics and dosage of these drugs may prove very harmful to both the expectant mother and the foetus. Since drugs permeate the mother's bloodstream and get transmitted to the foetus,

hence mother and family members should be very careful in taking drugs.

3. Age of the Mother:

The mother's age at the time of conception and delivery is also an important factor to be considered. Before 21 years of age, the female reproductive system is not fully matured and the hormones needed for reproduction have not reached their optimal levels. The best age for a women to bear a child is 23 to 30. Children generally born before or after this age in average may pronounced various types of genetic abnormalities.

4. RH Factors:

Certain substance present in the blood of the foetus which is not present in the mother's blood may create some problems. It may lead to biochemically incompatible. Moreover, incompatibility between the maternal and paternal blood types may cause damage of the cells in the foetus leading to physical or mental complication, miscarriage, still birth or death shortly after birth.

5. Illness and Infections:

Though many infectious illness of the mother during the pre-natal period do not cross the placenta, but there are some serious infections that may cross the placenta and affect the baby leading to mental retardation. Some of such well known disease or infections illness is rubella virus or German measles.

6. Birth Complication:

Another important factor affecting pre-natal period is birth complication. Prematurity and anoxia are two of the main complications that can occur in infant's delivery and may lead to retardation and intellectual disfunctioning.

7. Smoking and Alcohol:

Consumption of smoking and alcohol during pregnancy is very harmful and it must be avoided as it may lead to damage of child's physical and mental development. Research studies

revels that smokers tens to have more spontaneous abortions, more still births and increased heartbeat.

8. Emotional State of Mother:

For many women, pregnancy is a time of depression, anxiety and worry. The indirect influences in the form of attitudes of significant people, particularly the mother has a significant impact on the unborn child. Severe and prolonged maternal stress affect the baby's development. This stress may cause hyperactivity of the mother's adrenal glands leading t release of an increased supply of hormone hydrocortisone which may cause physical irregularities and create other allied problems during birth.

9. Environmental Factor:

Besides the above mentioned factors, there are some other environmental factors may affect the unborn baby. Chemicals, radiations, extreme heat, humidity and other hazards of modern life may affect both mother and the fetus.

The expectant mother, the father and the other family members should be conscious about these factors and be very careful in keeping the mother being unaffected from these factors or conditions. A healthy mother living in a healthy environment can give birth to a heathy and happy baby which in turn live a healthy and happy life.

5.5 NEO-NATAL PERIOD

The second important period after pre-natal is the neo-natal period. This period ranges from the time of birth to 10 -14 days post birth. The period right after birth is called as Neo-natal period or period of new born. This is the shortest of all period after birth. This is the time, when the fetus must adjust to life outside the uterine walls of the mother where it has lived for approximately nine month.

The word-"Neonate" is derived from the Greek word-"Neos" which means new and the Latin verb-"Nascur" which means-born. According to medical criteria, the neonatal period begins with birth and ends when the naval heals. This neo-natal period is subdivided into two periods-

A. Period of Partunate

This period ranges from birth to fifteen to thirty minutes after birth. The period begins when the baby has emerged from the mother's body and lasts until the umbilical cord has been cut. Until the cut of umbilical cord, the baby continues to be a parasite and he/she makes no adjustment to the new environment outside mother's body.

B. The period of Neonate

This period covers the time from cutting the umbilical cord to approximately the end of the second week of post-natal period. With the cutting of umbilical cord, the baby becomes a separate and independent individual. During this period the most important task for the baby is to make adjustment to the new environment outside the womb.

The neo-natal period is a time of radical adjustment. It is a period of transition from an internal to an external environment. The neo-natal period is often termed ***as a plateau in development***, because there is a temporary halt in the process of growth and development. The rapid development of pre-natal period suddenly come to a stop with birth, this regression though lasts for a week after birth. By the end of the neonatal period, the baby's state of development is usually back to where it was at the time of birth.

Characteristics of Neo-Natal Period:

The neo-natal period has the following salient features-

- individual rather than a parasite in mother's body.
- The neo-natal period is a time of radical adjustment.
- The neo-natal period is a hazardous period both physically and psychologically due to their adjustment in the new environment.
- It is the shortest of all developmental period post birth.
- During this period, the new-born's complete helplessness gradually gives away to increasing independence.
- There are certain conditions that effects the adjustment of neo-nate in the new environment, such as-pre-natal environment, parental attitude, postnatal care etc.

- The neo-natal period is often termed as a plateau in development, because there is a temporary halt in the process of growth and development.

5.5.1 Actions and Reactions of the neo-nate:

Neo-natal period is the most important as well as the shortest period of human development. This period marks the beginning of foetus as an independent human being. Besides the parents and family members we all as a laymen are curious and excited to experience the actions and reactions of the neo-nate. The activities and reactions of the neo-nate can be listed below-

Movements of body of the baby appear as soon as the foetus emerges from the mother's body. Because of the neurophysiological immaturity of the infant, one could not expect its movements to be coordinated or meaningful. In spite of their random, meaningless nature movements or actions of the infants can be classified into two categories-

1. Mass Activity of the Neo-nate:

Mass activity in neo-nate occurs throughout the entire body when any area is stimulated, though the activity is most pronounced in the stimulated area. Normally mass activity increases in intensity and frequently with each passing day. The greatest activity generally occurs early in the morning when the infant is rested after a relatively long sleep. It is lowest at noon when it is apt to be fatigued as a result of having been bathed or dressed during the morning. The pre-natal and birth experiences influences the infant's activity. The baby who have been most active as foetus in mother's womb, tend to be more active during the neo-natal period. A long and difficult labour or heavy medication of the mother can cause the infant to be relatively inactive for the first few days after birth. It is said that *infant delivered by caesarean section are usually less active than those born through normal delivery.* The greatest amount of activity is in the trunk and legs and the head moves the least.

The following conditions leads to increased activity in baby-

- Hunger, pain and general discomfort give rise to great activity and activity tends to be less when the baby is nursed or fed by the mother.
- Removal of cloths and cover from the body.
- Environmental conditions like light, sounds produces increase in infant's activity.
- Crying and awakening.

2. Specific activities or reflexes of the neo-nate:

Specific activities in the neo-nate involve certain limited areas of the body. They includes some reflexes which are definite responses to specific sensory stimuli and which remain unchanged with repetition of the same stimulus and generalized responses which use larger group of muscles. This may aroused by either external or internal stimuli. Most of the important reflexes in the baby are-pupillary reflexes, reflexes of the lips and tongue, sucking, flexion, knee jerk, sneezing. With the passing of days, these reflexes become stronger.

Some of the common generalized responses in the baby includes-spontaneous eye-movement, shedding of tears, sucking of fingers, yawning, hiccupping, mouthing, frowning and wrinkling, turning the trunk, body jerk, prancing, kicking , salivating, turning and lifting the head etc.

3. Vocationalisation:

Another important form of reaction that a baby make is through vocationalisation. The vocationalisation of the newborn infant is classified into two categories-crying and explosive sounds. During the neo-natal period, baby make responses through crying. Normally, crying starts with birth. Birth cry is reflex activity that causes the lungs to inflate, making breathing possible. Besides crying, the baby makes produce reaction through some explosive sounds uttered without meaning.



CHECK YOUR PROGRESS

Q.6. In which period do the zygote implants in mother's ovum?

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.....

Q.7 What is the derivative meaning of Neonate?

.....

.....

Q.8 Why is neo-natal period often termed as a plateau in development?

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.....

Q.9 What are the conditions that leads to increased activity in baby?

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.....

.....



5.6 LET US SUM UP

After going through this unit, it can be summarized as-

- Pre-natal period being the first phase of human life. The approximate nine month period spent in mother's womb is known as the pre-natal period.
- An egg cell or ovum fertilized by a sperm cell is a zygote. When the zygote further divide into a mass of cells, it is known as **blastocyst** which will transform into an embryo which will further transform into a fetus and over a period of months the fetus will transform into an offspring.
- There are certain conditions that are determined at conception influencing the individual's later development. These are- hereditary Endowment (genes), sex of the newly created individual and the number of Offspring.

- Every man and every women at conception received 23 chromosomes from each parent as a whole 46 in all.
- The **father** produces sperm of two kinds in equal number-one half of all mature sperm carry the X chromosomes and the other half carry Y chromosomes, i.e. **XY**. But, **mother** produces egg or matured ova all of one kind, each with a large X chromosomes, i.e., **XX**
- If the fertilized ovum or the zygote splits into two or more distinct part during the early stages of cell cleavage, it results in identical twins, triplets or multiple birth.
- The pre-natal period is divided into three stages-period of ovum, period pf embryo and period of foetus. Each of these stages are characterized by its own peculiar type of development.
- There are some conditions which may affect the baby and its development- Nutrition of the mother, Drugs, Age of the Mother, Birth Complication etc.
- The second important period after pre-natal is the neo-natal period. This period ranges from the time of birth to 10 -14 days post birth. The period right after birth is called as Neo-natal period or period of new born.
- Movements of body of the baby appear as soon as the foetus emerges from the mother's body.

The baby who have been most active as foetus in mother's womb, tend to be more active during the neo-natal period. A long and difficult labour or heavy medication of the mother can cause the infant to be relatively inactive for the first few days after birth.



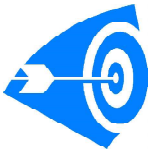
5.7 FURTHER READING

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5.8 ANSWER TO CHECK YOUR PROGRESS

ANSWER TO Q.NO.1:

Fertilization in humans refers to the fusion of male and female sex cell that facilitates the development of a new organism.

ANSWER TO Q.NO.2:

Zygote is a eukaryotic cell formed by the fertilization of two gametes. Thus, an egg cell or ovum fertilized by a sperm cell is a zygote.

ANSWER TO Q.NO.3:

When the zygote further divide into a mass of cells, it is known as blastocyst which will transform into an embryo which will further transform into a fetus and over a period of months the fetus will transform into an offspring.

ANSWER TO Q.NO.4:

A child receives 23 chromosomes from each parent at the time of conception.

ANSWER TO Q.NO.5:

It the mature ovum (X) is fertilized by Y-bearing spermatozoon, the offspring will be a Boy, but if the mature ovum (X) is fertilized by X-bearing spermatozoon, the offspring will be a Girl.

ANSWER TO Q.NO.6:

Period of ovum.

ANSWER TO Q.NO.7:

The word-"Neonate" is derived from the Greek word-"Neos" which means new and the Latin verb-"Nascur" which means-born

ANSWER TO Q.NO.8:

The neo-natal period is often termed *as a plateau in development*, because there is a temporary halt in the process of growth and development. The rapid development of pre-natal period suddenly come to a stop with birth, this regression though lasts for a week after birth.

ANSWER TO Q.NO 9:

The following conditions leads to increased activity in baby-

- Hunger, pain and general discomfort give rise to great activity and activity tends to be less when the baby is nursed or fed by the mother.
- Removal of cloths and cover from the body.
- Environmental conditions like light, sounds produces increase in infant's activity.
- Crying and awakening.



5.9 POSSIBLE QUESTIONS

A. Short Questions (Answer each questions in about 150 words)

1. How is a zygote form?
2. Write about the neo-natal period.
3. What is the role of chromosomes in human's life?
4. State some mass activities of neo-nate.

B. Long Questions (Answer each questions in about 300-500 words)

1. Discuss the process of life formation in mother's womb.
2. Discuss the conditions that are determined at the time of conception.
3. Elaborate the three stages of pre-natal period.
4. Describe the factors that affects the pre-natal period of human development.
5. What are the sub-stages of neo-natal period? Discuss the action and reactions of neo-natal period.

UNIT 6: DEVELOPMENT OF NEW BORN INFANT

UNIT STRUCTURE

6.1 Learning Objectives

6.2 Introduction

6.3 Development of New Born Infant

6.3.1 Physical Development of New born infant

6.4 Sensations and Perceptions of New Born Infant

6.5 Physical Skills of New Born Infant

6.6 Early cognitive Skills of New born Infant

6.7 Let us Sum Up

6.8 Further Reading

6.9 Answer to check Your Progress

6.10 Possible Questions

6.1 LEARNING OBJECTIVES

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

- understand how development take place in new born infant
- identify the sensation and perception of new born infants
- list out the physical as well as early cognitive skills of new born infant.

6.2 INTRODUCTION

The discussion made in the later section of Unit 5 (sub-section 5.5) must have clarified your concept about neo-natal period and its different features. Neo-natal period is the most important period of human life as it introduces the baby with a completely new environment where he/she has to adjust outside the mother's womb. After being in mother's womb for about nine month, when the baby comes out, he/she faces a complete new world, he/she becomes independent unlike the pre-natal period. Parents and the other members surrounded by the baby also experiences variety of activities and development in the baby. Here in this unit, we will discuss about the developmental aspects of the new born infants including their physical and cognitive skills. Moreover, the

unit will also highlight on the sensations and perception of the new born baby.

6.3 DEVELOPMENT OF NEW BORN INFANT

According to Elizabeth Hurlock, infancy begins with birth and ends when the infant is approximately two weeks old. The neo-natal period can also be termed as infancy. Further many other psychologists consider that the period from birth to two years constitutes the infancy stage. The word *infant* is derived from the Latin word, "infans", which means unable to speak. When a human child learns to walk, the term toddler is used. According to standard dictionaries, the infancy or the period of new born infant is the beginning or the early period of existence as an individual rather than a parasite in the mother's body. Again, medical terminology recommends that an infant is a young child, but no specific age limits are placed on when the individual ceases to be an infant and becomes a child.

In the proceeding unit, we have discussed about the two sub-stages of pre-natal period in terms of period of partunate and period of neonate. Period of partunate begins when the fetal body has emerged from the mother's body and lasts until the umbilical cord has been cut and tied. The period of neonate begins from the cutting of the umbilical cord and last for the end of second week of post-natal life. The development of new born infant in their post-natal life begins to show in behaviour with their completion in adjustment in the new environment. Although the human life span legally begin at the moment of birth, birth is merely an interruption of the developmental pattern that started at the moment of conception. Development in new born infant is the graduation from an internal to an external environment.

Developmental Characteristics of New Born Infant –

- **Development back after a halt at birth:** The rapid growth and development which took place during the prenatal period suddenly come to a stop with birth. This regression in new born last for few days, after which the new born infant begins to

improve. By the end of the infancy period, the new born infant's state of development is usually back to where it was at the time of birth.

- **Development resumes after adjustment:** The new born infant has to make radical adjustment in the new environment in post-natal period outside the mother's body. Once the adjustment is completed, infant resumes their growth and development.
- **Development in new born is a preview of later development:** Though it is not possible to predict the individual's future development on the basis of the development apparent at birth, however, the new-born's development provides a clue to what to expect later on.
- **Development is hazardous for new infant:** New born infant face so many hazards in physical and psychological development as they have to make necessary radical adjustment.

6.3.1 Physical Development of New Born Infant

New born infants differ greatly in appearance and physical development during their post-natal period. The physical development of the new born are discussed under the following headings-

A. Size: At the time of birth, the average new born infant weighs about 7 ½ pounds and measures 19 ½ inches in length. Weight in relation to height is less at birth, on the average, in the more active foetus than in those who have been less active during pre-natal stage. Again, boys on the whole are slightly longer and heavier than girls.

B. New Born features: Development take place in the muscles of the neck and legs of new born than in those of the hands and arms. The skin of white infants becomes lighter as they grow older while that of non-whites becomes darker. The soft downy hair found on the head and neck starts disappearing in the new

born infant. Infant with dark skin have dark brown eyes but they starts changing, become darker in time.

C. **Physical proportion:** The body proportion of the new born infant resembles a miniature adult. The head is approximately one fourth of the body length. The cranial region, the area over the eyes is proportionally much larger than the rest of the head. The chin is proportionally much too small. The tiny nose and mouth starts developing.

D. **Muscle growth:** A continuous growth occurs in case of muscles since the child is born. In the beginning, the muscle fibres happen to be small in size –in length, breadth and thickness. With age however, the new born infant gain in all these aspects as their muscles are soft.



LET US KNOW

✓ The word *infant* is derived from the Latin word, "infans", which means unable to speak.

✓ Weight in relation to height is less at birth, on the average, in the more active foetus than in those who have been less active during pre-natal stage. Again, boys on the whole are slightly longer and heavier than girls.

✓ With the birth cry, the lungs of the new born infant are inflated and respiration begins. The respiration rate at first ranges from 40-55 breathing movement per minute. By the end of the first week of life, it normally drops to approximately 35 per minute and become more stable.

6.4 SENSATIONS AND PERCEPTIONS OF NEW BORN INFANT

Sensory reaction is another significant feature in new born infant. Though accurate knowledge of sensory reaction of the infants is

somewhat limited, however studies made on infants help us to believe that infants have a greater capacity for sensory discrimination. The best criterion that can be used to determine the presence or absence of sensory capacity is the motor responses to sensory stimuli that normally arise when the sense organs of the new born infants are stimulated. However, it cannot be established that whether a motor response is made to a stimulus or whether the reaction is a part of general mass activity in new born infants. When the infant are drowsy or asleep or when they are pre-occupied with feeding, they will react differently to sensory stimuli that when their physical condition is better. The intensity of the stimulus has a profound influence on infant's reactivity to different sensory stimuli.

Sensory Capacity of the New born Infants:

As mentioned above, infants have a greater capacity for sensory discrimination. The sensory capacities of the new born infants can be discussed under the following headings-

A. Vision: New born infants are far from blind but their visual field is only about one half that of adult because the rods are not fully developed except around the fovea. Because of muscle weakness, the infant cannot focus both eyes on the same object simultaneously and as a result everything is seen as blur. There is some evidence that infants responds to differences in brightness. The ability to follow a moving object and then moving the eyes backward is developed gradually in new born infants. The horizontal eye movement is first developed than the vertical movements.

B. Hearing: Hearing is the least developed of all the senses at birth partly because the stoppage of the middle ear with amniotic fluid for several days after birth makes it impossible for sound waves to penetrate to the inner ear where the cells for hearing are located and partly because these cells are only partially developed. The capacity to hear normally improves within the first three or four days after birth as the amniotic fluid drains

from the middle ear. Hence, the new born infant can determine the direction from which a sound is coming and he/she can discriminate the pitch and its intensity. The new born baby respond more to human voice than to other sounds. Very loud sounds increase the rate of heart palpitation and elicit body movements in them.

C. **Smell:** The cells for smell located in the upper part of the nose are well developed at birth. Hence, the new born infant can distinguish odours by crying or turning head and attempts to withdraw from unpleasant stimuli and they responds to pleasant smell stimuli by sucking and relaxing the body.

D. **Taste:** The cell for taste which are located on the surface of the tongue and in the cheek area are too well developed in the new born baby. Hence the infant's sense of taste is keen. They react towards positive stimuli by sucking or relaxing the body and react towards negative stimuli such as-salty, sour and bitter by crying.

E. **Organic Sensitivities:** Sensitivity to hunger is fully developed at birth and hunger contraction occur within the first day of life. Thirst also appears then.

F. **Skin Sensitivities:** The sense organs for touch, pressure and temperature are well developed at birth and lie close to the surface of the skin. The skin of lip of the new born is especially sensitive to touch, while the skin on the trunk, thigh and forearms is less sensitive. Sensitivity to cold is more highly developed than sensitivity to heat. Again, sensitivity to pain is weak for the first day or two of post-natal life and then it improves rapidly. The pain responses are developed earlier in the anterior than the posterior end of the body.

Perception of the New born Infants:

Infants have a greater capacity for sensory discrimination. Likewise perception of the new born is another significant feature. The

development of perception in new born infant is originally dependent on sensory development. Fortunately, in the first few weeks of life the sensory apparatus of a typical infant is in good working condition. Nevertheless his understanding of what is going on around him is negligible. All infants experience some disorganization for the first day or two after birth. This indicates that they are not entirely conscious of what goes on around them. Gradually, as the shock of birth goes off and their sense organ begins to function better, they become more conscious of their surroundings.

Consciousness of the New born Infants:

With the development of the sense-organs, the new born infants become conscious about the surrounding though they may or may not react to it. The consciousness of the infant is markedly influenced by the depressant effects of drugs used during labour. Prematurely born infants take longer time to adjust to the ordeal of birth than the full term infants whose birth has been difficult. As such, it takes them even longer to become conscious of what goes on around them.



CHECK YOUR PROGRESS

Q.1. What is the derivative meaning of Infant?

.....

.....

Q.2. Fill in the blank- Development in new born infant is the graduation from .....environment.

Q.3. What is the average size of a new born at birth?

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Q.4. What are the skin sensitivities of new born baby?

.....

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.....

6.5 PHYSICAL SKILLS OF NEW BORN INFANT

In unit 5, we have discussed about the different reflexes of new born infant. These reflexes indicates the physical skills or movement in new born infants. The physical skills in the baby develops as soon as the foetus emerges from the mother's body with the first movement. Because of the neurophysiological immaturity of the infant, one could not expect its movement to be co-ordinated or meaningful.

During the pre-natal period, the foetus faces the task of preparing itself for the birth process and to overcome the odds against normal development. Hence, the new born infant has the capacity for all life sustaining activities or skills such as-breathing, sucking and swallowing and discharging bodily waste. Physical development in infants is fast. Physical development pertains to the baby's bodily growth, fine and gross motor skills and the abilities of various organs of the body. When a baby achieves a new physical skills, his life improves.The new born infants can display several reflexes or physical skills which aids him/her in the adjustment to the new world. Some of the physical skills of the new born infant in terms of reflexes are listed below-

1. **Rooting Reflex or Skill:** The new born infant responds to pressure or touch on the neck by turning the head towards the touch or opening the mouth. This automatic and involuntary responses or reflexes are known as rooting reflex or skill. This skill helps the baby feed from the mother by orienting her to the mother's breast or bottle.
2. **Sucking Reflex:** Feeding is further facilitated by sucking reflex or skill by which the new born sucks on any object placed into the mouth.
3. **Head Turning:** One of the most important physical skill displayed by the new born is head turning. The rooting reflex disappears over the first week of life and it is replaced by voluntary head turning.

4. **Head Up:** The growth in neck muscles helps the baby to hold the head up when lying flat on the tummy. It is an important physical development milestone, which indicates improved muscle strength and flexibility.
5. **Startle Reflex:** If someone makes a loud noise or startle a new born baby in some other way, the reaction would be a stretch or a shiver. This reflex is called as startle reflex.
6. **Grasp Reflex:** The grasp reflex is another important reflex in the new born which is linked to the later ability to hold on to object.
7. **Babinski Reflex:** If the bottom of the foot is stroked with a finger or pencil, the new born reacts by fanning out its toes. This is called Babinski reflex.

Hence, these reflexes are the starting point for many important physical skills including reaching out, grasping and walking. Besides these reflexes, a new born infant possesses a large repertoire of tasks. He/she can suck, salivate, hiccup, vomit, yawn, stretch, sneeze, kick, shiver, and blink. Crying plays an important role in initiating physical movement in baby as crying infant squirms, kicks, turns his head from side to side and extends his arms, legs, fingers and toes.

ACTIVITY 6.1

List out the physical activities exhibited by a new born infant in your family or in the neighborhood.

6.6 EARLY COGNITIVE SKILLS OF NEW BORN INFANT

Though, cognitive skills in the new born infant is not much developed and recognized, but some of the activities or reflexes exhibited by the new born infant ca be considered as early cognitive skills. Much before birth, the fetus responds to sounds and within few hours after birth, the new born baby can distinguish between different sounds of language. The new born can too *distinguish between mother's voice and other human voice*, hence the baby can responds to sounds. Moreover, the

baby can follow a moving object put in front of him/her. If parents or other family members put moving finger in front of the baby, he/she can respond through blinking.

Jean Piaget's theory of cognitive development suggests that children move through four different stages of mental development. **A. Sensorimotor stage: birth to 2 years B. Preoperational stage ages 2 to 7, C. Concrete operational stage: ages 7 to 11 and D. Formal operational stage: ages 12 and up.** As such cognitive development take place since the time of birth. Piaget's theory describes the cognitive development of children. Cognitive development involves changes in cognitive process and abilities. In Piaget's view, early cognitive development involves processes based upon actions and later progresses to changes in mental operations. The infant knows the world through their movement and sensation. The new born learn about the world through basic actions such as sucking, grasping, staring and listening.

During this earliest stage of cognitive development, infants acquire knowledge through sensory experiences and manipulating objects. A child's entire experience at the earliest period of this stage occurs through basic reflexes, senses, and motor responses.

It is during the sensorimotor stage that children go through a period of dramatic growth and learning. As kids interact with their environment, they are continually making new discoveries about how the world works. The cognitive development that occurs during this period takes place over a relatively short period of time and involves a great deal of growth.



CHECK YOUR PROGRESS

Q.5. What is Rooting Reflex?

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Q.6. What are the four stages of Jean Piaget's theory of cognitive development?

.....

.....

6.7 LET US SUM UP

After going through this unit, it can be summarized as-

- Neo-natal period is the most important period of human life as it introduces the baby with a completely new environment where he/she has to adjust outside the mother's womb.
- According to Elizabeth Hurlock, infancy begins with birth and ends when the infant is approximately two weeks old.
- The word-infant is derived from the Latin word-"infans" which means unable to speak.
- According to standard dictionaries, the infancy or the period of new born infant is the beginning or the early period of existence as an individual rather than a parasite in the mother's body.
- Development in new born infant is the graduation from an internal to an external environment.
- Developmental Characteristics of New Born Infant – development back after a halt at birth, development resumes after adjustment, development in new born is a preview of later development, and development is hazardous for new infant.
- New born infants differ greatly in appearance and physical development during their post-natal period.
- At the time of birth, the average new born infant weighs about 7 ½ pounds and measures 19 ½ inches in length.
- With the birth cry, the lungs of the new born infant are inflated and respiration begins. The respiration rate at first ranges from 40-55 breathing movement per minute. By the end of the first week of life, it normally drops to approximately 35 per minute and become more stable.
- Sensory reaction is another significant feature in new born infant. Though accurate knowledge of sensory reaction of the infants is somewhat limited, however studies made on infants help us to believe that infants have a greater capacity for sensory discrimination.
- The development of perception in new born infant is originally dependent on sensory development.

- With the development of the sense-organs, the new born infants become conscious about the surrounding though they may or may not react to it.
- Physical development in infants is fast. Physical development pertains to the baby's bodily growth, fine and gross motor skills and the abilities of various organs of the body. When a baby achieves a new physical skills, his life improves.
- Though, cognitive skills in the new born infant is not much developed and recognized, but some of the activities or reflexes exhibited by the new born infant ca be considered as early cognitive skills.
- The new born can too *distinguish between mother's voice and other human voice*, hence the baby can responds to sounds.
- During this earliest stage of cognitive development, infants acquire knowledge through sensory experiences and manipulating objects.



6.8 FURTHER READING

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6.9 ANSWER TO CHECK YOUR PROGRESS

ANSWER TO Q.NO.1:

The word-infant is derived from the Latin word-"infans" which means unable to speak.

ANSWER TO Q.NO.2:

Development in new born infant is the graduation from an internal to an external environment.

ANSWER TO Q.NO.3:

At the time of birth, the average new born infant weighs about 7 ½ pounds and measures 19 ½ inches in length

ANSWER TO Q.NO.4:

Skin Sensitivities in new born means the sense organs for touch, pressure and temperature are well developed at birth and lie close to the surface of the skin. The skin of lip of the new born is especially sensitive to touch, while the skin on the trunk, thigh and forearms is less sensitive. Sensitivity to cold is more highly developed than sensitivity to heat.

ANSWER TO Q.NO.5:

The new born infant responds to pressure or touch on the neck by turning the head towards the touch or opening the mouth. This automatic and involuntary responses or reflexes are known as rooting reflex or skill.

ANSWER TO Q.NO.6:

The four stages of Jean Piaget's theory of cognitive development are-

A. Sensorimotor stage: birth to 2 years

B. Preoperational stage ages 2 to 7,

C. Concrete operational stage: ages 7 to 11 and

D. Formal operational stage: ages 12 and up.



6.10 POSSIBLE QUESTIONS

A. Short Questions (Answer each questions in about 150 words)

1. What are the Developmental Characteristics of New Born Infant?
2. Why Development is in new born considered as preview of later development?
3. Write about the perceptual development in new born.

B. Long Questions (Answer each questions in about 300-500 words)

1. Discuss the physical development in new born infant.
2. Discuss the Sensory Capacity of the new born Infants.
3. Explain the physical and cognitive skills in new born infants.

UNIT 7: DEVELOPMENT THROUGH THE FIRST YEAR

UNIT STRUCTURE

7.1 Learning Objectives

7.2 Introduction

7.3 Basic Dimensions of Child's Development

7.4 Concept of Infancy

7.5 Principles of Physical Development

7.6 Concept of Imitation and Cognition

7.7 Concept of Social development

7.7.1 Structure of social development in Infancy

7.8 Attachment and Separation

7.9 Let Us Sum Up

7.10 Further Reading

7.11 Answers to Check Your Progress

7.12 Model Questions

7.1 LEARNING OBJECTIVES

After studying this unit, you will be able to:

- understand the concept of development of a child through the first year
- explain the principles of physical development
- describe the development of imitation and cognition of a child in the first year
- explain the social development through the first year
- describe the concept of attachment and separation

7.2 INTRODUCTION

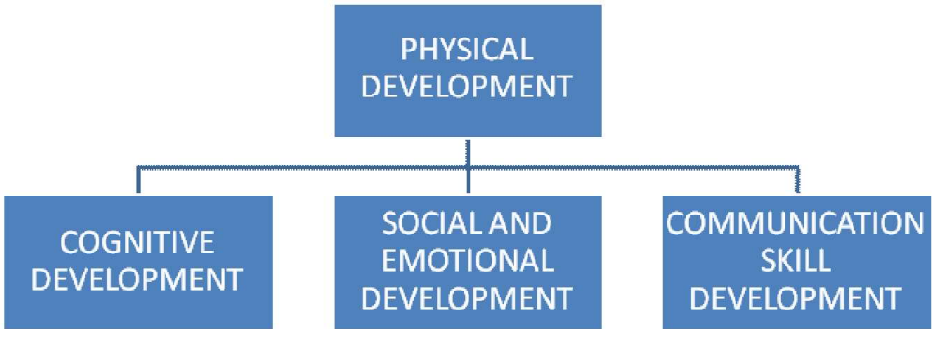
Development is the process that creates growth, process or new information or an event. Development refers to a progressive increase in skill and capacity of function. It is a qualitative change in the child functioning. It can be measured through observation. A child is a living organism with biological foundations and he grows up in a social environment. This 'growing up' is the process of development that results from the interaction of the biological foundations with the social environment.

According to E. Hurlock, The term 'development' means a progressive series of changes that occur as a result of maturation and experiences. Development implies qualitative change. This change does not mean only physical changes like height or improving ones abilities but a complex process of integrating many structures and functions. A very significant fact about development is that establishment of behaviour early in life greatly determine how individuals adjust in later life.

The developmental process in a human being is never static. From conception to death changes take place constantly both in the physical and psychological dimensions. The process of development is continuous and cyclic. From the very start of the pre-natal stage in the mother's womb, changes start in the physical and mental structure of the individual. Gradually, these changes become perceptible.

7.3 BASIC DIMENSIONS OF CHILD'S DEVELOPMENT

There are four basic dimensions in which an individual's development occurs-



1. Physical development: It includes development of the external and internal body parts. The height nd weight increase with age and the internal organs like the heart, lungs, stomach etc. also grow and develop as an individual grows. This development also involves large motor skills and fine motor skills.

2. Cognitive development: This is centered on a child's ability to learn and solve problems. An infant learning to respond to another person's facial expression or gestures and a child learning the alphabets are both examples of cognitive development.

3. Social and Emotional development: These are centered on a child gaining a better understanding of his own emotions and the emotions of others. This involves learning how to interact and play with other people.

4. Communication skill development: This involves both language and non-verbal communication. Communication skills development helps a person to express his ideas and opinion in front of others.

7.4 CONCEPT OF INFANCY

The first stage of an individual's life after birth is infancy. The developmental period of the newborn infant or 'neonate' is from birth to fourteen days, which is already discussed in the previous unit. Infancy is regarded as the 'foundation age' as at this period many behavior patterns, many attitudes and many patterns of emotional expression are being established.

Characteristics of infancy:

The characteristics of infancy are of particular importance because only in understanding they will help the parents and others to guide proper development in the infant.

1. **A foundation age:** Infancy is a true foundation age because at this time, many behaviour patterns, attitudes or emotional

expression are established and they continue to the later life. The period of infancy is very important in setting a pattern for personal and social adjustments.

2. **Rapid growth and change**: Infants grow very rapidly, both physically and psychologically and with this rapid growth comes a change not only in appearance but also in capacities. During this period there is a gradual but very prominent decrease in helplessness after every week or month. The baby develops the ability to recognize and respond to people and objects in the environment.
3. **Age of decreasing dependency**: The gradual decrease in depending on others results from the rapid physical and intellectual development and body control which enables babies to sit, stand and walk and also to manipulate objects. The random movements of the neonate are gradually replaced by coordinated movements.
4. **Age of increased individuality**: Signs of increased individuality shows during infancy itself. Infants develop according to their interests and abilities. It must therefore be remembered that as individuality increases, so does the necessity for treating each infant as an individual.
5. **Beginning of socialization**: The infant also show willingness to become a part of the social group. One of the way in which an infant shows his interest in becoming social is by attachment behavior.

CHECK YOUR PROGRESS



Q.1 What do you mean by Development?

.....

.....

Q.2 What are the basic dimensions of a child's development?

.....

Q.3 Write one characteristic of Infancy.

7.5 PRINCIPLES OF PHYSICAL DEVELOPMENT THROUGH THE FIRST YEAR:

In this unit, you will also be able to understand the principles of physical development through the first year.

1. Cephalocaudal principle: The cephalocaudal principle states that growth follows a direction and pattern that begins with the head and upper body parts and then proceeds to the rest of the body. According to this principle, a child develop visual abilities (located in the head) well before they master the ability to walk (closer to the end of the body).

2. Proximodistal principles: The proximodistal principles states that development proceeds from the center of the body outward. With this principle the trunk of the body grows before the extremities of the arms and legs. Development of the ability to use various body parts of the body also follows the proximodistal principles. For instance, effective use of the arms precedes the ability to use the hands.

3. Hierarchical integration: The principle of hierarchical integration states that simple skills typically develop separately and independently, but that these simple skills are integrated into more complex ones. Thus, the relatively complex skill of grasping something in the hand cannot be mastered until the developing infant learns how to control and integrate the movements of the individual fingers.

4. Independence of systems: The principle of the independence of systems suggests that different body systems grow at different rates. For instance the patterns of growth for body size, the nervous system and sexual maturation are quite different

7.6 DEVELOPMENT OF IMITATION AND COGNITION

Concept of imitation:

Imitation is a crucial aspect of skill development because it allows a child to learn new things quickly and efficiently by watching. Imitation involves a child's ability to copy others.

Meltzoff (2007a, 2007b; Meltzoff and Moore, 1997) has proposed that new born infants possess a mechanism that automatically matches visual input from the behaviour of others to mental representations of the infant's own behaviour to produce imitation. The first association to affect the infant's behaviour is centrally between the sounds made by the infant and the imitating parent. Thus, the strong tendency of infants' social partners to imitate the infant's behavour is likely to contribute substantially to the development of cognitive representations of the appearance and locations of infants own body parts. Imitation of the infants is central to the development of two crucial components of a dynamic imitation system – the infant's knowledge of her own body parts and actions and the infants ability to map that knowledge onto her knowledge of the body parts and actions of others.

Concept of Cognition:

It is a term referring to the mental processes involved in gaining knowledge and comprehension. It encompasses many aspects of intellectual functions and processes such as perception, attention, thought, the formation of knowledge, memory, etc. Piaget's theory of cognitive development is a comprehensive theory about the nature and development of human intelligence. The basic four principles to Piaget's infant cognitive development are schemas, assumption, accommodation and adaption. Schemas are defined as build blocks of knowledge. Assimilation is using an existing schema to deal with a new object or situation. Accommodation happens when the existing schema does not work and needs to be changed to deal with a new object or situation. Adaption occurs when assimilation and accommodation are achieved and it permits the transition from one stage to another.

Piaget's theory of Cognitive development:

Jean Piaget, the famous psychologist formulated a famous theory of intellectual development in children, which helps to understand how thinking in a child develops. According to him two intellectual traits characterize children's thoughts- "realism" and "animism". The small infant cannot distinguish clearly between himself and the other things. In early infancy the child also is not able to distinguish much between the physical things and psychological feelings and therefore tends to get confused with reality. According to Piaget, realism is the tendency of the child to treat thoughts and dreams as physical events and the tendency of the child to give psychological attributes to physical objects is called animism. The child believes that the button, shirt, furniture etc. all have feelings of pleasure and pain as he considers them to be animate. On the basis of his studies Piaget suggested four stages in the development process of the child's thoughts-

(a) Any object can be conscious and if is moved, it can feel.

(b) Anything which possesses some kind of movement, like a bicycle, or even the wind, may feel.

(c) Any object that can spontaneously move like the sun or moon are conscious.

(d) Finally, only people or animal can be conscious. This happen mainly during childhood.

According to Piaget, the basis of behaviour starts through sensation and this stage is therefore called by him as the sensory-motor stage. He emphasized that the sensory-motor experiences have significant and probably irreversible effects on his later life.

Piaget describe that between one and half years to 2 years an infant starts understanding that objects have substance, occupy space and are permanent. He gradually can find difference between himself and other people and things in the environment. The child will also become aware of the relationship between different objects and can understand about mass, weight and volume of things. All these capabilities depend on the mental age rather than the chronological age. In other words, the

cognitive development determines the infant's the ability to think, understand and manipulate things in his surroundings.



CHECK YOUR PROGRESS

Q.4 Mention the Principles of physical development through the first year.

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Q.5 Write the concept of Imitation and Cognition.

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7.7 SOCIAL DEVELOPMENT THROUGH THE FIRST YEAR

Concept of social development:

Development is essential aspect for the individual as well as the process of socialization. Social development is a process that result in the transformation of social structures to improve the capacity of a society in order to fulfil its objectives.

Social development can be defined by E.B. Hurlock as "Social development is the attainment of maturity in social relationship. Garret regards social development as the process whereby the biological individual is connected into a human person. Babies are born social creatures from their earliest days, they begin to connect to and collect information from caregivers. Newborn are capable of imitating facial expressions, demonstrating and understanding of how another actions relate to their own.

Children grow and develop rapidly in their first five years across the four main areas of development. These areas are motor, communication and language, cognitive and social and emotional. Positive social development is important. This development influence a child's self-confidence and empathy.

7.7.1 Structure of Social Development in Infancy (first year)

The social development in infancy through the first year is discussed under the following age headings-

A. **0-2 months old**: From birth, babies are beginning to collect information about their world as they connect with their caregivers through each interaction. Newborn begin to recognize and respond to their caregivers with smiling, cooing and giggling which indicates their understanding of their actions with others. The first months lay the foundation for the baby's sense of security and safety leading to their ability to trust those around them, which is a crucial part of social development.

B. **3-6 months old**: At three months old, baby's interaction provides an opportunity to form a deeper bond with their caregivers, deepening their sense of security that will allow to feel safe to explore and grow.

C. **6-9 months old**: The social development is infancy skyrockets at six months. At this point we begin to see the baby's temperament and personality. The baby begin to pronounce consonants and strings their babbles together. The baby starts recognising his/her own name and even begin to express emotion, such as anger, frustration or happiness. Babies may also begin to experience separation anxiety during this period as they develop object permanence. Their understanding that an object or person exist when out of sight.

D. **10-12 months old**: During 10 to 12 months babies begin to mimic certain actions, such as waving, talking on the phone. They also understand simple concepts such as "give" or "no". During this period, babies are responsive and eager to play with their caregivers but they may be fearful of new faces and spaces. They also tend to get cling on greatly to their mothers or to the family members they recognize when in new situations.

7.8 ATTACHMENT AND SEPERATION

Concept of Attachment:

According to Ainsworth and Bowlby, attachment is defined as a strong emotional bond that seeks to bind one person to another and is characterized by a tendency to seek and maintain a closeness- both physically and emotionally to that specific figure of which the bond to has been developed.

Infants are very social. They seek comfort and show a wide range of emotion from birth. The emotion allows the infant to form emotional attachments with their caregivers. Infants progress through stages when they form these emotional attachments. For the healthy development of infant it is necessary that there is a cordial relationship between the father, mother and other members of the family who are likely to influence the personality development of the infant. Cordial relationship between the various members of the family gives a sense of self-security and affection to the infant. At this time of birth the human infant is physically helpless. It is true that newborn baby can make a number of responses, but he is completely dependent upon others for his survival. From the very start, some of his responses elicit behaviours from people who happen to be in the immediate environment. As a result, others try to meet his physical needs and there develops a sense of attachment.

According to **Bowlby,** there are four phases of attachment during infancy:-

(1) Pre-attachment phase
(2) Attachment in-making phase
(3) Clear-cut attachment phase
(4) Formation of reciprocal relationships phase

1.Pre-attachment phase: In the pre-attachment phase, which spans from birth to about age of 6 weeks, babies automatic reflexes and activities such as grasping, crying and rooting will cause caregivers to want to attach to babies. Caregivers will feel needed and want to meet all their babies' needs. However, at this time, babies are not

yet attached to any one caregiver, and they do not care if they are held or cared for by stranger. During this phase, babies sometimes respond to social interaction from caregivers.This interaction help increase their mental, emotional and social growth and learning.

2. Attachment in the making phase:

During the attachment in making phase, which spans from about age 6 weeks to about 6 to 8 months, babies begin to react differently and more quickly to primary caregivers than strangers and they starts building trust in caregivers to fulfil needs. They slowly start to count on their caregivers to take care of them. However, infants at this stage are still not distressed at being separated from particular caregivers. During this stage, they continue to make gestures and actions that help encourage caregivers to bond with them. Babies begin making eye contact around age 2 months and can smile intentionally between ages 3 to 5 months and start reaching for familiar people and caregivers

3. Clear-cut attachment phase:

During the clear-cut attachment phase from about 6 to 8 months to age 18 to 24 months, babies become solidly attached to their caregivers and separation anxiety emerges. Babies want to maintain contact with main caregivers and they expresses their displeasure in ways such as clinging to mom, following grandma around the door or crying when father leaves. During this phase, babies also begin to develop social skills and interactions than attachment alone. They also like to participate in social rituals like saying hello and goodbye. Babies during this period also begin social referencing, looking for social cues from other people's emotional and physical reactions to new stimulate in order to know how they should respond.

4. The foundation of reciprocal attachment: The final phase of attachment, the formation of reciprocal relationships, spans from about age 18 months to 24 months, is a time when babies starts

negotiating with caregivers to meet their needs and to keep them feeling safe and attached. They start expressing their needs and desires in order to keep feeling satisfied. Also during this time, babies starts to understand "no"and others boundaries that make certain objects and activities off-limits. Social interaction continue to mature as they observe family routine and start to participate in them

Concept of Separation:

Separation implies the physical removal of children from the caregivers whom they are attached. Focus is made on separation between birth and age two because during that period children rely on physical proximity as the primary indicator of their mother availability. In the early weeks babies develop emotionally and physically from having all their needs closely met. Babies gradually have to learn to tolerate being part of a wider community where the needs of other children and mother herself also have to be met.

Parents feel happy when they find that the infant gradually gets conscious of his 'self'. The development of this consciousness talks sometime and there are individual differences in this respect, because all the children donot language and understanding enables him to acquire a wider control over his environment in the family.

As the infant grows he acquires greater control over his environment. Gradually, he is able to sit, crawl, stand and walk and reach the place he wants to go. He grows in height and weight according to his developing age. This growth also enables him to show wider physical and mental activities characteristic of his age.



7.9 LET US SUM UP

After going through the unit, it can be summarized as :-

- Development is the process that creates growth, process or new information or an event. Development refers to a progressive increase in skill and capacity of function.
- The developmental process in a human being is never static. From conception to death changes take place constantly both in the

physical and psychological dimensions. The process of development is continuous and cyclic.

- There are four basic dimensions in which an individual's development occurs: Physical development: It includes development of the external and internal body parts. The height and weight increase with age and the internal organs like the heart, lungs, stomach etc. also grow and develop as an individual grows. This development also involves large motor skills and fine motor skills.
- Cognitive development: This is centered on a child's ability to learn and solve problems. An infant learning to respond to another person's facial expression or gestures and a child learning the alphabets are both examples of cognitive development.
- Social and Emotional development: These are centered on a child gaining a better understanding of his own emotions and the emotions of others. This involves learning how to interact and play with other people.
- Communication skill development: This involves both language and non-verbal communication. Communication skills development helps a person to express his ideas and opinion infront of others.
- Infancy is regarded as the 'foundation age' as at this period many behaviour patterns, many attitudes and many patterns of emotional expression are being established.
- Principles of physical development through the first year are- Cephalocaudal principle, Proximodistal principles, Hierarchical integration, Independence of systems.
- Imitation is a crucial aspect of skill development because it allows a child to learn new things quickly and efficiently by watching. Imitation involves a child's ability to copy others.
- Cognition is a term referring to the mental processes involved in gaining knowledge and comprehension. It encompasses many

aspects of intellectual functions and processes such as perception, attention, thought, the formation of knowledge, memory, etc.

- Jean Piaget, the famous psychologist formulated a famous theory of intellectual development in children, which helps to understand how thinking in a child develops. According to him two intellectual traits characterize children's thoughts- "realism" and "animism".
- Social development can be defined by E.B. Hurlock as "Social development is the attainment of maturity in social relationship. Garret regards social development as the process whereby the biological individual is connected into a human person.
- Attachment is defined as a strong emotional bond that seeks to bind one person to another and is characterized by a tendency to seek and maintain a closeness- both physically and emotionally to that specific figure of which the bond to has been developed.
- Focus is made on separation between birth and age two because during that period children rely on physical proximity as the primary indicator of their mother availability.



1.10 FURTHER READING:

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7.11 ANSWERS TO CHECK YOUR PROGRESS:

Answer to Q. No.1: Development is the process that creates growth, process or new information or an event. Development refers to a progressive increase in skill and capacity of function. It is a qualitative change in the child functioning. It can be measured through observation.

Answer to Q. No.2: Physical development, Cognitive development, Social and Emotional development and Communication skill development.

Answer to Q. No.3: One characteristic of infancy is **Rapid growth and change**: Infants grow very rapidly, both physically and psychologically and with this rapid growth comes a change not only in appearance but also in capacities. During this period there is a gradual but very prominent decrease in helplessness after every week or month. The baby develops the ability to recognize and respond to people and objects in the environment.

Answer to Q. No.4: Principles of physical development through the first year are as follows: Cephalocaudal principle, Proximodistal principles, Hierarchical integration, Independence of systems.

Answer to Q. No.5: Imitation is a crucial aspect of skill development because it allows a child to learn new things quickly and efficiently by watching. Imitation involves a child's ability to copy others.

Cognition is a term referring to the mental processes involved in gaining knowledge and comprehension. It encompasses many aspects of intellectual functions and processes such as perception, attention, thought, the formation of knowledge, memory, etc.



7.12 POSSIBLE QUESTIONS:

A. Short Questions (Answer each questions in about 150 words)

Q.1. Define Development.

Q.2. Mention the basic dimensions in which an individual's development occurs.

Q.3. Write two characteristics of Infancy.

Q.4. Mention the principles of physical development through the first year.

Q.5. What do you mean by Imitation?

Q.6. What do you mean by Cognition?

Q.7. Who developed the theory of cognitive development?

Q.8. What do you mean by Social development?

B. Long Questions (Answer each questions in about 300-500 words)

Q.1. Discuss the dimensions of physical development of an infancy.

Q.2. Explain the characteristics of infancy.

Q.3. Discuss the principles of physical development in infancy period.

Q.4. Briefly discuss the concept of Imitation and Cognition.

Q.5. What is social development? Discuss the social development in infancy timeline.

Q.6. Explain the concept of Attachment and Separation in infancy stage.

Q.7. Discuss the four phases of attachment during infancy.

UNIT 8: DEVELOPMENT IN THE TODDLER

UNIT STRUCTURE

8.1 Learning Objectives
8.2 Introduction
8.3 Physical Changes in a Toddler
8.3.1 Physical Developmental Aspects in a Toddler
8.4 Development of Language in a Toddler
8.5 Cognitive Development of a Toddler
8.5.1Jean Piaget's Theory of Cognitive Development
8.6 Social Development of a Toddler
8.7 Importance of Family in Social Development of a Toddler
8.8 Importance of Peers in the Social Development of a Toddler
8.9 Let Us Sum Up
8.10 Further Reading
8.11 Answers to Check Your Progress
8.12 Possible Questions

8.1 LEARNING OBJECTIVES

After studying this unit, you will be able to:

- understand the concept of development in the toddler.
- explain the physical changes in a toddler
- describe the development of language in a toddler
- comprehend the cognitive development in a toddler
- explain the social development in a toddler
- realize the importance of family and peers in the development of a toddler.

8.2 INTRODUCTION

The life of an individual starts from the very moment of conception in the mother's womb. The birth of the individual is a natural event of life. It enables him to come out of the internal environment of the mother's

womb and be in communion with the external environment wherein he has to promote his growth. This growth is continued till death and it has to undergo several changes of all types- physical, mental, emotional, and social, etc. The successive changes that occur from time to time in these types are known as development. The first stage of an individual's life after birth is infancy. The first year of a child is infancy period and from the first year (12 months) to 2-3 years is the period of toddler. A toddler is a child approximately 12 to 36 months old, though its definitions vary. The toddler years are a time of great cognitive, emotional and social development. The word toddler is derived from the word "toddle" which means to walk unsteady like a child of this age.

8.3 PHYSICAL CHANGES IN A TODDLER

There is no exact age at which all infants should be able to grasp object or hold up their heads without support. Physical development occurs at different times for all children depending on many factors such as the child's unique characteristics, the family's values and culture and available resources certain conditions must exist for a toddler to grow and develop. A young child's basic need or physical needs include: Food, shelter, warmth, clean air and environment, health and dental care and activity and rest.

Physical development including gross and fine-motor skills, consumes the interest of toddlers as they practice learned skills and look to develop new ones. Healthy physical development is dependent upon nutrition, brain development, the central nervous system, muscles, bones and the interactions and experiences that are offered to toddlers. Recognizing developmental delay during toddlerhood for the early intervention is more effective than if the delays were not acknowledged until childhood. Delays in physical development may affect more than gross and fine-motor skills. For example: - If a toddler is unable to smile at his parents or lift his arms to be picked up than this can impact social and emotional development.

8.3.1 Physical development aspects in a toddler

There are marked changes reading the different development aspects in a toddlerhood, these are discussed below:-

Physical Development aspects:

Toddlerhood is a period of rapid growth and development. There are marked changes regarding the different developmental aspects from birth till the period of infancy ends, i.e., at the end of two years. The different aspects are discussed below:

The physical development of a toddler is very rapid and it can be easily studied under the following heads-

- **Height and weight:** At four months after birth the infant measured almost 23 and 24 inches and at one year he measures between 28 and 30 inches and at two years between 32 and 34 inches. The toddler's weight is almost double when the infant is four months old. At one year, babies' weight, on the average, is three times their weight at birth. This is mainly due to the increase in fat tissue.
- **Nervous proportion**: Head growth gradually slows down while the chest and limbs growth increases. Thus the toddler slowly becomes less top heavy and appears more
  slender, though the head covers one-fourth of the body at birth.
- **Bones development**: The number of bones increases during toddlerhood, particularly the second year of life. The soft spot on the skull closes by the age of the end of two years.
- **Muscles and fat**: Muscles are developed at birth. They grow slowly and are weak during the initial period of toddlerhood. On the contrary, fat tissues develop very rapidly during toddlerhood mainly due to the fat content of milk, the main food of the baby.
- **Sense organ development**: By the age of three months the eyes of muscles of the babies are well developed and coordinated to enable him to see clearly and distinctly and also to see colors. Hearing capability also develop very rapidly during this time.

Smell and taste which are well developed at birth continue to improve further during toddlerhood. Toddlers respond quickly to touch stimuli because of the thin texture of their skin. They relate very well to pressure, pain and temperature.

8.4 DEVELOPMENT OF LANGUAGE IN A TODDLER:

Language plays a vital role in the personality and social development of the child. The development of language is connected with the physical and mental development of a person. One is able to use language only after attaining a definite physical and mental maturation. So long as his vocal organs do not mature properly, he cannot pronounce words correctly and clearly. Speech is the main medium of communication between individuals. To be able to communicate with others, all individuals must be capable of two functions-

a) The ability to understand the meaning of what others are trying to communicate.

b) To communicate to others what they can understand.

Communication can be in any form of language- written, spoken, gestures, postures, musical, artistic expression but the most common is the spoken form. The foundation of speaking is laid in infancy itself though the ability to understand clearly happens generally in toddlerhood. Babbling which occurs after few months is important because speech develop from it eventually.

The first sound of the toddler is natural and its differentiation is not possible. But after some days, it may be connected with hunger, heat, cold and thirst because its sounds for all these are of particular nature. In the beginning, its sounds are mainly vowel sounds, as 'aaa' 'ee' 'al' etc. After that it can produce consonant and vowel sounds both as MA, MAMA, PA, PAPA, etc with all these haphazard sounds, it gradually improves its language skills.

When the toddler reproduces the sound MAMA, MUM, PA or PAPA, it shows a response to it by considering it a stimulus for listening. When it hears itself reproducing the sound MAMA several times, it connects

the sound 'MAMA' with its speaking activity. When the toddlers has learnt to speak 'MAMA' any adult can stimulate or condition it to speak some meaningful word like CAT, DOG, or RAT by pointing to these animals when present nearby. Thus with the help of some stimulus, the child learns to speak MAMA or CAT. A growing child can imitate some meaningful word only when it has reproduced the sound in its spontaneous language response.

The development of the child proceeds according to general principles of language development. Just as in motor development, the toddler succeeds in displaying distinct and definite movements by proceeding from indistinct and indefinite movements. Similarly in language development also it learns to reproduce specific and meaningful sounds by producing indistinct and indefinite sounds in the beginning

Language development involves the following

- **Pronunciation**: The toddlers learns to pronounce words clearly by end of second year by imitating parents and others adults. This is the second stage of language development. About the age of 18 to 24 months toddlers produce real words and partly trial and error sentences. While they are only capable of producing few short sentences at this time, it should be realized that they are able to understand more. Toddlers begin to understand language about twice as fast as they are able to produce it.
- **Vocabulary build up**: Toddlers learns and follows simple one-step direction and commands. The toddlers starts expanding vocabulary at this stage. By 24 months the toddlers starts using about 50 words regularly. The year between 12 and 24 months is the most exciting year in terms of language development. However they do not have idea about pronouns, preposition and conjunction. Vocabulary increase with age and maturation.

- **Sentences**: The toddles first real sentences usually appears between eighteen and twenty-four months, and generally consists of simple words accompanied by a bodily gesture. Gradually the toddlers uses more words in their sentences but gestures are still predominant through infancy and well into childhood.



CHECK YOUR PROGRESS

Q.1 Which period is known as the period of toddlerhood?

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Q.2 The word toddler is derived from which word?

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.....

Q.3 Mention the heads through which physical development of a toddler can be studied.

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.....

Q.4 Mention one important aspect of language development in a toddler.

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.....

8.5 COGNITIVE DEVELOPMENT IN A TODDLER

Cognitive development refers to the development of the capabilities of knowing, thinking, reasoning, understanding, remembering, etc. Cognitive units include images, symbols, concepts, etc.

Images retain in the mind the similarities and relations between significant elements of the child's experience.

Symbols represent objects, events or even actions. The most commonly used symbols are represented by sign letters.

Concepts are the abstracts characteristics of objects, events or actions.

The development of concepts results from associations of meanings with objects, people and situations.

Cognition may be direct and indirect. Direct cognitive abilities refer to the processes that occurs when a child tries to solve a problem. Cognitive activities are indirect when the child engages in the free associations or refer to dreams. The behavior of a normal baby shows that ability to form concepts develops very rapidly.

8.5.1: Jean Piaget's Theory of Cognitive Development

The famous Swiss psychologist Jean Piaget has made the most significant contribution in the study of cognitive development of children. We have already discussed briefly in the previous unit but let us discuss about the theory in detail -

Jean Piaget was the first to make systematic study of the acquisition of understanding how thinking in a child develops. According to him intellectual traits characteristic thoughts –"relation and "animism".

According to Piaget's realism is the tendency to the child to treat thoughts and dreams as physical events and the tendency of the child to give psychological attributes to physical objects is called animism.

Piaget believed that cognitive development takes place through four fundamental stages. All children have to pass through these stages to reach the next higher level of cognitive thinking.

Piaget's Stages of Child Development-

Jean Piaget's theory of Cognitive Development are divided into four Major stages are:

A. Sensory Motor Stage: (0—2 Years)

B. Preoperational stage: (2—7 Years)

C. Concrete Operational Stage: (7—11 Years)

D. Formal Operational Stage: (11 Years —Adulthood)

A. The Sensory Motor Stage (Ages: Birth to 2 years)

The main characteristic of this stage of development are:

- ✓ It involves the senses and motor activities.
- ✓ Children do reflexive activities such as sucking and grasping.
- ✓ The child observes and imitates his or her surroundings. Thought and memory also start to develop systematically.

✓ Children learn to recognize objects and understand that objects have their separate permanent existence

As infants grow older, they learn that even if an object is not in front of them, it still exists. Piaget called it to object permanence. It is also known as 'out of sight, out of mind

Children also learn to work in a particular direction. Catching a particular thing which they are asked to catch, playing with puzzles and so on are common activities they learn to do. They move from simple to complex logical action and thinking. This goal-directed thinking helps them to progress to a higher level scheme to achieve a goal

The Sensory Motor Stage is further divided into six sub-stages

There are six sub-stages of the first stage given by Piaget:

1. Stages of Reflex Activities (0—1 month): Inborn reflexes (sucking and looking) help the child to understand the surrounding.

2. Primary Circular Reactions (1—4 months): Sensations and schemas get coordinated in this stage. Whatever children do in this stage, they tend to do it repeatedly as they derive pleasure from doing so. For example, if a child starts sucking thumb, he or she will continue with this action because it gives the child a soothing feeling.

3. Secondary Circular Reactions (4—8 months): younger Children become more focused on doing actions. They repeat their actions to get a response from the environment.

4. Coordination of Reactions (8—12 months): In this stage, children learn to make a difference between goal and means. They also develop ways to achieve their goals. They also try to generalize the learning and try to use it from one situation to another.

5. Tertiary Circular Reactions (12—18 months): This is a stage of trial and error. Children explore the things around them. They make mistakes and also tend to repeat these mistakes. This stage is very important as children learn to be confident in this particular stage. They repeat many actions because they want attention from their caregiver.

6. Early Representational Thought (18—24 months): Children start focusing more on mental activities rather than physical actions and they

start thinking about objects. At this age, they show the ability to recognize object permanence. They search for the toy even if it is not in their sight.

B. The Preoperational stage (Ages: 2 to 7 Years)

The Main Characteristics of this stage involves:

- ✓Children begin to process their thoughts at this stage although in a manner that is far less efficient than the logical thought-processing of adults.
- ✓Their vocabulary expands and develops during this time because they change their working style and habits and start behaving like little adults
- ✓This stage is known as a pre-operational stage of cognitive development. It is called 'pre' because, in this stage, children cannot perform a logical operation.
- ✓This stage is categorized in two parts: **pre-conceptual stage (2-4) and intuitive stage (4-7).**
- ✓Their vocabulary expands and develops during this time because they change their working style and habits and start behaving like little adults

Some of the other important characteristics are:

- ✓**Ego-centrism** is one of the main characteristics of pre-operational. Children focus on their perspective and feel that they are correct. They also believe that others also share the same perspective because they think that it is the only perspective which exists. But gradually they understand that there are many perspectives and Piaget called it 'decentering: They start believing that they are not at the centre of everything.
- ✓**Animism** is also a characteristic of the pre-operational stage. It is a characteristic by which children believe that all objects or things are living and has some consciousness. An example of this is that children often believe that a table also feels pain if it is hit or kicked; a car does not get started because it is tired and so on. A child believes that everyone is like him or her.

- ✓Children also develop **the ability to use symbols, language, pictures, signs or gestures to represent actions or objects mentally**. Piaget called this semiotic function or symbolism. Along with this, their ideas of right and wrong are governed by the people around them.

C. The Concrete Operational Stage (Ages: 7 to 11 years)

The main characteristic of Concrete Operational stage are:

- ✓Children can do operations on concrete objects and situations. However, they will find it hard to solve abstract problems and have difficulty with words like 'assume' that relate to mental conjecture.
- ✓They can do logical thinking if they are allowed to manipulate objects. By comparison, however, it is seen that thoughts can be manipulated and the presence of the object is not necessary for the thought to take place in the formal operations stage.
- ✓They start thinking more like mature persons and rarely believe in animism and ego-centrism.
- ✓Children learn many things in this stage concerning conservation such as classification, grouping objects into categories, arranging of objects in sequential order according to one aspect, such as size, weight or volume

D. The Formal Operational Stage (Ages: 11 years to Adulthood)

The main Characteristics of formal operational stage are:

- ✓This is the final stage of Piaget's cognitive development in this stage
- ✓Children become capable of abstract thinking and can understand the combination and coordination of numbers and variables.
- ✓Developed formal operational thought.
- ✓Children move ahead from concrete objects to abstract concepts
- ✓They develop a logical system of intelligence and try to incorporate all possible solutions while working on a problem.
- ✓They also learn to coordinate between different variables.

- ✓Children in this stage use the formal operations problem-solving strategy in which an individual begins by identifying all the factors that might affect a problem and then deduces systematically. Piaget called it hypothetico-deductive reasoning.
- ✓This stage permits adolescents to reason beyond a world, of concrete reality to a world of possibilities. Sometimes, they just live in a world of imaginations with no concern about the real world.

Piaget believes that children overcome egocentrism, but they still tend to believe that everyone shares similar thoughts, feeling and concerns. They wonder why people do not understand their need and perspective and therefore, they develop adolescent ego-centrism. They feel that everyone notice them, what they do, how they walk, how they talk.

According to Piaget's the basis behavior starts through sensations and this stage is therefore called by him as the sensory-motor stage. He emphasized that the sensory -motor experiences have significant and probably irreversible effects on his later life.

Piaget described that between one and half years to 2 years a toddler starts understanding that objects have substance, occupy space and are permanent. He gradually can find difference between himself and other people and things in the environment. The cognitive development determines the toddler's ability to think understand and manipulate things in his surroundings.

8.7 SOCIAL DEVELOPMENT IN A TODDLER

Concept of social development:

Man is a social animal we see the truth of this statement since the birth of an infant. The manner in which an adult depends upon others for his various requirements in the same way a child is dependent on others. The social contacts immensely influence the child development. The first social contact of the child is with his family. Therefore, his early habits and attitudes are determined by the members because he shows

his family. These habits and attitudes have an important place in his development because he shows his response towards various social stimuli on their basis. The child's behavior is not determined by a single influence of the home and the environment. In fact his behavior is determined by his personality and his personal relations with the entire environment.

One of the significant characteristic that a toddlers develops is social development i.e. acquiring the skill needed to become a member of a group. Toddler starts talking and interacting more with others as they grow older. When young children enjoy their contacts with others, their attitudes towards those people will become favorable in future and if the social contacts with certain people are not enjoyable, then such contacts are not favorable in future.

Social development starts in infancy but it becomes more pronounced from toddlerhood with increasing age the child expands his social interactions to the parents and relatives, friends and peers, teachers and others. The young child wants and needs companions of adults and other children. Social acceptability becomes a very important goal in the child's life.

At the start of toddlerhood period, children show interest in watching other children play but himself play independently. Then comes a period when children gradually start engaging in play activities with other children. This is called associative play. Toddlers learn to socialize mainly by watching others make social contacts. Toddlers mostly imitates the behaviour and attitudes of parents as they admire them and want to be like them. The urge to establish social contacts and enjoy the associations with others become quite obvious in toddlerhood.

In toddlerhood, the toddlers mostly use toys in one form or another in their play activities and they attribute certain qualities to their toys. Towards the end of toddlerhood they lose interest in playing much with toys. The play interests during toddlerhood are very much influenced by their maturation level. Besides this, their interest are also determined by the socio-economic status of the family. Play activities during toddlerhood develop motor and communication skills in toddlers. They

also become more creative. All these qualities and skills help the children to become more social.

The toddlers gradually learn social behaviour. This learning depends upon his social contact with others. His social development proceeds further as and when he comes in contact with others. A definite plan and guidance is necessary for the desired development of the child. Along with his social development, the personality of the child also gets better adjusted. Social development is usually associated with the development of power of self-expression which enables the child to stand on his own legs. Social development of toddlers proceeds in an order. So it is not difficult to predict the nature of social development at a certain age.



CHECK YOUR PROGRESS

Q.5 What do you mean by cognitive development?

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.6 Mention one significant characteristic of social development in a toddler.

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8.8 IMPORTANCE OF FAMILY IN SOCIAL DEVELOPMENT OF A TODDLER

Socialization occurs when one learns to become a member of the society by gaining the skills, values, behaviors and habits of the culture that one is living. Toddlers learn by listening and watching what their family members around them do and then imitates those actions to become a member of society.

- The family is the foremost agent of socializing a child. Social maturity of a child is an essential requisite for his harmonious adjustment in the society. Social acceptability is a goal for

everyone and this should be recognized and promoted by parents at home.

- The ability to speak a language first starts in the family. The children learns the language of their parents by imitating the sounds and then understanding the meaning of the words. This helps to develop communication skills later.
- It is through the family that children learn about social customs, mores, traditions and norms. The family also exercises social control over the child, this helps to develop the sense of good judgement and social responsibility in children to make them proper citizen.
- The family help the children to imbibe the culture and develop a social identity. The family members provide companionship, love and security to the children and this provides the foundations for personality development. They learn to perform different social functions within the family.
- The family is the first institution that trains the children for the group life. Mutual affection, trust and distribution of responsibility socialize the children and they learn to participate and shoulder responsibility in the society in later life.
- The family performs educational functions also. The first alphabet and numbers are learnt at home. The mother is the first teacher and she teaches the children about discipline, obedience and manners.

8.9 IMPORTANCE OF PEERS IN THE SOCIAL DEVELOPMENT OF A TODDLER

Peer relationships provide a unique context in which children learn a range of critical social emotional skills, relationships provide a unique context in which children learn a range of critical social emotional skills, such as empathy, cooperation and problem solving strategies.

- Peers play an important role in the toddlerhood period. Toddlers begin to socialize among their age groups through play activities. Play activities helps toddlers to build a social connections among

their groups through which they establish the feeling of belongingness and mutual trust.

- Peers also play a vital role in their language development. During the toddlerhood period, toddlers are not able to form clear phrases but can communicate with their fellow mates through their mutual understanding which gradually aids them in the formation and development of language.
- Another important role that peer plays in the social development of a toddler is the act of sharing and caring. Act of sharing is essential for emotional development of a toddler and during this period they develop the tendency of sharing and caring only towards their fellow mates after their parents.
- Socialisation process of a toddler starts in the family but they tends to open up more with children of same age group. Toddlers with their peers through play activities and communication develops feelings and emotions like empathy, kindness, sharing, caring, joy, sadness, etc. which helps in proper development of a socialisation process.
- Peer also plays a vital role in bringing out the personality of a toddler when they remain in a social group. Playing with their same age group is a favourite activity in the toddlerhood period which also helps the toddlers to develop the quality of leadership and companionship.
- When toddlers will remain and interact with their peers their curiosity level will increase to know more about their fellow mates and the things surrounded around them which will help in developing their mental blocks and to understand different people and things in different situations.



8.10 LET US SUM UP

The unit can be summarized as :-

- The birth of the individual is a natural event of life. It enables him to come out of the internal environment of the

mother's womb and be in communion with the external environment wherein he has to promote his growth. This growth is continued till death and it has to undergo several changes of all types- physical, mental, emotional, social , etc.

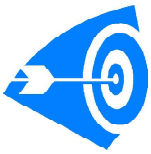
- The first stage of an individual's life after birth is infancy. The first year of a child is infancy period and from the first year (12 months) to 2-3 years is the period of toddler. A toddler is a child approximately 12 to 36 months old, though its definitions vary. The toddler years are a time of great cognitive, emotional and social development. The word toddler is derived from "to toddle" which means to walk unsteady like a child of this age.
- Physical development including gross and fine-motor skills, consumes the interest of toddlers as they practice learned skills and look to develop new ones. Healthy physical development is dependent upon nutrition, brain development, the central nervous system, muscles, bones and the interactions and experiences that are offered to toddlers.
- The physical development of a Toddler is very rapid and can be easily studied under the following heads-
- Language plays a vital role in the personality and social development of the child. The development of language is connected with the physical and mental development of a person.
- One is able to use language only after attaining a definite physical and mental maturation. So long as his vocal organs do not mature properly, he cannot pronounce words correctly and clearly.
- Communication can be in any form of language- written, spoken, gestures, postures, musical, artistic expression but the most common is the spoken form. The foundation of speaking is laid in infancy itself though the ability to understand clearly happens generally in toddlerhood. Babbling which occurs after few months is most important because speech develop from it eventually.
- Cognitive development refers to the development of the capabilities of knowing, thinking, reasoning, understanding, remembering, etc. Cognitive units include images, symbols, concepts, etc.

- Jean Piaget's is a Swiss-born psychologist who was the first to make systematic study of the acquisition of understanding how thinking in a child develops. According to him intellectual traits characteristic thoughts –"relation and "animism".
- Jean Piaget's theory of Cognitive Development are divided into four Major stages are: Sensory Motor Stage: (0—2 Years),Preoperational stage: (2—7 Years),Concrete Operational Stage: (7—11 Years),Formal Operational Stage: (11 Years — Adulthood)
- Social development starts in infancy but it becomes more pronounced from toddlerhood with increasing age the child expands his social interactions to the parents and relatives, friends and peers, teachers and others. The young child wants and needs companions of adults and other children. Social acceptability becomes a very important goal in the child's life.
- Socialization occurs when one learns to become a member of the society by gaining the skills, values, behaviors and habits of the culture that one is living. Toddlers learn by listening and watching what their family members around them do and then imitates those actions to become a member of society.

8.11 FURTHER READING

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8.12 ANSWERS TO CHECK YOUR PROGRESS:

Answer to Q. NO.1: The first year of a child is infancy period and from the first year (12 months) to 2-3 years is the period of toddler. A toddler is a child approximately 12 to 36 months old, though its definitions vary.

Answer to Q. NO.2: The word toddler is derived from the words "to toddle" which means to walk unsteady like a child of this age.

Answer to Q. NO. 3: Height and weight, Nervous proportion, Bones development, Muscles and fat, Sense organ development.

Answer to Q. NO.4: One important aspect of language development in a toddler is - Pronunciation: The toddlers learns to pronounce words clearly by end of second year by imitating parents and others adults. This is the second stage of language development. About the age of 18 to 24 months toddlers produce real words and partly trial and error sentences. While they are only capable of producing few short sentences at this time, it should be realized that they are able to understand more. Toddlers begin to understand language about twice as fast as they are able to produce it.

Answer to Q. NO.5: Cognitive development refers to the development of the capabilities of knowing, thinking, reasoning, understanding, remembering, etc. Cognitive units include images, symbols, concepts, etc.

Answer to Q. NO. 6: One of the significant characteristic that a toddlers develops in social development is to acquire the skill needed to become a member of a group. Toddler starts talking and interacting more with others as they grow older. When young children enjoy their contacts with others, their attitudes towards those people will become favorable in future and if the social contacts with certain people are not enjoyable, then such contacts are not favorable in future.



8.13 POSSIBLE QUESTIONS

A. Short Questions (Answer each questions in about 150 words)

Q.1 .Define Development.

Q.2 .What is the approximate age of a toddler?

Q.3 .What does the word 'Toddle' mean?

Q. 4 .Mention the physical developmental aspects in a toddler.

Q.5 Language development of a toddler is associated with the development of which aspect?

Q.6 .Mention the important aspects of language development of a toddler.

Q. 7. What do you mean by Cognitive development?

Q.8 What is Social development?

B. Long Questions (Answer each questions in about 300-500 words)

Q.1. Explain the concept of Physical development of a toddler.

Q.2. Discuss the Physical changes in a toddler.

Q.3. How does language formation takes place in a toddler. Explain.

Q.4.What do you mean by Cognitive development? Explain the units of cognitive development.

Q.5. Explain Jean Piaget's Theory of Cognitive Development.

Q.6.What do you mean by Social development? Explain the importance of social development during toddlerhood.

Q.7. Discuss in detail the importance of Family in social development of a toddler.

Q.8. Discuss the importance of Peers in social development of a toddler.

UNIT 9: DEVELOPMENT IN THE PRE-SCHOOL CHILD

UNIT STRUCTURE

9.1 Learning Objectives
9.2 Introduction
9.3 The Pre-School Child
9.4 Physical Development in the Pre-School Child
9.5 Cognitive Development in the Pre-School Child
9.6 Social Development in the Pre-School Child
9.7 Let us Sum up
9.8 Further Reading
9.9 Answer to check your progress
9.10 Possible questions

9.1 LEARNING OBJECTIVES

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

- acquire the concept of pre-school child
- understand how cognitive development take place in the pre-school child
- comprehend the social development in the pre-school child

9.2 INTRODUCTION

After getting acquainted with the developmental characteristics of pre-natal, neonatal, infancy or babyhood period, it is very essential for you to be well versed with the developmental characteristics of one of the most important period of life-i.e., early childhood period. In the earlier discussion, we have pointed out that some developmental psychologists classified childhood period into two sub-stages-early childhood and late childhood. This subdivision of childhood is widely recognized at today's context. You may find variation in the age range of these stages as different psychologists classified these stages on their own study and research. Yet, the average period range of childhood is somewhat between the end of babyhood and the onset of puberty. Hence, early

childhood extends from two to six years and the late childhood extends from six to the time child becomes sexually mature. The ***early childhood stage can be treated as Pre-school period.*** This unit will familiarize you with the concept of early childhood or pre-school period and its various developmental aspects.

9.3 THE PRE-SCHOOL CHILD

Childhood begins when the relative dependency of babyhood is over at approximately the age of two years. Children falling in the age range of early childhood period are termed as pre-school children. Early Childhood stage or pre-school stage is the foundation period of life of an individual. It is a period of rapid - physical, mental, emotional, and social and language development of a child. Apart from these major development in the area of understanding, moral values too take place in the children. It is characterized by slow growth and rapid development. Early childhood is a distinctive period in the life span of a human being. The pre-school age is named differently by different people. It is labelled as 'The Problem age '; 'The Troubles some, or 'The Toy' age, by the parents as for many parents and teachers, it become a bit difficult for them to handle children. Psychologists named it as 'The Pre-gang age, 'The Exploratory', or 'The Questioning' age, "Imaginative age" and "Creative age" because of its unique characteristics.

Early Childhood as Pre-School

It has been mentioned that the early childhood stage is labeled by different terms. Educators named it as pre-school age. Because they wanted to distinguish it from the time when children are considered old enough both physically and mentally. The intention was to help the children to cope with the work they will be expected to do when they begin their formal schooling. Even when children go to nursery school or kindergarten, they are labeled as preschoolers rather than school children. In the home, day care center, nursery school or kindergarten, the pressures and expectation for young children are subjected to vary

from those who will experience when they begin their formal education in the first grade. As such the early childhood stage is a time of preparation for formal schooling.

Characteristics of Pre-school Child:

The following features are exhibited in the pre-school children-

- Pre-school children acquires a good physical development. Body proportions change markedly and the “baby look” disappears in them.
- Pre-school children are looking to explore life in a variety of ways as they spend most of their times in the environment around them and want to know how it works, the causes for several natural ongoing processes and how they can be a part of it.
- Pre-school children are influenced by imitations of speech and actions of others. This stage is an imitative age where they develops creative talents.
- Pre-school children are very talkative. The reason for this is that after they develop the basic skills of communication, they speak with ease and this influences them to communicate with other children.
- Pre-school children develop various skills by repeated trials and different attempts of completing goals.
- Improvement in speech and comprehension is developed among the pre-school children.
- Moral development is on a slow level among the pre-school children because intellectual development has yet not reached the point a child can learn or apply the abstract principles of right and wrong in their daily lives.
- Pre- school Children ask a lot of questions since they have a high level of curiosity as such this period is considered as Questioning age.
- Pre-school children loves to play as such they spend most of their time in playing.

- Emotions are especially intense in the pre-school children.

9.4 PHYSICAL DEVELOPMENT IN THE PRE-SCHOOL CHILD

The physical growth and development refers to a process which brings bodily and physiological changes, internal as well as external in an organism. Pre-school Stage is characterized by marked physical development. But, growth during pre-school stage proceeds at a slow rate as compared with the rapid rate of growth in babyhood. It is very important to know how children develop physically because physical development influences children's behavior directly and indirectly. It also determines what they can do and indirectly influences their attitude towards self and others. Moreover, personal and social adjustment of the children depends on the physical development. The physical development in pre-school children are discussed under the following headings-

A. Height: The average annual increase in height is three inches. By the age of six, the average child measures about 46.6 inches.

B. Weight: The average annual increase in weight is 3 to 5 pounds. At age six, children normally weigh approximately seven times as much as they did at birth. The average pre-school girl weighs 48.5 pounds and the average boy weighs 49 pounds.

C. Body Proportion: There is marked change in body proportion in the pre-school children. During this stage, the "baby look" disappears that used to be in them during the babyhood period. Facial features remain small but the chin becomes more pronounced and the neck elongates. There is gradual decrease in the stockiness of the trunk and the body tends to become cone-shaped. Some of the other characteristics in terms of body proportion in the pre-school children are- flattened abdomen, broader and flatter chest and boarder and square sized shoulder.

D. Body Build: During this stage, differences in body build become apparent for the first time. Some children have a fat body (endomorphic), some have muscular body (mesomorphic) and some have thin body (ectomorphic).

E. Bones and Muscles: Ossification which means hardening of the bones is an important features of physical development in pre-school children. The bones ossify at different rates in different parts of the body. The muscles become larger, stronger and heavier. As a result, children look thinner as early childhood progresses even though they weigh more.

F. Fat: Regarding fats in children, it has been observed from the research study that children with fat body have more fatty tissue (adipose tissue) than muscular tissue. Again children with muscular body have more muscular tissue than fatty tissue. The children with thin body have both small muscles and little fatty tissue.

G. Teeth: During the first four to six month of early childhood stage or pre-school stage the last four baby teeth erupt. Again, during the last half year of early childhood stage, the baby teeth begin to be replaced by permanent teeth. With the end of early childhood stage, the child generally has one or two permanent teeth in front and some gaps where permanent teeth will eventually erupt.

H. Nervous System: The growth of the nervous system is very rapid before birth and during the first half of pre-school period. Before birth the development consist primarily of increased in the number and size of the nerve cells, because no new cells are formed after birth. As such, development in the first four years i.e. in the first half of early childhood stage consist of the development of immature cells present at birth. After the age of 3 or 4, growth of the nervous system proceeds at a relatively slow rate.

In spite of the predictable physical development in average pre-school children discussed above, there are individual differences in all aspects pf physical development in children. Children of superior

intelligence tend to be taller in early childhood than those of average or below average intelligence and shed their temporary teeth sooner. Moreover, sex difference also impacts on physical development in children. Ossification of the bones and shedding of temporary teeth are more advanced age for age in girls than in boys. The nutrition, treatment and care provided by the family too matter a lot in the physical development of the child. Children from higher socio-economic groups tend to be better nourished and receive better pre-natal and post-natal care. These children tends to vary in height, weight and other physical development than the average.



LET US KNOW

✓ Ossification of the bones and shedding of temporary teeth are more advanced age for age in girls than in boys

✓ Early childhood stage or pre-school stage is regarded as the teachable moment for acquiring different skills.

✓ **Hand Skills**: Self-feeding, dressing, brushing, throwing, catching, drawing, coloring.

✓ **Leg Skills**: hopping, skipping, galloping, jumping, climbing, tri-cycling, swimming, balancing, dancing.

9.5 COGNITIVE DEVELOPMENT IN THE PRE-SCHOOL CHILD

Cognitive development or mental development is a continuous process which continues without interruption in every stage of growth. The process of mental growth and development of an individual's cognitive, mental or intellectual abilities like sensation, perception, conception, generalization, interpretation. These abilities are inter related and never developed in isolation. Childhood is a rapid mental growth and development. The child's mental functions and mental capacities which relate to his perception, memory, reasoning, concept formation, problem

solving and creative thinking are important for tackling the many different problems of life and intimately related to his performance as a learner. Mental development comes from the maturation of the intellectual capacities of the child and from knowledge acquired by learning over a period of time. The second stage of cognitive development as analyzed by **Jean Piaget** is termed as pre-operational stage which extends from 2 to 6 years of life. Language development takes place during this period of early childhood stage which help the child to make use of symbols to represent objects.

The following are the developmental characteristics in terms of cognition in pre-school child –

- **Perception:** During the pre-school stage, the mental abilities of the child develop very rapidly. His perceptual powers increases and his curiosity are aroused to a great extent.
- **Curiosity:** With increased intellectual abilities and increased ability to speak and communication the pre-school children acquire the ability to ask questions in words.
- **Discrimination between people and object:** With increased intellectual abilities, especially the abilities to reason and to see relationships, pre-school children's understanding of people, objects and situations increases rapidly. They can discriminate between people and object easily.
- **Understanding Relationship:** During this period, children come to know about the simple relationships, like - parents, sibling, relatives etc. This increase in understanding comes from new meanings being associated with meanings learned during baby-hood.
- **Self-understanding:** By the time they are three years old, most young children know their sex, their full names, and names of different parts of their bodies.
- **Meaningful concept:** Pre-school children begin to notice details that formerly escaped their attention. As a result, their concept become more specific and meaningful to them.

- **Concept Development:** Pre-school children develop many of the same concepts which they earn through their common learning experiences. There are differences in the concept children develop in their preschool years, but many of these differences overcomes when they go to school and subjected to similar learning experiences. Some of the common concept that pre-school children develop are-

  a) Life: Pre-school children tend to ascribe living qualities to inanimate objects-like doll and stuffed animals.

  b) Death: Pre-school children tend to associate death with anything that goes away but they are unable to comprehend the finality of death.

  c) Body Function: Pre-school children develop the concepts of bodily functions. With the entrance in school, these concepts are elaborated.

  d) Space: Pre-school children can judge short distance and judge left and right accurately.

  e) Weight: Pre-school children estimate weight almost exclusively in terms of size.

  f) Numbers: Pre-school children usually understand numbers up to an average number. The preschool experiences help the child in this context.

  g) Time: Most of the pre-school children know the day of the week and by they reach the end part of early childhood stage, they are able to categorize the month, season and year.

  h) Self: By the time children are three years old, they know their sex, their full names and names of the different parts of their bodies. Play helps in the development of self-concept.

  i) Beauty: Most pre-school children prefer music with a definite tune or rhythm and they like simple design and bright colors.

Thus the capacity to learn, remember and symbolize information and to solve problems exists at a simple level in young children, who can perform cognitive tasks such as discriminating animate and inanimate beings or recognizing small numbers of objects. Developmental advances in cognition are also related to experiences and learning.

CHECK YOUR PROGRESS



Q.1. What are the other terms used to refer early childhood period?

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Q.2. Why educators named early childhood as pre-school age?

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Q.3 What is the annual average increase of height in pre-school children?

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Q.4 What is the age range of pre-operational stage as suggested by Jean Piaget?

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9.6 SOCIAL DEVELOPMENT IN THE PRE-SCHOOL CHILD

One of the most important development that take place in pre-school children is social development. Social development means acquisition of the ability to behave in accordance with social expectation. During the childhood period, there is a strong drive to be with others and to be accepted by them. When this need is not meet, the child become unhappy. That's why parents, teacher and the member concerned should

be very careful in fulfilling the social needs of children. As social aspect of personality plays a very important role in children's life.

It has already been mentioned that pre-school period is also termed as ***pre-gang age*** it is because children acquire the preliminary training and experience needed to become a member of a "Gang" in late childhood. The foundations for socialization are laid by the family, neighborhood and by his pre-school. The child develops his social qualities in his family. A good family provides a good social atmosphere for the child to develop healthy social habits. Sometimes he goes to the neighborhood. He finds that the atmosphere there is different from that at home and he tries to adjust with that atmosphere. He develops friendship with other children of his age in the neighborhood. He plays with his friends and sometimes he also quarrels. Through this interaction, he acquires many social qualities. They come to know of teasing, imitating, quarrelling, sympathy, sharing, cooperation etc.

The following characteristics mark the social development in pre-school child –

- **Formation of social behavior**: The most important forms of social behavior necessary for successful social adjustment starts appearing and begin to develop at pre-school stage. Though these forms are not fully developed however it is crucial in terms of establishing basic social attitudes and pattern of social behavior.
- **Establishment of social Contact**: During the pre-school period or early childhood period, children learn how to make social contacts and how to get along with the people outside the home, especially children of their own age. They learn to adapt themselves to others and how to co-operate in play activities.
- **Social awareness:** This period is marked by greater degree of social awareness. The pre-school children learn to share, co-operate and to do things with others. There is a great expansion of child's social world.

- **Peer interest:** During this period, the children tries to seek independence from his parents and other members of the family. Interest in playmates of his own age get increased. In the selection of companion, children prefer other children of their own age and levels of development who can do what they are able to do.
- **Gang influence:** Early childhood is termed as pre-gang age, because children acquire the preliminary training and experience needed to become a member of a "Gang" in late childhood. During this time, the numbers of contacts children have with other children increases and this determines how their social development will progress.
- **Development of regards for others:** The children by nature is largely self-centered. He wants everything for himself and he is jealous of his possessions. During the pre-school period, the child rises above this ego-centeredness and develops regard for others. Instead of keeping his own interest above everything else, he normally starts taking into consideration the interests of others.

Some of the common social behavior pattern in pre-school children:

It has already been mentioned that the most important form of social behavior begins to develop during the pre-school period. It is important to note that we cannot expect that children will always develop social pattern. Many of the social pattern appear to be unsocial or even antisocial. Here, we are going to mention about the social behavior pattern in pre-school children-

A. **Imitation:** Children imitate the attitude and behavior of a person whom they especially admire and want to be like.

B. **Rivalry:** The desire to excel others is apparent as early as the fourth year. It begins at home and later develops with children outside the home.

C. **Cooperation:** By the end of third year, cooperative play and group activities begin to develop and increase in both frequency and duration as the child's opportunities for play with other children increase.

D. **Sympathy:** Sympathy appears occasionally before the third year as it requires an understanding of the feelings and emotions of others. The more play contacts the child has, the sooner sympathy will develop.

E. **Empathy:** Like sympathy, empathy requires an understanding of the feelings and emotions of others but in addition, it requires the ability to imagine oneself in the place of the other person. A few children are able to do this until the early childhood ends.

F. **Social approval:** As early childhood draws to a close, peer approval becomes more important than adult approval. Young children find that naughty and disturbing behavior is a way of winning peer approval.

G. **Sharing:** Pre-school children discover from experience with others that one way to win social approval is to share what they have specially the toys with others. This sharing pattern in them replaces their selfishness.

H. **Attachment Behavior:** During this stage, the children try to attach their affection to people outside the home such as nursery school teachers or some inanimate objects.

Knowing what the pattern of social development is makes it possible to predict what the child's behavior in a social situation is likely to be at a given age. Generally the social behavior and attitude of a child reflect the treatment he/she receives in the home or pre-school. Hence, it is very much essential for the parents and the teachers to create conducive social environment at home and school so that sound social behavior can be expected from these children.



CHECK YOUR PROGRESS

Q.5 What is Concept Development in Pre-school children?

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Q.6 Why is pre-school period considered as pre-gang age?

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Q.7 Mention two common social behavior pattern in pre-school children.

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9.7 LET US SUM UP

After going through this unit, it can be summarized as-

- Children falling in the age range of early childhood period are termed as pre-school children. Early Childhood stage or pre-school stage is the foundation period of life of an individual.
- The pre-school age is named differently by different people. It is labelled as 'The Problem age '; 'The Troubles some, or 'The Toy' age, by the parents. Psychologists named it as 'The Pre-gang age, 'The Exploratory', or 'The Questioning' age, "Imaginative age" and "Creative age" because of its unique characteristics.
- Educators named it as pre-school age. Because they wanted to distinguish it from the time when children are considered old enough both physically and mentally.
- Pre-school Stage is characterized by marked physical development. But, growth during pre-school stage proceeds at a slow rate as compared with the rapid rate of growth in babyhood.

- Social development during the childhood period means acquisition of the ability to behave in accordance with social expectation, there is a strong drive to be with others and to be accepted by them.
- Some of the common social behavior pattern in pre-school children are- Imitation, Rivalry, Cooperation etc.



9.8 FURTHER READING

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9.9 ANSWER TO CHECK YOUR PROGRESS

ANSWER TO Q.NO.1:

The other terms used to refer early childhood period are-*The Problem age '; 'The Troubles some, or 'The Toy' age, 'The Pre-gang age, 'The Exploratory', or 'The Questioning' age, "Imaginative age" and "Creative age".*

ANSWER TO Q.NO.2:

Educators named it as pre-school age. Because they wanted to distinguish it from the time when children are considered old enough both physically and mentally. The intention was to help the children to cope with the work they will be expected to do when they begin their formal schooling

ANSWER TO Q.NO.3:

The average annual increase in height is three inches. By the age of six, the average child measures about 46.6 inches.

ANSWER TO Q.NO.4:

The age range of pre-operational stage as suggested by Jean Piaget extends from 2 to 6 years of life.

ANSWER TO Q.NO.5:

Concept Development in pre-school children means they develop many of the same concepts which they earn through their common learning experiences such as –life, death, space, number, time.

ANSWER TO Q.NO.6:

Pre-school period is considered as pre-gang age because children acquire the preliminary training and experience needed to become a member of a "Gang" in late childhood.

ANSWER TO Q.NO.7:

Two common social behavior pattern in pre-school children are-

A. **Sympathy:** Sympathy appears occasionally before the third year as it requires an understanding of the feelings and emotions of others. The more play contacts the child has, the sooner sympathy will develop.

B. **Empathy:** Like sympathy, empathy requires an understanding of the feelings and emotions of others but in addition, it requires the ability to imagine oneself in the place of the other person. A few children are able to do this until the early childhood ends.



9.10 POSSIBLE QUESTIONS

A. Short Questions (Answer each questions in about 150 words)

1. Who is a pre-school Child?
2. Why do educationists consider early childhood as pre-school age?
3. State some of the common concept formed in pre-school children.
4. Discuss briefly some of the common social behavior pattern in pre-school children.

B. Long Questions (Answer each questions in about 300-500 words)

1. Discuss the characteristics of Pre-school period.
2. Discuss the physical development in pre-school children.
3. Discuss the Cognitive development in pre-school children.
4. Why pre-school period is considered significant from social developmental perspective?

UNIT 10: DEVELOPMENT IN THE SCHOOL AGE CHILD

UNIT STRUCUTE

10.1 Learning Objectives
10.2 Introduction
10.3 The School Age child
10.4 Physical Development of the School Age Child
10.5 Cognitive Development of the School Age Child
10.6 Social Development of the School Age Child
10.7 Let us Sum up
10.8 Further Reading
10.9 Answer to check your progress
10.10 Possible questions

10.1 LEARNING OBJECTIVES

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

- acquire the concept of school aged child
- understand how physical and cognitive development take place in the school aged child
- comprehend the process of social development in the school aged child

10.2 INTRODUCTION

We know that every stage of human development has its own unique qualities and characteristics. Development follows a definite pattern as such each stage is interlinked with the later one. But when we reach the end of one period, we find it different from that of the previous one. Childhood period is sub divided into two stages – early and late childhood period. Both gives a clear but different picture of developmental features of this important phase of children 'life. Unit 9 of this block was a detail discussion of pre-childhood stage which is popularly known as early childhood period. The different developmental

characteristics of this early childhood period have clarified your idea how they attain developmental changes from different perspectives of development. Here in this unit, you will come across different developmental changes that take place in child when they enter into the later stage of childhood. The stage of late childhood is a sort of pseudo maturity, because at this stage, the child achieves a good degree of adaptation to his or her environment as compared with the children of the early childhood stage. The purpose of this unit is to familiarize you with the late childhood stage which is also known as school period, its different important developmental characteristics.

10.3 THE SCHOOL AGE CHILD

School aged child falls in the age range of 6 years to 12 years. This period is marked by the beginning of child's entry into formal schooling and ending in the advent of puberty. At both its beginning and end, late childhood or school age is characterized by conditions that profoundly affect a child's personal and social adjustment. This late childhood period is called by the ***educationists as school (elementary) age*** as it is the time when the child is expected to acquire the rudiments of knowledge that are considered essential for successful adjustment to later life. This period is significant as the child is expected to learn certain essential skills, both curricular and co-curricular. There are several other terms which are being used to describe late childhood or school period. Parents call it **"troublesome"** period as children are more influenced by the peers than the parents or older, they again use the term" **Sloppy Age"** as children tend to be careless. Again psychologists call this period as **"Gang Age"** as it is the time when children's major concern is accepted by their age mates and membership in a gang. The other two term used by psychologists to describe late childhood are**-"age of conformity**" and **"Play Age", "Creative Age"** etc.

The beginning of late childhood is marked by the child's entrance into first grade in school. As such they are regarded as school aged children. For most of the young children, this is a major change in the pattern of their

lives, even when they have had a year or more of experience in some pre-school institution. Entrance into first grade is a milestone in every child's life; therefore it is responsible for many of the changes that take place in terms of attitudes, values and behavior and as such in term of personality. When children develop the habit of working up to their capacities, the habit becomes persistent and tends to spread to all areas of child's life.

Characteristics of school aged Child:

The following features are exhibited in the school aged children-

- School age children falls in the age category from the age of six years to the time the individual becomes sexually mature.
- School age children are marked by excellence and pseudo - maturity.
- New interests are developed for the school aged child.
- Besides attaining maturity in sex; the school aged child also develops certain amount of physical and mental growth.
- The school age children form the habit of being achievers, under achiever or overachiever, hence school age period is called as critical period in the achievement drive.
- The school age children' major concern is acceptance by their age mates and membership in a gang with prestige.
- School age children tend to form group –approved standards in terms of appearance, speech and behavior.
- School age children attain slow and relatively uniform growth until the changes of puberty begin, approximately two years before the school aged child becomes sexually mature at which time growth speeds up markedly.
- Many new interests are developed in the school age children such as-appearance, clothes, religion, the human body, health, sex, school, status symbols etc.
- Thinking becomes more logical and systematic in school age children particularly in respect of concrete objects, events and experiences.

- School age children learn most of the social standards regarding sex roles and accept their gender as an unchanging aspect of themselves and their personality.



LET US KNOW

Psychologists on the basis of their studies revealed that boys mature sexually later than girls and as a result have a slightly longer childhood.

10.4 PHYSICAL DEVELOPMENT OF THE SCHOOL AGE CHILD

This late childhood period or school period is a period of excellence and pseudo - maturity. New interests develop for the child and besides some maturity in sex; the child also develops certain amount of physical and mental growth. As regards sex, it remains dormant, but it emerges with great force at the end of this stage. This stage, is therefore, called 'latency period'.

It is already mentioned that school age children attain slow and relatively uniform growth until the changes of puberty begin approximately two years before they become sexually mature. Physical development follows a predictable pattern in the school age children though variation occur. Body build affect both height and weight of the school age children.

One of the important characteristics of physical development in school age child is that the child with a thin body are expected to weigh less than those with heavier body. Again the children with muscular body build grow faster than those with fat body or thin body and these children reach puberty sooner.

The physical development in school age children can be discussed under the following headings-

- **Height:** The annual increase in height of school age children is 2 to 3 inches. The average eleven year old girl is 58 inches tall and the average boy of the same age category is 57.5 inches.
- **Weight:** During this school age or period, weight increases are more variable than height increase ranging from 3 to 5 more pounds annually. The average eleven year old girl weighs 88.5 pounds and the average boy of the same age weighs 85.5 pounds.
- **Body Proportion:** Regarding body proportion, the following features are seen among the school age children-
  - The head is proportionality too large for the rest of the body.
  - Some of the facial disproportion disappear as the mouth and jaw become larger.
  - The forehead broadens and the nose become larger.
  - The lips are filled out.
  - With the enlargement of nose the face acquire more shape.
  - The trunk elongates and becomes slimmer.
  - The neck becomes longer, the chest broadens and the abdomen got flattened.
  - The arms and legs are lengthened though they appear spindly and shape less because of underdeveloped musculature.
  - The hands and the feet grow larger but with a slow rate.
- **Teeth:** By the onset of puberty and end of late childhood stage, the school age child normally has twenty-eight of the thirty-two permanent teeth. The last four –the wisdom teeth erupt during adolescence period.
- **Muscle:** During the late childhood period, the school age children develops more fat tissue rapidly than muscle tissue which has a marked growth spurt beginning at puberty.
- **Lymphatic system:** It is involved in the elimination of waste and the destruction of bacteria from the body. From birth onwards, this system shows the sign of rapid development. It reaches to its maximum at the end of late childhood period between ages of 11 to 12 years. After twelve it starts decreasing.

Though, the physical development in school age children follows a predictable pattern, yet, good health and good nutrition are important factors in the child's growth and development. The better the health and nutrition, the larger children tend to be, age for age, as compared with those whose nutrition and health are poor. Children who are immunized against disease during the early years of life grow larger than those who are not immunized. Emotion too play a great role in the physical development of the school age children as emotional tension or stress affects the physical growth. As such, the parents, teachers and the person surrounded by the child must pay attention for proper nutrition and a sound and healthy environment for proper physical development of the child.

Sex differences in the physical development in school age children:

Sex difference in physical growth is relatively slight in earlier years or pre-school period but it becomes more pronounced in the school age or late childhood stage. School age boys begin their puberty growth spurt approximately a year later than girls. They tend to be slightly shorter and lighter in weight than girls of the same age until they become sexually mature. Girls get their permanent teeth slightly earlier than boys. Again boy's head and face grow larger than girls.

LET US KNOW



- Sex difference in physical growth is more pronounced in the school age or late childhood stage.
- Girls get their permanent teeth slightly earlier than boys.
- The skills developed in school age children can be categorized into four –
  1. Self-help skill (**Eating, dressing**)
  2. Social help skill (**Dusting, sweeping, washing**)
  3. School skill (**Writing, drawing, painting)**4. Play skill (**Throwing, catching, swimming**)

CHECK YOUR PROGRESS



Q.1. What are the other names used to refer late childhood period?

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Q.2. Why do educationists called late childhood period as school (elementary) age?

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Q.3. Why do psychologists call the late childhood period as "Gang Age"?

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Q.4. State two characteristics of School Age Children?

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Q.5. What is the annual increase in height of school age children?

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Q.6. How is sex difference in physical growth pronounced in the school age?

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10.5 COGNITIVE DEVELOPMENT OF THE SCHOOL AGE CHILD

As we discussed in the preceding unit, cognitive development or mental development is a continuous process which continues without interruption in every stage of growth. The process of mental growth and development of an individual's cognitive, mental or intellectual abilities like sensation, perception, conception, generalization, interpretation. These abilities are inter related and never developed in isolation. Late

childhood is a rapid mental growth and development. New interests develop in the school child as such the child develops certain amount of mental growth. The child's mental functions and mental capacities which relate to his perception, memory, reasoning, concept formation, problem solving and creative thinking are important for tackling the many different problems of life and intimately related to his performance as a learner. Mental development comes from the maturation of the intellectual capacities of the child and from knowledge acquired by learning over a period of time. The third stage of cognitive development as analyzed by **Jean Piaget** is termed as ***the Concrete Operational Stage*** which extends from 7 to 11 years of life. During this period, the school age child can do logical thinking if they are allowed to manipulate objects. By comparison, however, it is seen that thoughts can be manipulated and the presence of the object is not necessary for the thought to take place in the formal operations stage.

The following are the developmental characteristics in terms of cognition in school age children–

- **Increased Understanding**: With the entrance into formal schooling, the school age children expands their world so do their interests. With the broadening of interest comes an understanding of people and things which formerly had little or no meaning becomes more meaningful. During this stage, the vague and meaningless concepts of early childhood become specific and concrete in school age children.
- **Association of new meaning with old one:** School age children can associate new meanings with old concepts on the basis of what they learn after starting school. In addition, they derive new meanings from the mass media, especially movies, radio and television. In building up social concepts, they can associate cultural stereotypes with people of different racial, religious, sex or socio-economic group. School experiences too help the child in associating new meaning with old one.

- **Development of sensory power:** During this period, the sensory powers increases in the school age children rapidly and the child becomes more accurate in his observation. The child starts thinking on creative lines. The likes and dislikes and thought plans begin to shape themselves. Moreover, his power of deductive and inductive reasoning increases and he is able to generalize from the data given to him.
- **Development of reasoning abilities:** The school age children develop reasoning abilities. As per Jean Piaget's theory, the abstract reasoning ability however appears in the school age children only when he is 11 or 12 years old.
- **Development of Intellectual Abilities**: Late childhood is an age of intellectual advancement. Intellectual activities are clearly visible at this stage. The school age child is in a position to exercise his or her power of memory, attention, thinking and imagination and can solve problems intelligently.
- **Capacity to Learn**: The child acquires mental readiness to learn at this school stage. He/she can pay attention to and develop interest in reading, writing and arithmetical activities. They are able to shows awareness and sense of subordination to the school rules, laws and discipline. A sense of discipline and some sense of responsibility to school work find are acquired by them. School age children try to learn new knowledge and experience through imitation
- **Development of Creativity**: Late childhood is the stage then one can identify the creative talent in a child's individuality. The native talent, potentiality and prospect inherent in the child find expression through the suitable outlets provided to him by school or other experiences. He no longer remains a blind imitator but gives evidence of his creative ability in thought, feeling and action. The school age child is in a position to observe anything through the exercise of reasoning and understanding.

- **Development of Concepts**: The school age children develop many of the new concepts which they earn through their common learning experiences as well as school experiences. The concepts that change most and the new ones most commonly developed in late childhood are associated with- Life, Death, Bodily functions, Space, Numbers, Money, Time, Self, Sex Roles, Social Roles, Beauty, Discipline etc.

  Some of the common concept developed in the school age children are discussed here-

  - **Life:** School age children are capable of understanding the concept of life. They become aware about the movement of life.
  - **Death:** School age children who experiences the death of a family member or pet have a good understanding of the meaning of death and emotional weightage of death
  - **Life after Death:** The concept of life after death depends mainly on the religious instruction children receive and on what their peers believe.
  - **Bodily function:** The study of health and hygiene in the school helps the school age children to develop the concept about bodily functions.
  - **Space and numbers:** With the use of scales and ruler and solving arithmetic problems, counting skills the school age children are able to develop the concept of space and numbers.
  - **Money:** School age children can understand the value of various coins and bills when they start using money.
  - **Time:** The time table of the school day enables the children to develop the concept of what they can accomplish in a given period of time. Subject like social studies help them to develop concept of historical time.
  - **Self:** Self-concept is one of the important concept developed in children in late childhood period. Through

comparison with their classmates and description from the teachers and peers, they get a better image of their abilities and disabilities.

- **Sex Roles:** Both boys and girls of late childhood period develop clear concepts of approved sex roles.
- **Social Roles:** School age children are aware of their peer's social, religious, racial and socio-economic status and they accept cultural stereotypes and adult attitudes towards these statuses.
- **Beauty:** School age are capable of judging beauty in terms of group standard rather than according to their own aesthetic standards.

Thus, it can be established that as children grow they acquire an understanding of the world in which they live. The kind of adjustment they would make to life is greatly influenced by their understanding of the environment, of the people and themselves. For mental or cognitive development, the child's brain and nervous system must develop and the sense organs must functionally mature. Learning and experiences too play important role in the development of children's cognition.

10.6 SOCIAL DEVELOPMENT OF THE SCHOOL AGE CHILD

Social development occupies very important place in the overall process of growth and development. The aim of social development is to gain social maturity and social qualities like patience, respect for others, kindness, co-operation, sympathy etc. It also indicates the adaptability and adjustability in various social situation. It has been repeatedly mentioned that late childhood is often referred to as the "Gang Age" as it is marked by interest in peer activities. The school age children develop increased strong desire to be in group, to be accepted as a member of gang.

The following characteristics mark the social development in school age child –

- **Period of Gang**: School age period or late childhood period is often termed as "Gang period". During this period, the children

develop an increased interest in peers and they are most influenced by them. Moreover, they develop strong desire to be in group and accepted member of the group. They feel lonely and dissatisfied when they are not with their peers.

- **Development of belongingness:** One of the most significant social development that take place in the school age children is in terms of belongingness. This is the effect of gang. Children's gang help them to socialize. This comes primarily from conforming to the patterns of behavior, the values and the attitudes of gang members. They develop belongingness to the other members of the gang.
- **Increased social awareness:** The late childhood period is marked by greater degree of social awareness. They learn to share, co-operate and do and follow things with others. There is a great expansion of child's social world.
- **Sense of independence and self-reliance:** During this period, the school age children like to spend more time with their peers and less with parents and family. They try to seek independence from their parents and other elders. The sense of independence and self-reliance are developed in them.
- **Social Activeness:** Being in the play group or gang, they realize the importance of group and they tend to be active to earn acceptance as a member of the group. This activeness leads to development of so many other social qualities in them like-leadership, brotherhood, mutual respect etc.
- **Period of socialization:** The true socialization age begins with formal entrance into the school. During this period, the child learns to adapt himself to others and to co-operate in group play activities. Most of the important types of social behavior necessary for individual and social adjustment begin to develop in this period.
- **Development of social consciousness:** With the entrance into formal school and contact with more children, the children develop

social consciousness. The childhood gangs help them to learn to get along with age-mates and to behave in a way that is socially acceptable to them. Through gang and school experiences, children learn appropriate social attitude such as how to like people and how to enjoy social life and group activities.

Generally the social behavior and attitude of a child develop reflect the treatment he/she receives in the home or in the formal school. Hence, it is very much essential for the parents and the teachers to create conducive social environment at home and school so that sound social behavior can be expected from these children. Proper care should be taken by the parents in selection of the gang as it bears significant effect on child's overall development.



CHECK YOUR PROGRESS

Q.7. Mention some of the common concept developed in the school age children.

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Q.8. Why is late childhood period is considered as period of socialization?

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10.7 LET US SUM UP

After going through this unit, it can be summarized as-

- Late childhood is a sort of pseudo maturity, because at this stage, the child achieves a good degree of adaptation to his or her environment as compared with the children of the early childhood stage.
- School aged child falls in the age range of 6 years to 12 years. This period is marked by the beginning of child's

entry into formal schooling and ending in the advent of puberty.

- The other names used to refer late childhood period are-"troublesome" period, Sloppy Age" "Gang Age, age of conformity" and "Play Age", "Creative Age" etc.
- Physical development follows a predictable pattern in the school age children though variation occur. Body build affect both height and weight of the school age children.
- School age boys begin their puberty growth spurt approximately a year later than girls.
- Late childhood is a rapid mental growth and development. New interests develop in the school child as such the child develops certain amount of mental growth.
- Social development occupies very important place in the overall process of growth and development. Late childhood is often referred to as the "Gang Age" as it is marked by interest in peer activities. The school age children develop increased strong desire to be in group, to be accepted as a member of gang.
- One of the most significant social development that take place in the school age children is in terms of belongingness.



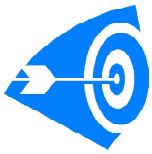
10.8 FURTHER READING

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3. Goswamee Gayatree (2008): Child Development and Child Care, Arun Prakashan, Guwahati, Assam.

4. Hurlock Elizabeth B (1980): Developmental Psychology: A life-span Approach, Mc Graw Hill Companies, Inc., New York.



10.9 ANSWER TO CHECK YOUR PROGRESS

ANSWER TO Q.NO.1:

The other names used to refer late childhood period are- ”troublesome” period, Sloppy Age” “Gang Age, age of conformity” and “Play Age”, “Creative Age” etc.

ANSWER TO Q.NO.2:

This late childhood period is called by the educationists as school (elementary) age as it is the time when the child is expected to acquire the rudiments of knowledge that are considered essential for successful adjustment to later life.

ANSWER TO Q.NO.3:

Psychologists call the late childhood period as “Gang Age” as it is the time when children’s major concern is accepted by their age mates and membership in a gang.

ANSWER TO Q.NO.4:

Two characteristics of School Age Children are-

- The school age children form the habit of being achievers, under achiever or overachiever, hence school age period is called as critical period in the achievement drive.
- The school age children’ major concern is acceptance by their age mates and membership in a gang with prestige.

ANSWER TO Q.NO.5:

The annual increase in height of school age children is 2 to 3 inches.

ANSWER TO Q.NO.6:

Sex difference in physical growth is more pronounced in the school age or late childhood stage. School age boys begin their puberty growth spurt approximately a year later than girls. They tend to be slightly shorter and lighter in weight than girls of the same age until they become sexually mature.

ANSWER TO Q.NO.7:

Some of the common concept developed in the school age children are here- Life, Death, Life after Death, Bodily function etc.

ANSWER TO Q.NO.8:

Late childhood period is considered as period of socialization as the true socialization age begins with formal entrance into the school. During this period, the child learns to adapt himself to others and to co-operate in group play activities.



10.10 POSSIBLE QUESTIONS

A. Short Questions (Answer each questions in about 150 words)

1. Why do parents call late childhood period as "troublesome" period?
2. State the common characteristics of school age children.
3. Why is late childhood period called as "latency period'?
4. Mention the changes that take place in body Proportion among the school age children.
5. Why is late childhood period referred as Gang Age?

B. Long Questions (Answer each questions in about 300-500 words)

1. Discuss the physical development of School Age children.
2. Elaborate the cognitive changes that take place in school Age children.
3. Discuss the common concept developed in the school Age children.
4. Explain how Play Gangs do influence on social development in school age children.

UNIT 11: ROLE OF HOME FOR PERSONALITY DEVELOPMENT OF CHILDREN

UNIT STRUCTURE

11.1 Learning Objectives

11.2 Introduction

11.3 Influence of Home on Personality Development of Children

11.3.1 Early Childhood Period

11.3.2 Late Childhood Period

11.4 Development Hazards during Early Childhood

11.4.1 Physical Hazards

11.4.2 Psychological Hazards

11.5 Let Us Sum Up

11.6 Further Reading

11.7 Answers to Check Your Progress

11.8 Possible Questions

11.1 LEARNING OBJECTIVES

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

- describe the influence of home on personality development of children;
- identify the developmental hazards of children; and
- discuss the developmental hazards of children during early childhood

11.2 INTRODUCTION

In the earlier units of this course, you have gone through the various aspects of development of children starting from the pre-natal period (unit 5) to the school – age children (unit 10). So, it may be assumed that you have developed a thorough understanding on the concept of growth and development of children including the various dimensions

of their development, viz., physical, cognitive, social etc. You have also acquired some ideas regarding the factors or conditions that influence development of children.

It is known to us that the period of childhood can be divided into two parts – early childhood and late childhood. Early childhood extends from two to six years, and the late childhood extends from age of six years to the time when children attain their puberty, which is approximately eleven years for girls and twelve years for boys. A child belonging to late childhood is also generally referred to as a school-age child as the formal school education begins at this age.

This unit focuses on the role of home in personality development of children at their early and late childhood period. The unit also explains the developmental hazards of younger children. With regard to the developmental hazards, hazards that come in the way of development of older children or children in their late childhood are particularly related to their school environment. As such, development hazards of older children (6 to 12 years age) have been discussed in the next unit, i.e., unit 12 entitled, "Influence of School on Personality Development".

Here, in this unit, developmental hazards of younger children, i.e., children in their early childhood (between two to six years age) are being discussed.

11.3INFLUENCE OF HOME ON PERSONALITY DEVELOPMENT OF CHILDREN

Personality pattern of children generally begins in their early childhood yeas. Of course, the foundations for personality development of children have been laid in their babyhood stage itself. As we know that the core of the personality trait is the self-concept. Therefore, the treatment and care that young child in their early childhood period receive from their parents, siblings and other family members plays an important role in shaping their self-concept and thereby cast a remarkable influence on the personality of children. It is said that the child's self-concept is

formed within the womb of family relationships. This is why, the early years of life are the most crucial years in personality development. Further, many of the factors that influenced the personality development in early childhood continue to do so as the child grows older with passing time.

11.3.1 Early Childhood Period

Environment of young children, to a large extent, is limited to their homes and to their family members. As such, home or family of children is considered as the most important determinant in shaping the personality pattern of a child. Given below are some of the influences of home on personality development of young children:

- **Parental attitudes:**

All the family members play a very significant role in the life of a child. Yet the most important role is played by their parents and their attitude towards the child. How parents feel and respond to their children regarding their appearance, abilities, and their achievements have a marked influence on how the children feel about themselves. A favourable parent-child relationship produces develops happy and friendly children who grows up to be constructive with an appealing personality. Poorly adjusted children are usually the product of unfavourable parent-child relationships.

- **Child-training method:**

Child-training methods used in home plays an important role in shaping young children's development of concept of self and personality. Strict, authoritarian discipline accompanied by corporal punishments tends to build up resentment in young children. The parents must be very careful regarding the disciplinary techniques they use. Criticising in public and always finding faults in children make them withdrawn, frustrated and even hostile. Praising the children's strengths instead of finding their faults help them to feel good and happy.

- **Aspiration of parents:**

The aspirations that parents have for their children play an important role in developing their personality. If the aspirations are unrealistically

high, the children may fail to fulfil those. This failure thereby leaves an indelible mark on the self-concepts of young minds and results in laying the foundations of feeling of inferiority and inadequacy in children.

- **The ordinal position of the child in the family:**

The ordinal position of a child in a family has a remarkable effect on his/her developing personality. There may be several reasons for this, some of which are - (i) due to the fact that each child in a family usually learns to play a specific role according to his/her ordinal position, (ii) due to the differences in child-training methods used by parents with different children, (iii) due to the success or failure children have in their competition with their siblings.

- **Influence of family relationships:**

Family relationships play a very important role in the child's personality development. The first seed of emotional security fertilises in strong family relationship. Broken family relationships, whether due to death, divorce, separation or social mobility affects the self-concepts of young children unfavourably as children feel insecure and different from their peers.

11.3.2 Late Childhood Period

As the children grow older, even though their social development broadens, home and family relationship still continue exert a marked influence on their developing personality. The quality of relationship with parents, siblings and relatives, the way older children feel about the child-training methods used in their homes, all these play important roles in determining the sort of individuals they will become in their lives.

As the children grow older, their ordinal position become even more important now than it was in their early childhood period. It is because, children's attitude towards the roles associated with their position in their family have a greater effect on the way they feel about themselves than they formerly did. For example, a first-born child, as he or she is expected to help with the care of the younger sibling may either feel

self-important or martyred. On the other hand, only child may become increasingly dependent or increasingly more mature than children with siblings, depending on the way their parents treat them.

It has been observed that an unstable home environment generally has less effect on the personality development of older children than that of younger ones.



CHECK YOU PRPGRESS

Q.1. In how many periods is childhood further divided into? Name the periods along with the age range.

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Q.2. Why is home considered as one of the most important determinants in shaping the personality of children in their early childhood?

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Q.3. Mention any two reasons why the ordinal position of a child in a family has a remarkable effect on his/her developing personality.

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11.4 DEVELOPMENTAL HAZARDS DURING EARLY CHILDHOOD

Similar to the developmental hazards of babyhood, developmental hazards of childhood period can be physical, psychological or both. Poor nutrition, for example, may affect the development of both physical and mental health. In the same way, excessive family friction can also lead to stress which in turn affect the development of children.

With regard to the developmental hazards of early childhood period, it has been found that during this period psychological hazards are more numerous than the physical hazards and are more damaging to the personal and psychological adjustment of a child.

Physical Hazards of early childhood, such as, illness, accidents, awkwardness, etc. have both psychological as well as physical repercussions. Some of the physical and psychological hazards of early childhood are discussed below.

11.4.1 Physical Hazards

- **Mortality:** The mortality rate usually declines during the early childhood period than the babyhood. Deaths during this period are more often due to accidents than due to illness. It has been found that boys have more accidents than the girls and as such death rate of boys is higher than girls.
- **Illness:** Though young children are highly susceptible to all kinds of illness, but respiratory diseases are found to be most common among them. Due to compulsory and affordable immunisation and availability of medicines in the modern days, the duration of illness of children is much shorter. While most of the illness is found to be of physiological origin, however some are psychosomatic too and result from family tension.
- **Accidents:** Young children often experiences minor accidents such as cuts, bruises, infections, burns, broken bones, strained muscles, and the like and as stated earlier accidents are more common for boys. Some may even experience serious accidents which may disable them temporarily or permanently. Although most accidents are not fatal, yet many of them may leave permanent physical or psychological scars on the minds of the young children.
- **Unattractiveness:** It has been observed that children usually tend to become increasingly unattractive as the early childhood period progresses and reaches a low point as they enter the late childhood period. There may be several reasons for this. Firstly, children start

looking skinny and gawky as their body shape undergoes changes. Secondly, their hair becomes coarser and thereby making it difficult to manage which gives them an un-kept look. Thirdly, the permanent teeth which have erupted in place of fallen baby teeth are proportionately too large in size and fourthly, the young children often looks dirty and ill-groomed as they care more about having a good time playing rather than looking neat and tidy. The less attractive appearance of young children added to their changing behaviour makes them less appealing to their family members and other adults which they often interpret as rejection and feel bitter about it.

- **Awkwardness:** Awkwardness in childhood occurs due to delay in motor as well as intellectual development. Awkward children are unable to keep up with their age-mates and as a result, they are left out of their play. This develops an inferiority complex in them. Delay in development may be due to brain damage at birth leading to intellectual deficiency, or may be due to over protectiveness, over rejection, over indulgence by parents.
- **Obesity:** Like people of any age group, children who are obese are more likely to develop health issues like diabetes, high blood pressure, heart problems, etc. than their peers with normal weight. In addition to being a health hazard, obesity also acts as hazard to attractiveness, as obese children are likely to be scorned by their peers and labelled as 'Fatty'.
- **Left-handedness:** Though there found to be no physical reason why it is better to be right-handed, yet people are right-handed in general. As such, being left-handed makes an individual different and most of the time being different is usually interpreted as being unequal, particularly during the childhood and adolescence years. There are other reasons too for considering being left-handed a hazard. It is difficult for a left-handed child to follow or imitate a right-handed person while learning a skill. Left-handedness can also affect children's educational success and later, their vocational success

or their social adjustment. Some parents put a lot of pressure on their children to use right hand and may even punishes them for it. This type of parental behaviour can also be hazardous because this emphasises their difference, which young children interpret as their weakness and this in the long run cast a negative impact on their personality development as well.

CHECK YOUR PROGRESS



Q.4. Fill in the gaps

i. The mortality rate usually _____ during the early childhood period than the babyhood.

ii. _____diseases are found to be most common among the young children.

iii. Awkwardness in childhood occurs due to delay in _____ as well as _____ development

iv. In addition to being a health hazard, obesity also acts as hazard to _____.

11.4.2 Psychological Hazards

The most common psychological hazards associated with the early childhood period are discussed below:

- **Speech Hazards:** Speech is a tool for communication and is essential for social belonging. Children who are unable to communicate with their peers due to speech related problems will be socially handicapped and this leads to a feeling of inadequacy and inferiority in them. Speech hazards generally occur due to four reasons as follows:
    i. If the elders use unfamiliar words or speak too fast while speaking to children, it is difficult for the young children to understand or follow their elders. As a result, they fail to communicate effectively and this jeopardises their social contacts.

ii. Ability of young children to communicate with others is even more jeopardised if their speech is unintelligible to others. This may happen due to imitating a poor model leading to mispronunciation and grammatical errors in their speech, or due to other speech defects like stuttering, lisping, or slurring.

iii. Bilingualism also acts as a hazard to the social development of young children. When children speak in their mother tongue at home, but have to speak in a different language in school, their communication with their school mates gets adversely affected owing to limitation in their vocabulary, particularly during the early school years.

iv. The fourth serious speech hazard in early childhood is use of language. Use of abusive language while speaking, making critical and derogatory comments about others or speaking in an unsocial way may, in time, play havoc with their social adjustment. In this regard, parents have to be very careful about the language they use in front of their wards.

- **Emotional Hazards:** The emotional hazards of early childhood arise due to dominance of unpleasant emotions, such as, anger, jealousy, hatred, fear etc. There may be various reasons for development of unpleasant emotions in young children. For examples, absence of warm and stable relationship with the mother/ mother substitute during babyhood which later on makes them unable to establish the *emphatic complex*- an emotional linkage between an individual and significant people in his or her life; lack of love and affection received from others likely to make them self-bound or egocentric; too strong attachment to one person may lead to feeling of insecurity in the absence of or change in behaviour of that particular person; failure to become emotionally attached to their toys or other inanimate objects, such as blankets etc. which may lead to feeling of insecurity in a new situation.

In general, if young children experience too many of the unpleasant emotions and too less of the pleasant ones, then it tends to distort their outlook on life and encourage development of an unpleasant disposition. Children may also tend to acquire a facial expression that makes them look surly, sullen or generally disagreeable, a condition that contributes to the decline of their appealing-ness.

- **Social Hazards:** There are a number of common hazards in the way of good social adjustments in early childhood period. There are five types of social hazards which are specially identified to be common to all children. They are as follows:
  i. Some children due to their socially unacceptable behaviour or speech become unpopular amongst their peer and feel alienated or isolated. As such, they are deprived of the opportunities to learn socially approved behaviour and their chances of getting social acceptance worsen as time goes on.
  ii. Secondly, if children are put under tremendous pressure to play in a sex-appropriate way, sometimes they may overdo it and becomes unpopular amongst their peers. For example, young boy when try to be very masculine and aggressive in their play may annoy their peers and are avoided or rejected by the peer group.
  iii. Sometimes children in their early childhood receive negative or adverse treatment from their peers their due to their race, gender or ethnicity. Due to such unfavourable early social experiences, such children may develop unhealthy social attitude and shun contact with people outside the home and to some extent, even in the home.
  iv. The fourth social hazard of early childhood is the use of imaginary companions and pets to compensate for lack of real ones. Children are very often likely to develop the habit of dominating such imaginary companions. However, when they move out with real companions and come to realisation that they cannot dominate the real ones, they may start showing maladjusted behaviour.

v. It is observed that young children are sometimes unable to stay away from their play mates. This often occurs in cases of those children who were put into child-care centres, nurseries or kindergarten from a very young age where they get lots of play mates. In such cases, children when left alone may fail to amuse themselves and no matter how many toys or play equipment are given to them, they still feel lonely and deserted.

- **Play Hazards:** When children do not get play mates to play with them, they often engage in solitary forms of play. Though a certain amount of solitary play is beneficial as it teaches children to be self-sufficient, yet in absence of play mates of their age, they do not get the opportunity to learn the social skills. Another issue with lonely children is that they often spend too much time in front of television. Even though there are benefits of learning many things from the television programmes, but on the other side it has lots harmful effects on the young children which included lack of exercise, sleeplessness, increased aggression and formation of distorted impression or misconception regarding certain matters or facts due to their inability of understanding the telecasted programmes properly. Even toys can also act as play hazards for young children sometimes. Some toys, such as a fully equipped doll house can destroy the creative urge of young children whereas some other toys such as guns, pistols etc. may make them aggressive.
- **Hazards in Concept Development:** There are three common hazards in development of concept in the early childhood. They are as follows:

  i. Hazard may arise due to inaccuracy in understanding. Because of their limited experience with people and thing, or because of their limited knowledge of vocabulary, children may not be able to understand properly what is being said to them and thus may develop

inaccurate or faulty concepts. This may also happen if children learn from their peers or from adults having limited knowledge.

ii. The second common hazard in concept development in early childhood is the development of concepts below the level of those of their peers. Situation like this greatly affect their personal and social adjustment. For example, young children having limited opportunities to associate with people outside the home do not develop the needed social concepts to understand people better. As a result, sometimes they may say things which seem rude and their behaviour may annoy others.

iii. The third hazard in the way of concept development is the emotional weighting of concepts. For example, young children usually build up the concepts of Christmas in relation to Santa Clause. But when they discover that there is no Santa Clause, they may still be resistant to change their concept of Christmas because of its pleasurable emotional weighting and they may feel deceived by the elders.

- **Moral Hazards:** There are four common hazards with regard to moral development are observed during early childhood. They are as follows:

i. Inconsistent disciplinary act on the parts of the elders hampers their process of learning as per social expectations. This often happens when different people have different rules relating to the same behaviour.

ii. Secondly, if the children are not given punishment for their misbehaviour, it encourages them to repeat the same again and again.

iii. Next, if punishment and rewards are not used judiciously, i.e. too much emphasis on punishment for

misbehaviour and too little emphasis on reward for good behaviour can lead to unfavourable attitude in the minds of the young children towards those in authority. One should be very careful while giving punishment to the young children and a child should be punished only with regard to three justifications, viz., (i) when there is no other way to communicate a prohibition to a child, (ii) only when punishment can be given when the forbidden act is being carried out and (iii) it must be a rare event to be effective or otherwise it desensitizes the child to the entire purpose of punishment.

iv. The last one and the most serious of all from the long-term point of view is giving more emphasis on authoritarian discipline that puts major emphasis on external controls. In case of authoritarian discipline, children are not encouraged to develop the internal controls over their behaviour that forms the foundation for the later development of their conscience. Development of internal controls must begin early and it can be accomplished through democratic forms of disciplines. This helps children in learning to conform to group expectations.

- **Hazards in Sex-Role Typing:** It is observed that there are three common and serious hazards with regard to sex-role typing during early childhood years. They are as follows:

  i. If children do not learn the sex-role stereotype commonly accepted by their peers, they will be treated differently than their peer group. The situation becomes more and more serious as a child approaches the school going age.

  ii. Secondly, in those families where girl children are trained to conform to traditional stereotypes for members

of their sex, they develop a feeling that female in general mare physically and psychologically inferior to their male counterpart.

iii. Next, if children do not learn to behave according to the accepted stereotypical behaviours of their sex groups, they may find themselves socially misfits in their groups. This failure to sex-role type young children can be a social handicap to both boys and girls.

- **Family Relationship Hazards:** Deterioration in any human relationship is hazardous to good personal and social adjustment and more so in case of relationship between children and their parents. Strained family relationships bring about a feeling of insecurity in the minds of young children. The conditions responsible for deteriorated relationship between young children and their family members are observed to be different for boys and girls. In those families where boys are given more preferences over everything, the girl child may develop resentful attitude towards their parents as well as towards their brother(s). The boys of such families also tend to develop an attitude of smug superiority. With regard to boys, if there is lack of emotional warmth between the father and son, the boy child may develop more closeness with their mothers and in turn may acquire such interests and behaviour patterns which may cause their peers to regard or make fun of them as “sissy”.

  Other threats to good parent-child relationship during early childhood are working mothers and step parents, sibling quarrelling, which can deprive them of their companionship at an age that is most crucial in learning the rudiments of social behaviour, deterioration in relationship with the other family members due to various reasons, such as, on playing the role of substitute parents, child abuse by the elder family members or care-takers.

- **Personality Hazards**: The most serious personality hazard during early childhood is the development of an unfavourable self-concept. Unfavourable self-concept may be due to the treatment young children receive from family members and peers or also due to persistent egocentrism. Sometimes if the parents have unrealistically high aspirations which children are unable to fulfil, then they feel themselves as failures and develop negative self-concepts. Seriousness of unfavourable self-concepts is that they are tends to be persistent. However, as personality is dynamic, thus certain personality pattern of early childhood may change with time as a result of advancing maturity, experience and social and cultural environment in which they live. Difficult children may become more docile, whereas contented, happy children may develop into sullen ones as they grow older.

CHECK YOUR PROGRESS



Q.5. Name any four most common psychological hazards associated with the development of children in early childhood.

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Q.6. How does bilingualism act as a developmental hazard in young children?

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Q.7. The emotional hazards of early childhood arise due to dominance of ..... etc. (complete the sentence)

Q.8. How many types of social hazards are identified to be common to all children?

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Q.9. Give one example of emotional weighing of concepts that may stand as a hazard in concept development.

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Q.10. State some of the causes of formation of unfavourable self-concept in young children.

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11.5 LET US SUM UP

- Personality pattern of children generally begins to take form in their early childhood year, although the foundations were laid in their babyhood stage itself. The treatment and care that young child in their early childhood period receive from their parents, siblings and other family members plays an important role in shaping their self-concept and thereby cast a remarkable influence on the personality of children.
- Environment of young children, to a large extent, is limited to their homes and to their family members. As such, home or family of children is considered as the most important determinant in shaping the personality pattern of a child.
- Role of home on personality development of children in early childhood are largely related to the attitude of parents towards the child**,** child-training methods used in home**,** aspirations that parents have for their children, the ordinal position of the child in the family and influence of family relationships.
- As the children grow older, even though their social development broadens, home and family relationship still continue exert a marked influence on their developing personalities. The quality of

relationship with parents, siblings and relatives, the way older children feel about the child-training methods used in their homes, all these play important roles in determining the sort of individuals they will become in their lives.

- Similar to the developmental hazards of babyhood, developmental hazards of childhood period can be physical, psychological or both. With regard to the developmental hazards of early childhood period, it has been found that during this period psychological hazards are more numerous than the physical hazards and are more damaging to the personal and psychological adjustment of a child.
- Some of the common physical hazards of early childhood are - mortality, illness, accidents, unattractiveness, awkwardness, obesity, left-handedness, etc.
- Some of the most common psychological hazards associated with the early childhood period are - speech hazards, emotional hazards, social hazards, play hazards, hazards in concept development, moral hazards, hazards in sex-role typing, family-relationship hazards, and personality hazards.



11.6 FURTHER READING

1. Agarwalla, S. (2021). Developmental Psychology. Guwahati: Union Book Publication
2. Goswami, G. (2008). Child Development and Child Care. Guwahati: Arun Prakashan
3. Hurlock, E. B. (2016). Developmental Psychology: A Life-Span Approach. New Delhi" McGraw Hill Education (India) Pvt. Ltd.
4. Sarma, P.D. & Goswami, G. (2017). Developmental Psychology. Guwahati: Shanti Prakashan



11.7 ANSWERS TO CHECK YOUR PROGRESS

ANSWER TO Q.NO.1: Childhood period is divided into two parts – early childhood and late childhood. Early childhood extends from two to

six years, and the late childhood extends from age of six years to the time when children attain their puberty, which is roughly eleven years for girls and twelve years for boys.

ANSWER TO Q.NO.2: Environment of young children, to a large extent, is limited to their homes and to their family members. As such, home is considered as the most important determinant in shaping the personality pattern of a child

ANSWER TO Q.NO.3: Due to the fact that each child in a family usually learns to play a specific role according to his/her ordinal position and due to the differences in child-training methods used by parents with different children.

ANSWER TO Q.NO.4: (i) Declines (ii) Respiratory (iii) Motor, Intellectual (iv) Attractiveness

ANSWER TO Q.NO.5: Any four psychological hazards associated with the development of children in early childhood are: Speech Hazards, Social Hazards, Emotional Hazards and Play Hazards

ANSWER TO Q.NO.6: When children are bilingual, that is they speak in their mother tongue at home, but have to speak in a different language in school, their communication with their school mates gets adversely affected owing to limitation in their vocabulary, particularly during the early school years. This is in turn act as a hazard in the social development of young children.

ANSWER TO Q.NO.7: The emotional hazards of early childhood arise due to dominance of unpleasant emotions, such as, anger, jealousy, hatred, fear etc.

ANSWER TO Q.NO.8: Five types

ANSWER TO Q.NO.9: Emotional weighting of concepts often acts as a hazard in the concept development of young children. As an example, young children usually build up the concepts of Christmas in relation to Santa Clause. But when they discover that there is no Santa Clause, they may still be resistant to change their concept of Christmas because of its pleasurable emotional weighting and they may feel deceived by the elders.

ANSWER TO Q.NO.10: Unfavourable self-concept may develop in young children due various reasons. They may develop due to the treatment they receive from family members and peers or also due to persistent egocentrism. Sometimes if the parents have unrealistically high aspirations which children are unable to fulfil, then they feel themselves as failures and develop negative self-concepts.



11.8 POSSIBLE QUESTIONS

A. Short Questions (Answer each question in about 150 words)

Q.1 "The child's self-concept is formed within the womb of family relationships" - explain how.

Q.2 How do the aspiration of parents regarding their children affect the personality development in children?

Q.3 Why is the death rate more for boys than the girls in case of children in their early childhood?

Q.4 "The ordinal position of children become even more important as they grow older than it was in their early childhood period" – why?

Q.5 Why do children in general tend to become increasingly unattractive as the early childhood period progresses?

Q.6 Is left-handedness a hazard in the developmental process of children? Give reasons for your response.

Q.7.Explain briefly any two reasons for speech hazards in young children.

Q.8. State some of the reasons for arise of emotional hazards in early childhood period.

B. Long Questions (Answer each question in around 300- 500 words)

Q.1 Discuss the influence of home on personality development of children.

Q.2 Describe the physical hazards related to the development of children in their early childhood.

Q.3 How do sex-role typing and family relationship act as psychological hazards in young children? Explain with suitable examples.

Q.4. Discuss some of the most common psychological hazards associate with the early childhood period.

UNIT 12: ROLE OF SCHOOL ON PERSONALITY DEVELOPMENT OF CHILDREN

UNIT STRUCTURE

12.1 Learning Objectives
12.2 Introduction
12.3 Influence of School on Personality Development of Children
12.4 Developmental Hazards of Late Childhood
    12.4.1 Physical Hazards
    12.4.2 Psychological Hazards
12.5 Let Us Sum Up
12.6 Further Reading
12.7 Answers to Check Your Progress
12.8 Possible Questions

12.1 LEARNING OBJECTIVES

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

- describe the influence of school on personality development of children
- identify the developmental hazards of older children
- discuss the physical and psychological developmental hazards of late childhood

12.2 INTRODUCTION

In the previous unit, we have discussed about the role of home for personality development of children. We have also discussed the developmental hazards of younger children, i.e., children in early childhood (two to six years) during which activities related their development are mostly influenced by their immediate surroundings, which is home.

Apparently much of a child's personality is already shaped in home before she/he comes to school. Yet, the school poses new problems to be solved, new taboos to be accepted and new models for imitation and identification, all of which contribute their share in moulding personality. This unit discusses the role of school for personality development of children.

The unit also explains the developmental hazards of older children or children in their late childhood period. As the older children spent most of their time in school, their development, and for that matter hazards in their development are also mostly influenced by their school environment. Now, let us start the unit with a discussion on the influence of school on personality development of children in the following section.

12.3 INFLUENCE OF SCHOOL ON PERSONALITY DEVELOPMENT OF CHILDREN

After the home, school is the place where children spend most of their time. As such, school plays a very important role in the process of personality development of children. Small children are suddenly weaned out of their familiar home environment and shifted to an environment where they meet large number of children from different family background. In school they learn to assimilate the norms of the social order. This helps them to adjust with the social environment from early years of life. As such, school is considered to be the most effective agency which paves the way for the socialisation of young children by acting as a miniature society and continue to serve as a platform for socialisation of children throughout their school life.

The personality characteristics of the teachers, headmaster, classmates, the teaching methods, curriculum, evaluation system, opportunities for co-curricular activities, the disciplinary methods adopted by the institution, and the general atmosphere of the school – all influence the personality development of children.

Of all the factors influencing personality development of children in schools, the most important one is the role of the teacher. The teacher substitutes the parents in school. The way a teacher carries out his/her role in the class affect the emotional climate in the classroom and thereby influence the developing personality of the children. An authoritarian teacher creates an autocratic climate, whereas a democratic teacher creates a different type of climate. It has been found that democratic approach is better than autocratic approach in developing good personality traits. It permits maximum personality development for each child in the classroom or school, prepares them for group living and for making their own decisions and having stronger emotional self-control. The attitude and personality of teacher are other important variables with regard to the development of positive personality traits in the children. The teacher must have a positive attitude towards teaching. The teacher should try to create a warm and friendly atmosphere in the classroom. Teaching should always be geared to the needs of the children. The teacher must have sympathetic attitude towards deviant children. They must try to locate the causes of antisocial behaviour, if any and help children to improve their personality. When steps are taken to ascertain the needs and frustrations of each child and to reduce his/her anxiety and other emotional disturbances, it leads to marked improvement in the child's overall performance and positive personality development.

Next to the teacher, the headmaster or the principal of a school also plays an important role in the development of the total personality of the children. The success or the failure of a school depends upon its headmaster. It is said that 'as the headmaster, so is the school'. As a leader of the instructional staff and the community, a headmaster must possess qualities such as fairness, patience, buoyancy, flexibility, sympathy, persistence, etc. The headmaster must create such an environment in school that allows free discipline. The children should be allowed to express themselves freely and at the same time obey the rules and regulations willingly instead of out of fear.

The friendship and acquaintances children make with the classmates and schoolmates influence their personality development to a great extent. Social interaction of a child with another child in the classroom who is similar in age, skills and knowledge provokes the development of many social skills that valuable for better personality development. In peer relationships children learn how to initiate and maintain social interactions with other children. They learn skills for managing conflict, such as turn-taking, compromise, and bargaining.

If the type of curriculum and the evaluation system do not cater to the needs of children, they feel frustrated and this in turn results in the development of undesirable personality traits. The curriculum must be diversified and enriched with various types of co-curricular activities so that children get ample opportunities for refining their intellectual activities.

With regard to the evaluation system, it has been found that failure or the experience of failure in school leaves a permanent impression on the personality of child. Children who repeatedly fail in examination are observed to be cruel, unfriendly, unhappy, quarrelsome, impolite, boastful and selfish. Therefore, instead of becoming 'exam factories' schools should adopt such a system of evaluation which encourages creative learning.

Modification of school routine according to the needs of the children is also found to be effective for personality development of children.

We can conclude that school has an important role in shaping the developing personality of children by creating better emotional atmosphere, better teaching methods, use of catharsis and by providing proper guidance and counselling.



CHECK YOU PRPGRESS

Q.1. Fill in the blanks:

i. School is pave the way for the socialisation of young children by acting as a

.....

ii. Of all the factors influencing personality development of children in schools, the most important one is the role of .....

iii. Teaching should always be geared to the .....

iv. Instead of becoming ..... schools should adopt such a system of evaluation which encourages .....

Q.2. Name one very important organization that socialize children.

.....

Q.3. What type of curriculum should be followed for facilitating personality development of children?

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12.4 DEVELOPMENT HAZARDS OF LATE CHILDHOOD

With regard to the development hazards of children in their late childhood period, though some of the health hazards are carry-over from earlier years, they however take some new forms. Some other new hazards arise with their changing life pattern as they enter schools.

As in the cases of earlier ages, the hazards of late childhood are both physical and psychological. During this period the psychological impact of many of the physical hazards are quite serious.

The physical and psychological hazards of late childhood are discussed in the following sub-sections.

12.4.1 Physical Hazards

While many of the physical hazards of the earlier ages still persist into the late childhood, their effects on the child's physical well-being however tend to be less severe and less far- reaching than they were during the earlier years.

The major physical hazards of late childhood are as follows:

Illness: Presently, due to availability of vaccines against most of the childhood diseases, it has been observed that the illnesses suffered by older children are not very serious in nature (e.g. common cold or stomach upset etc.) and they rarely have any lasting physical effects. However, their psychological effects can be serious because illness upsets the body's homeostasis which in turn may make children irritable, demanding and difficult to live with. In addition, there is danger of falling behind in the school work too if they are sick for a long time. Sometimes, children whether knowingly or unknowingly tend to fake their illness as a way of avoiding an unpleasant task or regular school chores.

Obesity: Obesity in older children is a physical hazard, to their health and to their socialisation too. Obese children often lose out in active play and as such they miss opportunities to develop the skills required for socialisation. In addition, they are also likely to be teased and taunted by their peers, similar to the early childhood stage.

Sex-inappropriate Body Build: Children may go through personal and social maladjustment if their body builds are not appropriate for their sex, i.e. girls having masculine physiques and boys with feminine physiques as they are likely to be ridiculed by their peers and pitied by adults.

Accidents: Older children, like younger ones usually learns to be very cautious if they had to face or experience a number of accidents. This, in time may lead to timidity concerning all physical activities and may even spread to other areas of behaviour, thus, leading to a generalised shyness that affects their social adjustments.

Physical Disabilities: It has been found that most of the disabled children, whether due to aftereffect of an accident or for some other reasons become inhibited and ill at ease in social situations. As such, they make poor social adjustments and this in turn affects their personal adjustments. It is also observed that children may sometimes develop

imaginary handicap or pretend that a real handicap is more disabling than it really is if they feel that a physical handicap is a way of avoiding unpleasant situation.

Awkwardness: As motor skills play an important role in children's activities at playground or schools, children who are clumsy and awkward often discover that they are unable to keep pace with their peers in play. As a result, they start developing inferiority complexes.

Physical Attractiveness: It has been found that attractive children have a sizable advantage over unattractive ones, particularly in schools and other social situations. Attractive children are better liked by their age-mates than those who are less attractive. Physical attractiveness is especially important for geographically or socially mobile children as they make better first impression than those who are less attractive and this facilitates social acceptance.

12.4.2Psychological Hazards

During the late childhood period, the effects psychological hazards are found to be of much greater in magnitude and more persistent in nature than the physical hazards. These hazards affect children's personal as well as social adjustment to a large extent.

Some of the important psychological hazards of late childhood period are as follows:

Speech Hazards: There found to be four common speech hazards during late childhood. They are:

i. A smaller-than-average vocabulary – these handicaps children in their schoolwork and also to communicate with others

ii. Speech errors (e.g. mispronunciation, grammatical mistakes, speech defects like stuttering or lisping) – make children very self-conscious while speaking with others and thus most of the time they start avoiding speaking unless required

iii. Differences in spoken language between home and school acts as a hazards

iv. Ego-centric speech, boasting, critical and derogatory comments etc. anger their peers and they start avoiding the child

Emotional Hazards: Unacceptable emotional expressions, such as, temper tantrums and other uncontrollable emotional outbursts make children dis-aggregable and unpleasant to be with. Such children are also considered immature both by their age mates and adults.

Social Hazards: Children whose adjustments are affected by social hazards are in general divided into five types. They are:

i. Children who are rejected/neglected by their peers do not get the chance to learn to be social.
ii. Voluntary isolation by children when they feel that they have a little in common with their peer group.
iii. Children who are geographically or socially mobile find it difficult to be accepted by already-formed gangs or groups.
iv. Group prejudice against children due to their races or religion. And lastly, followers who wants to be leaders turns resentful and disgruntled group members.

Play Hazards: Children who lack social acceptance are deprived of opportunities to learn the games and sports essential to gang belonging.

Conceptual Hazards: Children having idealised self-concept are usually dissatisfied with themselves and the way others treat them. Also, if their social concepts are based on stereotypes, they tend to become prejudiced and discriminatory in their treatment of others. Such emotionally weighted concepts are likely to persist and to continue to affect children's social adjustments unfavourably.

Moral Hazards: There found to be six common hazards associated with the development of moral attitudes and behaviours during late childhood**.** They are **–**

i. Development of a moral code that is based on the concepts of right or wrong by the peers or mass-media, which may not coincide with general adult codes
ii. Failure to develop a conscience as an inner control over behaviour
iii. Inconsistent disciplines on the part of the adults that makes children unsure of what they are expected to do

iv. Physical punishment that serves as a model of aggressiveness in children

v. Finding peer approval of misbehaviour so satisfying that those becomes habitual

vi. Intolerance of the wrongdoings of others

Hazards associated with Interests: Two common hazards are observed to be usually associated with childhood interests:

i. Being uninterested in the things their peers regard as important and

ii. Developing unfavourable attitude towards interests which are valuable to them, e.g. health, school, etc.

Hazards in Sex-Role Typing: With regard to the Sex-Role typing too, two common hazards are observed during the late childhood. They are:

i. Failure to learn the elements of sex-role type which their peers regard as appropriate for their ages. This is likely to happen if the family environment of children with regard to the sex role played by their parents differ from those of their peers.

ii. Unwillingness to play the approved sex roles. This usually happens if boys are expected to play egalitarian roles whereas girls are expected to play traditional roles.

Family-Relationship Hazards: Friction with family members is observed to have two serious effects, viz.

i. It weakens the family ties and

ii. It leads to a habitual unfavourable pattern of adjustment to people and problems which is carried outside the home.

Hazards in Personality Development: There found to be two serious hazards in personality development in late childhood. They are:

i. Development of an unfavourable self-concept and

ii. A false sense of self-importance which children are likely carry over from their early childhood period of egocentrism.



CHECK YOUR PROGRESS

Q.4. Mention some of the major physical hazards of late childhood.

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Q.5. Why is obesity considered as a physical hazard in children?

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Q6. Name some of the important psychological hazards of late childhood.

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Q7. How many common hazards are generally associated with the developmental of moral attitudes and behaviors in older children? State those hazards.

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12.5 LET US SUM UP

- After the home, school is the place where children spend most of their time. As such, school plays a very important role in the process of personality development of children. School helps them to adjust with the social environment from early years of life.
- The personality characteristics of the teachers, headmaster, classmates, the teaching methods, curriculum, evaluation system, opportunities for co-curricular activities, the disciplinary

methods adopted by the institution, and the general atmosphere of the school – all influence the personality development of children.

- Of all the factors influencing personality development of children in schools, the most important one is the role of the teacher. It has been found that democratic approach of teacher permits maximum personality development for each child in the classroom or school, prepares them for group living and for making their own decisions and having stronger emotional self-control.
- The attitude and personality of teacher are other important variables with regard to the development of positive personality traits in the children.
- Next to the teacher, the headmaster or the principal of a school also plays an important role in the development of the total personality of the children. The headmaster must create such an environment in school that allows free discipline. The children should be allowed to express themselves freely and at the same time obey the rules and regulations willingly instead of out of fear.
- The friendship and acquaintances children make with the classmates and schoolmates influence their personality development to a great extent.
- If the type of curriculum and the evaluation system do not cater to the needs of children, they feel frustrated and this in turn results in the development of undesirable personality traits.
- Modification of school routine according to the needs of the children is also found to be effective for personality development of children.
- With regard to the development hazards of children in their late childhood period, though some of the health hazards are carry-over from earlier years, they however take some new forms.

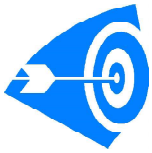
Some other new hazards arise with their changing life pattern as they enter schools.

- As in the cases of earlier ages, the hazards of late childhood are both physical and psychological. However, during this period the psychological impacts of many of the physical hazards are quite serious.
- The major physical hazards of late childhood include illness, obesity, sex-inappropriate body build, accidents, physical disabilities, awkwardness, physical attractiveness, etc.
- With regard to the psychological hazards, it has been observed that during the late childhood period, the effects psychological hazards are of much greater in magnitude and more persistent in nature than the physical hazards.
- Some of the important psychological hazards of late childhood period are speech hazards**,** emotional hazards, social hazards, play hazards, conceptual hazards, moral hazards, hazards associated with interests, hazards in sex-role typing, family-relationship hazards, and hazards in personality development.



12.6FURTHER READING

1. Aggarwal, J.C. (2003). Essentials of Educational Psychology. Vikash Publishing House Pvt. Ltd.: New Delhi
2. Chauhan, S.S. (1992). Advanced Educational Psychology. Vikas Publishing House Pvt, Ltd.: New Delhi
3. Hurlock, E.B. (2013). Developmental Psychology-A Life Span Approach (5th Edition). McGraw Hill Education (India) Pvt. Ltd :New Delhi
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5. Thomson, R. (nd) Social and Personality Development in Childhood. Retrieved from https://nobaproject.com/modules/social-and-personality-development-in-childhood



12.7 ANSWERS TO CHECK YOUR PROGRES

ANSWER TO Q.NO.1:

(i) Miniature Society

(ii) The Teacher

(iii) Needs of the children

(iv) Exam factories, Creative Learning

ANSWER TO Q.NO.2: School

ANSWER TO Q.NO.3: The curriculum must be diversified and enriched with various types of co-curricular activities so that children get ample opportunities for refining their intellectual and other activities.

ANSWER TO Q.NO.4: Some of the major physical hazards of late childhood are illness, obesity, sex-inappropriate body build, accidents, physical disabilities, awkwardness, and physical attractiveness, etc.

ANSWER TO Q.NO.5: Obesity in children is considered as a physical hazard because obese children often lose out in active play and as such, they miss opportunities to develop the skills required for socialisation. In addition, they are also likely to be teased and taunted by their peers for being obese. So, obesity acts as physical hazard both to the health and process of socialisation of children.

ANSWER TO Q.NO.6: Some of the important psychological hazards of late childhood period are speech hazards**,** emotional hazards, social hazards, play hazards, conceptual hazards, moral hazards, family-relationship hazards, etc.

ANSWER TO Q.NO.7: There are six common hazards generally associated with the development of moral attitudes and behaviours during late childhood**.** They are stated below:

i. Development of a moral code that is based on the concepts of right or wrong by the peers or mass-media, which may not coincide with general adult codes

ii. Failure to develop a conscience as an inner control over behaviour

iii. Inconsistent disciplines on the part of the adults that makes children unsure of what they are expected to do

iv. Physical punishment that serves as a model of aggressiveness in children

v. Finding peer approval of misbehaviour so satisfying that those becomes habitual

vi. Intolerance of the wrong doings of others



12.8 POSSIBLE QUESTIONS

A. Short Questions (Answer each question in about 150 words)

Q.1 In what way does school help in the socialization of children? Explain.

Q.2 Write in short how the attitude of teacher influences the development of personality in children.

Q.3 '*As the headmaster, so is the school*' – what do you mean by this statement? Explain.

Q.4 Write about the roles of evaluation system and curriculum in personality development of children.

Q.5 How does illness suffered by older children act as a physical hazard? Explain.

Q.6 Is there any importance of physical attractiveness for harmonious development of children? Give justification of your response.

Q.7 How many common speech hazards are observed in older children? Describe them.

Q.8 Write about the different types of social hazards that affects the process of social adjustment in older children.

B. Long Questions (Answer each question in around 300- 500 words)

Q.1 Describe on the influence of school on the personality development of children.

Q.2 Critically evaluated the role of teacher with regard to personally development of children in school.

Q 3 Explain with suitable examples the major physical hazards of late childhood period.

Q.4 Explain the two common hazards in relation to the sex-role typing of older children.

UNIT 13: DEVELOPMENT IN THE ADOLESCENT

UNIT STRUCTURE

13.1 Learning Objectives
13.2 Introduction
13.3 Adolescence as Developmental period
    13.3.1 Need of Adolescents
    13.3.2 Problems of Adolescents
13.4 Physical Development in the Adolescent
13.5 Cognitive Development in the Adolescent
13.6 Social Development in the Adolescent
13.7 Identity Development in the Adolescent
13.8 Educational Provisions for Adolescents
13.9 Let us Sum Up
13.10 Further Reading
13.11 Answer to Check Your Progress
13.12 Possible Questions

13.1 LEARNING OBJECTIVES

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

- comprehend the importance of adolescence period
- identify the needs and problems of adolescents
- understand the physical development in adolescents
- explain the cognitive and social development in adolescents
- understand the identity development in the adolescent

13.2 INTRODUCTION

The earlier units have familiarized you with most of the important phases of life since conception. With the entrance of children in the formal schooling, their world is broadened. They acquire various new and varied experiences. Succeeding the late childhood period or school age period, an individual makes it entry to one of the most crucial period of human life, i.e. the period of adolescence which is marked by rapid

and revolutionary changes in the individual's physical, mental, moral, emotional, spiritual, sexual and social outlook. Human personality develops new dimensions in this stage. We all have come across this period of human development. Being a matured person, we all realize that what we experience during this period of our life. Most important experiences in terms of studies, decision making, and peer selection and so on are taken during this phase. Hence, as parent, as teacher and as a laymen it is very much important for all of us to know each and every aspect of this period as this is considered the most crucial period of one's life. Most importantly, as a learner of education, it is essential for you to know and study the psychology of each adolescents. This unit will help you in this regard.

13.3 ADOLESCENCE AS DEVELOPMENTAL PERIOD

Before going in depth about the different developmental aspect of adolescence period, let's acquaint yourselves with its derivative term. The term-"adolescence" comes from a Latin Word***-"Adolscere"*** which means-"to grow" or "to grow to maturity". Earlier, it was believed that when a child was capable of reproduction, he/she was considered as adult. But, the scope of adolescence is not confined not only in sexual maturity. It includes mental, emotional, social as well as physical maturity. Adolescence is the period which begins with puberty and ends with the general cessation of the physical growth. It emerges from later childhood stage and merges into adulthood. It is difficult to assign definite years to it because they differ from country to country and culture to culture. Chronologically, age ranges are from 12/13 years to 18/19 years in India. In case of girls it begins about 1 year earlier than the boys as girls reach puberty about a year or two earlier than boys do.

Adolescence is a period of transition from *childhood to adulthood*. It emerges from later childhood stage and merges into adulthood. Transition from one period to another always is associated with some problems. Adolescence is not an exception and it is also associated with some problems. Hence, adolescence has been

described by Stanley Hall as ***'the period of storm and stress of human life'*** as it is a very crucial period of one's life. G. Stanley Hall is known as the father of adolescence as his work influenced adolescent theme in psychology, popular culture and education. According to him, in most adolescents, the perception of young people as emotional volcanoes ready to explode has taken on a life of its own.

The growth achieved, responsibilities felt and the relationships developed during this period destine the complete future of an individual. Adolescence period is divided into two parts – Early Adolescence, and Late Adolescence. Early Adolescence extends roughly from 12/13 to 16/17 years and late adolescence covers the period from 17 years to 18/19 years, the age of legal maturity. Late Adolescence is thus a very short period. Late childhood is a thus a very short period of human development. Early adolescence is usually referred to as the "teens", sometimes even the "terrible teens".

General Characteristics of Adolescence:

The following features will enable you to understand the adolescence period in a better way-

- **A period of Rapid Growth and Development:** Adolescence is the period where rapid growth and development take place in an individual in the dimension of physical. Mental, social, sexual, emotional, moral development.
- **A period of importance:** Adolescence period is one of the significant period when both immediate effect and long term effects are important. It is important for its physical as well as psychological effect.
- **A period of Transition:** Adolescence is a transitional period. During this transitional period, the individual's status is vague and there is confusion about the roles, the individual is expected to play. The adolescent at this time is neither a child nor an adult.
- **A period of Change:** The rate of change in attitude and behaviour during adolescence period parallels the rate of

physical change. During early adolescence, when physical changes are rapid, changes in attitudes and behaviour are also rapid.

- **A period of Problem:** Adolescence is considered as a period of problem. Due to rapid psycho-physical changes, sometimes they fail to cope up with the changes. Because of their inability to cope with problems alone as well as they believe they can, many adolescents find that the solution to their problem do not always come up to their expectation.
- **A period of Hero-worshipping:** Hero-worshipping is a tendency among the adolescents. The adolescents start to identify themselves with an ideal hero, whom they obey and follow. They admire and respect him. They organize their thoughts and activities in conformity with the ideal of the hero and the hero becomes the source of inspiration for the adolescents to aim for their future.
- **A period of Hetero-sexuality:** During this period, the adolescents develop the hetero-sexuality- an attraction for the opposite sex. Both the sexes develop greater interest for the opposite sex. Adolescents become very much eager to know about the opposite sex. But unfortunately the knowledge which they may receive be harmful for their mental and physical health and as such many boys and girls suffer from worries because of the wrong information about sex and lack of proper guidance.
- **A period of Self-Dependence:** During this period, the adolescents don't like any interference from the parents and older. They are very much influenced by the peers and seek independence. The adolescents develop faith in their own capability of doing things and demand self-respect from the elder members of the society.
- **A period of unrealism:** Adolescents have a tendency to look at life through their own rosy eyes. They visualize themselves

and the world as they would like them to be rather than as they really are. They are unable or not intended to see the reality of life.

13.3.1 Need of Adolescents

Adolescence is an interesting subject of study so far as psychology of adolescence is concerned. This is a stage in which changes are taking place in all directions – physical, mental, emotional and social. All such energies naturally gives rise to the needs that make them more sensitive & restless. If these needs could not be understood from their proper perspective & if their environment fails to make effective realization of them, in that case frustration, deprivation repression & mal adjustment may be the result. It may also make the adolescent state more problematic & delinquent. So the root of all trouble at this stage is failure in defective realization of the needs. There lies the importance of the study of the adolescent needs.

Effective realization of their needs & objective assessment of them in essential, if we are to offer necessary help and guidance to them. Many of the problems can be averted if we are in a position to help them in reasonable satisfaction of their needs. Some specific needs of the boys & girls having their far reaching consequence may be identified below –

1. **Sex need:** The most prominent & powerful psychological need at this stage is undoubtedly the need of sex. Owing to this adolescent strongly feel for sex urge & physical attraction towards the opposite sex. Strong curiosity for sex may lead them to illusion, misconception etc. resulting in abnormal behavior. So sex need should be given proper out let for its satisfaction through sublimation.
2. **Intellectual need:** Development of intelligent & other higher mental faculties are marked by the stage of adolescence. The power of thinking, reasoning, understanding & problem solving abilities developed that make them intellectually

more conscious, active & inquisitive. The need of knowledge is strongly felt for attainment of their intellectual maturity preparation of the secondary curriculum on this point of view is a responsible task.

3. **Need of freedom:** Adolescent want to be free from all sorts of physical & psychological strain & control from their superior. They develop self confidence in their physical & intellectual capability. Accordingly they want an atmosphere of freedom for satisfaction of their needs, hopes & wishes. Absence of freedom may create the problem of repression introversion & in some cases rebellion.
4. **Social needs:** Adolescent feel strong urge to society. They develop active interest in understanding their own social, cultural & communal way of life. They also feel that they are the indispensable part of the society towards which they have the duties & responsibilities to be performed. They like to identify themselves with the social, cultural & religious qualities & characteristics to which they belong. They want the adult members to give them social recognition status & freedom in order to play their responsible part in society.
5. **Economic needs:** The adolescent want to be economically self-dependent & self-sufficient person. They do not want to depend upon their parents to serve their day to day economic needs. They are somewhat conscious of their future vocation & profession in life to be adopted. They feel strong urge to activity for certain vocation & acquired vocational skill by undergoing specific course of study.
6. **Need of a philosophy of life:** Adolescent want to follow a distinct ideal or philosophy of life as their guide for future course of action. They want to organize their thought, feeling & activity towards realization of that ideal of life. Owing to this reason they feel for the need of a hero or a leader to be

obeyed and followed. They should therefore, be helped in building up of a practical philosophy of life that may really work in the reality. Biographical study of the great man may be of great help to them in this regard.

13.3.2 Problems of Adolescents

The stage of adolescence is usually described as the most problematic of one's life. Quick psychophysical changes are associated with the vital needs, the satisfaction of which is very urgent. Failure in this regard is the root cause of the adolescence problems. Such problems are not nearly confined to themselves. But may affect the society as a whole. Adolescence problems therefore, can reflect the problems of the society or the country as a whole. Some of the vital problems that need our immediate attention may be described below –

1. **Sex problem:** All the problems of adolescence originate from the sex life & its needs the onset of puberty gives them the unusual physical excitement never experienced before. It gives rise to anxiety, fear, and the sense of shame guilt in mind. The whole affair of sex appears to be secretive sinful & forbidden subject to them. This may lead to the problem of sexual mal adjustment. If the parents & the social situation appear to be more conservative, it may take a serious term.
2. **Emotional Problems:** Adolescents are emotionally up charged & troubled people. They have excessive emotional both pleasant & unpleasant, but without sufficient control over them. Consequently it leads to emotional violence. Emotion of anger may find expression in its more destructive form that may create low & order situation to the authority concerned. Passionate emotion of love may give rise to anxiety, jealousy, hatred frustration & revengefulness in mind. Emotion immaturity is therefore the major problem of the adolescence.

3. **Social problems:** They are always remains a generation gap between the parents & their children. The adolescents are by nature sensitive to the new world of things & their attitude & outlook appear to be progressive variable & modern. But their elders usually remain conservative & skeptical of such changes. They do not allow sensitive changes to their old values & way of life. They insist on conservatism of the old social order & heritage by their followers. As such there is the social problem of adjustment faced by the adolescents.
4. **Educational Problem:** Frustrating educational situation in the secondary school may create problems to the adolescent. Unrealistic educational aim & curriculum defective verbal method of teaching unreliable examination system, repressive measure of discipline maintained in school are largely responsible for such educational frustration. Absence of education for leisure & vocational guidance in secondary school & add more complexity to such problems. The whole educational environment may there by appear to be problematic to them.
5. **Problem of moral values:** Complexity of our social life at present has given rise to the pressure of moral values in the adolescents. The way of life in the past was simple & peaceful & was based on the ethical & moral values in society. In the present society however, the materialistic way of life & culture & the technological needs of society have made our hopes & aspiration rise sky high. In the circumstances, determination of the right sense of values in the adolescent mind has become a problem. In fact, there has been the crises of conscience in them resulting in confusion.
6. **Problem of leisure:** Leisure time appears to be a big problem to the adolescent. Having nothing to do makes their

useful energy & vigor completely wasted & abused. Problem of unemployment in society, absence of healthy recreational facility etc. may lead to their involvement in some antisocial & criminal activities. Their idle mind thereby turns be a devil's workshop. Increasing drag addiction in the youths at present is the worst of its kind.

7. **Problem of delinquency:** Problem of leisure at present has led the youths to the path of delinquency. Their thought & attitude turn to be destructive unsocial & criminal. Moral de gradation in society has also led them to be a buildering state, resulting in crime and violence. Easy money & black money craze for power, criminalization of politics, terrorism & fatalism have created a delinquent environment in society to which the adolescent fall the easy victim.

13.4 PHYSICAL DEVELOPMENT IN THE ADOLESCENT

Adolescence is first of all a period of physical changes and development. During adolescence, the physical growth and development reaches its peak and human body finds its final shape. The maximum limit with regard to increase in size, weight and muscle is achieved. The growth and functions of all the other outer and inner organs also reaches to its maximum and almost all the glands become extremely active at this stage. Both boys and girls develop all the characteristics of their respective sexes. As such, physiologically, the boys and the girls prepares themselves for being called as men and women. The physical developmental changes in adolescents can be highlighted under the following headings-

A. External changes :

- **Height:** The average girl reaches her mature height between the age of 17/18 years and the average boy a

year or so later. The average height of girl is 5"5" and the average height of boy is 5"10"'.

- **Weight:** Weight changes follow a timetable similar to that for height changes. Weight is distributed over areas of the body where previously there was little or no fat.
- **Body Proportion:** The various parts of the body gradually come into proportion. The trunk broadens and lengthen, the limbs no longer seem too ling. Bones and muscles increase to the greatest possible extent leading to great increase in motor activity. The arms and legs also lengthen and eventually become proportional to the rest of their body. Boys 'straight-lined, square bodies become broader at the shoulders and more tapered at the waist, forming the familiar triangle shape of adult males. Again, girls' straight-lined, square bodies become wider and broader at the hips, buttocks and chest forming the familiar shape of adult female.
- **Sex Organs:** Both male and female sex organs reach their mature size in late adolescence. Young teens develop both primary and secondary sexual characteristics that are brought about by hormonal changes. Primary sexual characteristics refer to reproductive organs like-ovary, testes and secondary sexual features referring to development of body hair**. For female**, the most significant primary sexual characteristics is the ***first menstrual period*** average at 12 years and **for male** it is the ***first sperm Arche*** at average 13 years. These reproductive changes also brings changes in the body hair (on underarms, groins, facial hair etc.) and changes in voice, in female voice become sweet and smooth and in boys, it becomes deeper, heavier and harsh.

B. Internal Changes:

- **Digestive System:** The stomach becomes longer and less tubular, the intestine grow in length and circumference. The muscles in the stomach and intestinal walls become thicker and stronger. The liver increases in weight and the oesophagus becomes longer.
- **Circulatory System:** Regarding circularity system, the heart grows rapidly during adolescence. By the age of 17/18, it is twelve times as heavy as it was at birth. The length and thickness of the wall of the blood vessels increase and reach a mature level when the heart does.
- **Respiratory System:** The lung capacity of girls is almost at a mature level at age of 17, and boys reach this level several years later.
- **Endocrine System:** The sex glands develop rapidly and become functional though they do not reach their mature size until late adolescence.
- **Body Tissue:** The skeleton stops growing at an average age of 18. Tissues other than bones have reached their mature size.

As is true at all ages, there are individual differences in physical changes. Individual differences is influenced by maturing. Sex difference are especially apparent. Even though boys start their growth spurt later than girls, their growth continues longer and with the result of that at maturity they are usually taller than girls. Moreover, hereditary and environmental factors are contributing towards the sound physical development in the adolescents. It is important to mention here that some adolescents experience satisfaction with their change bodies, however, they do experience more dissatisfaction with some part of their body than with other part, which lead to lack of self-esteem. Hence parents, teachers must co-operate them in coping with their changes.



CHECK YOUR PROGRESS

Q.1. What is the derivative meaning of adolescence?

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Q.2. Fill in the blank_

Adolescence emerges from .....and merges into .....

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Q.3. What is the age range of adolescence in India?

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Q.4. Who is the father of adolescence?

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Q.5.What is the age range of Early Adolescence?

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Q.6. What is Hero-worshipping?

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Q.7. State some needs of adolescents.

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Q.8. What is the most significant primary sexual characteristics in girl and boy adolescent?

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13.5 COGNITIVE DEVELOPMENT IN THE ADOLESCENT

Stage of adolescence is marked by significant mental and intellectual done taking place that may have the far reaching effect on future development. At this stage mental faculties are developed rapidly toward mental maturity. Some of the significant changes in such development may be identified below –

a) Intellectual efficiency :

The instinctive tendency of infancy and childhood are substantially modified & improved at this stage – power of memory develops as a result of which boys & girls can make effective use of their memory image. The span of memory develops considerably & the influence of habit memory is replaced by exercise of logical memory. The adolescence are capable of using their voluntary attention with more concentration of mind. Acquired interest & sentiment make them more selective & attentive of their sub of study. Development aptitude towards different fields make them more ambitious of their future course of action. Ability to learn, retain & reproduce their learning experience develop considerably. Power of thinking & reasoning develop remarkably for which they can exercise better understanding & appreciation of their knowledge acquired. Ability of problem solving develops awing to the scientific & technological subs of study. Their mind becomes more curious to know & unveil the secret of nature & the natural phenomena of the external world. Adolescence also develop the ability of abstract thinking for which subjective though & judgement can be exercise by them. Ability to learn at substantially improves for which they can make use of the power of perception, insight & totality of understanding. They no longer remain blind followers & mechanical imitators, but can exercise their own power of judgement & understanding of things they

learn Growth of intelligence at this stage reaches its maximum at the age of 16 or 17 years.

b) Creative imagination :

The adolescence boys & girls donate remain more receptive but become creative of their imagination. They not only take active interest in reading literature & listening to music but also can create the work of art & music by themselves. They show increasing interest in poetry, drama, recitation, dramatization, reading of the novels, singing, dancing, painting, drawing & sculpture. Appropriate training given in this direction may help in development of their nature creative talent in different line.

c) Moral consciousness :

Adolescence are the morally conscious people. They develop moral sentiment out of which they judge everything in terms of the sense of right & wrong, truth & false, virtue & vice, desirable & undesirable. They cannot tolerate any immoral activity committed by the elder members in society. They come forward to fight for the truth and establish justice. A strong moral sense may make the adolescence got God fearing person. They are not afraid of anything but God himself. As such they do everything in the name of God. Their moral consciousness also makes them interested in their religion to which they belong. They try to understand religious principles underline their own religion. If their moral sentiment is frustrated, it cause more harm to them psychologically. They may be demoralized & developed negative attitude towards anything. Such a state may give rise to the sense of hatred and involve in criminal &destructive activity. So, their moral sentiment at this stage is more delicate & sensitive that need careful handling by the elder members in society.

13.6 SOCIAL DEVELOPMENT IN THE ADOLESCENT

Adolescence are socially very conscious people. They strongly feel that they are responsible members of society & they have definite role to

play for the welfare and well-being of the society. They are quite aware of their rights & duties & responsibilities to be performed towards society. Accordingly they come forward to take active point in social functions, ceremonies & their observances. Social consciousness make them quite sensitive to social, political & communal problems facing the society. It is due to this reason that adolescence are always in the fore front of any social revolution in the country. Social characteristics of the adolescents are also remarkable so far as their development of social personality is concerned. Some of the distinguishing features of such characteristics may be described below –

a) **Sense of patriotism:**

Social consciousness may also make them develop the sense of patriotism or love of the motherland. They are even ready to sacrifice their life for the sake of their motherland. So, they join military & para-military forces for defense of the country.

b) **Active politics:**

The boys & girls again develop active interest in politics owing to their social & political ambitiousness. They realized that they should follow certain political ideology in order to solve the country & socio-economic problems. They are, therefore, desirous & capable of giving leadership to society in solving the social eco & communal problems.

c) **Sense of empathy:**

A strong feeling for others, derivative of the social senses may influence the mind & behavior of the adolescents. Accordingly they are more concerned about the feeling of joy and sorrow with other members in society. Their social senses are quite selfless for which they are ready to sacrifice their own life & happiness for others. Such a characteristics typically to be found at this stage may be said as empathy.

13.7 IDENTITY DEVELOPMENT IN THE ADOLESCENT

Identity development is one of the significant characteristics of adolescence period. In fact, it is referred as a period of search for identity. For most, the search for identity begins in the adolescence years. In the early years of adolescence, conformity to the group is still important to boys and girls. Gradually they begin to crave identity and are no longer satisfied to be like their peers in every respect, as they were earlier. However, the ambiguous statuses of adolescents today present a dilemma that greatly contributes to the adolescents "identity Crisis" or the problem of ego-identity.

During this stage, adolescents are more open to trying on different behaviour and appearances to discover who they are. In other words, in an attempt to find their identity and discover who they are adolescents are liking to cycle through a number of identities to find one that suits them best. But developing and maintaining identity is a difficult task due to multiple factors such as family life. Environment and social status. Empirical studies suggest that this process might be more accurately described as identity development, rather than formation, but confirms a normative process of change in both content and structure of one's thought about the self.

Approaches to identity development in the adolescent:-

There are two main aspects of identity development. These are –self-clarity and self-esteem. Again, researchers have used three general approaches to understand identity development in adolescents. These are-self-concept, sense of identity and self-esteem.

Self-Concept: The self-concept is known as the ability of a person to have opinion and beliefs that are defined confidently, consistent and stable. Early in adolescence, cognitive development result in greater self-awareness, greater awareness of others and their thoughts and judgement, the ability to think about abstract, future responsibility and the ability to consider multiple possibilities at once. As a result, adolescents are able define themselves based on their values, thoughts and opinions.

Sense of identity: Another important aspect or approach to identity development in the adolescents is sense of identity. Egocentrism in adolescents forms a self-conscious desire to feel important in their peer group and enjoy social acceptance. Sense of identity represents a coherent sense of self-stable across circumstances and including past experiences and future goal. Adolescents begin to by defining themselves based on their crowd membership.

Self-Esteem: Self-esteem is defined as one's thought and feelings about one's self-concept and identity. Most theories on self-esteem state that there is a grand desire, across all genders and ages, especially among adolescents to maintain, protect and enhance their self-esteem. Details about this concept will be discussed in the succeeding unit.

The years of adolescence create a more conscientious group of young adults. Adolescents pay close attention and give more time and effort to their appearance as their body goes through changes. Moreover, the environment in which the adolescents grows up too play a significant role in identity formation.

13.8 EDUCATIONAL PROVISIONS FOR ADOLESCENTS

Education for the stage of adolescent is undoubtedly a difficult & challenging task for the teacher. The multiplicity of the psychophysical needs of the boys & girls should be reasonably satisfied by the educational system designed at the secondary stage. On the one hand it should serve the varying needs & aptitudes of the adolescent individually & on the other hand it should serve the social, cultural & educational needs of the society. Socio-eco development of a country basically depends upon the effective educational system provided to them keeping in view of these points attention may be given to the following aspects of their development.

a) **Diversification of the courses:** In view of development of diverse interest & aptitude in mind, curriculum should be diversified at the secondary stage should provide the various

channels of arts, science, commerce technical, fine-arts in order that their native interest & aptitude may be explored & identified science subs should be designed in order to satisfy their quest for new knowledge & experience & to develop the spirit of innovation & experimentation. They should be able to understand the mystery of science & the secret of the natural world. They should also be provided with the intellectual & academic atmosphere in school that may help in the development of their creative talent & inventive power through specialization of their higher studies.

b) **Vocationalisation of education:** Education meant for them should be based on the principle of utility productivity & practicability of knowledge. It should serve the eco & productive need of individual & the society. Education should be capable of making them economically self-sufficient & give them self-employment. A vocational views of secondary education can make it more meaningful & useful for their life. It may train manpower resources of the adolescent as ideal citizen. Vocationalisation of secondary education can therefore, help to develop individual potentiality for social progress.

c) **Development of democratic values:** Keeping in view of their social consciousness it is necessary to train them in development the democratic values & ideals of life. Their thought, feeling & attitude should be tempered by the ideals of truth, justice, equality & fraternity. These ideals of democracy need to be practiced in their personal & social life & activities. Potentialities of leadership in them should also trained through making provision for leadership training. They should be acquainted with the social heritage & in appreciating its desirable qualities. They should also be trained in national discipline & develop wider outlook of internationalism.

d) **Education for leisure:** Secondary education should make ample provision for effective training in utilization of leisure in the boys & girls. Curriculum for this purpose should include the items of knowledge & experience that may develop the specific interest in finer senses of art & esthetics. It may include literary & artful activities along with the indoor & outdoor games according to their choice & interest. The major objective of such training should be to develop good taste, healthy mind & outlook & to provide outlet for effective training in their creative talent.

e) **Provision for sex education:** Education meant for adolescent can't afford to neglect the vital need problem of sex at this stage. The modern educators are more inclined to give sex education in secondary school. A healthy outlook & attitude on sex life may be given through scientific knowledge of sex to them. It may help to remove many of their illusion & misconception arising out of sex curiosity. Sex education should also form a part of their health & hygiene.

f) **Provision for moral education:** At the adolescent stage the moral senses are very high. The boys & girls strongly feel the sense of right & wrong, truth & false, virtue & vice. The moral lessons need to be presented to the through formal education & make it a part of their day to day life and activity. A development of moral sentiment needs to be helped through formation of positive outlook & attitude towards anything. It may help in sublimating their instinct of sex in the constructive & creative way.

g) **Building up of a philosophy of life:** Adolescent may be helped in selecting right ideal of life for their future. The teacher and the parents should see that they don't happen to select an ideal aim in their life that is not possible to be realized in the reality. They should developed more realistic

ideal of life that may be workable. A workable philosophy of life should be presented to them in order that it may be translated in to action.



CHECK YOUR PROGRESS

Q. 9. What is self-concept?

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Q.10. Why is sex education important for adolescents?

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13.9 LET US SUM UP

After going through this unit, it can be summarized as-

- The period of adolescence which is marked by rapid and revolutionary changes in the individual's physical, mental, moral, emotional, spiritual, sexual and social outlook.
- The term-"adolescence" comes from a Latin Word-***"Adolscere"*** which means-"to grow" or "to grow to maturity".
- Adolescence is the period which begins with puberty and ends with the general cessation of the physical growth. It emerges from later childhood stage and merges into adulthood.
- Adolescence period is divided into two parts – Early Adolescence, and Late Adolescence.
- General Characteristics of Adolescence are- a period of Rapid Growth and Development, period of importance, period of Transition etc.
- Some needs of adolescents are- Sex need, Intellectual need, Need of freedom etc.
- Some of the problems of adolescents are- Sex problem, Emotional Problems, Social problems, Educational Problem etc.
- During adolescence, the physical growth and development reaches its peak and human body finds its final shape.

- Stage of adolescence is marked by significant mental and intellectual done taking place that may have the far reaching effect on future development in terms of intellectual efficiency, creative imagination etc.
- Adolescence are socially very conscious people. They strongly feel that they are responsible members of society & they have definite role to play for the welfare and well-being of the society.
- Identity development is one of the significant characteristics of adolescence period. In fact, it is referred as a period of search for identity



13.10 FURTHER READING

1. Dash B.N (2011): A textbook of Educational Psychology, Dominant publishers and distributors' pvt. Ltd.

2. Chetry Krishna Kumari (2016): Developmental Psychology, Ashok Book Stall, Panbazar, Ghy.

3. Goswamee Gayatree (2008): Child Development and Child Care, Arun Prakashan, Guwahati, Assam.

4. Hurlock Elizabeth B (1980): Developmental Psychology: A life-span Approach, Mc Graw Hill Companies, Inc., New York.



13.11 ANSWER TO CHECK YOUR PROGRESS

ANSWER TO Q.NO.1:

The derivative meaning of adolescence is ***-"Adolscere"*** a Latin Word, which means-"to grow" or "to grow to maturity".

ANSWER TO Q.NO.2:

Adolescence emerges from later childhood stage and merges into adulthood.

ANSWER TO Q.NO.3:

The age range of adolescence is from 12/13 years to 18/19 years in India.

ANSWER TO Q.NO.4:

G. Stanley Hall is known as the father of adolescence as his work influenced adolescent theme in psychology.

ANSWER TO Q.NO.5:

Early Adolescence extends roughly from 12/13 to 16/17 years.

ANSWER TO Q.NO.6:

Hero-worshipping is a tendency among the adolescents. The adolescents start to identify themselves with an ideal hero, whom they obey and follow. They admire and respect him

ANSWER TO Q.NO.7:

Some needs of adolescents are- Sex need, Intellectual need, Need of freedom etc.

ANSWER TO Q.NO.8:

For female, the most significant primary sexual characteristics is the first menstrual period average at 12 years and for male it is the first sperm Arche at average 13 years.

ANSWER TO Q.NO.9:

The self-concept is known as the ability of a person to have opinion and beliefs that are defined confidently, consistent and stable

ANSWER TO Q.NO.10:

Education meant for adolescent can't afford to neglect the vital need problem of sex at this stage. The modern educators are more inclined to give sex education in secondary school. A healthy outlook & attitude on sex life may be given through scientific knowledge of sex to them.



13.12 POSSIBLE QUESTIONS

A. Short Questions (Answer each questions in about 150 words)

1. Who are adolescents?

2. State some of the characteristics of adolescents.

3. What is identity development in adolescents?

4. What is self-esteem in adolescents?

B. Long Questions (Answer each questions in about 300-500 words)

1. Discuss the physical changes that occur during adolescence period.

2. Discuss the cognitive development in adolescents.

3. What are the approaches to identity development in adolescents?

4. Why is adolescence period considered as period of storm ns stress?

4. What educational provisions are there for the adolescents over all development?

UNIT 14: PERSONALITY DEVELOPMENT DURING ADOLESCENCE

UNIT STRUCTURE

14.1 Learning Objectives

14.2 Introduction

14.3 Meaning of Personality Development

14.3.1 Personality development in Adolescents

14.4 Personality deviation

14.5 Self-concept in Adolescents

14.6 Self-esteem in Adolescents

14.7 Influence of family and peers in the personality development of Adolescents

14.8 Let us sum up

14.9 Further Reading

14.10 Answer to check your progress

14.11 Possible questions

14.1 LEARNING OBJECTIVES

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

- understand the concept of personality development
- comprehend the personality development in adolescents
- know the concept of self-concept and self-esteem in in the adolescent
- realize the influence of family and peers in the personality development

14.2 INTRODUCTION

Unit 13 of this block was a detail discussion on the most significant period of human life i.e., adolescence. You must have acquired clear conception about this stage and its most significant developmental characteristics. Adolescence is the transitional period from childhood

to adulthood, it is the bridge between the two stages. After this period, the individual enters into the reality of life. Hence, it is a preparation period for an individual. The experience, learning an individual acquires during this stage effect his later life and his personality. We know that the prime objective of education is development of strong and healthy personality in each student. Education and learning earned by the students during their secondary level of education have a great impact on them as it broadens their mind and knowledge. Personality which is the product of overall development of an individual is influenced by both heredity and the environment. Personality development in adolescents is an important matter of discussion in psychology as it bears its effect throughout one's life. In this unit, our discussion will be concentrated on personality development in adolescents, self-esteem, and self-concept of adolescents as well as how family and peers influence in the personality development of the adolescents.

14.3 MEANING OF PERSONALITY DEVELOPMENT

We all are familiar with the term "personality". Studies of the previous semesters must have clarified your concept of personality, its varied types and measurement. You need no extra elaboration on the very topic. As this unit concentrates on adolescence, personality development will be discussed in terms of adolescents. Before that, it is important to understand the concept of personality development.

Personality Development:

As we know, personality as a whole means a combination of all characteristics and appearance of an individual that includes the pattern of thought, feelings, attitude, his behavior, communication ability and physical features. It has been believed that a child inherits a lot of personality traits from its parents or grandparents through genes. Every individual is different from the other and possesses a personality of his own that is unique from the others in every form. Personality development has become an important instrument for developing overall skills within a person that help him to

develop professionally as well as personally. A great personality includes both social and interpersonal skills. Everyone is influenced by great personality.

There is a misconception among people that personality skills are inborn and cannot be developed. But, contrast to this view, with the help of good training a child or an adult can learn communication skills, earn knowledge of different subjects, motor skills, and improve vocabulary, pronunciation or computer operating as well as different life skills that play an important part in personality development. Moreover, proper training in personality development enhances the general as well as unique traits or characteristics of a person. As such personality development is a process through which a person to get a positive thought pattern, gain confidence, improve behavior, learn better communication and develop a healthy physique. It is about building one's capacities, nurturing talent, enhancing new skill sets, working on weaknesses, and transforming them into strengths. Personality Development is the process undertaken by a person to create a unique personality. It is the journey of building a highly influenced character by experiences encountered by the person. Social, economic cultural, and environmental factors play a significant role in personality development. The real meaning of personality development is to enhance self-esteem, improving social skills and developing potential. In a larger social sense, the definition or meaning of personality development includes the sum total of human happiness by fostering self-awareness and self-esteem by developing talents and by facilitation. At present, personality development is a field of much research and practice. It is a dynamic, constantly evolving field of study and one in which new practices come to the force every day. It goes beyond self-help to encompass helping others.

14.3.1 Personality Development in Adolescents

Personality development during adolescence is the result of continuous interaction of traits (heredity) and environment, culture and particular experiences. Many conditions in the adolescent's' life are responsible

for moulding the personality pattern through their influence on the self-concept. None of these are familiar to those present during childhood. But, many are the product of the physical and psychological changes which occur during adolescence. Personality development in adolescents is achieved through social and professional interaction and by contributing to the expression and realization of hopes, wishes and ambitions. By early adolescence, adolescents are well aware of their good and bad personality traits and thereby they try to improve it to get social as well as peer approval by reading books or articles on the subject. Moreover, Adolescents are admired by peers or society for their pleasing personality. They know what traits are admired by peers of their own sex as well as by peers of the opposite sex. Although different traits are admired as adolescence progresses, and although admired traits differ somewhat from one social group to another, adolescents know what the group with which they are identified admires. As such, they try to strengthen their weaknesses.

Factors influencing Personality Development in Adolescents:

Following are the factors that influence in the personality development in adolescents-

1. Matured Age:

Early matures, who are treated as near-adults, develop favourable self-concepts and thus make good adjustments with the surroundings. Late matures, who are treated like children, feel misunderstood and martyred and thus are predisposed to maladjusted behaviour.

2. Appearance:

Appearance influence a lot in the personality development of the adolescents as they are very much concentred about their appearance. As such, being different in appearance makes them feel inferior, even if the difference adds to physical attractiveness. Any physical defect is a source of embarrassment which leads to feelings inferiority. Physical

attractiveness, by contrast, leads to favourable judgements about personality characteristics and this aids social acceptance.

3. Sex- Appropriateness:

Sex-appropriate appearance, interests and behaviour help adolescents to achieve favourable self- concepts which leads to healthy personality development. Sex-inappropriateness makes them self- conscious and this influences their behaviour unfavourable.

4. Names and Nicknames:

Adolescents are sensitive and embarrassed if members of the peer group judge their names unfavourably or if they have nicknames that imply ridicule.

5. Family Relationships:

An adolescent who has a very close relationship with a family member will identify with this person and want to develop a similar personality pattern if this person is of the same sex, the adolescent will be helped to develop a sex-appropriate self- concept.

6. Peers:

As we know adolescents are very much influenced by the peer groups, it bears a significant contribution in the personality development of the adolescents. Peers influence the adolescent's personality pattern in two ways. First the self-concepts of adolescents are reflections of what they believe their peers concepts of them are and, second, they come under peer pressures to develop personality traits approved by the group.

7. Creativity:

Adolescents who have been encouraged to be a creative in their play and academic work as children develop a feeling of individuality and identity that has a favourable effect on their self- concepts. On the other

hand, adolescents who have been forced to conform to an approved pattern since earliest childhood lack a feeling of identity and individuality.

8. Level of Aspiration:

If adolescents have unrealistically high level of aspiration, they will experience failure. This will lead to feelings of inadequacy and to defensive reactions in which they blame others for their failures. Adolescents who are realistic about their abilities will experience more successes than failures. This will lead to greater self- confidence and self –satisfaction, both of which contribute to better self- concepts.

14.4 PERSONALITY DEVIATION

In the study of psychology, personality refers to the pattern of thoughts, feelings and behaviours, consistently exhibited by an individual over a long period of time that strongly influences the way that individual perceives the world and himself and herself. Normal personality comes under the norm that is an accepted standards of society. Personality of adolescents is a matter of concern among the developmental psychologist as it comprise the most important period of human life from developmental perspectives. While discussing the personality development, many allied concept come along. One such concept is Personality Deviation. Many a time, we witness certain behaviour displayed by the adolescents which is not desirable or expected by the family or the society. The concept of personality deviation will help you to get acquainted with the causes of these behaviour.

Generally, deviant personality/ behaviour refers to a behaviour that does not conform to social norms and values. A deviant behaviour elicits negative responses. Deviant behaviour can be formal or informal, and voluntary or involuntary. Deviation is the act of deviating or variation from the common way from an established rules. Deviation is generally termed as transgression, or act of sin or offence. It indicates an involuntary violation of a formal norms. Reactions to transgressions

against formal norms and values are external to individuals in the form of punitive action, such as fines or imprisonment. Reactions to informal deviance are typically internal to the individual. Deviant behaviour is any behaviour that is contrary to the dominant norms of society.

Personality deviation can be defined as the deviation of a person's personality from the normal. It is the variation of personality from commonly established way. When a person tends to show an offensive or act of sin in his behaviour is termed as personality deviation. A violation of law duty or commandment is seen where he goes with an act that goes beyond accepted boundaries.

There are many different theories on what causes a person to perform deviant behaviour, including biological explanations, psychological explanations and sociological explanations. Some of the example of deviant behaviour which are mostly consists of disapproved activities like-

- Retreat (avoid)
- Cheating
- Delinquent
- Drugs addict
- Dishonesty
- Day dreaming
- Projection (Throwing responsibility on others)
- Homicide
- Suicide
- Theft
- Robbery

- Rape
- Prostitution
- Aggression (bullying and stealing)

Along with these, the deviant behaviour of an individual are classified into two formal types. The conception of these two types will help you to know deviant behaviour in the adolescents.

Types of Deviant behaviour

There are basically two types of deviant behaviour and these are

A. Formal Deviance

A deviant behaviour of violating enacted laws such as homicide theft, robbery and rape. This formal deviance can be violations of codified laws, rules, regulations and codes of conduct.

B. Informal Deviance

A type of deviant behaviour that violates social norms which are not codified by laws. Such examples may include picking of nose in public and belching loudly, retreat.

Causes of Personality Deviation

The above discussion has clarified your concept of personality deviation, but it is essential for us to know why an individual or adolescent deviates from his /her formal behaviour. The following discussion will answer to this question-

1. **Physical Structure**: The first set of traits which affect the individual himself as well as others in his physique such characteristics are his heights and weight, length of limbs, her colour, skin texture, features colouring, body proportion etc. (fatigue/ malnutrition

and chronic disease). Failure to adjust with the physical structure may lead to personality deviation in adolescents or an individual.

2. **Mental ability**: The extent to which an individual is mentally alert is of potent influence in his adjustment to the environment. If the person is not mentally alert of his potential, he lacks adjustment, which leads to personality deviation.

3. **Emotional climate**: Emotional climate of the family, school or the peer group which indicates the interpersonal relationship among the members of the group is not conducive, sound and healthy, the person may lead to deviate from his formal behaviour.

4. **Environment**: No one lives in isolation. The environment into which an individual progress is vital to the development of those traits that constitutes the whole individual or personality (home-school- competition-comparisons-scolding etc.) If the environment is not conducive enough to identify and develop the innate potentialities in the person, it leads to deviation of personality.

5. **Personal factors**: As a result of particular experiences many people acquire deviant behaviour in attitudes and habits. For example-. Refusal to ride trains, automobiles, due to same accident/ death of loved one. An ugly face may deprive some people of the opportunity to participate in affairs of the country.

6. **Failures in socialization**: Some people experience deviant behaviour because socialization process has failed to integrate the cultural norms into the individual's personality. If a child lack proper social training, he may deviate from the established rules of the society in terms of his social behaviour in the later period of life.

Besides these, there are so many other factors that may be responsible for the personality deviation in an adolescents such as- *Early social experience (inadequate care in early childhood), Cultural influence, Social acceptance and family influences, Lack of social recognition, Excessive demand of society- it being complex, competitive and contradictory, Rapid changes in society- adjustment not possible, Man's desires to have manifold remain- unsatisfied.* As such, while providing social training, the parents, teachers and community members must pay attention to the accurate acquisition of the approved rules and laws of the society by the children. They must take all possible measures to make their socialization a successful one.

CHECK YOUR PROGRESS



Q.1. What is Personality?

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Q.2. What is meant by personality development?

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Q.3. State some example of deviant behaviour among adolescents.

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Q.4. State two causes of Personality Deviation.

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14.5 SELF-CONCEPT IN ADOLSCENTS

In the preceding unit, you have already come to know that there are some approaches to the identity development in the adolescents. Among them, self-concept and self- esteem are most significant. Moreover, these are also contributing factors in the personality development among these group of people. When an individual is clear about his existence, his individuality, his potentialities, he/she can achieve success in life as it helps in nourishment of all the developmental aspect leading to a strong personality.

What is Self- Concept?

Self-Concept is an important term for both social psychology and humanism. A person's self-concept is his knowledge about himself. One's self-concept also called self- construction, self-identity, and self-perspective or self-structure which is a collection of beliefs about oneself that includes elements such as academic performance, gender roles, sexuality, and racial identity. Generally, self –concepts embodies the answer to ***"Who am I?"*** One's self-concept is made up of self-schemas, and their past, present, and future selves. One 's self-perception is defined by one's self- concept, self- efficacy, self-esteem, and social- regulation.

Self-concept is distinguishable from self-awareness, which refers to the extent to which self-knowledge is defined, consistent, and currently applicable to one's attitudes and dispositions. Self-concept is made up of one's self-schemas, and interacts with self-esteem, self-knowledge, and the social self to form the self as whole. It includes the past, present, and future selves, where future selves represent individual's ideas of what they might become, what they would like to become, or what they are afraid of becoming. Possible selves may function as incentives for certain behaviour.

The perception people have about their past or future selves is related to the perception of their current selves. The temporal self-appraisal

theory argues that people have a tendency to maintain a positive self-evaluation by distancing themselves from their negative self and paying more attention to their positive one. In addition, people have a tendency to perceive the past self-less favourably e.g. *"I'm better than I used to be"* and the future self-more positively e.g. *"I will be better than I am now".* **Carl Rogers (1959)** believes that the self-concept has three different components- A. The view you have of yourself **(Self-image).** B. How much value you place on yourself (**Self-esteem or Self-worth**) and C. What you wish you were really like (**Ideal self).**

Similar to how one can know other people, and known facts about how they tend to think, and what they enjoy doing, and what their temperament is like, he/she can also know these things about himself. Some people have much stronger self-concepts than others, probably because possessing a self –concept in much detail requires reflection on one's own self and behaviour.

Lewis (1990) suggests that development of a concept of self has two major aspects-

A. The Existential Self

This is the most basic part of the self –scheme or self-concept. This indicates the sense of being separate and distinct from others and the awareness of the constancy of the self. The child realizes that they exist as a separate entity from others and that they continue to exist over time and space. According to Lewis awareness of the existential self begins as young as two to three months old and arises in part due to the relation the child has with the world. For example, the child smiles and someone smiles back, or the child touches a mobile and sees it move.

B. The Categorical Self

Having realized that he or she exists as a separate experiencing being, the child next becomes aware that he or she is also an object in the

world. Just as other objects including people have properties that can be experienced (big, small, red, smooth and so on) so the child is becoming aware of him or herself as an object which can be experienced and which has properties. The self too can be put into categories such as gender, size or skill. Two of the first categories to be applied are age ("I am 3") and gender ("I am a girl")

In early childhood the categories children apply to themselves are very concrete e.g. hair colour, height and favourite things. Later, self – description also begins to include reference to internal psychological traits, comparative evaluations and to how others see them.

14.6 SELF-ESTEEM IN ADOLSCENTS

Self- concepts differs from self- esteems. As discussed above, self-concept is a cognitive or descriptive component of one's self e.g. "I am a fast runner", while self- esteem is evaluative and opinionated e.g. "I feel good about being a fast runner".

In sociology and psychology, self- esteem reflects a person's overall subjective emotional evaluation of his or her own worth. It is a judgement of oneself as well as an attitude toward the self. Self- esteem encompasses beliefs and emotions such as triumph, despair, pride and shame. It is based on our opinions and beliefs about ourselves, which can sometimes feel really difficult to change.

Smith and Mackie (2007) defined it as-"The self- concept is what we think about the self; self-esteem is the positive or negative evaluations of the self, as in how we feel about it."

Self-esteem is attractive as a social psychological construct because researchers have conceptualized it as an influential predictor of certain outcomes, such as academic achievement, happiness, satisfaction in marriage and relationships and criminal behaviour. Self –esteem can apply specifically to a particular dimension (for example, "I believe I am

a good writer and feel happy about that") or a global extent (for e.g. "I believe I am a bad person, and feel bad about myself in general"). Psychologists usually regard self-esteem as an enduring personality characteristics ("trait" self- esteem), though normal, short- term variations ("state" self –esteem) also exist. Synonyms or near-synonyms of self – esteem include; self- worth, self- regard, self- respect and self- integrity.

Self –esteem refers to the extent to which we like accept or approve of ourselves or how much we value ourselves. Self-esteem always involves a degree of evaluation and we may have either a positive or negative view of ourselves. This can vary depending on the situation and what have been going on lately, and any feedback one have gotten recently from one's environment and people around. Self-esteem is how a person thinks and feels about their own qualities and characteristics. This is described as either high or low—that is, a person has either high self-esteem or low self-esteem. More specifically, a person who has *positive thoughts* about their qualities and characteristics would have ***high self-esteem***, whereas a person with negative thoughts about their qualities and characteristics would have ***low self-esteem***. Having higher level of self-esteem is important because higher levels of self-esteem translate into improved mental health, and lower levels of self-esteem are related to mental health conditions such as depression leading to mental ill-health or deterioration of mental health.

Self-Esteem in Adolescents:

High self-esteem in adolescents involves helping them understand themselves. They should be enabled to understand their strengths and to value themselves the way they are regardless of weaknesses that they may have. They should be able to accept their physical appearance and socio-economic backgrounds. They should be helped to develop positive, optimistic attitudes. Developing self-esteem involves being able to successfully achieve social-emotional developments both in childhood and during adolescence. Self-esteem gives the adolescent the motivation and the ability to interact and socialize and gain more experience, which enables identity formation.

Factors contributing in attaining High Self-Esteem in adolescents:

- **Autonomy:** In adolescents, attaining self-esteem involves achieving autonomy, which can renegotiate relationships with parents during the adolescence period. The ability to renegotiate relationships is prompted by the natural changes that occur during puberty and the changes in their reasoning and thinking.

- **Decision Making**: They participate in decision-making processes and feel that they should now be treated as adults. They become responsible for the consequences of their actions and decisions

- **Independence and self- determination**: The parent enhances an adolescent's self-esteem development by promoting independence and self-determination in the adolescent. The parent helps the adolescent discover his or her interests and values. The adolescent develops a sense of oneself, and he or she can distinguish his or her own beliefs and attitude from that of the parents. The adolescent achieves self-governance (individuation)

- **Identity Formation**: Family characteristics help the adolescent develop identity. He or she explores options as the family provides emotional support. Self-esteem gives the adolescent the self-certainty to try different roles and options, and, as a result, becomes able to resolve the identity crisis.

- **Level of reasoning and thinking:** The adolescent can socialize and search for more information to answer the questions that cause diffusion in his or her mind. Self-esteem makes them feel the need to be more responsible. They also gain self-confidence to involve in various tasks and to participate in decision making. These changes are influenced by the biological changes that occur at puberty.

Factors Influencing Low Self-Esteem in Adolescents:

- **Bodily Change**: Factors that influence self-esteem in adolescents include the changes that take place in their body images during puberty. They begin to compare themselves with those they see around them. This may, in turn, make them feel uncomfortable.

- **Media:** Adolescents' self-esteem is also affected by the media as they try to compare themselves with the images they see in the media.
- **Family Treatment**: The family may also affect an adolescent's self-esteem, depending on how the family members treat him or her. The social status of the family also influences the level of self-esteem in an adolescent. Comments from people who surround the adolescent, such as peers, also affect self-esteem in an adolescent.
- **Childhood Experience**: Self-esteem in the adolescent is also affected by the experiences encountered during childhood, and the adolescent inherited personality traits.

CHECK YOUR PROGRESS



Q.5. What is self-concept?

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Q.6. What are the three components of Self-concept as advocated by Carl Rogers?

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Q.7. Define Self-Esteem.

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14.7 INFLUENCE OF FAMILY AND PEERS IN THE PERSONALITY DEVELOPMENT

Personality development during adolescence is an important area of discussion in the field of psychology. Adolescents with a good personality can lead a happy and successful life in the later life. There are many factors responsible for development of a healthy and sound personality

in adolescents such as family, school, peers, society etc. Among these, the family and peer play the most significant role in the personality development of the adolescents as they are most influenced by these two groups. The environment received in these two group are most crucial as adolescents reflects it through their behaviour and action.

Influence of Family in the Personality Development

During the adolescence period, the adolescents want independence from their parents and yet they are dependent on them for their needs. They do not like to be told “Do this” and “Don’t do this”. Parents still want to control them while the adolescents want freedom and this leads to a tussle between the parents and adolescents. Here, the parents have to decide how much control they should exercise on their adolescent children, how much freedom is to be given , in which area they can let the adolescent have his/her say and in which they need to put their foot down. In short, the parents have to work out a congenial and workable disciplinary technique. Research studies have shown that following parenting styles influence in the personality development of the adolescents in the form of-

- Parents who make provisions for regular manual work and encourages the adolescents for physical exercise tend to achieve good physique which is the base for a good personality.
- Parents who give more freedom to the adolescent as he or she grows and at the same time take interest and responsibility for adolescent’s decisions; encourage the adolescent to become more independent and responsible.
- Parents who are very strict and who play the role of an authority figure, i.e., who do not let the adolescent take any decision on her own, seriously hamper the adolescent’s ability to be independent.

- On the other hand if parents are indifferent, i.e., who leave the adolescents with their problems and do not interact with them, have children who grow up with indifferent attitudes.

- Parents who encourage the adolescent to participate in family matters, value their opinion and take more interest in their activities, have children who are more confident.

- Parents who provide sound emotional support and security to the adolescents tend to develop a good mental health, free from frustration, tension and stress.

Thus, it proves that the parent-adolescent relationship should be based on mutual respect and love.

Influence of Peers in Personality Development of Adolescence.

Peer is a group of people who have similar interest, age, background, social status, serve as an important source of information to individual as they develop. They play the most important role in socializing an individual by reinforcing interpersonal behaviour or personality especially during adolescence. During adolescence, most often between the ages of 14 to 16, there is a gradual shift from parents to peer group. The changing family structure i.e., extended family (grandparents, parents and children) breaking and giving rise to nuclear family, makes the peer group very important. In today's modern time, where nuclear families are increasing day by day, the adolescents do not have anybody to talk about their problems. Working mother and father are unable to provide adequate time for their adolescent wards. As such, they tend to come under the influence of peers. They love to spend time with peers by learning to interact, developing age relevant skills and interests and sharing problems and feelings. The peer play the most important role in the personality development of the adolescents in the following way-

- Participation in the group games, debates, discussion on varied topics help the adolescents to participate in social as well as moral values and initiate their social consciousness.

- Most of the adolescents accept problems of life in a negative way. They are afraid of facing difficult situations in life. Encouragement from the peers help them to see the life from a new perspective.

- Adolescent's life is a mixture of failure and success and he must build a power of resistance to face failure in life. Support received from the peers boost their resistance power.

- Sharing and discussing the emotional problems with the peers many time helps the adolescents to overcome these problems and find solutions to it.

- When adolescents come closer to each peers they are able to understand the interests and aspirations of each-other, which boost their belongings to each other and able to visualize the world from a new and broader perspective.

- Group culture nurtured among the adolescence through varied peer group activities, discussion broadens their imagination, thinking, and creative talents and enables them to build a new world for themselves.

- Being in the peer group and accepted by the members of the group helps to develop autonomy in the adolescence and they are encouraged to participate as well as take decision for themselves in terms of various social and individual aspects.

- Respect received from the peer group is influential in the development of self-reliance and confidence in the adolescents which is very much essential for a good and sound personality.

Thus, we can rightly say that sound and healthy environment and support provided by the family and adequate support and strength received from the peer group are aiding factor for a good personality development in adolescents. Besides these, the role of school and community are equally influential in this regard.



14.8 LET US SUM UP

After going through this unit, it can be summarized as-

- Adolescence is the transitional period from childhood to adulthood, it is the bridge between the two stages. The experience, learning an individual acquires during this stage effect his later life and his personality.
- Personality which is the product of overall development of an individual is influenced by both heredity and the environment.
- Personality Development is the process undertaken by a person to create a unique personality. It is the journey of building a highly influenced character by experiences encountered by the person.
- Personality development during adolescence is the result of continuous interaction of traits (heredity) and environment, culture and particular experiences. Many conditions in the adolescent's' life are responsible for moulding the personality pattern through their influence on the self-concept.
- The factors that influence in the personality development in adolescents are- Matured Age, Appearance, Sex-Appropriateness, Family Relationships, and Peers etc.
- Personality deviation can be defined as the deviation of a person's personality from the normal. It is the variation of personality from commonly established way.
- Causes of Personality Deviation includes- Physical Structure, Mental ability, Emotional climate etc.
- One's self-concept also called self- construction, self-identity, and self- perspective or self-structure which is a collection of beliefs about oneself that includes elements such as academic performance, gender roles, sexuality, and racial identity.
- Self- esteem reflects a person's overall subjective emotional evaluation of his or her own worth. It is a judgement of oneself as well as an attitude toward the self.

- A person who has positive thoughts about their qualities and characteristics would have high self-esteem, whereas a person with negative thoughts about their qualities and characteristics would have low self-esteem.
- There are many factors responsible for development of a healthy and sound personality in adolescents such as family, school, peers, society etc. Among these, the family and peer play the most significant role in the personality development of the adolescents as they are most influenced by these two groups.



14.9 FURTHER READING

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14.10 ANSWER TO CHECK YOUR PROGRESS

ANSWER TO Q.NO.1:

Personality as a whole means a combination of all characteristics and appearance of an individual that includes the pattern of thought, feelings, attitude, his behavior, communication ability and physical features.

ANSWER TO Q.NO.2:

Personality Development is the process undertaken by a person to create a unique personality. It is the journey of building a highly influenced character by experiences encountered by the person.

ANSWER TO Q.NO.3:

Some of the example of deviant behaviour among adolescents which are mostly consists of disapproved activities are-

- Retreat (avoid)
- Cheating
- Delinquent
- Drugs addict
- Dishonesty
- Day dreaming

ANSWER TO Q.NO.4:

Two causes of Personality Deviation are-

1. **Physical Structure**: The first set of traits which affect the individual himself as well as others in his physique such characteristics are his heights and weight, length of limbs, her colour, skin texture, features colouring, body proportion etc. (fatigue/ malnutrition and chronic disease). Failure to adjust with the physical structure may lead to personality deviation in adolescents or an individual.

2. **Mental ability**: The extent to which an individual is mentally alert is of potent influence in his adjustment to the environment.

If the person is not mentally alert of his potential, he lacks adjustment, which leads to personality deviation.

ANSWER TO Q.NO.5:

One's self-concept also called self- construction, self-identity, and self-perspective or self-structure which is a collection of beliefs about oneself that includes elements such as academic performance, gender roles, sexuality, and racial identity.

ANSWER TO Q.NO.6:

Carl Rogers (1959) believes that the self-concept has three different components-

A. The view you have of yourself (Self-image).

B. How much value you place on yourself (Self-esteem or Self-worth) and

C. What you wish you were really like (Ideal self).

ANSWER TO Q.NO.7:

Smith and Mackie (2007) defined it as-"The self- concept is what we think about the self; self-esteem is the positive or negative evaluations of the self, as in how we feel about it."

14.11 POSSIBLE QUESTIONS

A. Short Questions (Answer each questions in about 150 words)

1. What is your perception about personality development?

2. What is the importance of personality development during adolescence?

3. Differentiate between self-concept and self-esteem.

4. State the causes of low esteem in adolescents.

B. Long Questions (Answer each questions in about 300-500 words)

1. What is meant by personality deviation? Discuss the causes responsible for personality deviation.

2. Discuss the factors contributing towards the personality development of an adolescent.

3. Discuss the factors that can contribute to the formation of high esteem in the adolescents.

4. Explain the role of family in the personality development of the adolescents.

5. Peer group plays the contributing role in adolescent's' personality formation.-Do you agree with this statement? If yes, justify.

UNIT15: JUVENILE DELINQUENCY

UNIT STRUCTURE

15.1 Learning Objectives

15.2 Introduction

15.3 Concept of Delinquency

15.3.1 Definitions of Delinquency

15.3.2 Characteristics of Delinquents

15.3.3 Activities of Delinquents

15.4 Causes of Delinquency

15.5 Remedial Measures for Delinquency

15.6 Let Us Sum Up

15.7 Further Reading

15.8 Answers to Check Your Progress

15.9 Possible Questions

15.1 LEARNING OBJECTIVES

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

- explain the meaning and concept of delinquency
- identify the characteristics and activities of delinquents
- analyze the causes and treatment for Juvenile delinquency

15.2 INTRODUCTION

In the present society we often find many crimes committed by teenagers almost every day. These incidents are on increase due to negative role played by mass media especially T.V or Internet. The offence or crimes committed by these teenagers is termed as delinquency. Delinquency at present is a major social issue. It is a violating tendency of children towards accepted social rules and norms. In this unit, we are going to learn about

the meaning of delinquency and how they act in the society and besides this how we can treat this problem by means of education.

15.3 MEANING OF JUVENILE DELINQUENCY

Delinquent children are those children which belong to the category of exceptional children and exhibit considerable deviation in terms of social adjustment. They are therefore law breaking and possess criminal tendencies whose attitude and behaviour are not acceptable by the society. They basically indulge in antisocial activities. In delinquents, the instinctive and biological urges appear to be over active whereas their conscience remains weak. As such they are easily prone to violence. A delinquent child derives the sense of compensation or revenge through his activities. Delinquency is, therefore, a revelation of the emotionally disturbed and troubled mind.

We can find this tendency of delinquent generally among the adolescent boys and girls. These adolescent boys and girls are of those categories who actually possess a sense of frustration in their personal and social life. The criminal act of their immature mind below the age of 18 years is known as ***Juvenile Delinquency.*** Their cases of criminality are judged separately in a court of law called Juvenile Court. In simple words, the term '***Juvenile Delinquent'*** or '***Young Delinquent'*** means a child or minor who deviates seriously from the norms of his culture or society and commits murder and robbery or other offences that are strictly age related.

From legal standpoint, delinquency consists of those behaviours that are prohibited by the family or juvenile code of the state and that subject minors (i.e., persons not legally adults) to the jurisdiction of the juvenile court. Behaviours prohibited by juvenile codes can be grouped into two categories: (1) behaviors that would be defined as criminal offenses if committed by adults (malicious destruction of property, larceny, robbery, motor vehicle theft, etc.), and (2) behaviors that are prohibited only for minors, which are called status offenses(school truancy, running away from home, incorrigibility, etc.).

The nature of their act of crime and offence are also quite significant. They indulge in activities like theft, robbery, assault, sex offences, narcotics, smoking, gambling, pick-pocketing etc. In school the nature of their violating tendency finds expression through irregularity, inattention, indiscipline, disobedience, obstinacy, truancy and assault. According to data released by the government for 2014, juveniles continue to constitute 1.2 per cent of the total cognizable crime rate in the country, a trend that has remained unchanged since 2012. In that year, a total of 33,526 cases (under IPC) were registered against minors, as against an overall total number of 28,51,563 cases registered in the country. When cases that were filed under Special Local Law were added to the IPC data, the total number of cases against juveniles shot up to 48,230. About 75 per cent of those accused in these cases were in the age group of 16-18 years.

(Source for statistical data: *https://www.ojjdp.gov/ojstatbb/nr2014/downloads/NR2014.pdf)*

15.3.1 Definitions of Delinquency

- According to **Johnson and Szurek**, "Delinquency is actually a deficiency in the formation of superego. Delinquent child fails to internalize the primitive taboos and code of conduct set by the family and the society and works on either pleasure principle or he is guided by his ego. Delinquency is actually holes in the superego of man."

- **Bandura and Walters** are of the view that delinquency is the manifestation of frustrated needs of the child which lead him to behave aggressively.

- According to **New Meyer** a delinquent is a person under age who is guilty of anti-social act and whose misconduct is an infraction of the law.

- **Richard A Cloward** has defined delinquency in the following words, "Delinquent act is a behaviour that violates norms of the society and when officially known it evokes a judgement by agent of criminal justice that such norms have been violated.

- **Herbert Quay** in his book 'Juvenile Delinquency' has defined the concept in the following words, "Delinquent would be a person whose misbehaviour is relatively a serious legal offence which is inappropriate to his level of development and is alien to the culture in which he has been reared."

- According to **C. Burt,** "A child is to be regarded as technically delinquent when his antisocial tendencies appear so grave that he becomes or ought to become the subject of official action."

- **Ohio code of the USA** defines the term in the following ways, "A Juvenile Delinquent is one who breaks the law, is a vagrant, persists in disobeying orders, whose behaviour endangers his own moral life as well as the moral life of others."

- Delinquency in the view of the Coleman (1981) refers to **"behaviour of youths under 18 years of age which is not acceptable to society and is generally regarded as calling for some kind of admonishment punishment or corrective actions".**

It is clear from the above definitions that unless a young man is brought to the court and his delinquency is not proved, he is not delinquent. As far as age for delinquency being a delinquent is concerned, it varies from country-to-country ranging from 16-20. According to Juvenile Justice (Care and

Protection of Children) Act 2015 passed by Parliament of India which came into force from 15 January 2016, the age group for Juvenile Delinquents include from 16-18 so that juveniles in conflict with law and involved in Heinous Offences can be tried as adults.

LET US KNOW



Though delinquent activities are termed as crime or criminal activities, yet there is a difference between crime and delinquency. These are as follows:

- Difference in age: Both of them indulge in antisocial activities but a delinquent is one who is in the age group of 15-20 while a criminal is above this age level.
- Difference in activities: Many activities of delinquents do not require legal action such as cruelty, obstinacy etc. but activities of criminals always require legal action.

CHECK YOUR PROGRESS



Q1. Who is Juvenile Delinquent?

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Q2. Mention the age group of Juvenile Delinquents according to Juvenile Justice (Care and Protection of Children) Act 2015.

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Q3. Define Delinquency.

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15.3.2 Characteristics of Delinquents

Some of the typical characteristics that may be observed in delinquent children may be presented below:

- The IQ for the delinquent children is below average in general.
- Almost all delinquent children does not prefer reading, writing and other school activities.
- Delinquent children are mostly weak in using their verbal and visual form of symbols.
- Socially, these children are undemocratic, destructive and possess a sense of violence from very early stage of life.
- They are emotionally mal-adjusted, feel frustrated, rejected, unloved and guilty.
- Delinquent children always suffer from the lack of sense of emotional security.
- Their personality traits appear to be suspicious, sadistic and revengeful.
- Their hobbies and leisure time activities seem to be very unhealthy like smoking, drinking, drug related activities etc.
- They are by nature thoughtless, desperate and obstinate in their behaviour.
- Their id remains more powerful whereas super-ego or spiritual sense is very weak.

Besides the above mentioned characteristics we can also highlight some important characteristics of Juvenile Delinquents identified by **Sheldon and Gluecks.** They are as follows:

- ***Physical:*** Mesomorphic in constitution, muscular, energetic and bold.
- ***Temperamental:*** Restless, impulsive, extroverted, aggressive and destructive.
- ***Attitudinal:*** Hostile, defiant, resentful, suspicious, unconventional and non-submissive to authority.
- ***Psychological:*** Direct and concrete intellectual expression, less methodical in their approach to the problem, and disregard to elders.
- ***Socio-cultural:*** Lack of affection and stability and low moral standard of parents and elders.



LET US KNOW

Many psychologists hold the view that crime or delinquency is inherited from parents and ancestors. These are examples of some of the studies done by some eminent psychologists in this regard-

- Studies of family trees of **Kallikak and Edward** families have shown that crimes as well as intelligence are inherited from generation to generation.
- **Goring** established the facts that intelligence was more associated with criminal tendencies as compared to physical characteristics of the subject. Low intellectual ability of the person may be an important cause of delinquency.
- **Goddard** in his book, "Mental efficiency and levels of intelligence" has stated that the greatest single cause of delinquency is mental weakness.

- **Smith** found that thief and murderer suffered from the disturbance of gland cells and central nervous system.

15.3.3 Activities of Delinquents

Types of delinquents' acts are many because of socio-economic and cultural variations. Some common delinquent acts are listed below:

- Delinquents always want to satisfy their immediate social and biological needs as a result they indulge in activities like stealing, sexual harassment and so on.
- Another activity found to be common among delinquents is the act of forgery. They may forge the signature of parents and teachers and indulge in illegal activities.
- They behave very aggressively. They show aggression against animate and inanimate objects of the environment.
- Sexual crimes are very commonly created by the delinquents.
- One of the extreme forms of delinquency is murder or robbery. They involved in these kinds of activities when they are irritated by others.
- Delinquents mostly become truants and escape from the place. Some such acts are truancy from the school, running from home, leaving the place immediately after committing crime.



CHECK YOUR PROGRESS

Q4. Mention some activities of delinquents.

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Q5. List out the characteristics of delinquents identified by Sheldon and Glueks.

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15.4 CAUSES OF DELINQUENCY

The mal-adjusted and defective growth of child's personality in the early years may result in delinquency. Cyril Burt who made an objective study of delinquency had observed that parental criminality is not dominating factor for children's crime. There are typical environmental situations that give incentive to criminal senses in mind. Inappropriate home, school and social environment are largely responsible for delinquency. The causes of and conditions for juvenile crime are usually found at each level of the social structure, including society as a whole, social institutions, social groups and organizations, and interpersonal relations. Juveniles' choice of delinquent careers and the consequent perpetuation of delinquency are fostered by a wide range of factors, the most important of which are described below.

- One of the vital causes of delinquency in children is lack of parental love.
- Lacks of discipline at home, lack of parental control, broken family are the contributory factors to delinquency.
- Another factor responsible for delinquency of children is lack of planned family system and also lack of family prestige.
- Unfavourable school environment may also lead to delinquency of children. Ineffective academic and theoretical nature of school programme, lack of co-curricular facility and the teacher insisting too much on educational activity may lead to such situation in school.
- Moreover, teachers' unfriendly and hostile attitude towards children may also worsen the situation to make delinquency in school.
- Due to poverty basically children are prone to be delinquent as their parents are unable to fulfill the legitimate needs of the children.

- Media is also one of the reasons behind growing delinquent activities. Adult crime, prostitution, drug trafficking, lack marketing etc shown in movies are responsible to create delinquents.

- At the present situation, educated unemployment, craze for earning easy money, black money and degradation of moral values are the reasons for growth of delinquency.

- Absence of healthy recreational facilities may also lead to delinquency among children.

- Political unrest, communal violence, social injustice, misuse of power are some of the adverse effect of our society which causes delinquency.

Thus, these are some of the causes of delinquency, but delinquency is the result of cumulative factors of social problems.

15.5 REMEDIAL MEASURES FOR DELINQUENCY

While treating a juvenile delinquent, the welfare of the child is given foremost importance. The purpose should not to punish the delinquent, but to correct his criminal tendencies and to make him a productive citizen of the country. The Children's Act of 1960 passed by our parliament seeks to provide for the care, protection, maintenance, welfare training, trial and rehabilitation of delinquents and neglected children.

The home is the natural environment of any child, and all efforts should be made to help him to continue in the home as far as possible. When a delinquent child is taken under custody, he is brought to remand home. His parents/ guardians are contacted, and he is discharged with a warning. He is kept in the institution only when he is a destitute. A juvenile offender's case is tried in a juvenile court which is not a regular court, but an informal place of trial set up occasionally to decide about such cases. The entire procedure is very informal and only those people are allowed to be present in the juvenile court who are directly associated

with the child. If the child needs institutionalization, he is sent to special correctional institutions like reformatories, certified schools. In all these institutions, the child is provided with proper lodging, boarding, facilities for education and vocational training, recreation and moral training. The problem of juvenile delinquency can be controlled or remedied by creating better social institutions and healthy environment in our society. Better homes, better economic conditions, better education, recreation and better political situation can go a long way in this connection. Thus, in regard to this we can highlight some preventative measures which may be effective to handle the problem of delinquency among children. These are as follows:

- **Congenial home environment:** A favourable and suitable home environment should be created so they the children feel emotionally secure and can gain trust and confidence of the family members. Parents should develop positive attitude towards their children.

- **Child's Company:** Every child should be given maximum company by their parents at home. Parents and even school authorities should keep a close watch on the activities and social environment in which they are being reared so that they do not fall into the bad company in their mere future.

- **Teach Social rules and norms:** It is the duty of the parents as well as teachers to teach or to train children to be loyal, faithful and to abide by the rules and norms of the society.

- **Proper school environment:** Teacher in school should be sympathetic and appreciative of the students' problems. A teacher should be competent enough to guide the children appropriately.

- **Flexibility of school curriculum:** Children should not be burdened with heavy educational work in school. Their interest should be directed to co-curricular activities.

- **Inclusion of Special Courses:** Provision should be made for sex education and moral education besides the regular course of study. Moreover, provision should be made for Vocationalisation of Secondary Education should be emphasized so that children can engage themselves in fruitful activities.

- **Healthy Recreational Facilities:** Provision should be made for organization of healthy recreational facilities in home and school. Besides, government should also take special initiative in this regard. Steps should be taken to train children in good taste and aptitude.

- **Scope for employability:** Enough employment and self-employment avenues for children should be created by the government. A sense of work-culture should be developed in society.

- **Effective legalization:** Effective legalization should be undertaken by the government to stop delinquent tendency of a certain section of people in society such as gambling, drinking, black marketing etc.

- **Removal of socio-economic and political problems:** Political leaders, administrators and the social workers should come forward to solve socio-economic and political problems of the society which often lead to delinquency tendency among children.

- **Establishment of special schools:** Inorder to rectify the behaviour of delinquents, they are admitted in special schools meant for them. They are taught special curriculum by special teachers and they are evaluated in special manners also.

Besides, the above mentioned preventive measures, ***The Children's Young Person's Act of Britain*** has also suggest some curative measures with some modifications for India for removal of Juvenile Delinquency in India. These are as follows:

- Establishment of special Juvenile courts with trained magistrates to deal with Juvenile Delinquents.
- Appointment of trained social workers or probation officers for taking charge of delinquent cases.
- Taking the help of clinical psychologists and psychiatrists for understanding the delinquent behaviour of children.
- Establishment of special schools where special education, correction and rehabilitation is possible.
- Provision of keeping the children in the custody of responsible persons or social agencies.
- Establishment of remand homes where delinquent children may be lodged while awaiting trial or placement in an approved school or in the custody of a responsible person, or if so directed by a probation officer prior to employment or on discharge from an approved school.

It has been observed that at present children and their problems are receiving attention from government as well as members of our society. But still it has been found that these problems are seems to be never ending which results in the degradation of moral values and rise of conflict and crimes in society. The social, economic and other factors which have been the root causes of Juvenile Delinquency need to be dealt with at the very initial stage. Every society must, therefore, devote full attention to ensure that children are properly cared for and brought up in a proper atmosphere, where they could receive adequate training, education and guidance in order that they may be able to have their rightful place in the society when they grow up.



ACTIVITY-15.1

arrate an incident you have come across in your life ıich you feel is an activity of a delinquent.



15.6 LET US SUM UP

- Delinquent children are those children which belong to the category of exceptional children and exhibit considerable deviation in terms of social adjustment. They are therefore law breaking and possess criminal tendencies whose attitude and behaviour are not acceptable by the society.

- The criminal act of their immature mind below the age of 18 years is known as ***Juvenile Delinquency.***

- In simple words, the term '***Juvenile Delinquent'*** or '***Young Delinquent'*** means a child or minor who deviates seriously from the norms of his culture or society and commits murder and robbery or other offences that are strictly age related.

- The nature of the act of crime and offence of delinquents are also quite significant. They indulge in activities like theft, robbery, assault, sex offences, narcotics, smoking, gambling, pick-pocketing etc. In school the nature of their violating tendency finds expression through irregularity, inattention, indiscipline, disobedience, obstinacy, truancy and assault.

- Some of the important causes of delinquency are broken families, poverty, lack of discipline, lack of recreational facilities, lack of moral code, lack of discipline in school, ineffective curriculum etc.

- Some of the preventive measures for delinquency are- congenial home and school environment, providing maximum time to child,

training on social rules and norms, flexibility of school curriculum, inclusion of special courses, establishment of special schools, effective legalization, scope for employment etc.



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15.8 ANSWERS TO CHECK YOUR PROGRESS

ANSWER TO Q NO 1: '***Juvenile Delinquent'*** or '***Young Delinquent'*** means a child or minor who deviates seriously from the norms of his culture or society and commits murder and robbery or other offences that are strictly age related.

ANSWER TO Q NO 2: According to Juvenile Justice (Care and Protection of Children) Act 2015 passed by Parliament of India which came into force from 15 January 2016, the age group for Juvenile Delinquents include from 16-18.

ANSWER TO Q NO 3: Ohio code of the USA defines the term in the following ways, "A Juvenile Delinquent is one who breaks the law, is a vagrant, persists in disobeying orders, whose behaviour endangers his own moral life as well as the moral life of others."

ANSWER TO Q NO 4: Delinquents indulge in activities like theft, robbery, assault, sex offences, narcotics, smoking, gambling, pick-pocketing etc. In school the nature of their violating tendency finds expression through irregularity, inattention, indiscipline, disobedience, obstinacy, truancy and assault.

ANSWER TO Q NO 5: Some important characteristics of Juvenile Delinquents identified by **Sheldon and Gluecks** are as follows:

- ***Physical:*** Mesomorphic in constitution, muscular, energetic and bold.
- ***Temperamental:*** Restless, impulsive, extroverted, aggressive and destructive.
- ***Attitudinal:*** Hostile, defiant, resentful, suspicious, unconventional and non-submissive to authority.
- ***Psychological:*** Direct and concrete intellectual expression, less methodical in their approach to the problem, and disregard to elders.
- ***Socio-cultural:*** Lack of affection and stability and low moral standard of parents and elders.

15.9 POSSIBLE QUESTIONS

A) Short Questions (Answer within 150 words)

Q1. Write a short note on Juvenile Delinquency.

Q2. How you can identify delinquents?

Q3. Mention the characteristics of Juvenile Delinquents.

B) Long Questions (Answer within 300-500 words)

Q1. Discuss in brief the activities of delinquents.

Q2. Elaborate the main causes of delinquency. Discuss its preventive and curative measures.



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