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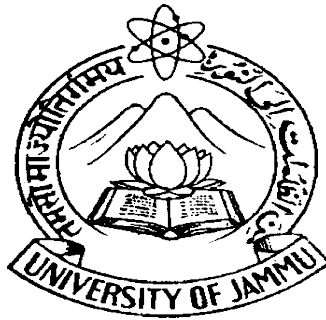
SELF LEARNING MATERIAL
B.ED. SEMESTER - I

Paper : Childhood And Adolscence Education	**UNIT : I -IV**
Course No. : 102	**Lesson No. : 1-13**

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CHILDHOOD AND ADOLSCENCE EDUCATION

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Bachelor of Education (B.Ed) through Open and Distance Learning (ODL)

SEMESTER-I
(For the examination to be held in the year 2024, 2025 & 2026)

Course No. 102 (Theory)   **Title : Childhood and Adolescence Education**
Credits : 4   **Total Marks : 100**
                                                      Maximum Marks Internal : 30
                                                      Maximum Marks External : 70
                                                      Duration of Examination : 3 hrs.

Course Objectives :

To enable the pupil teachers to :

- Understand the concept of growth and development.
- Become aware of nature of individual differences.
- Familiarise themselves with different developmental stages.
- Understand Piaget's theory of cognitive development.
- Appreciate Vygotsky's Socio-culture perspective.
- Understand factors affecting personality development.

UNIT - I

Introduction to development : Nature of developmental psychology, meaning of growth and development, principles of development, role of teacher in facilitating development. Individual Differences - concept, determinants, role of heredity (genes and chromosomal disorders) and environment on individual differences. Prenatal and Infancy stage : Meaning, characteristics and hazards.

UNIT - II

Early Childhood : Characteristics, problems and hazards of early childhood.
Late Childhood : Characteristics, problems and hazards of late childhood.
Theories of childhood development (Psychoanalytic child development theory and Erickson's stage theory of development).

UNIT - III

Adolescence Stage : Pattern of growth and development during adolescence, special characteristics of adolescence, problems at adolescence stage.
Cognitive development and language : Piaget's theory of cognitive development - stages of cognitive development, basic tendencies in thinking, limitations of Piaget's theory, Educational implications. Vygotsky's Socio-cultural perspective - social source of individual thinking, cultural tools and cognitive development, role of language and private speech, the zone of proximal development and limitations, Educational implications.

UNIT - IV

Personality development : Factors affecting personality development (language, culture, biographies, community, political environment, school neighbourhood and excessive use of technology).

Marginalization and personality development : Factors leading to marginalization and their effect on personality development. Role of teachers and ,media in removing disparities in society.

SESSIONAL WORK

Case study of cognitive development (abstract thinking/metacognition/problem solving) of an adolescent/study of an autobiography of an eminent citizen of India and preparation of a report on the ways the autobiography can help in the development of personality of an individual.

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 14 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 14 marks each. Unit IV having the sessional work/ field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 70 marks (external) . 30 Marks are for the In House activities

Book references:

- *Chauhan, S.S. (2001). Advanced Educational Psychology.Vikas Publishing House Pvt Ltd.New Delhi.*
- *Craig. Grace. J. (1989) .Human Development. Prentice Hall Inc. New Jersey*
- *Dash.M. (2006). Fundamentals of Educational Psychology. Atlantic Publisher and Distributors Pvt. Ltd. New Delhi.*
- *Hurlock. Elizabeth. B. (2005).Developmental Psychology. Tata Mc Graw Hill Publishing Company Ltd. New Delhi.*
- *Mangal. S. K. (2001).Essentials of Educational Psychology. Prentice Hall of India Pvt.Ltd. New Delhi.*
- *Mahmud, Jafar.(2004) Educational Psychology. A P H Publishing Corporation. New Delhi.*
- Solso. Robert. L.(2002).Cognitive Psychology. Pearson Ed (Singapore) Pvt. Ltd. Delhi.

CONTENTS

NATURE OF DEVELOPMENTAL PSYCHOLOGY, MEANING OF GROWTH AND DEVELOPMENT

STRUCTURE

1.1   INTRODUCTION

Right from the time of conception, all of us undergo changes continuously because of the interplay of certain biological processes and the experiences provided by the environment. Some of these changes are easy to observe whereas others are more difficult to describe or explain. Developmental psychology is the branch of psychology which studies all these changes. In this lesson we shall discuss the meaning of developmental psychology, its brief historical perspective, goals, scope and nature. We shall also discuss the meaning and characteristics of growth and development and the differences between growth and development.

1.2   OBJECTIVES

After going through this lesson, you shall be able to:

- define developmental psychology,

- explain the historical perspective of developmental psychology,

- write the goals of developmental psychology,

- describe the scope of developmental psychology,

- explain the nature of developmental psychology,

- describe the meaning and characteristics of growth,

- explain the meaning and characteristics of development, and

- differentiate between growth and development.

1.3   DEVELOPMENTAL PSYCHOLOGY

Developmental psychology is the scientific study of how and why human beings change over the course of their life. Originally concerned with infants and children, the field has expanded to include adolescence, adult development, ageing and the entire life span. Developmental psychology is interested in the scientific study of ontogenetic development, that is, all the stages of development from prenatal until old age and death. Developmental psychology studies sensory and motor development as well as cognitive, linguistic, emotional and social development. Development is typically divided into different stages : infancy, childhood, adolescence, adulthood and late adulthood. There are two preferred controlled observations designs used in developmental psychology : longitudinal and cross sectional .

1.3.1   Brief Historical Perspective of Developmental Psychology

Medieval writers thought of the child as an "ill formed adult at the edges of society" (Kessen 1965), a notion which is reflected in the art of this period. According to one analysis of medieval society, "the idea of childhood did not exist, this is not to suggest that children were neglected, forsaken or despised. The idea of childhood is not to be confused with affection for children; it corresponds to an awareness of the particular nature of the child, that particular nature which distinguishes the child from the adult, even the young adult. In medieval society, this awareness was lacking" (Aries 1962, p 168).

Born in 17th and 18th century philosophy, the idea of childhood as a special period, in which youngesters were seen to have unique psychological, educational and physical needs, came to hold sway. With the publication of Darwin's 'Descent of Man' 1871, the child became a unique part of scientific endeavour. Study of human development started with John Locke in England. J.B.Watson and Jean Jacques Rousseau are believed to have provided the foundations to modern developmental psychology. In mid 18th century, Rousseau described three stages of development i.e. infants (infancy), puer(childhood) and adolescence in Emile or on Education. It generally focuses on how and why certain modifications throughout an individual's life cycle (cognitive, social, intellectual and personality) and human growth change over time, Erik Erikson developed a model of eight stages of psychological development. G. Stanley Hall attempted to correlate ages of childhood with previous ages of mankind James Mark Baldwin was healthily involved in developmental psychology who wrote essays that included Imitation. A chapter in the Natural History of Consciousness and Mental

Development in the Child and the Race: Methods and Processes.

Two major discussions have always been of concern to theories of human development: (i) The interplay between biological inheritance and social environment (the nature vs. nurture controversy), (ii) Whether psychological development reflects quantitative and qualitative changes, whether all individuals move through common stages of psychological development and whether children's mental functions are qualitatively different from that of adults.

Sigmund Freud's concepts were development and stages of development had significant impact on public perception.

1.3.2   Goals of Developmental Psychology

Developmental psychology aims to :

(a)   describe, explain and optimise development (Baltes, Reese & Lipsitt, 1980).

(b)   describe development by focussing on patterns of change and on individual variations in patterns of change (ideographic development).

(c)   to explain the changes that have been observed in relation to normative processes and individual differences.

(d)   to optimise development by applying theories of development to help people in practical situations.

1.3.3 Scope of Developmental Psychology

According to Wikipedia, development psychology is the scientific study of progressive changes that occur in human beings as they age. Originally it was concerned with infants and children and later other periods of great change such as adolescence and ageing were included. It now encompasses the entire life.

Developmental psychology study a wide range of theoretical areas, such as biological, social, emotional, and cognitive processes. Basically developmental psychology attempts to describe,

explain and optimize development.

Developmental psychology includes educational psychology, child psychopathology, and forensic developmental psychology, child development, cognitive psychology, ecological psychology and cultural psychology.

1.3.4 Nature of Developmental Psychology

During 19th and early 20th centuries, developmental psychology was primary concerned with child psychology. In 1950s, however, developmental psychologists became interested in relationship between personality variables and child rearing, Behavioural theories of B.F. Skinner and cognitive theories of Jean Piaget were dealing with growth and development through adolescence. Erik Erikson insisted that there are meaningful stages of adult psychology which need to be included in developmental psychology. Developmental psychologists also consider the processes that underlie the development of behaviour in total person from birth to death including the aspects of the physico-chemical environment that affects the individual during intrauterine period and birth. By the later part of 20th century, developmental psychologists became interested in issues dealing with the psychological processes throughout life including the relation of heredity and environment, continuity and discontinuity in development and behavioural and cognitive elements in the development of total person.

Developmental psychology examines the influences of nature and nurture on the human development and the processes of change in context. The ongoing debate includes biological essentialism vs. neuroplasticity and stages of development vs. dynamic systems of development.

Check Your Progress-I

Note : (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

i.   How many stages of development are stipulated by Jean Jacques

Rousseau in Emile?

(a) Two   (b) Three

(c) Four   (d) Six

ii.   Theories of development mainly focus on which of the following?

(a)   Nature vs. Nurture controversy

(b)   Whether psychological development reflects (a) quantitative or   (b) qualitative aspects

(c)   Both 'a' and 'b'

(d)   None of these

iii   Explain the nature of developmental psychology.

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_____

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1.4   MEANING OF GROWTH

Growth means increase in size, height and weight of child. It implies growth of physical and physiological organs. In general terms, growth means advancement to maturity. Physical growth and development refers to a process which brings bodily and physiological changes internal as well as external in an organism from conception till death.Generally these changes take place in gross physical structure and internal organs. Term growth denotes a net increase in size or mass of the tissues. It is largely attributed to multiplication of cells and increase in the intercellular substance. Growth does not continue throughout life, it stops when maturity is attained. Growth refers to positive quantitative change.

According to Arnold Gessell, "growth is a function of the organism rather than of the environment as such." The very plasticity of growth requires that there is limiting and regulatory mechanisms. Growth is a process so intricate and so sensitive that there must be powerful stabilising factors, intrinsic rather than extrinsic, which preserve the balance of the total pattern and direction of the growth trend.

The skeleton, muscles and internal organs, show more rapid growth during the infancy-early childhood period and the adolescence period than during middle childhood. The lymphatic system (thymus, lymph nodes, and intestinal lymphoid mass) reaches an adult level by seven years of age and is even larger during pre-adolescence before it declines. Similiarly, the neural system (head, brain and spinal cord) is almost fully developed by age of six. In contrast, the reproductive organs grow very slowly until adolescence, at which point they undergo rapid growth.

During infancy and childhood, the body steadily becomes larger, taller and heavier. To designate this change, the term growth is used. Growth involve changes in body proportions as well as in overall stature and weight. The term growth thus indicates an increase in bodily dimensions. But the rate of growth differs from one part of the body to the other.

Growth disorders are traceable to excess or shortage of pituitary secretions, and may arise from hereditary defects or from glandular abnormalities. Abnormally large secretions of growth harmone can produce **gigantism** whereas failure of the pituitary gland to develop sufficiently or to secrete adequate amount of growth harmone may result in **dwarfism**. In adulthood, over production of growth harmone may lead to **acromegaly** (excessive enlargement of body organs).

1.4.1 Characteristics of Growth

Growth has following distinct characteristics:

a)   Growth indicates physical change and increase in size as a result of accretion of tissues similar to the originally present and has three distinct components: (i). cell division, (ii) assimilation and (iii) cell expansion

b)   Growth can be measured quantitatively.

c)   Growth rates vary during different stages of growth.Growth rate is rapid during prenatal, neonatal,infancy and adolescence but slows down during childhood.

d)   Physical growth is minimal during adulthood.

e)   Growth is the function of organism. Heredity acts as a limiting factor.

f)   Growth does not continue throughout life, it stops with the attainment of maturity.

Check Your Progress-II

 Note : (a) Answer the questions given below.

         (b) Compare your answers with those given at the end of this lesson.

i)   Acromegaly results from which of the following?

        (a)   Malnutrition

        (b)   Overproduction of growth harmone

        (c)   Under production of growth harmone

        (d)   All the above

ii)   Which of the following is a component of growth?

        (a)   Cell Division

        (b)   Assimilation

        (c)   Cell Expansion

        (d)   All the above

1.5   MEANING OF DEVELOPMENT

Development, by contrast, refers to qualitative changes taking place simultaneously with quantitative changes of growth. Development is progressive series of changes in an orderly coherent pattern, which indicates that changes are directional leading forward rather than backward. Development is a wider and comprehensive term and refers to overall changes in the individual. It continues throughout life and is progressive. Development is progressive acquisition of various skills (abilities) such as head support, speaking, learning, expressing the feelings and relating with other people. Development refers to a process of change in growth and capability over time, as a function of both maturation and interaction with environment.

Development can be defined as "the emerging and expanding of capacities of the individual to provide greater facility in functioning. Development as a matter of fact is achieved through growth.

According to Boring, "By development, we mean the changes in the shape of

the parts of the body and the integration of the various parts into the functional units as growth goes on."

Baer defined development as, "behavioural change which requires programming and programming requires time, but not enough of it to call it age." According to this view, development is the collection of learning experiences, which the child acquires in the process of interaction with the environment.

According to Piaget there are following four basic elements in development :

-        Maturation

-        Experience

-        SocialTransmission

-        Equilibrium

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Development may be explained as the series of overall changes in an individual due to the emergence of modified structures and functions that are the outcome of the interaction and exchanges between the organism and its environment.

The synonymous terms laterality and handedness refers to the fact that, with rare exceptions, adults show a clear preference for the use of one hand over the other. Although the preference, is not absolutely consistent across activities (i.e some people may write with their right hand but eat with left), there is a remarkable consistency across cultures. Between 90 and 95 percent of the adult human population all over the world show a preference for using the right hand in most activities. The development of handedness is not an immediate all or none-event. It involves a complex shifting back and forth from bilaterality (using either hand) to unilaterality (with either the right or left hand predominant). It is not until about four years of age that most children stabilise at using the right for most activities (Gessell and Ames, 1947).

1.5.1 Characteristics of Development

● Development is a product of the interaction between the person and the environment.

● Development is continuous and life long process.

● Different aspects of development are interrelated and are interdependent.

● Development proceeds from general to specific and is based on mass differentiation and integration

● Development is functional. It implies overall changes in shape, form or structure resulting in improved working and functioning.

● Development indicates the changes in the quality or character rather than in quantitative aspects.

● Development implies improvement in functioning and behaviour and hence brings qualitative changes which are difficult to measure.

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● Development is wider and comprehensive, it includes growth and covers all those changes which take place in the organism.

● Generally growth influences the process of development but not always as is evident from the cases of children who do not gain in terms of height, weight and size but they do experience functional improvement or development in physical, social, emotional and intellectual aspects.

Check Your Progress-III

Note : (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

(i) Indicate true or false against each of the following statements.

(a) There is no difference between growth and development.

(b) The development is related to experience.

(c) Growth is related to age.

(ii) Which of the following is a component of development?

a) It is quantitative only.

b) It is quantitative as well as qualitative.

c) It implies improvement in functioning and behaviour.

d) Both 'b' and 'c'

(iii) According to Piaget what are the basic elements in development?

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(iv)   Observe two children of the same sex who have atleast, four years difference in age. List three characteristics of growth and development of each.

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1.6   DIFFERENCE BETWEEN GROWTH AND DEVELOPMENT

The difference between growth and development depends on the context, the jargon in which the terms being used. In biological systems, growth indicates a quantifiable change in size, whereas development indicates a transformation of structure.

Growth refers to increase in physical aspects of the organism whereas development refers to overall changes in whole of the organism. Growth is structural whereas development is functional.

Growth stops when the organism reaches maturity whereas development is continuous and life long process, which begins with conception and continues till death.

Growth rates vary during different stages of growth whereas development follows a uniform pattern.

1.7   LET US SUM UP

In this lesson, we have discussed the concept, brief history, objectives, scope and the nature of developmental psychology. Developmental psychology is the scientific study of ontogenetic development that is, all the stages of development from prenatal until old age and

death. Developmental psychology mainly aims at describing and explaining the developmental patterns and optimising development. Developmental psychology studies wide range of theoretical areas such as biological, social, emotional and cognitive processes. It also includes educational psychology, child psychopathology, forensic development psychology, child psychology, cognitive psychology, ecological psychology and cultural psychology. Besides, this lesson also deals with the concept andcharacteristics of growth and development and the difference between growth and development. Literally growth means quantitative increase in body size, height and weight of the body. In general terms, it is advancement to maturity.There are three main components of growth i.e cell division, assimilation and cell expansion. Growth can be measured quantitatively. Growth stops with the attainment of maturity. Development refers to qualitative changes taking place simultaneously with quantitative changes of growth. The changes are orderly and progressive. Development is the product of the interaction between the person and environment and is a lifelong process. Development implies, improvement in functioning and behaviour.The last section of the lesson deals with differences between growth and development.

1.8   LESSON END EXERCISE

1.   What is developmental psychology? Describe in brief the history of development psychology.

2.   Explain the nature and scope of developmental psychology.

3.   Define growth and explain the characteristics of growth.

4.   Define development. What are the characteristics of development?

5.   Differentiate between growth and development.

6.   Write short notes on the following :

a)   Goals of Developmental psychology.

b)   Growth Disorders

1.9   SUGGESTED FURTHER READINGS

1.   Chauhan, S.S. (2007). *Advanced Educational Psychology.* Noida : Vikas Publishing House Pvt. Ltd.

2.   Gessell A & Ames L.B (1947) *Development of Handedness*. In *Developmental Psychology* (Indian Reprint) by Robert M. Liebert, Rita Wicks Paulos and Gloria Strauss Marmor (1979) New Delhi:Prentice Hall of India Pvt. Ltd.

3.   Hurlock, Eligabeth B. *Child Development.*   London : McGraw Hill Book Company.

4.   Kale S.V (1994) *Child Psychology and Child Guidance.* Delhi : Himalaya Publishing House.

5.   Liebert, Robert M; Poulos Rita Wicks & Marmor, Gloria Strauss, (1979). *Developmental Psychology* (Indian Reprint) New Delhi : Prentice Hall of India Pvt. Ltd.

6.   Shaffer David R &Kipp Katherine, *Development Psychology: Childhood & Adolescence* (Indian Reprint). Kundli: Sanat Printers.

7.   Wolman, B.B. (Ed) (1982) *Handbook of Developmental Psychology* (Indian Reprint) New Delhi: Prentice Hall of India Pvt. Ltd.

1.10   ANSWERS TO CHECK YOUR PROGRESS

(I.)   (i)   b

(ii)   c

(iii)   Primarily concerned with child psychology. Studies relationship between personality variables and child rearing. It also deals with various stages of development and the processes that underlie development of behaviour from birth to death. Studies relationship of heredity and environment and continuity vs. discontinuity in development and behavioural and cognitive elements in the development of person. The ongoing debate includes biological essentialism vs. neuroplasticity and stages of development

vs. dynamic systems of development.

(II.)   (i)   b

(ii)   d

(ii)   Points of comparison are

• Age

• Intellectual

• Quantitative/Qualitative

(III.)   (i)   a   False

b   True

c   True

(ii)   d

(iii)   Maturation

Experience

Social Transmission

Equilibrium

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PRINCIPLES OF DEVELOPMENT, ROLE OF TEACHER IN FACILITATING DEVELOPMENT

STRUCTURE

2.1   Introduction

2.2   Objectives

2.3   Principles of Development

    2.3.1   Principle of Continuity and Cumulativeness

    2.3.2   Principle of Interaction of Heredity and Environment

    2.3.3   Principle of Sequentiality

    2.3.4   Principle of Reciprocal Interweaving

    2.3.5   Principle of Functional Asymmetry

    2.3.6   Principle of Speciality

    2.3.7   Principle of Individuality

    2.3.8   Principle of Interrelatedness

    2.3.9   Principle of Predictability

    2.3.10 Principle of Integratedness

    2.3.11 Principle of Gradualness

2.1   INTRODUCTION

Human development involves change, which occurs at various stages of development and the development at each stage has predictable characteristics. Gessell argues that the Science of child development has a lot to gain by emulating the science of embryology. Each individual has unique heredity and the way he/she is nurtured, which determines the way the individual traverses the broad highway of life at his/her rate of progress. Every individual has to go through various stages of development. Both growth and development, at everystage, follow certain principles.

In the previous lesson, we have discussed the concept and nature of developmental psychology and the meaning and characteristics of growth and development.The present lesson will deal with the principles of development and the role of the teacher in facilitating development. Parents and teachers, if they are aware of various principles of development, can facilitate the

development in an effective way.

2.2   OBJECTIVES

After going through this lesson, you shall be able to:

- describe different principles of development, and

- explain the role of teacher in facilitating development.

2.3   PRINCIPLES OF DEVELOPMENT

Psychological development like somatic growth, is a morphogenetic process. It leads to progressive organization of behaviour forms. Below are given certain principles of development, which concern the shaping of the action system and its trends in oriented space and time.

2.3.1   Principle of Continuity and Cumulativeness

Development is a continuous process which begins with conception in the womb of the mother and continues upto death. However, there are spurts in physical growth and psychological functioning such as increase in height and weight, sharp increase in vocabulary during early childhood and sudden improvement in problem solving skills/abilities during adolescence.

Development is a cummulative process. Each change is the culmination of his/her prior growth and experience. Development depends on the growth and maturity of individuals who interact with the environment

2.3.2   Principle of Interaction of Heredity and Environment

Development in fact is the product of the interaction of heredity and environmental factors. Hereditary factors are more important for growth whereas environmental factors are essential for developmental processes. It is quite clear that environment affects the development of an organism both physical and behavioural considerably. It is also certain that many important aspects of development are genetically determined. Heredity does not completely determine any characteristic or trait but it provides basis or potential for development and its fullest development depends on conducive environment. Heredity sets the limits of the maximum development which cannot be crossed by providing best environment.

2.3.3 Principle of Sequentially

Every species follows a pattern of development peculiar to it. This pattern in general is same for all individuals. Action system does not grow systematically but is subject to polarity and gradients. Development follows an orderly sequence. Psychologists have reported following directional trends in the development:

(a)   Cephalo-Caudal

In the growth of the fetus the anterior part takes precedence over the rest. Early development proceeds cephalo-caudally i.e. from cephalic or head region to the caudal or tail region. Appearance of fetus is remarkably "top heavy" and neonate's less so. The downward movement of the umbilicus is a reflection of the cephalocaudal trend. Infants can lift their heads with in first weeks of life but cannot stand until the end of first year. When put in a sitting posture, infant's eyes, head and shoulders indicate heightened activity and intensified tonus. In comparison, the lower parts of the body have poor activation.

(b)   Proximo-Distal

Just as neuromotor organization proceeds from head to foot in the direction of longitudinal axis, so it tends to proceed from the central to peripheral segments. Observation of the primitive body movements of the fetus indicate that fundamental axial muscles are among the first to react in a coordinated manner. This pattern is also reflected in child's behavioural competence. The infant moves its entire body to orient its hands when grasping an object and only later becomes able to move the arms and hands independently.

The cephalo-caudal and the proximodistal trends overlap and correlate. This is why independent activity of the distal segments becomes apparent in the upper extremities before it is observed in lower extremities.

(c)   Locomotion

Locomotion develops in a sequence in all infants of different cultures of the world. The sequence is creeping, crawling and walking. The time of emergence of these activities may vary, but the trend remains the same.

2.3.4 Principle of Reciprocal Interweaving

The principle of reciprocal interweaving may be understood by the analogy of a fabric where designs are produced by interweaving two sets of threads. It is also similar to physiological law of "reciprocal innervation" which means that for coordinated muscle movements it is necessary to inhibit one set of muscles while the opposite set is excited. In the ontogenesis of the neuromotor system a complicated integration must be attained between mantagonistic muscles. Following this pattern, a developmental fluctuation of dominance in flexors vs. extensors and also in unilateral and crossed laterals vs. bilateral muscle groups takes place.

Neurologically, the process of reciprocal interweaving implies an intricate cross-stitching which organizes opposing muscle systems into reciprocal and increasingly maturerelationships. Functionally, such a process involves a progressive spiral kind of reincorporation of sequential forms of behaviour.

As the infant's prone behaviour progresses from an immature to a mature state, three or four times, it partially reverts to a less mature state. Infant advances from a primitive bilateral flexion of arms and legs to unilateral flexion of arms and legs.

In the development of handedness two pairs of opposing tendencies appear; bilaterality vs. unilaterality and right vs left. New born infant is symmetrical anatomically and functionally. Handedness involves a complex shifting back and forth from bilaterality (using either hand) to unilaterality (with either right or left hand predominant). Most children stabilize at using the right hand for most activities until about four years of age (Gessell and Ames 1947).

Gessell formulates it in the form of a law : "The organization of reciprocal relationships between two counteracting functions or neuromotor systems is ontogenetically manifested by somewhat periodic shifting of ascendency of the component functions or systems, with progressive modulation and integration of the resultant behaviour patterns."

2.3.5 Principle of Functional Asymmetry

This principle is a special inflection of the principle of "Reciprocal interweaving" and is inseparable from it. Human child inspite of bilateral construction, does not develop symmetrical use of his system. He/She develops monolateral aptitudes and preferences in handedness, eyedness and footedness and other forms of unidexterity. Perfect ambidexterity is rare and if it exists, it would be abnormal because

effective attentional adjustment require an asymmetrical focalisation of motor set.

2.3.6 Principle of Specificity

In all areas of development, general activity always precedes specific activity. Out of the mass and undifferentiated behaviour emerges more differentiated refined behaviour and goal directed response. Infants generally approach strange and unusal objects with some sort of general fear response, which later on becomes more specific and elicit different kinds of respnses/behaviour like crying and running away. Language development of the child begins with birth cry a mass response which gets differentiated and the child acquires vocabulary and consequently the skill of communication.

2.3.7 Principle of Individuality

According to this principle, the rate of development is not uniform. Individuals differ in their growth and development and each individual develops in his/her unique way. Even among children of same age, there are great differences in their weight, height, social, emotional and learning readiness. Each part of the body has its own rate of growth. There are periods of great intensity and equilibrium and there are periods of imbalance. Development achieves plateau and this may occur at any level or between levels.

2.3.8   Principle of Interrelatedness

Development follows an orderly sequence and different aspects of development are interrelated and interdependent. The physical, social, emotional and mental developments are interrelated. Generally, a child having above average mental development is also superior in other aspects like health and sociability. The motor development has positive effect on intellectual and social development of children.

2.3.9 Principle of Predictability

According to this principle each stage of development is a preparation for the upcoming stage. Therefore, the difference in physiological and psychological potentialities can be predicted by observation and use of psychological tests.

2.3.10 Principle of Integratedness

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There are various dimensions or aspects of development i.e social, emotional, physical and mental. The changes occur in these aspects integrally. At different age levels social, physical, mental and emotional development is of same nature. There are simultaneous developments in these aspects.

2.3.11 Principle of Gradualness

Development is a cumulative process and does not come all of a sudden. Certain changes may impress the observer with their dramatic suddenness but infact these changes do not appear all of a sudden. Each change is a cumulation of prior growth and development.

2.3.12 Principle of Self-Regulatory Fluctuation

The organism during growth is in a state of instability leading to progressive change. The maturing organism does not advance in a straightline but oscillates along a spiral course between two poles. The organism at times seems toretreat from a point of maturity which it has already gained. The course of development, however, being spiral, turns back to the point of departure and it does not precisely return to the same point. It returns to the same region but at a higher level. Fluctuations are, therefore, a normal expression of the self-regulatory mechanisms of development. The study of long range feeding behaviour demonstrated the self-regulatory capacities of an infant.

2.3.13 Principle of Uniform Pattern

There are various human races in the world but there is a uniform pattern in

their physical, social, intellectual and emotional development.The rate of development is also uniform.

2.3.14 Principle of Variation

The nature of development in all aspects is similar or uniform but variations exist in the extent and intensity of the development in different aspects.

2.3.15 Principle of Discontinuity and Hierarchization

Development is marked by discontinuity and hierarchization. Development is not merely additive but there is also some discontinuity in certain forms of bodily changes. Hierarchization in

development takes place when there is discontinuity of certain points of development.

2.3.16 Principle of Gender Differences

There is difference in the growth rates of boys and girls. Girls mature earlier in comparison to boys. Girls are taller and heavier than boys during preadolescence period but by the end of adolescence boys surpass them.

2.3.17 Principle of Consistency

Though the rate of development among individuals vary,each child displays a consistent pattern of development. It means that a child, controlled by his/her unique set of genetic and environmental variable, will follow a pattern which is consistent. For instance, it is found that children are tall at any age who are tall of all age levels, while those who are short they remain average and dull children indicate a similar consistency.

Check Your Progress-I

Note : (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

(i) Write the trend which comes under sequentiality.

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———

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———

(ii) Write three examples of unilaterality or unidexterity.

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———

2.4   ROLE OF TEACHER IN FACILITATING DEVELOPMENT

After home, it is the school where the child spends maximum of his/her effective time and is in contact with teacher and students. Therefore, great responsibility falls on teachers for the healthy development of the growing child. What we know about the child is vast and impressive. However,what we do not known is even most vast and overwhelming. Therefore, a teacher must know his/her students in the changing context of the media explosion, economic strivings, resultant social, cultural and value changes.

Bodily and physical health of children is indispensable for their success and efficiency in different fields of life. The school should have a regular programme of health education and adequate facilities for liberal participation in sports and games. Every student should be encouraged to participate in games and sports. Skills, should be developed in games and manual activities. Games, play activities and physical experiences appropriate to age level of children should be organized. This will not only help in physical development but will also help in social development of the child.

Challenging conditions which may lead to the effective coordination of physical, mental and other functions should be created in order to ensure adequate adjustment to probable life situations.

A teacher must be a good planner. The classroom and outdoor areas must be set up with care so that the child will find interesting, stimulating, meaningful and challenging things to do in an atmosphere that is orderly, safe and has a sense of purpose.

Teacher should give practical information to students about physical growth, personal hygiene and healthy food habits. A thorough and accurate information about various stages of growth will help the students in developing an accurate picture regarding their own changing selves and their goal in life. This will prevent the children from developing irrational worries regarding abrupt developments in their bodies and harmonal effects.

The children having a feeling that they are physically fit, are most likely to develop confidence and will improve further. Conversely, children suffering from feeling that there is something

wrong in their bodies have less chance to approach confidently and to make substantial achievement. A teacher, therefore, should make efforts to promote a sense of wellbeing in children by encouraging them to participate in sports and cultural programmes of the school. Efforts should be made to develop positive and healthy feelings in children regarding the present state of their physical health.

Teachers should reinforce the desirable responses and eliminate the undesirable ones but should use punishment sparingly. Opportunities should be provided to face the challenging situations and to develop leadership qualities.

A teacher should know what to expect from a child (student) and what he/she needs physically, socially, and emotionally. If a student has become a member of a undesirable culture group or is heading in a socially undersirable direction, the routine teachers-taught relationship would not benefit much unless the student is dealt empathetically as a social being, as an individual self and as a biological organism.

Social development of children is a significant process and affects the whole life. Hence school should provide opportunities that are deemed to be favourable to the social development of children. Teacher should create healthy environment inside and outside the classroom. Children should be encouraged to participate in group activities. He/she can use socio metric techniques for identifying social isolates and rejectees and should take appropriate remedial measures to help the child feel secure. Teacher should bring out the social and cultural implications of various subjects of the school curriculum. Efforts should be made to develop social sensitivity and empathy among students. Students should be actively involved in the activities of NCC, NSS and guides and scouts programme.

Children should be helped to express their feelings and emotions in a free and natural way. They should be helped to develop realistic understanding of situations that arouse unpleasantness. Children should be helped to learn how to control their feelings and emotions which offend others. They should be gradually helped to exercise more self-control and guidance must come from the students themselves under teacher's supervision. Harsh and unsympathetic control leaves no place for self-control and self-direction. Proper guidance and principles of autonomy should be judiciously used to ensure smooth passage of the child through the turbulent periods of life. Prescription of every detail of conduct leaving no place for self-control and self-direction are not conclusive to student's mental health and adjustment to life situations.

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Clubs, camps and societies maintaining the social health of children should be organized. However, the activities of these organizations should not be left entirely in the hands of children. Instead, teachers should provide required guidance, advice and direction to the programmes. However, sufficient liberty and freedom should be given to the children to manage these group organizations. School should make arrangements for the regular health checkup of students and programmes for personality development should be organized.

The children's play time is a time for the teacher to observe each child carefully. Through careful observation of children at work and play, the teacher begins to see which skills they have mastered and which skills need additional reinforcement. The keen observation can give insight into which intelligences are used more than others by a particular child. The teacher may also raise their awareness of child's cultural, linguistic and developmental needs. The observations will help the teacher to plan for the next day or week.

Children need support and security of knowing that teacher will be there to help them when they need him/her. There will be times when an adult's assistance is truly needed. At the same time the teacher must be constantly alert to ways to support the children's emerging self-help skills. Encourage children to help each other.

The teacher must be a social facilitator for improving the student's performance. In the age where meritocracy flourishes and excellence is the goal, focus has to be on meeting needs of children beyond various level of scholastic competence. Parents and teachers have to become facilitators to help the youth to develop skills and become empowered to live effectively, realizing their potential.

The battle will be easier if coping skills are inbuilt into the education system. The system should train the students not only to replicate, what has been learnt but also to identify and analyze theissues, problems and situations around them. They should find ways to understand, explain, solve problems and resolve them. Teachers should teach how to think, not what tothink.

In short, teachers should follow the principle of reach, touch and teach.

2.5   LET US SUM UP

In this lesson, we have discussed various principles which guide the process of development such as continuity and cumulativeness, heredity vs environment, sequentially, Individuality, interrelatedness, predictability, integratedness, gradualness, self- regulatory fluctuation, uniformity of pattern, variation, discontinuity and hierarchization, gender differences and consistency. The last section of the lesson deals with the role of teacher in facilitating development. Teacher has to follow the principle of reach, touch and teach the child.

2.6   LESSON END EXERCISE

1   Discuss various principle of development

2   "Teachers can do a lot to facilitate the development of children" Comment.

3   Write short notes on the following:

a)   Proximo-distal trend of development

b)   Self -Regulatory Fluctuation

c)   Principle of Functional Asymmetry

d)   Principle of Reciprocal Inter weaving.

2.7   SUGGESTED FURTHER READINGS

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2.8   ANSWERS TO CHECK YOUR PROGRESS

I.   Cephalo-caudal

      Proximo-distal

      Locomotion

II.   Handedness

      Eyedness

      Footedness

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INDIVIDUAL DIFFERENCES - CONCEPT AND DETERMINANTS OF INDIVIDUAL DIFFERENCES

STRUCTURE

3.1   INTRODUCTION

Nature is perfectly imperfect and the universe is designed to coexist with imperfections and individual differences. Dissimilarity is the principle of nature. Notwo persons are alike. Children born to same parents or even twins are not alike. Teacher must be aware of individual differences in his/ her class, if he/she has to reach every learner. In the previous lesson, we have discussed various principles of development and the role of teacher in facilitating development. The present lesson is focused on the concept and determinants of individual differences, more specifically the role of heredity and environment. The teacher must be aware about these differences, if he/she has to approach every

child in the class and work for the optimum development of the child.

3.2 OBJECTIVES

After studying this lesson, you shall be able to:

- define Individual Differences,

- explain the concept of individual differences,

- discuss various types of individual differences,

- describe the role of heredity as a determinant of individual differences, and

- discuss the role of environment as a determinant of individual differences.

3.3 CONCEPT OF INDIVIDUAL DIFFERENCES

The branch of psychology which studies the ways in which individuals differ in their behaviour and the processes that underlie it is known as differential psychology. Systematic study of individual differences started with Francis Galton. Variability from individual to individual seems to be universal phenomenon.

The term individual differences refers to differential acquisition rates. Individual differences are both quantitative and qualitative. The variables are measured to identify the individual differences and the extent of their differences. The measures of variability are the indices for the group variation and individual variation. The group variation refers to **inter individual differences.** Psychologists are of the view that each trait is normally distributed, whether trait is physical, psychological, social and educational.

Individual variation, refers to **intra individual differences.** Intra individual difference compares the abilities of the individual in one area with his/her abilities in other areas. For example, a child may have very high mathematical ability, average linguistic ability and below average spatial ability.

The concept of individual differences have been defined differently by different authorities. Below are given some of the definitions:

According to Drever James, "Variations or deviations from the average with respect to the mental or physical characteristics occurring in the individual members of the group are individual differences."

In the words of C. V. Good, "Individual differences are the variations or deviations among individuals with regard to a single characteristic or a number of characteristics, those differences which in their totality distinguish one individual from another and make oneself a unique individual."

Individual differences are both quantitative and qualitative. The quantitative individual differences are measured by quantifying the variables. According to Tylor, "Measureable individual differences have been shown to exist in physical size and shape, physiological functions, motor capacities, intelligence, attitudes, aptitudes and personality traits."

Qualitative individual differences are evaluated by observing attributes and traits.

3.3.1 Types of Individual Differences

Individual differences can be classified on the basis of outer characteristics and the behaviour of individuals. Following are the major types of individual differences:

(a)   Physical Characteristics

Children differ in their physique in the same age or in the same family.
There are differences in height, weight, skin colour, eye colour, type of hair, movement of limbs i.e hands and feet and other physical abilities. Till the individual attains adulthood, his/her manual dexterity, rate of muscular movement and resistance to fatigue develops. Therefore, same individual in different ages and different individuals in the same age group manifest considerable differences in manual dexterity.

(b)   Intellectual Abilities

Psychometricians have classified individuals into categories on the basis of their intelligence quotient (I.Q)

CATEGORIES	I.Q RANGES
Very Superior	140^+
Superior High Average	110-139
Average	91-109
Borderline Cases	76-90
Moron	50-75
Imbecile	25-45 or 50
Idiot	Below 25

(c)   Aptitudes

An individual may have aptitude for mathematics, another may have mechanical aptitude. A person may have musical, clerical and artistic aptitude etc.

(d)   Creativity

Individuals differ in their creative potential. The major component of creativity is divergent thinking. Some persons are more divergent thinkers whereas others are more convergent thinkers. Some people may be more original whereas some may be more fluent and still others may have more flexibility component of creativity.

(e)   Academic Achievement

Differences in the prerequisite knowledge possessed by students create

differences in the attainment of knowledge. Achievement differences are quite often identified in terms of high, average and low achievers. On the basis of intelligence and academic achievement, a particular student may be identified as over achiever or underachiever.

(f)   Gender Differences

Wide variety of differences exist on the basis of gender. According to McNemar and Terman women have great memory, good hand writing, better sensory distinction of taste, touch and smell whereas male have greater reactions, are more conscious of size-weight illusion. Women are better than men in linguistic ability and mirror drawing whereas colour blindness is more prevalent in men than women.

(g)   Racial Differences

Anthropology is the science which studies the races. Races are the biological classification of human beings of the world. The basis for this classification is the body formation, colour, hair, cephalic index etc. The major races of the world are: (1) caucasoid(white race), (ii) Negroid (black race) (iii) Capoid Bushmen (iv) Mongoloidand (v) Australoids.

The differences in the environment are generally responsible for characteristic variation of difference races.

(h)   Attitudinal Differences

Attitude is a personality trait which indicates individual's likes and dislikes. Attitude influences the behaviour of the individual towards objects, people, institutions and authority.

(i)   Motivational Differences

Individuals differ on their motivational level. Some individuals are intrinsically motivated whereas others are extrinsically motivated. Some are more affected by physiological motives whereas others are more influenced by social motives. Above all some individuals are more influenced by personal motives.

(j)   Emotional Differences

Emotional differences are identified by reactions of individuals to a particular situation. Some people are more irritated and aggressive while others are of peaceful nature. Joy, pleasure, love, curiosity, grief and affection affect different people differently and to a different extent. There are differences among individuals when they exercise emotional control and emotional expressions.

(k)   Personality Differences

Personality differences have been categorized by different psychologists differently. Greek physicians have classified people into four temperamental categories i.e sanguine (active, hopeful), choleric (irritable, quick to anger), phlegmatic (calm, temperamentally sluggish) and melancholic (depressed and pessimistic).

William H. Sheldon divided all human beings into three broad categories of physical dimensions such as Endomorphic (soft, round), mesomorphic (muscular and strong) and Ectomorphic (thin and tall).

E Spranger divided human beings on the basis of interests such as theoretical, economic, aesthetic, social, political and religious.

Carl Jung categorized individuals into three dimensions as abstract thinkers, concrete thinkers and objective thinkers.

Jordon has given two categories of individuals i.e. active and reflective.

(l)   Cognitive Styles

Cognitive styles are concerned with the manner in which an individual processes information. Field dependent people are influenced by the organisation of the existing field while field independent people tend to analyse experiences and structures in new ways depending on the task in hand.
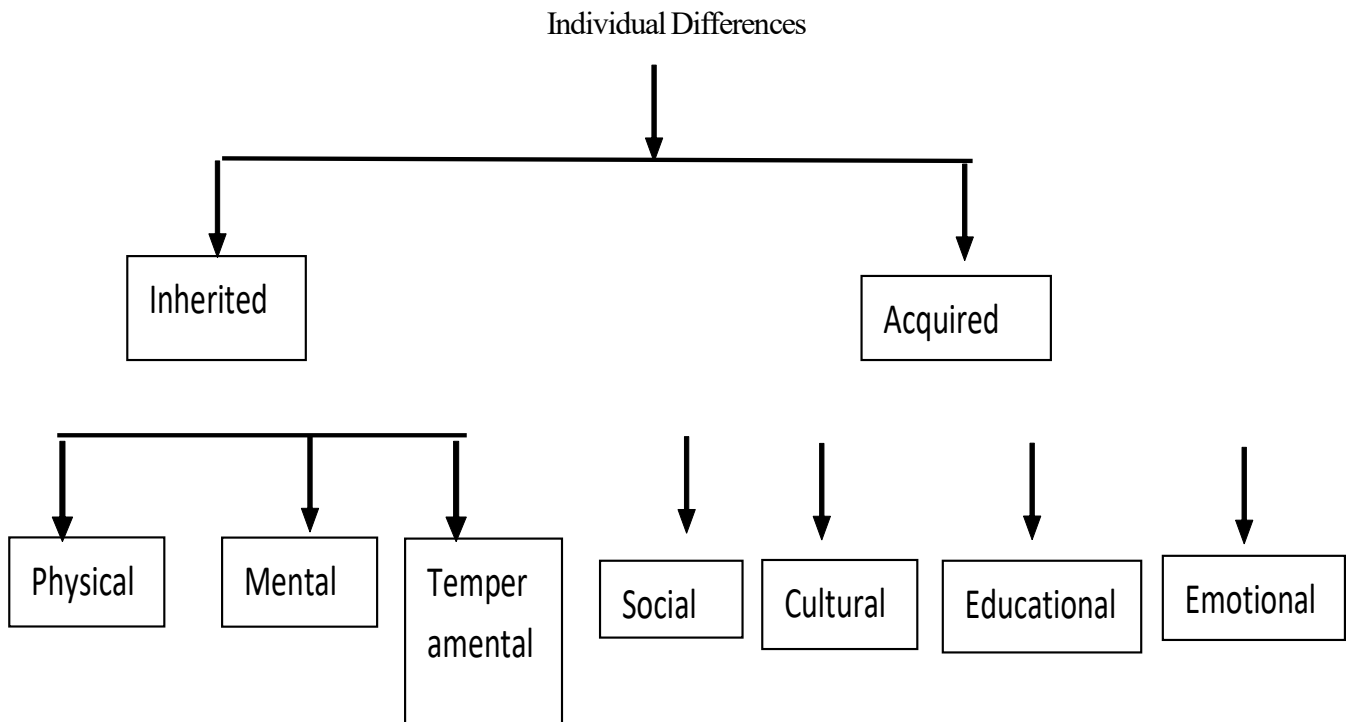
Individual Differences

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                          Individual Differences
                                   |
                                   v
          +------------------------+------------------------+
          |                                                 |
          v                                                 v
     +----------+                                      +----------+
     | Inherited|                                      | Acquired |
     +----------+                                      +----------+
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| Physical | Mental | Temper amental | | Social | Cultural | Educational | Emotional |

Check Your Progress-I

Note : (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

(1) Write categories of individual differences on the basis of academic achievement, motivation and aptitude.

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_____

3.4 DETERMINANTS OF INDIVIDUAL DIFFERENCES

There are two types of determinants namely heredity and environment and the interplay of these two.

3.4.1 Role of Heredity

The new born infant inherits the characteristics of both the parents at the time of fertilization or the formation of **Zygote.** These characteristics are transmitted through genes. Some characteristics are inherited monogenically such as straight vs. curly hair, **Brachdactylism** (excessively short fingers and toes, **Albinism**, sickle cell anemia, a type of mental deficiency known as **Phenylketonuria.**

Certain heritable characteristics are sex linked because they are influenced by genes located in sex chromosomes. Females have two X chromosomes whereas male has one X and one Y chromosome. A male, therefore, always receives his only X chromosome from his mother and can pass it on to his daughter. The heavier X chromosome also carries more genes than does the Y chromosome, which explains why many sex linked physical conditions such as **colour blindness** are much more common in men than in women.

Some characteristics are transmitted by polygene inheritance, which means many genes influence a characteristic in an additive way, so that attributes tend to vary continuously. In case of intelligence, individuals are not only bright or dull; rather they tend to fall into the entire range between these two extremes. Polygene inheritance is also responsible for determining height, weight, skin colour and temperaments.

According to Gerald McClearn developmental processes are subject to continuing genetic influences and different genes are effective at different times. The timing of gene action, for example, is shown by late onset of **Huntington's Chorea** (a nervous disorder of genetic origin).

The genes responsible for determining blood groups on the other hand have their effect early in the development of fetus and the phenotype remains unaltered throughout life.

Down's Syndrome or Mongolism has a genetic base and is caused by accidental aberration in the chromosomes. This condition is caused by an extra chromosome in the pair number 21 of the fertilized ovum.

Klinefelter's Syndrome is caused by sex chromosome aberrations in which the individuals suffering have an additional X chromosome (XXY) although variations also occur.

Turner's Syndrome occurs in phenotypic females and is the result of a lack of sex chromosomes. Most frequently there is only a single X chromosome (XO) or a structural defect of one of the Y chromosomes. The patients are mentally deficient.

Another type of chromosome aberration is (XYY male) where patients are mentally retarded and aggressive (Jacob, Brunton, and Melville 1965).

Summarizing numerous studies, Vandenberg (1967) concluded that three aspects of human personality: extroversion-introversion, emotionality and overall activity level-have a clear hereditary component.

Check Your Progress-II

Note : (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

(i) Colour blindness is caused by which of the following?

    (a) Monogenic inheritance

    (b) Polygenic inheritance

(ii) Down's syndrome is caused by which of the following?

    (a) Accidental aberration in chromosomes

    (b) Sex chromosome aberration

(iii) Fill in the blank with appropriate word.

    Klinefelter's syndrome is caused by sex chromosome aberration where patient has an additional...........

3.4.2 Role of Environment

Beside hereditary determinants, there are other variables that go on to shape the developmental processes are environmental. The most obvious environmental influences are those which act upon the individual from without and specially those that operate after birth. After birth individual faces a wide external environment with his/her immense variety of physical and social contacts. One part of this environment is our social environment which includes language, customs and other aspects of our culture. The external environment is extremely variable. No two individuals reared by same parents living in same home and going to same school, have the same environment. The same teacher cannot effect all children in the same way. Children living in same environment develop different interests, attitudes and they identify themselves with different groups - religious, social and political.

The importance of environment in the developmental process is supported by the concept of **critical period**, which refers to the organism's susceptibility to emit certain behaviours if stimulated at a specified periods of its development. Maternal deprivation, generally results in abnormal behaviour of the offspring.

The idea that the individual developing in the uterus can be influenced by a variety of external sources is an ancient one. Inadequate nutrition of the mother during pregnancy can affect both physical and physiological development. Deficiency in mother's dietary intake during first trimester of pregnancy have greater negative effect.

Developing fetus is influenced when mother is excessively exposed to harmful radiations and is prone to malformations.

Deficient secretions of certain hormones from mother's endocrine glands may affect the fetal development. Drugs taken by the mother during pregnancy is a serious threat to the developing fetus. Sedative drugs **Thalidomide** taken during early weeks of pregnancy may produce bodies with grossly deformed arms and legs. Smoking and intake of alcohol by the mother may develop preventable condition known as **Fetal Alcohol Syndrome** which causes mental to growth retardation, behavioural and learning problems, poor motor coordination, heart defects and speech impairments.

Continuous emotional stress during pregnancy can affect the activity level, birth weight, heart rate, motor development and emotionality of the offspring negatively.

A study of wolf children of Midnapur clearly indicates the influence of environment on the development of the child.

On the basis of study conducted on Nebraska adolescents Stott (1939) reported that children coming from homes having good moral pattern were better adjusted and more independent whereas those coming from homes having family discords were poorly adjusted in their social environment.

Margarert Ribble (1944) reported that lack of adequate cuddling and other physical contacts with friendly adults can impose serious handicaps on the growing infants.

Lewin, Lippit and White (1939) reported that autocratic school atmosphere tended to create aggression and hostility among students. On the other hand, democratic atmosphere led to constructive, thoughtful and cooperative behaviour.

Broken homes, improper relationship between parents, defective discipline, improper environment in school, partiality by teachers and regular quarrels among teachers can affect the personality development of children adversely.

Bloom (1964) has stressed that an abundant early environment is the key to the full development of intelligence. He also felt that difference between a beneficial and a stifling environment during early childhood years can produce I. Q. difference of 20 points.

The nature vs. nurture controversy is very old. It is now realized that every trait and reaction of the individual that he/she manifests depend on both heredity and environment and not on heredity or environment. Heredity does not completely determine any characteristic or trait but it provides basis or potential for development and its fullest development depends on conducive environment. Bad environment can suppress good inheritance but good environment is no substitute for bad heredity. Heredity sets the limits of the maximum development which cannot be crossed by providing best environment.

3.5   LET US SUM UP

Individual differences are the variations or deviations from the average with respect to the mental or physical characteristics with respect to the mental or physical characteristics occurring in the individual members of the group. Group variation is called inter individual differences whereas individual variation refers to intra individual differences. Individual differences are both quantitative and qualitative. There are individual differences with respect to physical characteristics, intelligence, aptitudes, creativity, academic achievement, gender, social, attitudes, motivation, emotions, personality and cognitive styles. Heredity and environment are the major determinants of individual differences. Heredity can influence individual development monogenically as well as polygenically. Certain abnormalities among individuals are caused by chromosomal aberrations.

Beside hereditary determinants, environment also influences the developmental process and cause individual differences. There are critical period when environmental influences are more effective. Environment starts exerting its influence when the child is still in the womb of the mother. Heredity sets the limits for development which cannot be crossed by providing best environment. Whereas in the absence of conducive environment hereditary potentials remain dormant.

3.6   LESSON END EXERCISE

1.   Define individual differences. Describe important types of individual differences.

2.   Describe the role of heredity as a determinant of individual differences.

3.   Explain the role of environment as a determinant of individual differences.

3.7   SUGGESTED FURTHER READINGS

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2.   Horst, P. (1951). "Most men are created unequal". *Science Monthly* Vol. 72. Kale S. V. (1994) *Child Psychology and Child Guidance.* Delhi : Himalaya Publishing House.

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3.8   ANSWERS TO CHECK YOUR PROGRESS

I.   (i)   High, Average and low achievers

Extrinsically and Intrinsically Motivated

Clerical, Mechanical and Musical Aptitude.

II.   (i)   a

(ii)   a

(iii) X chromosome (XXY).

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PRENATAL AND INFANCY STAGE : CHARACTERISTICS AND HAZARDS

STRUCTURE

4.1   Intoduction

4.2   Objectives

4.3   Meaning of Prenatal Stage

    4.3.1   Characteristics of Prenatal Stage

    4.3.2   Hazards of Prenatal Stage

4.4   Meaning of Infancy Stage

    4.4.1   Characteristics of Infancy Stage

    4.4.2   Hazards of Infancy Stage

4.5   Let Us Sum Up

4.6   Lesson End Exercise

4.7   Suggested Further Readings

4.8   Answers to Check Your Progress

4.1   INTRODUCTION

Life begins after gametes unite to form a zygote. Later on development takes place in different stages during which different characteristics appear.

Developing individual has to face different challenges/hazards at each stage. Various hazards affect the development of the individual. In order to face these hazards, advance preparations have to be made by the individual. If parents and others who are concerned with the welfare of the individual are aware about the characteristics and challenges of each stage, then they can take certain measures to prevent the individual from harmful effects and facilitate smooth development. In the previous lesson,we have discussed the concept of individual differences and determinants of individual differences specifically the role of heredity and environment. The present lesson is focused on prenatal and infancy stage of development, different characteristics which emerge at each stage and the hazards of each stage.

4.2   OBJECTIVES

After studying this lesson, you shall be able to:

- describe the meaning of prenatal development,

- describe the characteristics of prenatal stage,

- describe the hazards of prenatal stage,

- describe the meaning of infancy stage,

- explain the characteristics of infancy stage, and

- discuss the hazards of infancy stage.

4.3   MEANING OF PRENATAL STAGE

Prenatal stage is also known as antenatal which literally means occurring, existing, performed or used before birth. Development happens quickly during the prenatal period, which is the time between conception and birth. Prenatal development is the process by which a body

develops inside the mother's womb. It takes about 38 weeks to complete, in which single cell becomes a full term baby.

4.3.1 Characteristics of Prenatal Stage

Prenatal stage of development is divided into three sub stages.

(a) The Germinal Stage

Germinal stage is the stage in which baby develops from a single cell after conception into an embryo and later a fetus. Germinal stage is the period of gestation from fertilization or conception to **implantation** of the embryo in the uterus. Conception is the beginning of the germinal stage of prenatal development.

Around seven days after conception, the ball of cells starts to become embedded in the walls of the uterus. This process is called **implantation** and takes a week to complete. If implantation fails, as is quite common, the pregnancy terminators. The germinal stage occurs during first two weeks of development after conception (or the second to fourth week of pregnancy).The zygote moves along the fallopian tubes towards the uterus. At the same time zygote is rapidly dividing in the process called **cleavage**. As the zygote divides and reaches the uterus, it forms **blastocyst**, or a ball of cells. The blastocyst cell keep dividing and eventually form a hollow cavity in the center called **blastocoel**. The **blastocoel** looks like a basketball with a hollow inside and thick coating of cells on the outside. The hollow shape will be important for creating the layers of body later on.

When the blastocyst attaches to the uterus wall, cells in the uterus begin to grow around the blastocyst forming the **amniotic cavity** or closed sac. Similarly the uterus will grow around the blastocyst to help it mature. The germinal period ends when the blastocyst is fully implanted into the uterine tissue. It is also known as the period of ovum.

(b) The Embryonic Stage

Embryonic period lasts from implantation until about 8 weeks from conception (or the 10th week of pregnancy). The embryonic stage of gestation is the period after implantation, during which all the major organs and structures within the growing mammal are formed.

The blastocyst that is implanted in the uterus continues to divide rapidly after implantation. Through a process called **differentiation,** cells begin to take different functions. Some cells will form **placenta** and others will make up the **baby**. Placenta has two important functions: (1) Passing oxygen and nutrients from mother's blood into the embryo or fetus, and (2) Remove waste materials from embryo or fetus.

After the formation of placenta, the process of **gastrulation** starts. Gastrulation is a critical stage where the three different layers of the embryo form. Each layer is destined to become a different set of tissues and organs. The three layers are: the outer ECTODERM, the middle MESODERM and the innermost ENDODERM. Each layer will differentiate into different structures. During gastrulation, cells at the top of the blastocyst migrate towards a central line called the **primitive streak**. This creates a cavity called the **archenteron** that will form the **digestive tract**. The area at which the archenteron opens is called the **blastopore**. The outer ectoderm will form many other tissues such as skin and hair as well as most of the nervous system tissues including the brain.

The mesoderm will form tissues inside the body such as lungs, bones and muscles-including the heart.

The endoderm will form tissues such as digestive tract and bladder as well as other internal organs. The four stages of embryonic development are the **morula stage**, the **blastula stage**, the **gastrula stage** and the **neurula stage.**

In the embryonic stage, all the major organs form and the embryo becomes very fragile. The biggest dangers are teratogens which are agents such as viruses, drugs, radiations that can cause deformities in the embryo or fetus. At the end of the embryonic period, the embryo is about an inch long.

(c)   The Fetal Period

After the 8th week, baby is called a **fetus.** This stage takes place from the end of the embryonic period until the time of birth (or the 10th to 40th week of pregnancy). The rate of growth reaches at peak during early fetal period and then declines. During 3rd month baby's arms, hands, fingers, feet and toes are formed. Baby can open and close the fist. Finger nails and toe nails are also developed. Circulatory and urinary systems are working and the liver produces bile. During 4th month eyelids, eyebrows, eyelashes, nails and hair are formed. The nervous system is starting to function. During 5th

month mother begins to feel baby move.

Except for the differentiation of such parts as hair, nails, external sex organs, development in the fetal period is characterized primarily by further genises of existing structures, changes in body proportions and increases in functions.

In addition to quantitative change, there are some interesting qualitative changes. Kicking appears to decrease and squirming to increase as the fetus approaches birth and head movements show a particularly striking increase in the third trimester.

Reflexes, automatic and apparently innate responses develop over an extended period and tend to appear as they become important for survival. All the reflexes that are important for life in the uterus appear by about fifth month and "advance preparation" begins during the last trimester for those functions that will be vital during infants postnatal existence (swallowing, urinating, muscular movements of gastro intestinal tract)". Other reflexive responses such as pupillary reflex do not appear to be present even in the seven month old premature infant.

4.3.2 Hazards of Prenatal Stage

Teratogens are agents from the environment that can cause harm to the developing fetus. About 45% or more pregnancies result in miscarriage, that is, spontaneous abortions. Many harmful agents cause damage only if exposure occurs during a sensitive period of prenatal development. Most miscarried fetuses have defects such as missing harmones that make further development impossible.

Father's exposure to lead, radiation, certain pesticides and petrochemicals may cause abnormality in sperm that leads to miscarriage or disease such as childhood cancer.

Age of the mother has direct relationship with health of the baby. Old mothers have increased risk of miscarriage and still birth and are more liable to give birth to Down's Syndrome children. Very young mothers are at great risk for inadequate diets and prenatal care and more likely to have children with behavioural problems.

Malnutrition in early prenatal development may lead to serious physical defects

(e.g. folic acid). Malnutrition in last few months may lead to low birth weight and small heads.

In human, extreme maternal stress may be related to low birth weight and children with behavioural disorders and emotional problems.

Deficiency in mother's dietary intake during first trimester of pregnancy may have great effect on the young than the same deficiency occurring later in prenatal development.

Low birth weight is associated with use of caffeine, smoking and marijuana by the mother and excessive and inadequate nutrition.

Women who drink alcohol during pregnancy put their child at risk for **fetal alcohol syndrome**. Tobacco use during pregnancy can cause low birth weight and has been linked to higher rates of respiratory problems in children.

Embryo is particularly sensitive to the mother's contracting **Rubella (German Measle)** and frequently will develop into an infant that suffers mental retardation or physical abnormalities such as eye cataract and deafness.

Drugs taken by the mother **(Thalidomide)** result in malformation of the arms and legs often fingers were absent and other internal organic abnormalities occurred.

Routine doses of sedations used to decrease the discomfort of the mother during labour can also affect the new born, which may result in visual **inattentiveness.**

Infectious diseases known to lead to aberrations in fetal development are syphilis, gonorrhea and polio.

R_h blood factor is genetically determined. If father's genetic pattern contains R_h positive, (dominant gene) and mother's R_h negative, complications may develop because the fetus will have R_h positive, but it will need to be nourished by R_h negative blood. Any interaction between fetal and maternal blood streams such as bleeding during birth leads to the development of antibodies which attack the Red Blood Corpuscles in the blood of the fetus. However, the possibility of this kind of interaction is minimum and there are medical techniques to remedy the problem.

The final stage of labour and delivery may cause shortage of oxygen **(Anoxia)** in the fetus that may lead to damage in the cells in the brain stem, and some form of **cerebral palsy** may result. Brain damage may also be caused by **asphyxia (**shortage of oxygen and excess of carbon dioxide) in the blood.

Check Your Progress-I

Note : (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

1. What are main sub stages of prenatal development?

_____

_____

_____

_____

2. Prenatal stage is also known as

(a) Neonatal

(b) Antenatal

(c) Both 'a' and 'b'

(d) None of these

3. What is a teratogen?

(a) An agent from environment that can harm the developing fetus.

(b) A nutrient given to the mother during pregnancy.

(c) A miscarried fetus.

(d)   All the above.

4.   Name the stages of embryo development

_____

_____

_____

_____

5.   The critical stage when three layers of the embryo form, is known as

(a)   Gestation

(b)   Gastrulation

(c)   Archenteron

4.4   MEANING OF INFANCY STAGE

An infant from Latin word "infans" meaning unable to speak or speechless. The term is typically applied to young children between one month and one year of age. However, definitions may vary and may include children upto two years of age. When a child begins to walk, the term toddler may be used. Infancy is the shortest of all development periods. It is a time of radical adjustments. It is a preview of later development. Ruth Strang commenting on the importance of infancy said, "During first two years of life, child lays the foundations of his/her future." Adler considers

etermine how a child stands in relation to life a few months after his birth." Rousseau has called "infancy as free wandering stage."

4.4.1 Characteristics of Infancy Stage

(a)   Physical Development

The days following birth seem to be expended in adjusting to the new environment. Some alterations in basic responses or apparent dramatic changes do take place in the first two years of age. Normal children learn to walk and talk and these two skills transform the quality of their environment appreciably. Motor and verbal interaction with others lead to new vistas. There are wide variations in heights, weight and physical structure. Girls grow faster than boys. The organs of the body grow at different rates.

(b)   Intellectual Development

During first two years children develop visual perception and start interpreting

them. At first, they are attracted to complex and varied stimuli; then they respond to familiar and meaningful things; eventually they become more curious and interested by things that deviate from normal.

Piaget holds that during infancy, the child progresses through different stages of cognitive development which are parts of **sensorimotor period**. During one to four months, visual exploration and vocal experimentation indicate the formation of **primary circular reactions**. Infants develop schemes based on exploration of their own bodies and senses. At about four months of age, infants switch their exploration of themselves to external objectives and develop **secondary circular reactions**. Spontaneous actions which are satisfying are repeated. Between 10 to 12 months, the formation of many schemes enable children to coordinate them and engage in physical manipulations.

During 12 to 18 months, infants are actively involved in exploration and manipulation of their environment. During this period **tertiary circular reactions**, develop, in which children seem to be exploring relationship between action and object. By the end of second year of life, infants build up a large repertoire of schemes which engage the child in mental manipulation of actions that originally had to be carried out physically. Infants develop an ability to covertly plan without trial and error. This new process is called the development of **insight.** The exceedingly important, newly developed process that underlies the emergence of insightful behaviour is called **representation.** The infant passes on a journey from automatic reflexive reactions to planned behaviour, efficiently coordinated with infant's goals and desires.

The intellectual development during infancy is marked by four fundamental characteristics: (a) object concept formation, (b) coordinated space, (c) objectified causality, and (d) objectification of time.

(c)   Language Development

Linguistic development begin long before humans are mentally developed enough to speak. Between birth and approximately 25 weeks, infants develop the basic skills for the production of speech, first making only basic biological noises such as crying, breathing, coughing and other similar noises. **Cooing** and more advanced type of vocal play are engaged as the infant develops. At about 25-50 weeks, an infant can and does form relatively complex phonetic construct in what is commonly known as **"babbling"**. At about one year, give or take a few months, the infant can produce, albeit to a limited extent, actual language. The process by which infants gain the use of language depends almost entirely upon interaction with parents and care givers.

Around the end of first year, children speak their first word, but the progress thereafter is not rapid probably due to toddler's preoccupation with new found skills.

(d)   Emotional Development

According to Jersild emotion is a state of being moved, stirred up and aroused in some way. Between 7 and 9 months, infants are likely to exhibit anxiety when confronted by a stranger. Towards the end of first year, they are likely to manifest anxiety if they are separated from mother.

According to psychoanalysts, the sex life of an infant is quite rich. According to Freud, the early infancy is the stage of autoeroticism or self-love. It is the stage at which the child's emotions begin to be organized in a sentiment around his own self. Narcissim is the name given to love of one self.

According to Erikson, two tendencies namely trust vs. mistrust and autonomy vs. shame or doubt develop during infancy.

Check Your Progress-II

Note : (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

1.   Development of primary circular reactions is marked by which of the following?

(a)   Explorations are switched from own body to external objects.

(b)   Explorations are focused on one's own body and senses.

(c)   Individual starts exploring relationship of action and object.

(d)   All the above.

2.   Who among the following said "infancy is a free wandering period"?

(a)   Jersild

(b)   Adler

(c)   Rousseau

(d)   Erickson

4.4.2 Hazards of Infancy Stage

Physical hazards can affect entire life span of the child. Complications at the time of birth have high possibility of causing physical harm to the infant. A caesarian birth is likely to cause more harm than normal delivery because it may result in anoxia, a temporary loss of oxygen to the brain. If this loss is for a longer duration, then the damage to the brain would be more intense and some form of cerebral palsy may result.

Physical hazards during infancy include the traditional beliefs associated with birth. Some people believe that children born with complications lead a difficult life. Attitude of parents towards the infants due to gender preference, complications at the time of birth, unexpected arrival of twins or tripplets affect the growth.

According to Erikson, from birth to first year, sense of trust vs mistrust develops. If the needs of the children are not satisfied then they are likely to start losing faith in the world around them. Caregivers who are eventually unavailable contribute to the development of mistrust. During 1-2 years of age, autonomy vs. shame or doubt develops. Infants who are not given legitimate freedom to explore their environment develop doubt about their own abilities to perform a specific task and become self-conscious. Shame is part of this feeling. Some children are terribly self-conscious and fearful for their weaknesses

being explored.

By the end of second year brain reaches 75% of its adult weight. However, certain nutritional deficiencies during pregnancy and even during infancy can cause irreparable/irreversible impairment to growth and development while overfed infants tend to become obese later in life.

Alcohol remains in the infants system longer than in mother's system. Heavy drinking is associated with preventable condition known as fetal alcohol syndrome which causes mental and growth retardation, heart defects, characteristics of facial deformities and speech impairments.

Another hazard to avoid is addictive drugs. Some of the side defects of these drugs and other harmful chemicals like pesticides, fertilizers, prescriptions, non-prescriptive and street drugs (Martoz & Allen 2012) are malformations, fetal death, premature birth and lifelong behavioural and learning disabilities. The nature and severity of an infant's abnormalities seem to be influenced by the timing of exposure during fetal development, the amount and type of substance, the mother's general state of health and maternal and fetal genetics. Therefore, women should check with their health care givers before taking any prescription or non-prescription drugs to determine if it will be harmful for the infant.

4.5   LET US SUM UP

In this lesson we have discussed two stages of development i.e. prenatal and infancy. The prenatal stage has three sub-stages namely (i) germinal stage (ii) embryonic stage and (iii) the fetal stage. During prenatal stage the individual develops from a single cell to a full grown baby. During this stage tretogens, exposure to lead, radiations may cause damage to the developing fetus and cause miscarriage.Old mothers have greater risk of miscarriage and still births, are more likely to give birth to Down's syndrome children. Developing embryo is particularly sensitive to mother's contracting Rubella. Infectious deceases can harm fetal development and may cause syphilis, gonorrhea and polio.

Infancy is the stage of development which starts from birth and continues upto second year of age. During this stage, infant develops, physically, socially, intellectually and emotionally and different characteristics and capacities develop. However, in this stage of development, individual faces certain hazards which affect the development of the child.

4.6   LESSON END EXCERCISE

1.   Define prenatal stage. What are characteristics, which develop during prenatal stage?

2.   Describe the major hazards which affect the development during prenatal stage.

3.   Describe characteristics and functions which develop during the stage of infancy.

4.   Write a detailed note on hazards affecting development during infancy.

4.7   SUGGESTED FURTHER READINGS

1. Bridges, K. M. B. (1932), "Emotional Development in Early infancy", *Child Development*, 3, PP. 324-334 As quoted in *Educational Psychology* by S. S. Mathur Agra : VinodPustakMandir.

2. Chauhan, S. S. (2007) *Advanced Educational Psychology.* Noida : Vikas Publishing House Pvt. Ltd.

3. Hurlock, F. B. *Child Development.* New Jersey: McGraw-Hill Book Company.

4. Mathur, S. S. (1997), *Educational Psychology.* Agra : Vinod Pustak Mandir.

5. Pandey Ranjana (2017), *Language Across Curriculum.* Meerut : R. Lall Book Depot.

4.8   ANSWERS TO CHECK YOUR PROGRESS

1.   1.   Germinal stage

        Embryonic stage

        Fetus stage

    2.   b

    3.   a

    4.   The morula stage

The Blastula stage

The Gastrula stage

The Neurula stage

5.   b

2.   (i)   b

(ii)   c

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CHARACTERISTICS, PROBLEMS AND HAZARDS OF EARLY CHILDHOOD

STRUCTURE

5.1   Introduction

5.2   Objectives

5.3   Characteristics of Early Childhood

    5.3.1.   Physical Development

    5.3.2.   Motor Development

    5.3.3   Cognitive Development

    5.3.4.   Language Development

    5.3.5.   Emotional Development

    5.3.6.   Social Development

    5.3.7.   Development of Interest

5.4   Problems of Early Childhood

5.5   Hazards of Early Childhood

    5.5.1   Physical Hazards

5.1   INTRODUCTION

Early childhood is the most crucial development period in human life. Early years of a child after birth are critical to the complete and healthy physical, cognitive, emotional and social development of children. This stage is the key to a full and constructive life for a child because it is a critical stage of development that lays the foundation for children's future wellbeing and learning. Researches has shown that Early childhood plays a very important role in developing child's intellectual capacity, personality and social behavior. Early childhood is a period of development where brain maturation and important neurological functions are progressively developed. Environment plays a very significant role in determining how the brain and central nervous system grows and develops. In this Lesson Characteristics, Problems and Hazards of Early Childhood has been discussed.

5.2   OBJECTIVES

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

- define the early childhood stage,

- understand various characteristics of early childhood stage,

- describe the development of early childhood stage,

- identify the problems of early childhood stage, and

- list common hazards of early childhood stage.

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5.3   CHARACTERISTICS OF EARLY CHILDHOOD STAGE

Early Childhood stage broadly covers the period from 2 to 6 years of age. It is a period of rapid physical mental, social, emotional and language development of a child. The child develops physically, gains height and weight, learns some motor skills (wake, runs, jumps) and plays with different toys. The child begins to understand the moral values, the concept of good and bad, i.e. develops a sense of morality. Socially, the child's words expands gradually from parents to the family, neighbor and at school. It is a stage of slow growth and rapid development. It is also termed as pre-school stage. This stage is most important and systematic period of human life and focuses on all round development of a child. Let us now discuss the characteristics of early childhood period. In early childhood stage child attitude, habits and patterns of behavior begin to take shape. The incapacity and dependency of a child is replaced by his growing capacity and independence. Children progressively start learning to develop attitudes and behavior to the patterns accepted by school and society. Thus, Early childhood stage is a crucial stage where a child's mental, emotional and social development take place.

5.3.1   Physical Development

1.   The child gain height at the average rate of about three inches per year. He looks slimmer as the trunk parts of his/her body lengthens and body fat decreases.

2.   The child gains weight and his body proportions change The brain and head grow more rapidly than any other part of the body. Body weight is increases due to increase in the size of the skeletal and muscular growth along with the size of some body organs.

3.   The growth and development of the brain are very important at this stage as they help in developing intellectual abilities of a child, such as increased control of hands and fingers eye and hand condition, holding a pencil for writing.

4. In this stage, body build becomes noticeable for the first time with children having different body build, such children with fat body build, children with muscular body build and some other children having a slim body build.

5. During the last half year of early childhood, the baby teeth of a child begin to be replaced by permanent teeth.

5.3.2 Motor Development

In early childhood the child acquires various motor skills like - throwing, catching, jumping, riding a tricycle, running, coloring, balancing, drawing etc. Gross motor skills are associated with the use of arms and legs, moving around in environment for playing. By the age of six , the child is quite capable of doing coordination actions in which body balance in required. The coordination of the finer muscles improve to a larger extend during early childhood to develop finer motor skills. Fine motor skills such as finger dexterity and eye hand coordination improve quite dramatically during the early childhood years. The child's preferences for left or right hand also develop during these years. The major accomplishment in gross and fine motor skills are given table below.

Age	Gross Motor Skills	Fine Motor Skills
3 Year	Throwing, Hopping, Jumping , Running	Build Blocks, Use of forefingers and thumb for picking objects
4 Year	Climbing, Climb Up and Downstairs with one foot on each step.	Solve simple puzzles, drawing, coloring etc.
5 Year	Running hard, enjoying race, jumping etc.	Coordination of eye with hand, arms and body.

5.3.3   Cognitive Development

With increased intellectual abilities, children's know of understanding of surroundings people and objects increased simultaneously. Children of this stage continue to advance their skills through observation and interaction with world around them. The child's ability to acquire the concept of object permanence enables him to use mental impression to represent objects. Cognitive development in early childhood involves Piaget's pre-operational stage of cognitive development. They can mentally represent the objects which are not physically present in the form of drawing design/figures to represent different object like-dog, house, tree etc.,with the progress in symbolic thoughts continues, children in the preoperational stage show egocentric behavior. They see the world only in their own selves and think that the world revolves around them because they are unable to see or understand the situation from other point of view. With the growing age of 4 to 7 years, intuitive thought stage is introduced during which a child ask lot of questions about the external world in order to know why

things are as they looks like; for instance. Why is the sky blue? Why does it rains?   How do trees grows? so on. In early childhood another feature of thinking process during pre-operational stage is characterized by children having a tendency of focusing on a single characteristic of an object or event i.e. centration. In this type of thinking, a child is not able to think logically about the relationship of association in different aspects of an object. For example, a child may insist on drinking a big glass of water, preferring a tall narrow glass to small broad one. Even though amount of water is same in both the glasses.

5.3.4   Language Development

Early childhood stage is also called as the "Chatter box age", because at this stage children talk a lot with ease and ask many questions to satisfy their curiosity. Children's ability to process, to understand and to produce information's language develop in an amazing way. Their pre speech form of communication which they found useful during babyhood get stronger during early childhood, young children experience a language explosion during this phase. By the age of 6, their vocabulary may expend dramatically to anywhere from 8000 to 14,000 words. Their crying and babbling is greatly curtailed, they gain more confidence and use words to express feelings and cope. Children become increasingly skilled at remembering and practicing the words use around them. They also use gestures and modifying use of words based on other people reactions. At this stage , listening skills and comprehension skills increased significantly which helps children to communicate with others. They can understand most of what is said and follow directions with at least two or three steps. They notice and respond to sounds in the environment such as someone calling them, car horn, dog barking, alarm clock etc. Along with listening skills, improvement in speaking skills also take place in this particular stage. It is time when rapid developments are made in learning to speak and communicate. Children can speak simple to complex sentence of four of more words. They are more vulnerable to learn more words and their meanings. They can talk easily without repeating words, sing rhymes, speak clearly enough that any stranger can understand.

5.3.5   Emotional Development

A tremendous amount of emotional development take place during early childhood. The emotions are very intense during this phase because it is a time of disequilibrium when children are not able to control and manage their emotions. They tend to have rapid mood

swings and their feeling are also tend to be quite short lived. They can recognized other people's emotions through physical clues only such as tears and sadness. Children show some common emotions in early childhood stage such as; Joy, anger, fear, affection, curiosity, jealous etc. Children express their anger through temper tantrums that is identified by creaming, stamping, crying, kicking, jumping up and down or striking. They are able to simply manage their emotions with the support of elders by choosing some other activity to avoid frustration and anger. Emotion of fear find its expression in early childhood stage. Children may be afraid of the things which with they are not familiar or which they do not know about. Children express, emotion of jealousy when they feel their parents attention is shifting toward someone else in the family, specially a new sibling. They can freely express their jealousy by screaming or by reverting to infantile behavior to seek attention of their family members. They become more curious about anything new that are related to their own bodies or the bodies of others and ask so many question (Sometimes children become envious of the material something they don't have , they express their envy in different ways). Children express joy and happiness in different situation like their favorite food, sudden or unexpected noise, playing pranks or getting other new toys, completing different task etc. They express their joy by smiling, laughing, clapping, dancing, jumping etc. Another pleasure giving emotions is also derived in early childhood stage that is affection. Children can express their love and affection towards the people whom they love. They want to live with such people or objects which give them pleasure. They express their love and affection by kissing, hugging and patting. They also express their sadness or grief by crying and by losing interest in their daily activities if they lost something that is close or important to them.

5.3.6   Social Development

During the early childhood stage, some important development tasks takes place by which sense of socialization is developed. Early childhood is often called as "the pre-gang stage" because in this age a child is acquiring the initial training and experiences to become a member of a 'Gang' in later childhood stage. Socialization of child is started with the family, neighborhood, and his preschool. First he/she learns some social behaviour by his family. He may be able to develop healthy social habits in a healthy home environment. After family he goes to the neighborhood and tries to adjust with the different atmosphere. He make new friends of his age in the neighborhood and share his/her toys and belongings with them. In school, he plays and quarrels with his friends and develop social relationship with them. In this way, he comes to know about social qualities such as sharing, sympathy, love, affection and cooperation etc.

5.3.7 Development of Interests

In early childhood stage some common interests are also develop. These are as follows :

a. Interest in playing.

b. Interest in self

c. Interest in human body

d. Interest in cloths

e. Interest in religion

The young children love and enjoy playing all the time, during this phase, some important development is the self-derived. They develop an interest in themselves and want to know everything about their body. They think about and show great interest in self, like examining their body parts and their cloths, looking in mirrors, asking questions about themselves, comparing their material possessions with those of their friends etc. They want to know about the exterior as well as interior of their body and organs.They also create interest in their cloths. They live to wear new cloths and want favorable comments and admiration from adults and friends. They show some interest in religious observances although religious belief are meaningless to young children. They ask some metaphysical question such as birth, death, God etc. These are explained in religious terms by elders and they accept them.

Check Your Progress-I

Note : (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

(a) Why Early childhood is called "Chatter box age" ? Explain Briefly

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(b) How interest develop in early child hood stage ?

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(c) How child develop their cognitive skills during early childhood stage ?

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(d) What are the difference among gross motor skills and fine motor skills?

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5.4   PROBLEMS OF EARLY CHILDHOOD

As children grow up, they often encounter a variety of problems related to their health and behavior. The most common problem that are associated with this stage are as follows:

● **Eating problems :** In early childhood, children develop different kind of eating problem which play a significant role in shaping their future personality. Eating habit has a direct effect on the child's physical and psychological well-being. Majority of the children faces number of common eating problems as experienced by parents and their family members. It may includes selective eating, vomiting, dawdling , restrictive eating (poor appetite)

etc. Selective eating or no eating problems are tend to occur with considerable frequency during infancy and preschool stage. This problem is characterized by eating very little food or avoiding foods. Children also encounter vomiting problem in their pre school years. It is also frequent in young children and it is strongly effect their proneness to vomit. Vomiting tends to occur due to gastroenteritis, changing environment, food allergies , ear infections and taste related experience. Parents also face dawdling problems in their young children. Dawdling and getting distracted from the food are general problems of this stage. Children take more time to finish the meal than is needed. They eat in a slow and lingering way that creates so many problems to the parents and their health. Restrictive eating problem are so common in this stage. It may develop because of introducing new taste. Children tend to reject the food or vomit as they want to have their mother breastmilk as a tasty feeding.

- **Elimination Problems:** Elimination problem has received considerable attention from theorist and psychologists. Elimination problem occur when children tend to eliminate urine or feces in inappropriate places or at inappropriate time. Toilet training play a significant role in early years that have a long turn consequences on later personality characteristics. Children vary greatly in learning and practicing successful toilet training. Some children get easily trained in toilet training and some strongly resist sitting on the toilet for elimination. Some children have regular elimination pattern and some have irregular due to constipation, hard stools and other digestion related problem at this age. Sometimes well trained child begins to eliminate again at inappropriate places and avoid sitting on the toilet, In such case, the mother has significant role to play, retraining must be provided to the child appropriately with love and pampering. These kind of elimination problems create troubles for the parents or caretakers or teachers.

- **Sleeping Problems :** Sleeping problems have gained the greater attention of

  scientific community. If they are not dealt with appropriately .they can lead to affect several aspects of child development. Difficulties like falling asleep and night walking are the most common sleep problems during early childhood stage. Generally parents encounter sleeping problems in children when the child identifies the inconsistency between his/her sleeping time and sleeping time of his parents. The child don't want to go early to the bed or he want swinging, feeding or parental assistance to fall asleep at bed time.

During the course of night time awaking, mostly children are unable to recreate sleep without their parental assistance. Night walking may be arises by many different causes like illness, nightmares, change in routine, bed witting etc. If continuous night time awakening exist, it disturb the rhythmic sleeping pattern of the child that creates stress on the parents as well as creates different problem related to physical and mental well-being of the child. Children are particularly prone to the development of fears at this age and they show their fears when sudden sound unfamiliar light patterns are coming through the window to the darkened bedroom.

- **Social Adjustment Problems:** Children under 4 years of age cannot be expected to behave in a good manner. They have tendency of pushing, fighting and refusing sharing of things with others. But as they grow up subsequent changes are introduced in their behavior pattern and they overcome some of these socially unacceptable behaviors. Children who don't behave in a socially acceptable pattern are tend to disliked by the other children and adults. They face adjustment problems in social environment and likely to be disliked by their peers and others. These social adjustment problems may lead to severe emotional and psychological disorders in children in their later life. It is important for their parents to nurture their children in a well socially accepted manners and encourage them to spend much time with other children so that they can well adjusted in their schools and other social environment.

Check Your progress-II

Note : (a) Answer the questions given below.

      (b) Compare your answers with those given at the end of this lesson.

(a) What are the adjustment related problems during early childhood?

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(b) How eating problems effect child personality development during early childhood stage?

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(c) Make a list of most common sleep problems during early childhood stage.

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5.5   HAZARDS OF EARLY CHILDHOOD STAGE

In Early childhood stage children face some physical and psychological hazards, which are as follows

5.5.1   Physical Hazards

Children face following physical hazards during early childhood stage :

(a) **Mortality :** Mortality in early childhood are often results of accidents and it has been found that boys have more accidents than girls. Death are more frequent in boys than girls in early childhood stage.

(b) **Illness** : Illness is a big physical hazard of early childhood because pre-schools are highly vulnerable to different kind of illness. Fever, Flu, Respiratory infections, pneumonia are some common physiological problems which affects children health in different ways. Few Children

encounter a long time illness in their early years which can affect their health and personality in later years.

(c) **Accidents :** One of most serious physical hazards of early childhood are accidents which affect the physical well being of children. Young children tend to have more accident than babies because of not being fully supervised and protected by their elders as they are not aware of possible dangers. Almost young children experienced cuts, infection, burns, broken bones, strained, muscles or similar minor health disturbance resulting from accidents. Some children have more serious accidents that can affect their body parts and can make disable them temporarily or permanently. It has been found that boys have more accidents than girls. Accidents affect the child's health physically and psychologically, which may affect the child growth in his later life.

(d) **Unattractiveness and awkwardness :** Children encounter unattractiveness and awkwardness in their early childhood phase and reaching a low point as they enter into late childhood. As the toddlers stage has passed their clumsy movements turned out into something to be admired. Children whose activities and movements are awkward and unconditioned present an unhappy contrast. They are not sensible enough to have control over their uncoordinated movement, less attractive and awkwardness at this stage but once the toddler stage has passed children showcase graceful movement and attractiveness that is admired by others.

(e) **Obesity :** Obesity is one of the major physical hazard of childhood stage. Some children are more susceptible to obesity due to some genetic reasons or food habits. Young children who are twenty percent or more above the scale for their particular ages and body builds are considered medically as "obese". Endomorphic body type children have tend to have more obesity problems than to those with metamorphic or ectomorphic body type.

(f) **Left handedness :** Some children are left handed in their toddlers years and it

is also regarded as a hazard during early childhood years. When left handed children try to learn a skill from a right handed person, they are likely to become confused about how to imitate the activity. Left Handedness makes the child different and usually interpreted as inferior. Left handedness may affect children's educational achievement, their professional success and their social adjustment.

5.5.2 Psychological Hazards

Some of the major psychological hazards encounter during early childhood stage is as follows :

(a) **Speech Hazards :** Speech is a tool for communication with others and

communication is essential to express one's feelings, emotions and it is essential for social adjustment in order to develop bonding with each-others. Children who unlike their agemates cannot communicate properly with their peers and others. They are considered to be inferior and less intelligent and it may lead to feeling of inadequacy and inferiority in children during early childhood . Speech hazards can also make them unpopular with their peers and children. With inadequate speech may often develop unhealthy social attitude. It may ultimately affect their physical, mental and psychological well-being.

(b) **Emotional Hazards** : The major emotional hazard of early childhood is the dominance of unpleasant disposition like anger and irritation. Young children show their emotions of anger and irritation if they experience too many unpleasant conditions. Young children freely express their anger at any time or at any place, if they feel something is not happening according to their wish. They don't have control over their emotions. Parents play a significant role in developing pleasant emotions in children at early age that help children to develop a positive outlook in their later life and encourage the development of socially adjusted behavior.

(c) **Play Hazards :** Young children also encounter hazards regarding playing when children are not having playmates for them to play with or they are not accepted by their playmates because of their unacceptable behavior or anger, children tend to face play hazards in their early years. In such conditions they are forced to engage in solitary form of playing at their home. It may lead to different personality disorders in their later life which may have direct influence on their personal, professional and social life.

(d) **Hazards in Concept Development :** Young Children often develop hazards regarding concept development when they are not to understand any concept accurately than those of their peers age group. In such cases, they tend to avoid communication with their peers or less interact with them. It may result in inferiority and lowness in young children

which affect their psychological disposition and cognitive abilities.

(e) **Moral Hazards :** Moral hazards during early childhood stage develop when

there is no appropriate disciplinary environment is provided to children at their home or at school. If a child is to much punished for his misbehaving or too little rewarded for his good behavior, it can lead to development of unfavorable attitude in child towards their parents or caretakers. To much discipline and too much freedom both slow down the process of learning and behavior development as per social expectations. Therefore young children should be tackled meticulously by their family and teachers at this stage when they misbehave or admired by others. Temporary satisfaction from the admiration may lead to development of anxiety disorders in socially unacceptable attitude in their later years.

(f) **Family Relationship hazards :** Deterioration in family relationship is hazardous for the development of good social adjustment in young children. Lack of personalized care and sensibility towards young children has a devastating effect on child's health, growth, personality adjustment and cognitive capacity. The main threat to good parent child relationship in early childhood is working mothers and conflicts between parents and family members. High level of adversity and stressful environment at home during early childhood can increase the risk of stress related problems and learning difficulties. A secure relationship with parents gives the foundation to confidently explore the world and develop and sense of mastery and recognition which make them happy and encourage healthy brain development.

(g) **Personality Hazards :** The development of an unfavorable self-concept during early childhood is the most serious hazards related to personality . Self- concept is the way to see ourselves. A young child's self-concept based on what he/she can do or can not do in his daily life situations. A child's self esteem is how they think about themselves and having a high or low self esteem depends on the way people respond to children. When children are appreciated for their work and achievements, they feel confidents in what they can do and if they are constantly punished or scolded, they start to doubt their capabilities. Parents and teachers play an important role in shaping children's personality. Making children feel loved and appreciated help them to feel secure about themselves and positive about their potentialities, which results in higher self-concept and higher self-esteem.

Check Your progress-III

Note : (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

(a) What are hazards related to concept development in early childhood stage?

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(b) Why left handedness is considered a hazard in child development?

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5.6   LET US SUM UP

This chapter highlights characteristic and problem of early childhood. Study

of present content will help teachers and parents to know how they spend more enjoyable time with their child, reinforce positive skills, monitor behaviour and set limits, and reduce the use of harsh discipline methods. These are the essential skills that help children develop prosocial behaviour, self-regulation, and other skills they will need to be successful in school and other settings.

5.7   LESSON END EXERCISE

1.   What are the main characteristic of Early Childhood stage ?

2.   What are the main Problems of Childhood Stage ?

3.   How hazards can affect the development of early childhood stage ?

5.8   SUGGESTED FURTHER READINGS

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2.   Cadarette, S.M., & Liu, Y. (2001). Biological, social, and environmental correlates of preschool development. *Child: Care, Health and Development.* v. 27, n. 2 pp. 187-200.

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5.9   ANSWERS TO CHECK YOUR PROGRESS

I

(a)   Early childhood stage is called as the " Chatter box age", because at this stage children talk a lot with ease and ask many questions to satisfy their curiosity.

(b) They think about and show great interest in self and others, like examining their body parts and their cloths, looking in mirrors, asking questions about themselves and others, this lead to develop interest in them.

(c) Children of this stage develop their cognitive skills through observation and interaction with world around them.

(d) Gross motor skills are associated with the use of arms and legs, moving around in environment for playing. Fine motor skills are such as coordination of eyes and hands.

II

(a) Children who don't behave in a socially acceptable pattern are tend to disliked by the other children and adults and feel adjustment related problems during early childhood stage.

(b) In early childhood, children develop different kind of eating problem which play a significant role in shaping their future personality because it has a direct effect on the child's physical and psychological well-being.

(c) Falling asleep, Night walking, inconsistency between child sleeping time and sleeping time of his parents are the major sleeping problems at Early childhood stage.

III

(a) Young Children often develop hazards regarding to concept development when they are not to understand any concept accurately than those of their peers age group.

(b) When left handed children try to learn a skill from a right handed person, they are likely to become confused about how to imitate the activity. Left Handedness makes the child different and usually interpreted as inferior. Left handedness may affect children's educational achievement, their professional success and their social adjustment.

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LATE CHILDHOOD :

CHARACTERISTICS, PROBLEMS AND HAZARDS

STRUCTURE

6.1   Introduction

6.2   Objectives

6.3   Characteristics of Late Childhood

   6.3.1   Physical Development

   6.3.2   Mental and Cognitive Development

   6.3.3   Skill Development

   6.3.4   Language Development

   6.3.5   Social Development

   6.3.6   Development of Concept and Improvement of Understanding

   6.3.7   Play Age and Gang Age

   6.3.8   Development of Interest and Creativity

   6.3.9   Development of Homo – Sexuality

6.1   INTRODUCTION

Every stage of development in human life has its own significance and importance. Every Developmental stage is interconnected with each other and when the child reaches at the end of one stage, it is different from that of previous stage. In the present lesson we are going to discuss about the main characteristics of development in late childhood stage and major hazards and problem encounter during development in this particular stage of development.

6.2   OBJECTIVES

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

- define the late childhood stage,

- enlist the important characteristics of Late Childhood,

- define the development in the late childhood stage, and

- explain the hazards of late childhood stage.

6.3   CHARACTERISTICS OF LATE CHILDHOOD

Late childhood stage is the time period of 6 to 12 years age. It begins with formal schooling and ending in the advent puberty. A lot of growth is experienced by both girls and boys during late

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childhood. At this stage children have developed a good adaptation ability to his/her environment that profoundly affect a child's personal and social adjustment. This stage is also called "Latency Period" because of the end of this stage first sign of puberty usually begin to appear with great force. It is also called as the troublesome age and quarrelsome age. Psychologist termed it as gang age, creative age and play age. Later childhood stage comprises physical, cognitive, social, affective, moral and attitude development. There are some key changes that take place during this period that can be characterised as it follows:

6.3.1 Physical Development

This is the period of slow and uniform growth and follows a predictable pattern, Height increases 2 to 3 inches per year and weight increases more variably than height. During this period proportions get changed rapidly. Child mouth and jaw become larger, forehead becomes flattens, nose become larger, chest broaden and their abdominal area flattens. The child's bones become harden, arms and legs elongated and there is a improvement in child's motor skills and endurance. The child develop different types of skills like - self-help skills, social help skills and playing skills. He/She also developed fine motor skills needed in writing, drawing , painting, clay modelling sewing etc. Generally boys surpass girls in gross motor skills like throwing a basketball, kicking a football and board jumps etc and girls surpass boys in fine motor skills like painting, sewing, weaving, riding a bicycle etc. The child acquire more strength and he/she is able to do progressive activities. The child develops 28-32 permanent teeth at the onset of puberty and the last four wisdom teeth erupt during adolescence period.

6.3.2 Mental and Cognitive Development

This is the age of mental and cognitive advancement. Children are enthusiastic and intellectual activities are clearly visible at this age. Children develop to exercise his/her memory power, attention ability, thinking and imagination power and take interest in solving problems during this stage, children become more creative and their knowledge, understanding and experience not merely remain receptive. They have very limited reasoning ability but they are intellectually act as an active individual. Their I.Q. is considerably increased and become stable at the end of this stage. The children acquire mental readiness to learning and develop interest in reading, writing and arithmetic calculation. They enjoy repetition of activities and improve through imitation and experience children establish their preferred learning style through verbal, visual or manual means. A sense of discipline and responsibility is also developed at this stage and children shows awareness and sense of subordination to the school rules

and discipline. Therefore, during this age opportunities for creative expression and skill leaning must be directed in an appropriate way.

6.3.3 Skill Development

Children develop a number of skills during this stage. These skills vary from boys to girls. They develop self-help skills of dressing, eating , bathing, grooming etc. Like an adult individual, children develop different social skills considerably. They help others and help their mothers in daily activities at home. They help their teachers at school. Sharing responsibilities with their classmates and playmates. Children become more proficient in school skills like reading, writing, drawing, colouring, clay modelling etc. Playing skills are also sharpened during this period. Fine motor skills are also developed during this stage.

Check Your Progress-I

Note : (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

(a) How and what pattern a child follows to develop physically in late childhood stage?

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(b) What kind of cognitive abilities a child acquires during late childhood stage?

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(c)   Make a list of skills a child acquires during late childhood.

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6.3.4   Language Development

Children language skills improves adequately during late childhood. They continue to refine their language skills in several domains. Their understanding of word meaning or semantic development continues throughout this period. Children become considerably aware about their language as a tool for being accepted by their peers. Therefore speech is consciously improved from immature unacceptable way of communication to mature and acceptable way of communication. Grammatical understanding and pronunciation expands, take interest in telling jokes or narrating events or riddles. Children become better at maintaining and contributing to a conversation by asking questions and adding information to the sentence. Children develop social etiquette of language and parents and teachers are the main contributor of this speech improvement by encouraging and correlating them. Children become more effective communicators, use more complex grammatical constructions, are more aware of their role as a communicator within variable contexts. Multimedia source (T.V. Internet) serve as models for speech. There is a remarkable improvement in vocabulary as names of colours, numbers, money concepts, time concepts, environmental concepts, are included. They also develop some secret codes used by their gang as communication pattern.

6.3.5   Social Development

In late childhood stage, children spend less time with their sibling or at their home. The bulk of their time is spent outside the home with other children. Their main activity is to play games, sport or simply chatting about outer world. During this age the child becomes quite adept at doing things

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independently and is proud of such completion. Child become more confident, parents begin to show trust in the child to take on some daily tasks. Children interact with their peers and teachers. The school provides ideal situation for making independent. Children like to be the centre of attention among peers. Children's social environment and its functioning are broadening. School and playground both places train him how to feel, think and behave with others, share joy and sorrow with them. They learn social etiquettes, rules and norms through active participation in the society. The child develops social attitude through engagement in social interaction and learns the spirit of sharing and helping others. Children at this stage discover the expression of emotion, specially the unpleasant emotions. They acquire a strong incentive to learn and to control emotional outburst that are looked down upon by their peer members, as immature and unacceptable behaviour. On the other hand children express their happy and pleasant emotions freely by laughing, giggling or dancing. A normal child at this stage believes in the sharing of love and affections, he or she tries to curtail expressions of negative emotions, he or she may show moodiness. Children also discover and show such emotions like anger, fear, joy, anxiety etc. Sex appropriateness can be noticed in expressing emotions. Boys tend to show anger or curiosity while girls express fears, worries, anxiety and feeling of love or affection.

Check Your Progress -II

Note : (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

(a) Why language development plays significant role in late childhood?

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(b) What can we do for making a child more society oriented?

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(c)   What emotions a child acquires during late childhood stage?

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6.3.6   Development of Concept and Improvement of Understanding

As children's world expands with the entrance into school, their interest in world and understanding of people and things broadened gradually. Now the older child is able to reflect a stage of cognitive development termed as "concrete operation" where concept becomes concrete and specific. Child begin to associate new meaning with the older concepts on the basis of their exposure to learning after starting schools. They generate new meaning of a concept from the mass media, T.V., Mobile etc. The school plays a dominant role in constructing, improving and clarifying concepts. The child begins to develop a sense of understanding social dimensions in concepts like- types groups, similarities and differences etc. as perceived by child. The most commonly developed concepts in late childhood are related with body, life, death, space, numbers, money, time, self, sex roles, beauty, discipline, social roles, atmosphere.

6.3.7   Play Age and Gang Age

At this stage, children is more attracted to external situations and find happiness in active participation in playing with friends. Playing for the older child is not mere an enjoyment it is the primary instrument of socialization which provides opportunities to develop games, sport or activities such as collecting items (sheets, stamp and pictures) or telling stories. These activities help to make the child more social, loyal and disciplined. Development of social attributes like friendship, cooperation, collaboration and affection are also take placed in playing situation provided by school or neighbourhood. Child's ego-centric nature is significantly reduced at this stage and instead he or she would love to live in groups when he or she

engage himself in play activities. Children tend to live in an organised group life which is called is "Gang". The gangs are strictly separated, that is all the gang members are of same sex. They establish certain rules and code of conduct of the gang and follow them quite devotedly and obediently. Children develop a sense of loyalty to the gang and those who are accepted by the gang members gain social status and feel safe confident. They choose their gang leader and follow all the instructions strictly given by the leader.

6.3.8 Development of Interest and Creativity

In the early childhood stage, children do not have any specific interest in mind while in the late childhood stage he developed specific interest and sentiments towards specific objects and specific activity. They tend to like or dislike somethings in which they are not interested. They show frequent interest in playing sports, reading comic books, playing video game at this stage. Late childhood stage is also a period of identifying the creative potential in a child. The manifestation of native talent, abilities and prospect inherent in the child may find expression through the suitable opportunities provided to him. Now they are no longer remains an imitator but give affirmation of their creative potential in thinking, feeling and acting. They are now an acute observer that can observe anything through the exercise of reasoning and comprehension they may showcase their creative talent through handwork , craft work and drawing finally they become more constructive and stable during period.

6.3.9 Development of Homo – Sexuality

Development of homosexuality is also take place during this stage. Children feel the sense of their physical attachment to their similar sexes. Boys tend to play with the boys and girls make a group of girls. They behave quite indifferently to the opposite sex but at the later part of the childhood stage boys and girls begin to develop a different perception towards the opposite sex.

Check Your progress-III

Note : (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

(a)   Why is late childhood called a 'Gang Age'?

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(b)   How does a child acquire interest and creativity in late childhood?

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(c)   How we can help a child in development of appropriate concept?

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6.4   PROBLEMS & HAZARDS OF LATE CHILDHOOD

We have discussed about characteristics of late childhood period. It is important for us to know the problems and hazards of late childhood. Some of the common hazards of childhood are infant carry over from the early childhood carrying new forms. Some hazards are introduced after children entry in school that causes significant changes in their life pattern. There are basically two types of hazards that can be seen in late childhood stage.

6.4.1 Physical Hazards

6.4.2 Psychological Hazards

6.4.1 Physical Hazards

Morality rate is now much low during late childhood than in past years because of the progress in medical science. However accidents are the major cause of death in older children. Most of the physical hazards of early childhood are continued to the late childhood but children's physical well – being is less affected those and these are now less severe and less far reaching than the earlier. These are the major following physical hazards that persist during late childhood stage.

- **Illness** – As result of new medical technique for diagnosing preventing and treating disease, chronic diseases are less frequently occurs than in earlier times. Older children mainly suffer from occasional colds and stomach upsets that make them irritable, demanding and aggressive. Change in new weather conditions causes viral and bacterial infections that cause colds and flu in older children. If children are ill for a long period of time, it may suffer their study in school that may make them fall behind from peers in learning. Sometimes children pretend illness for getting attention from their family members or to get related from their regular activities and home disciplines. They use this technique of "faked illness" for avoiding regular task or unpleasant activities.

- **Accidents -** School age children are more adventurous in nature; they are hyperactive, run fast, ride bicycles and engage in a variety of games and sports. It causes accident which may affect their physical as well as psychological well-being. Accidents and injuries also cause delay in motor abilities and keep them away from playing and their daily routines. Even when accidents don't cause any physical injury, they can harm the children psychologically. Older children tend to be more careful after an accidents or injury that may lead to fearfulness concerning all physical activities and even spread to other areas of behavior. Sometimes accidents may leave permanent physical scars which may develops a generalized shyness feeling that affects social relationships and school works. It may also cause severe psychological problems, personality disorders and maladjustment in older children.

- **Obesity** – Obesity has significant consequences for physical and psychological health and well being both during childhood and also in later adult life. Obesity in older children may be due to over eating, genetic reasons or glandular conditions but it can be seen that

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over eating is the main cause of obesity in this phase. According to researches, it has been found that fat children eat faster, take larger bites and eat while watching their favorite cartoon, T.V. or mobile phones. Obese children are more vulnerable to diabetes and other chronic diseases which may affect their life quality in adulthood. They also lack in socialization and lack in taking interest in playing and other activities. Moreover, their age mates often tease him, calling them by different funny names which make them feel inferior and low. They lose the opportunities to acquire the skills that are important to social success.

- **Awkwardness** – Sometime older children begin to compare themselves with the peers. They often discover that they have somewhat awkwardness and incompetency in comparison to other children which prevent them from doing things what their playmates do or from keeping speed with them in playing. If the children are not well developed with the fine and gross motor skills unlike their age mates they may sometimes feel inadequate and inferior in school and neighborhood which reinforce the feeling of inferiority complex and low confidence.

- **Physical Disabilities** – Most of the physical disabilities are the after effects of

  accidents. Physical disabilities are more common in boys than girls became of their adventurous tendency. The seriousness of physical disability depends on the severity of disability and on the way their peers, family members and other treat the children. As a result, they may not be able to make well social adjustment and this affects their peers and adjustment too.

- **Homeliness** – Ugliness of some children sometimes becomes hazard for them because if other people react unfavorably and don't behave or communicate properly it can have a negative effect on their developing self concepts. This can lead to a low self esteem and create maladjustment in their personality and social life.

- **Sex Inappropriate body build** – Sometimes girls have masculine body build

  and boy have thin girlish body structure which are likely to tease by their peers and pitied by adults. This lead to self-conflict and social maladjustments.

Check Your progress-IV

Note : (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

(a) Obesity is a major hazards during late childhood? Explain.

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(b) What is fake illness during late childhood stage?

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6.4.2 Psychological Hazards

Psychological hazards in late childhood have a significant influence on children's developing personalities and personal adjustment. Psychological hazards mainly affect the children's mental wellbeing and their social adjustment. The most important psychological hazards of late childhood are as following-

- **Speech Hazards** –Small vocabulary, errors in sentences, mispronunciations and grammatical mistakes, speech errors etc. make the children disable in their school performance as well as in their communication with others. Some children may not be able to speak properly their

school language, it may be make them fell "different" and handicapped in their efforts to interact with others. Sometimes older children's speech is egocentric and they often do critical comments on other which seem to be a problem of this stage.

- **Emotional Hazards** – Older children mostly encounter emotional hazard during this age. They are not emotionally so much stable that they can have control over their emotions. If they continue to show unacceptable pattern of emotional expression, such as temper tantrum like early childhood, they are considered to be immature and bad by their peers and adults. Some children are very dominant in expression of the unpleasant emotions like anger and jealousy, they become repulsive and unpleasant to be with.

- **Social Hazards** – There are so many social hazard faced by some children at this stage. Children who are rejected or avoided by their peer group because of some reasons, they lack in deprived of opportunities in learning social skills. Children who are introvert in nature, socially or geographically mobile, also don't find easily acceptance by already formed gangs which is considered to be social hazard for them. Sometime children are suffered with a group prejudice of other children because of this religion, race or caste. Some children have authoritative attitude that can make them resentful and disgruntled which create problems for other children.

- **Play Hazards** – Children, who lack social acceptance in gang, deprived of opportunities to play games and sports. They may also discourse by their parents from taking part in games and sports due to the fear of any accident or injury; it may inhibit them to showcase their talent and potentialities. Such children may develop the habit of being rigid conformist and conditioned.

- **Moral Hazards** – Older children encounter different kinds of moral hazards in

this period. Generally children moral codes are different from that of adults' moral codes. They are predominantly focused in the needs and wants of themselves, and they are failed to develop a conscience as an inner control over behavior. Physical punishment and inconsistent discipline serve as a model of aggressiveness and unsure of what they are expected to do. When children's misbehavior is approved by their peers, becomes habitual and they also misbehave with elders.

- **Hazards in sex role typing** – There are two common sex role typing hazards encountered by older children - Sometimes they failed to learn appropriate behavior of their sex roles type and Sometimes they don't want to play the approved sex type.

- **Family relationship hazards** – Poor family relations affect older children seriously as family disputes weakens the family bonding and sometimes children discuss their family issues outside the home with their friends or relatives. It can make them mentally unstable and socially maladjusted.

- **Hazards in personality Development** – The development of an unfavorable self-concept and carryover of ego centrism from early childhood are the two serious hazards in personality development in late childhood. Unfavorable self -concept leads to self -rejection and egocentrism is serious because it gives a false sense to children of their value and importance.

Check Your progress-V

Note : (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

(a) What are the emotional hazards during early childhood and how they affect development?

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(b) What are the moral hazards in Late childhood?

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(c)   What are the major personality hazards in Late Childhood?

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6.5   LET US SUM UP

In the present lesson we have discussed about development in late childhood stage. The development during late childhood stage shows slow and uniform growth of child and follows a predictable pattern of development.Late Childhood is the age of mental and cognitive advancement. Children develop to exercise his memory power, attention ability, thinking and imagination power and take interest in solving problems during this stage. Various problem and hazard encounter during the process of development and child has to overcome these hazards for the development of their personality.

6.6   LESSON END EXERCISE

1.   What are the main characteristics of Late Childhood stage development.

2.   List the major problems encounter during late childhood stage.

3.   How psychological hazard affect development of personality in late childhood.

6.7   SUGGESTED FURTHER READINGS

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6.8   ANSWERS TO CHECK YOUR PROGRESS

I

(a)   Late Childhood shows slow and uniform growth of child and follows a predictable pattern of development.

(b)   Late Childhood is the age of mental and cognitive advancement. Children develop to exercise his memory power, attention ability, thinking and imagination power and take interest in solving problems during this stage.

(c)   Children develop a number of skills during this stage like self-help skills of dressing, eating, bathing, grooming etc., different social skills and school skills like reading, writing, drawing, colouring, clay modelling etc. Playing skills are also sharpened during this period.

II

(a) Language development is the key for becoming more effective communicator.

(b) We can motivate them through active participation in the society, through engagement in social interaction and to learn the spirit of sharing and helping others.

(c)   During late childhood stage children acquire a strong incentive to learn and to control emotional, children expressed their happy and pleasant emotions freely by laughing, giggling or dancing. Children also discover and show such emotions like anger, fear, joy, anxiety etc. Boys tend to show anger or curiosity while girls express fears, worries, anxiety and feeling of love or affection.

III

(a) Children tend to live in an organised group life which is called "Gang". That's why this stage is called gang age.

(b) During late childhood children become acute observer that help them to become more creative.

(c)   We can help child in developing appreciate concept by providing them chance to observe and get in touch with objects around them.

IV

(a) Obese children are more vulnerable to diabetes and other chronic diseases which may affect their life quality in adulthood. They also lack in socialization and lack in taking interest in playing and other activities.

(b) Sometimes children pretend illness for getting attention from their family members or to get related from their regular activities and home disciplines. They use this technique of "faked illness" for avoiding regular task or unpleasant activities.

V

(a) During late childhood children encounter emotional hazard such as temper tantrum and unpleasant emotions like anger and jealousy, if they continue to develop such emotional will lead to affect their personality in later stage.

(b)   Children encounter different kinds of moral hazards in this period. Generally

children moral codes are different from that of adults' moral codes. They are predominantly focused in the needs and wants of themselves, and they are failed to develop a conscience as an inner control over behavior.

(c)   During late childhood ,the development of an unfavorable self-concept and ego centrism are the two serious hazards in personality development.

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THEORIES OF CHILDHOOD DEVELOPMENT

STRUCTURE

7.1   INTRODUCTION

Theories of development provide a framework for thinking about human growth and development. Theories of development provide an understanding of what can we learn from psychological theories of development and what motivate human thought and behavior and how an individual develop. Development theories provide a set of guiding principles and concepts that describe and explain human development. In this lesson we are going to discuss two major theories of development.

7.2   OBJECTIVES

After going through this lesson, you shall be able to:

- describe various theories of child development,

- explain Psychoanalytical child development theories,

- make inference from psychoanalytical theory,

- explain Erikson's stage theory of development, and

- make inference from stage theory of development.

7.3   THEORIES OF CHILD DEVELOPMENT

An understanding of child development is essential because it allows us to fully appreciate the cognitive, emotional, physical, social and educational growth from birth to childhood. In the field of child development some of the prominent theories of child development are behaviorist theory, Piaget's Theory of cognitive development, Vygotsky's sociocultural theory and many more. In present lesson we are discussing psychoanalytical theory of child development proposed by Sigmund Freud and Erikson's stage theory of development.

7.4   PSYCHOANALYTIC THEORY OF CHILD DEVELOPMENT

The Psychoanalytic approach of child development was first created and advocated by Sigmund Freud (1859-1936) by viewing people as being engaged in a constant struggle to satisfy their biological urges or needs. Sigmund Freud a Viennese Physician, developed his psychoanalytic theory of development through his work with emotionally troubled individual. His ideas were complex with respect of human development. His theory is based on the idea that parents play a significant role in managing their children sexual and aggressive drives during the first six years of life to develop their personality in later life. Freud believed that human personality is consisted of three interworking parts, the Id, Ego and Super ego. Freud explained the structure of psyche through these three part and used them in providing a two-tier, tripartite division of the psyche as may be understood through this diagram given below.

Id - Id is the largest part of the mind represent the animal in the man. It is the source of mental energy and all instinctive energy of the individual. The Id contested of all primitive innate urges. These includes various basic biological needs, sexual desires and aggressive impulses. Id is quite selfish and unethical and is concerned with immediate gratification of primitive needs.

Pleasure principle - The principle on which Id operates, according to which immediate pleasure and avoidance of pain is the sole motivation for behavior.

Ego - The Ego is related to the reasoning and is the conscious rational part of human mind. It develops three set of focus, i.e. the id, realities of the external world and Super Ego. It is extended to all the three layers of the mind to control Id in terms of external reality in the expression of unacceptable desires and to appease the Super Ego.

Reality Principle - The principle according to which the ego operates, in which the external conditions and consequences of behavior are considered in the expression of impulses from the Id.

Super Ego - It is the portion of human personality representing the conscience, or judgement from within. Like Id, it is also related to the unconscious but is not monitored by mans instinctive desires and primitive needs. It too seeks to control satisfaction of Id impulses, but in control to Ego, it is idealistic in nature and concerned with morality. It develops through interaction with others (many parents) who want the child to conform to the moral teaching and norms of our society.

Morality Principle - Super Ego presents us to gratify such impulses only when it is ethically or morally correct to do so, not simply when it is safe or feasible, as required by the Ego.

Psychosexual Stages of Development - According to Freud, Childhood experiences shape our personality and behavior. An innately determined sequences of stage through which all humans being pass, strongly shape the nature of an individual's personality. He believed that if a child lacks proper nurturing and parenting during a stage, he/she may become stuck in or fixated on the stage. According to Freud sexuality is the characteristics only of the adults rather children from the very beginning also have sexual desire also. All physical pleasure from any of the organs are ultimately sexual in nature and Freud asserted that of each stage pleasure is focused different region of the body.

Libido - Libido is an institutional life forces that energies the Id and the psychic energy. This psychic energy is responsible for all mental activity.

Fixation - Fixation refers to excessive investment of psychic energy (libido) in a particular stage of psychosexual development that results in various types of psychological disorders. If too much energy is used for gratification by fixation at earliest stages of development, the remaining amount of psychic energy may be insufficient to power full adult development.

The five stage of psychosexual development are as follows:-

The oral stage (0-2 years) - In the first stage of psychosexual development, pleasure is centered in the mouth region. After birth the child receive pleasure from the mothers nipple or the bottle. Thereafter the child seeks pleasure by outing anything, a candy, a stick, a toy, his own thumb etc into his mouth.

The anal stage (2-3 years) - During the anal stage, the process of elimination becomes primary focus of pleasure child derives pleasure by holding back or letting go of the body's waste products through the elimination organs i.e. the Anas or the Urethra. If fixation occur during this stage, it may result either in excessively orderly or compulsive personality or undisciplined, impulsive and excessively generous personality.

Phallic Stage (3-7 years) - At about age four the child's interest in shifted from eliminating organs to the genitals. Preschoolers take pleasure in this genitals and begin to struggle with sexual pleasure toward the opposite sex parents.This stage, according to Freud may give rise to a number of complexes like Electra complexes in girls and Oedipus complex in boys. About the Oedipus and Electra phases, Freud believed that they are the result of sexual attraction that children experience with their opposite sex parents. The boys desire for his mother and girls desire for his father make them afraid of being punished for their feelings by their opposite sex parents. This feared punishment generate castration anxiety in boys and girls the child may develop Oedipus or Electra complex by loving the opposite sex parent more and rather hating the same sex parents.

The Latency Stage (7-11 years) - This stage is started from seven years of age and extend up to the onset of puberty. This is the stage of psychosexual development that follows resolution of Oedipus and Electra complex. At this stage, sexual urges are at a minimum and children prefer to be in the company of their same sex and avoid individual of the opposite sex.

The Genital Stage (11-Adult) - Puberty is the stashing point of the genital stage and during puberty adolescents enter into genital stage. At this stage pleasure is again focused on genitals

and adolescents now feel a strange feeling of strong sensation in their genitals. They may feel pleasure by self-stimulation of the genitals or may be drawn quite close to the opposite sex friend. During this stage individual's acquire the adult capacity of combine lust with love and affection.

According to Freud, Progression to this final stage of development is possible only if serious fixation has not occurred at earlier stages. In case of fixation at any previous stage of development, the development may blocked and result in various psychological disorders.

Check Your Progress-I

Note : (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

(a) What is Libido ?

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(b) What are the main characteristics of Phallic Stage ?

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(c)   What are the main features of Latency stage ?

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7.5   ERICKSON'S THEORY OF PSYCHO-SOCIAL DEVELOPMENT

Erik Erikson the famous psychoanalyst, is credited with the best known theory of psycho social development which covers normal development over the entire life span of human beings. Erikson explained that the development of an individual is the result of his interaction with his sociocultural environment. Right from the birth, we all encounter a certain conflicts (called crises) that contributes to our psychological development by making specific demand at different developmental stage of life. Erikson was a student of Sigmund Freud, whose psychoanalytic theory and psychosocial stages contributed the basic outlines of the eight stages, at least those concerned with childhood. For example the first four stages of Erikson theory correspond to Freud's oral, anal, phallic and latency phases respectively also the fifth stage of adolescence is said to similar as the genital stage. At every stage of development, child faces a new crisis that goes on increasing as child advances on the ladder of development. The way in which the crises of each stage is resolved has a significant impact on the development of one's personality which in turn is reflected as the positive and negative aspect of one's behavior. Erikson find out eight such crises of life arising at different stages of development and associated them with the eight psychological crises of one's psychosocial development that cover one's entire life span as listed in below table.

Age	Psychosocial Crisis	Existential Question
Infant- 18 Months	Trust vs. Mistrust	Can I trust the world ? Is my world safe ?
18 Months -3 Years	Autonomy vs Shame and Doubt	Can I do things by myself or need I always rely on others?
3 to 5 Years	Initiative vs. Guilt	Is it ok to be me ? Am I good or bad ?
6 – 12 Years	Industry vs. Inferiority	How can I be good? Can I make it in the world of people and things?
13- 20 Years	Identity vs Role confusion	Who am I? What can I be? Where am in going?
21 -45 Years	Intimacy vs. Isolation	Am I loved and wanted?
46-65 Years	Generativity vs. Stagnation	Can I make my life count?
65 Years onwards	Ego Identity vs. Despair	Is it ok to have been me?

The above division outlines the types of crisis that need to be resolved at a particular stage. The crisis of stages not successfully resolved may be expected to reappear as problems in the future. Every stage leads to the development of different personality traits depends on how an individual negotiate his/her biological forces with the sociocultural forces in order to resolve the crisis.

Stage I : Trust vs. Mistrust

The first stage of psychosocial development occurs when child is between birth and one and half years of age. During this stage an infant is utterly dependent, the development of trust is based on dependability and quality of child's parents or

its caretakers. Depending on how they are nourished, handled , protected and kept safe and secure by people around then the sense of trust or mistrust with regard to the surroundings gained in this way. If a child successfully develops trust, he or she will gain a sense of securing and begin to learn to trust people around them. The first and most important person to teach an infant about trust is

usually the mother. Mothers are expected to take good care of their children and attend to their needs. For eg. The parents of a baby provide him with food, shelter, love, care and make him feel very safe and comfortable.

Stage II : Autonomy Vs. Shame and Doubt

Having gained a primary sense of trust and security with regard to his environment, the child now enter to the second stage of psychological development. In this stage child with newly developed physical skills, try to achieve a sense of autonomy and independence by exploring his environment and experimenting with his strengths and capabilities. Erikson believed that learning to control over physical skills lead to a feeling of control and sense of independence. The child now needs proper safety measures against the risk involved in activities like running, walking, pulling and handling of objects etc. During this stage, children should be taught the basic ways of taking care of themselves in different physical activities and other important task includes gaining more control over food choices, toy preferences and clothing selection. Children who successfully complete this stage within the bounds of safety feel sense of autonomy and knowledge about his limitations, while those who can't take care of his/her basic needs and continue to rely on others for taking care, may feel a sense of inadequacy and shamefulness.

Stage III : Initiative Vs. Guilt

The third stage of psychosocial development is started from three years of age and continue till six years of age. This stage is characterized by the crisis of initiative versus guilt. This child now begin to take initiatives in terms of asserting control and power through interaction with his environment. He asks a lot of question about everything, likes to explore his environment ceaselessly and engages in carrying out activities of various kinds. The psychosocial development in this stage depends to the extend to which the initiative for carrying out physical or mental exploration is encouraged or discouraged by the parents and social environment. Children who accept challenges and successfully complete this stage feel capable and able to lead others. Those who fail to acquire these skills are left with a sense of guilt, self-doubt, leading to hesitation, indecision and lack of initiative in planning and carrying out his life activities.

Stage IV : Industry Vs. Inferiority

In this development stage of psychosocial development theory, children begin to attend school where they are made to learn various skills and they enjoy learning. Now their level of self- awareness increases and they understand logical reasoning, scientific facts and other concepts that are typically taught in the school. Teachers, parents as well as the school environment create pressure on them to work hard in order to perform well. In this case, if the child performs well in school and admired by school, parents and social environment, he will be likely to develop as sense of industry filled with a sense of pride. Children who are encouraged and motivated by parents and teachers achieve more in terms of competency and productivity. On the other hand, those who receive little or no encouragement from parents and teachers, they may begin to look down upon himself and develop a sense of inferiority.

Stage V : Identity Vs. Confusion

Equipped with the sense of trust, autonomy, initiative and industry. An adolescent enter in this stage that is marked with the crisis of identity Vs. role confusion. During adolescence, children are exploring their independence and begin to search for their own personal identity. According to Erikson at this stage, the sudden and rapid sexual changes and demand of society leads the child to search for his new role and identity. Children experiments with various sexual, educational and occupational role to understand their self-identity. Those who received proper reinforcement through personal exploration will emerge with a strong sense of self-identity, a feeling of independence and place them in harmony with their environment. Those who remain unsure of their believe and desire will lead to lack of self-identification and confusing about themselves and their future.

Stage VI : Intimacy Vs. Isolation

This is the sixth stage of psychosocial development which covers the period of early adulthood when people need to form intimate, loving personal relationship with other. During this stage, the individual seeks to form close attachment by merging his identity with that of another individual. It can be evidenced in the harmonious relationship between husband-wife and intimate friends. According to Erikson each stage of development builds on skills learned in previous stage, Erikson believe who were successful to explore their self-identity, develop relationships that are committed and secure. Erikson asserted that a strong sense of personal identity was important to develop committed and intimate relationship and according to some researches those

who have a poor sense of self, fails to develops and adequate sense of intimacy by merging one's identity with that of another person tend to have less committed relationship and are more likely to suffer emotional isolation and loneliness.

Stage VIII : Integrity Vs. Despair

At the last stage of Erikson theory of development, people are in their sixties or older who are typically retires and this phase is focused on reflecting back on life. It is important for them to feel a sense of usefulness and fulfilment. Knowing that they have done something significant during their past years. Those who feel proud of their accomplishment will feel a sense of satisfaction and integrity. Successfully completing this phase means looking back with few regrets and a general feeling of contentment and integrity. Success at this stage lead to feeling of wisdom even when confronting death. Those who are unsuccessful during this stage will feel that they have not done much during their life. Their life has been wasted and will experience regrets. It is likely that they will experience a sense of bitterness and despair.

Check Your Progress-II

Note : (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

(a)   What is the third stage of Erikson's Theory of Development? (answer in about 50 words)

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(b)   What are the main characteristics of fifth stage of Erikson's theory ?

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7.6   LET US SUM UP

This lesson highlights theories of child development which help us to understand how children grow and learn and by what process their behavior may be modified and improved . Out of different theories proposed by various psychologist we have discussed in detail two very important theories namely Psycho analytical theory proposed by Sigmund Freud and Erikson stage theory of child development.

7.7   LESSON END EXERCISE

1.   What do you understand by Erikson's theory of child development and how this theory is helpful in understanding child ?

2.   How psycho-analytical theory of development is helpful in understanding child development ?

7.8   SUGGESTED FURTHER READINGS

1.   Isenberg Joan Packer, Jalongo Mary Renck (2001) *Creative Expression and Play in Early Childhood.* 3rd edition. Merrill Prentice Hall, Ohio.

2.   Nixon D, Aldwinckle M (2003) *Exploring : Child Development from three to six years.* 2nd edition. Social Science Press, Katoomba.

3.   Nixon D, Gould K (1999) *Emerging : Child development in the first three years.* 2nd edition. Social Science Press, Katoomba.

4.   Stonehouse A (2002) : The NSW Department of Community Services, *Office of Child Care.* (153 pp .pdf 1.4 MB)

I

(a)   Libido is an institutional life forces that energies the Id and the psychic energy. This psychic energy is responsible for all mental activity.

(b)   The main characteristics of Phallic Stage are to give rise to a number of complexes like Electra complexes in girls and Oedipus complex in boys. The boys desire for his mother and girls desire for his father make them afraid of being punished for their feelings by their opposite sex parents.

(c)   The main features of the Latency Stage is at this stage, sexual urges are at a minimum and children prefer to be in the company of their same sex and avoid individual of the opposite sex.

II

(a)   The third stage of psychosocial development is started from three years of age and continue till six years of age. This stage is characterized by the crisis of initiative versus guilt.

(b)   The fifth stage of Erikson stage is Identity Vs. Confusion. This stage is marked with the crisis of identity Vs. role confusion. During adolescence, children are exploring their independence and begin to search for their own personal identity.

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GROWTH AND DEVELOPMENT DURING ADOLESCENCE

STRUCTURE

8.1   INTRODUCTION

In this chapter, we will focus on the concepts of growth and development in adolescents. Adolescence is an important period from the beginning of puberty to the completion of physical growth. The physical development in adolescents is accompanied by cognitive, social and

emotional development. The process of growth

and development in adolescence causes teenagers to engage in risky behaviors which is further aggravated by the socio-economic and cultural factors. The present lesson discusses the physical, cognitive and social development in adolescents and also the problems associated with the stage of adolescence.

8.2   OBJECTIVES

After going through this lesson, you shall be able to:

- describe the three dimensions of development in adolescents,

- identify and discuss the key concerns about the physical and mental health of adolescents, and

- discuss problems at adolescence stage.

8.3   GROWTH AND DEVLOPMENT DURING ADOLESCENCE

Adolescence is the period of transition between childhood and life as an adult, covering basically the teenage years. Biologically, it is marked by the onset of puberty. Puberty is accompanied by physical changes, hormonal changes and changes in brain organization, It brings about increased interest in sexual and romantic behaviours. Socially, adolescence is marked by an increasing independence from parents as the young person prepares to leave home, to complete his or her education, to form sexual partnerships and to seek some vocation and employment (Smith, Cowie and Blades, 2011).

The teenage years are also called adolescence. Adolescence is a time for growth spurts and puberty changes. An adolescent may grow several inches in several months followed by a period of very slow growth, then have another growth spurt. Changes with puberty (sexual maturation) may occur gradually or several signs may become visible at the same time.There is a great amount of variation in the rate of changes that may occur.

The teenage years bring many changes, not only physically, but also mentally and socially. During these years, adolescents increase their ability to think abstractly and eventually make plans

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and set long-term goals. Each child may progress at a different rate and may have a different view of the world. In general, the abilities that may be evident in adolescents are the ability to think abstractly, setting goals, compares one's self to one's peers and develops interest in philosophy, politics, and social issues. Some of the important issues with which adolescents deal during these years are - seeking independence from parents, peer influence and acceptance and romantic/ sexual relationships and long-term commitment in relationship. (Stanford Children's Health).

8.4   DIMENSIONS OF GROWTH AND DEVELOPMENT IN ADOLESCENCE

The three dimensions of growth in adolescence are as follows:

1.   Physical Development

2.   Cognitive Development

3.   Social Development.

8.4.1 Physical Development

Physical development during adolescence is marked by pubertal changes and changes in the brain and sexuality.

● **Puberty:** Puberty is a period of rapid physical maturation involving hormonal and bodily changes that occur primarily during early adolescence. Puberty ends long before adolescence.The primary factor causing puberty or sexual maturation is rise in the level of hormones. Hormones are the powerful chemical substances secreted by endocrine glands.The hormones responsible for puberty in boys and girls are different, testosterone in boys and estrogen and progesterone in girls cause biological changes that signal reproductive maturity. Both testosterone and estrogen are present in the hormonal makeup of boys and girls, but testosterone dominates male puberty and estrogen is responsible for female puberty. Further, the sexual characteristics during adolescence can be divided in primary and secondary sexual characteristics. Primary sexual characteristics included development of reproductive organs and external genitalia. Secondary sexual characteristics include growth in public hair, breast development in girls and facial hair and lowered voice in boys along with sudden increase in height and changes to

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body's overall shape. The other notable developments are onset of first menstrual period in girls at age 12 (age is subject to individual variations), called menarche. For boys, the first ejaculation occurs around age 14, followed a year later by the development of mature sperm cells, called spermarche. The physical changes cause psychological effects in adolescents. Girls show considerable interest in their body image, girls having more negative body images than boys do.

- **Brain:** Maturation of adolescent brain is affected by heredity and environment, nutritional status, Sex hormones, age, drug abuse, pre and post-natal insults, sleep patterns and physical, psychological, economic or mental stress. The brain reaches 90% of adult size by age 6 but doesn't attain full maturation. Brain undergoes a massive reorganization between our 12th and 25th years. Changes in the brain during adolescence involve the thickening of the corpus callosum and a gap in maturation between amygdala and the prefrontal cortex, which functions in reasoning and self-regulation. The development and maturation of the prefrontal cortex occurs primarily during adolescence and is fully accomplished at the age of 25 years.

The development of the prefrontal cortex is very important for complex behavioral performance, as this region of the brain helps accomplish executive brain functions. This means that more basic functions, such as emotion, vision, and movement, improve in processing speed first. The amygdala areas respond to negative or fearful stimuli more intensely during adolescence and brain areas involved in rewards are activated more in teens. The links between hippocampus and frontal lobes (responsible for reasoning and self-regulation) develop later which means emotional reactivity increases before the development of control provided by the frontal areas. The immaturity in the behaviour of adolescents is a result of lagging brain development. As teens are less controlled and focussed, they may be more flexible in noticing and responding to new situations, just when are stepping out in the world away from family. Some other risks attached with the adolescent age when brain remains in its active state of maturation are environmental stress, risky behaviour, drug addiction, impaired driving, and unprotected sex. Therefore, the understanding of adolescent's brain development is necessary for the teachers and parents as it will help them to understand the difficulties of adolescents, accept their behaviour and guide them accordingly.

- **Sexuality**: Adolescence is a time of sexual explorations and experimentation of sexual fantasies and realities of incorporating sexuality into one's identity. They involve learning to manage sexual feelings, developing new forms of intimacy, and learning the skills to regulate sexual behaviour to avoid unavoidable circumstances. Developing a sexual identity is more than just the sexual behaviour.Identity refers to an existential position, to an inner organization of needs, abilities, and self-perceptions as well as to a socio-political stance.IN the eight development stage proposed by Erickson (1968), he marked adolescence by identity v/s role confusion crisis. The major characteristics of this stage are : primary social interactions with peers; culminating in heterosexual friendship; psychological moratorium from adult commitments; identity crisis. Sexual identities emerge in the context of physical factors, social factors and cultural factors, with most societies placing constraints on the sexual behaviour of adolescents.The development of an adolescent occurs not in isolation, rather in the background of the family, society in a defined culture, which significantly influences the adolescent sexuality. Society's attitude and cultural perception of sexuality largely have an influence on the families in which an adolescent nurture and his or her sexuality cherishes (Kar, S. K. Choudhury, A., & Singh, A. P., 2015).

Adolescence is also a stage of thinking about their sexual orientation. Sexual orientation refers to a person's pattern of attraction to other people including physical, emotional, sexual, and romantic attraction. These patterns of attraction are usually identified in the following manner : (1) heterosexual (straight) refers to a pattern of attraction to the opposite gender, (2) homosexual (lesbian or gay) refers to a pattern of attraction to the same gender, (3) bisexual refers to a pattern of attraction to both genders, and 4) "questioning" is a term used to describe people who are not yet certain which (if any) pattern of attraction best suits them. It should be noted that an attraction is an internal psycho-emotional experience and should not be confused with sexual behavior. Therefore, sexual orientation refers to a pattern of physical, emotional, sexual, and romantic attraction to others, which may or may not be acted upon. As their sexual development continues to progress, most youth will eventually identify themselves as straight, gay, lesbian, bisexual, or questioning. However, since sexual orientation is an internal, psycho-emotional experience, no one else is qualified to label or judge another person's sexual orientation. In reserved cultures like India, sexuality is discussed little at home and school so there is little scope to explore sexuality, and it still remains as a myth or enigma for the adolescent, which affects their perception of sexuality (Morelli, A. O., 2017).

8.4.2   Cognitive Development

The brain development is accompanied by cognitive development which can be understood from the perspective of Jean Piaget's theory of intellectual development.The stage of formal operations, the fourth stage of Piaget's theory deals with adolescents. During this stage, thought is more abstract, idealistic, and logical than during the concrete operational stage (7-11 years). In addition to abstract thinking, several other capacities contribute to formal operations such as hypothetical thinking, deductive and inductive thinking, interpositional logic and reflective thinking.

● ***Hypothetico - Deductive thinking -*** Piaget believed that at adolescence, young people become capable of hypothetico-deductive reasoning. When faced with a problem, they start with a hypothesis, from which they deduce logical, testable inferences. Then they systematically isolate and combine variables to see which of these inferences are confirmed in real world.

● ***Interpropositional logic -*** It is another important characteristic of formal operations. It is the adolescents ability to evaluate the logic of verbal statements (propositions) without referring to real world circumstances. For example: Are the lines given below logically correct:

1. All college students are green.

2. Sunita is a college student.

3. Therefore, Sunita is green.

Prior to formal operations, children may dismiss this reasoning as false but in formal operations, adolescents analyze the logic of statements.

● ***Reflective thinking -*** Reflective thinking is the process of evaluating and testing your own reasoning. Reflective thinking allows a person to be his or her own critic, to evaluate a process, idea, or solution from the perspective of an outsider and to find errors or weak points in it and most importantly in problem solving (Morgan, King, Weisz and Schopler, 2014).

Piaget (1932) pointed out that the ability to reason about abstractions provides an opportunity for the growth of moral reasoning. Building on this notion, Kohlberg (1981, 1984) argued that adolescence is a prime time for developing a sense of morality. He explained moral

reasoning through three different levels: pre-conventional level, conventional level, post-conventional level. Kohlberg believes that everyone passes through the levels of moral reasoning in the same order. Moral reasoning passes through a predictable sequence of levels, beginning with egocentric moral judgmentsand moving toward abstract moral principles. Pre-conventional level of moral reasoning judges the morality of an action based on its consequences. An action is morally wrong if you will be punished. Conventional level determines right or wrong on the basis of social laws and roles. Post conventional level considers that social laws, norms, contracts can be bend to uphold individual and universal rights. Before adolescence, most children are pre-conventional and during adolescence, they begin to reason in conventional terms (Carter & Seifert, 2013).

8.4.3   Social Development

Adolescence is the stage of formation of identity or a distinct, individualized sense of self. Identity includes two concepts. First is self-concept: the set of beliefs

one has about oneself. This includes beliefs about one's attributes (e.g. tall, intelligent),

roles and goals (e.g. occupation one wants to have when grown), and interests, values, and beliefs (e.g. religious, political). Second is self-esteem, which involves evaluating how one feels about one's self-concept. "Global" self-esteem refers to how much we like or approve of our perceived selves as a whole. "Specific" self-esteem refers to how much we feel about certain parts of ourselves (e.g., as an athlete or student, how one looks, etc.). Self-esteem develops uniquely for each adolescent, and there are many different trajectories of self-esteem possible over the course of adolescence. (Zimmerman, Copeland, Shope & Dielman, 1997). Thus, self-esteem, whether high or low, may remain relatively stable during adolescence or may steadily improve or worsen. Adolescents develops low esteem if there is a gap between one's self concept and what one believes one should be like and these situations of low self-esteem in adolescents should be dealt with utmost caution in a professional manner by adults (APA, 2002).

According to Erickson, **the identity crisis**, is a situation in which teenagers explore alternative ways of living and describing themselves to the world (Carter & Seifert, 2013). Teenagers demand more freedom and independence because they assume themselves as adults. They often disagree with their parents and show them resistance and disobedience. The

emergence of logical reasoning and moral development is one of the reason for rebelling behavior of adolescents. The parents and teachers who respond to disagreements with open discussions are encouraging their children to follow the same and thus, to practice a valuable social skill. Open discussions between parents and adolescents effectively promote self-reliance, independence, decision making skill and social responsibility.

Identity development as well as moral development occurs in the context of relating to others.Therefore, emotional skills have specific significance for adolescents as these skills helps in managing stress and be sensitive and effective in relating to other people. Emotional intelligence involves recognizing (self awareness of own emotions) and managing emotions, empathy, resolving conflict constructively, ability to work cooperatively. The mastery over the emotional skills will help adolescents in creating and managing healthy relationship with their family, peers and others at school and home.

The social development of adolescents is best considered in the contexts in which it occurs; that is, relating to peers, family, school, work, and community.

Peer relationship

The pressure to confirm to peers is strong during adolescence, especially during the eighth and ninth grades. Adolescents who are uncertain about their social identity, which can appear in form of low self-esteem and high social anxiety are most likely conform to peers. They are more likely to conform to someone when they perceive him/her to have higher status than they do. Cliques and crowds assume more importance in the lives of adolescents than in lives of children. Cliques are small groups that range from 2-12 individuals of same sex and same age. These are friendship based groups which become more heterosexual in high school years. Crowds are larger than cliques and less personal. Adolescents become their members on the basis of the reputation of crowd and also due to engagement in activities of that group (Santrock, 2011). Peer groups also serve as powerful reinforcers during adolescence, a source of popularity, status, prestige and acceptance. During middle adolescence (ages 14-16 years), peer groups tend to be more gender mixed. Less conformity and more tolerance of individual differences in appearance, beliefs, and feelings are typical. By late adolescence, peer groups have often been replaced by more intimate dyadic relationships, such as one-on-one friendships and romances, that have grown in importance as the adolescent has matured (APA, 2002).

Family relationship

Adolescence marks changes in the relation between parents and their children. Parent-adolescence conflict increases in early adolescence and remains comparatively stable during high school years, and then lessens as the adolescence reaches 17-20 years of age. Everyday negotiations and minor disputes serve as the positive developmental function of helping the adolescent make transition from childhood dependency to adult independence. Parents serve as important attachment figures and support systems while adolescents explore complex social world (Santrock, 2011). The adolescent's social competence is derived from their experience of close relationships within their family. Adolescents ability to attain autonomy and gain control over their behaviour is acquired through appropriate adult reactions to their desire for control. As the adolescents pushes for autonomy, the adults relinquish control in those areas where the adolescence can make reasonable decisions, but continues to guide in areas where adolescent's knowledge is limited. Attachment in adolescence may be indicated in subtle and private ways, including friendly teasing and small acts of concern, as well as shared activities with fathers and self-disclosure with mothers. Cognitive advances in adolescence make them easily attuned to the similarities and dissimilarity between relationships with parents, other significant adults, friends and romantic partners.

Parenting style influences adolescent's search for identity. Democratic parents encourage adolescents to participate in decision making and thus fosters their identity achievement. Autocratic parents, who control the adolescents' behaviour without giving adolescent an opportunity to express opinions, encourage identity foreclosure and discourage identity exploration. Permissive parents, who provide little guidance to adolescents and allow them to ask their own decisions, promote identity diffusion (Kafle and Thakali, 2013).

Check Your Progress-I

Note : (a) Answer the questions given below.
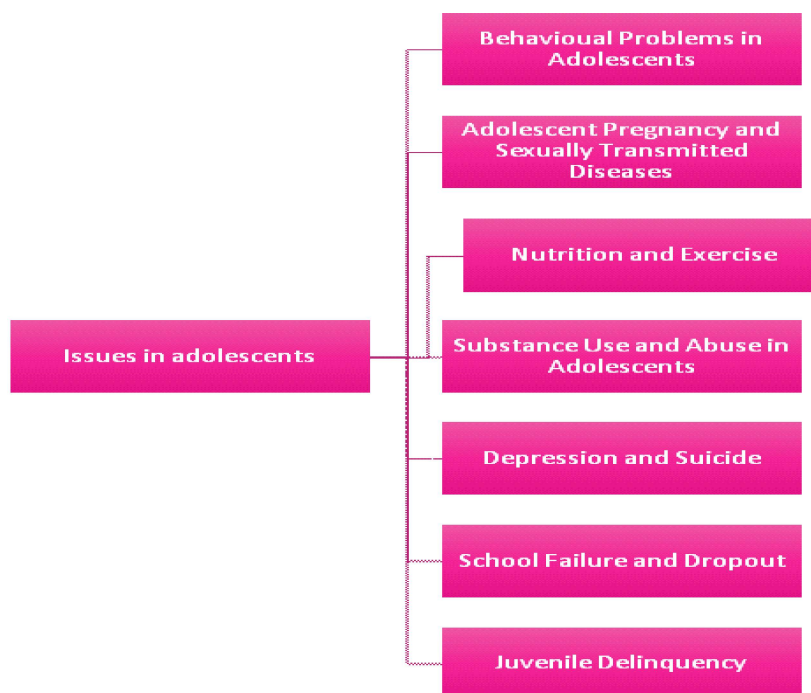
(b) Compare your answers with the above sub-section.

(a) Briefly describe the characteristics of physical development during adolescence.

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(b)   Explain in about forty words Identity crises during adolescence.

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8.5   PROBLEMS AT ADOLESCENCE STAGE

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Adolescent Pregnancy and Sexually Transmitted Diseases:

Risky sexual behaviors and lack of knowledge on sexuality-related topics are among the leading problems most associated with mortality, morbidity, and social ailments in adolescents. Incidence and prevalence estimates suggest that young people aged 15–24 years acquire half of all new STDs and that one in four sexually active adolescent females has an STD, such as chlamydia or human papillomavirus (HPV). The leading cause of death for 15– 19 year old girls globally is complications from pregnancy and childbirth.

Some 11% of all births worldwide are to girls aged 15–19 years, and the vast majority of these births are in low and middle income countries. More than 2 million adolescents are living with HIV. Compared with older adults, sexually active adolescents aged 15–19 years and young adults aged 20–24 years are at higher risk of acquiring STDs for a combination of behavioral, biological, and cultural reasons (Centre for Disease Control and Prevention, 2016).

In this context, the four key considerations for adolescent sexuality education in India are as follows : (1) Sexually transmitted infections (STIs), (2) teenage and unwanted pregnancies, (3) menstrual health and hygiene, and (4) emerging issues in child and adolescent sexuality (Khubchandani, J., Clark, J., & Kumar, R. (2014).

Nutrition and Exercise

Many boys and girls in developing countries enter adolescence undernourished, making them more vulnerable to disease and early death. At the other end of the spectrum, the number of adolescents who are overweight or obese is increasing in low, middle and high-income countries.

Iron deficiency anaemia is the leading cause of years lost to death and disability in 2015. Iron and folic acid supplements are a solution that also helps to promote health before adolescents become parents. Regular deworming in areas where intestinal helminths such as hookworm are common is recommended to prevent micronutrient (including iron) deficiencies.

Developing healthy eating and exercise habits in adolescence are foundations

for good health in adulthood. Reducing the marketing of foods high in saturated fats, trans-fatty acids, free sugars, or salt and providing access to healthy foods and opportunities to engage in physical activity are important for all but especially children and adolescents. Yet available survey data indicate that fewer than 1 in every 4 adolescents meets the recommended guidelines for physical activity: 60

minutes of moderate to vigorous physical activity daily (WHO, 2018).

Energy (calories) and protein are essential in pubertal development. Adolescent females require approximately 2200 calories/day, whereas male adolescents require 2500-3000 calories/day. Additional intake requirements include fat, calcium, iron, zinc, vitamins, and fiber. The clinical assessment of nutritional status begins with obtaining a good diet history of the patient and this could be offered by the body mass index. Nutritional deficiencies and poor eating habits established during adolescence can have long-term consequences, including delayed sexual maturation, loss of final adult height, osteoporosis, hyperlipidemia, and obesity. As for vegetarian adolescents, nutritional risks include lack of iodine, vitamin B12, vitamin D, and some essential fatty acids. In addition, substances in some grains reduce gut absorption, thus increasing mineral deficiencies. Pregnancy may also be a risk factor for poor nutrition during adolescence. A pregnant adolescent has different nutritional needs because she is still growing. Among adolescent athletes, many are turning to nutritional supplements in an attempt to improve athletic performance. A balanced, varied diet provides adequate calories and nutrition to meet the needs of most adolescents. They also have greater water needs than do adult athletes (Walh, 1999).

Substance Use and Abuse in Adolescents:

The use of addictive substances—tobacco, alcohol, and other drugs during adolescence interferes with brain development and increases the risk of serious health and mental health conditions, including addiction.

Factors linked with substance abuse in adolescents

Biological factors - The initiation of substance use during adolescence is driven, in part, by biological factors. Addiction is a progressive and complex brain disease that disrupts the functioning and structure of the areas of the brain responsible for pleasure, decision making, self-control, and survival, including motivation, risk and reward assessment, pleasure seeking, impulse control/inhibition, emotion, learning, memory, and stress control. Because the adolescent brain, particularly the prefrontal cortex and the reward pathways, is still developing, adolescents exhibit an increased proclivity toward taking risks, including the risk of smoking, drinking, or using other drugs.

Cultural Factors - Peers, family members, school environment, policies, media and communities influence substance use in teens through their approval and disapproval messages to the child.

Parental Influence - Parents send mixed messages to their children, often unknowingly, through their tacit approval of teen substance use. Teens who believe their parents disapprove of their smoking, drinking, or using other drugs are less likely to do so, whereas those who believe their parents are tolerant of substance use are at higher risk of using

Media - Adolescents spend more time in a typical day engaged in media use—television, Internet, radio, movies, magazines, and smartphones than they spend with family, friends, or in school. Most of these media are rife with messages that condone or promote substance use. These pervasive pro-substance use messages can make substance use seem normal; exposure to pro-substance use media content is linked to initiation of adolescent smoking , drinking , and marijuana use. Internet access and cell phones allow teens to discuss about, and view images of substance use, as well as even to purchase drugs, with relative privacy (Feinstein, Richter, Foster 2012).

Depression and Suicide

Depression in adolescents is a major risk factor for suicide, the second-to-third leading cause of death in adolescence and Suicide is the most serious risk of the illness.More than half of adolescent suicide victims reported to have a depressive disorder at time of death. For every student who dies from suicide, there are 500 students suffering with Depression.Incidence of depression among adolescents is greater for females than males. These sex differences have been reported to emerge between the ages of 13 and 15 years, and prior to this age, rates of depression appear to be similar for young boys and girls. Adolescent depression is more closely tied to female hormonal changes than to chronological age, which suggests that depression is directly linked to pubertal changes in hormone–brain relations

Depression is associated with increased risks of substance abuse, unemployment, early pregnancy, and educational underachievement. There is a clear link between Depression and suicide but suicide is a relatively rare consequence of Depression and thankfully treatable.

The burden is highest in low-income and middle-income countries. Depression is associated with substantial present and future morbidity, and heightens suicide risk. The strongest risk factors for depression in adolescents are a family history of depression and exposure to psychosocial stress. Inherited risks, developmental factors, sex hormones, and psychosocial adversity interact to increase risk through hormonal factors and associated perturbed neural pathways.

Symptoms of depression

- Loss of confidence or self-esteem, sense of hopelessness.

- Unreasonable feelings of self-reproach or excessive inappropriate guilt or worthlessness.

- Recurrent thoughts of death or suicide, or any suicidal behaviour.

- Diminished ability to think or concentrate.

- Change in psychomotor activity, agitation, or retardation, feeling restless or slowed down.

- Sleep disturbance

- Change in appetite with corresponding change in weight.

Treatment of Major Depression

- Medications: antidepressants.

- Individual psychotherapy.

- Education and support.

- Family therapy.

- Individual responsibility.

- Family involvement and/or family therapy.

- Control of negative behaviors: alcohol abuse, substance abuse, eating disorders. (David Raymond Price Foundation)

Theories related to Youth and Suicide

The two basic facts of youth and suicide are related to degree of variability among adolescents and the desire to influence others. People experience variable feelings but variability of emotions in youth is comparatively greater than adulthood. Evidence suggests that the highs are higher and the lows lower for youths than for adults. The second fact is that youths do not have financial resources that they can use to influence others. Youths are still

at the point in life where their consumption exceeds their net income. These two facts suggest a number of different explanations for youth suicide. To understand it better we have examined the factors behind suicidal tendencies in youth given in various theories related to suicide. The first the **strategic suicide theory**: youths attempt suicide to signal others that they are unhappy or to punish others for their unhappiness. In this theory, suicide attempts are not primarily designed to result in death. Rather, they are a way for youths to influence others in nonfinancial ways. The second theory is the **depression theory**: at various points, youths become sufficiently unhappy that they "rationally" take their life. The third theory is the **contagion theory**; it is really an extension of the first two theories, suggesting that a "social multiplier" may amplify the effects of stressors leading to depression or may amplify the effects of factors leading to suicidal signalling as a method of conflict resolution among youths. The fourth theory has less to do with events that produce suicide thoughts and more to do with the ability to carry out suicide plans. We term this the **instrumentality theory**: when youths become particularly unhappy, they commit suicide if the means to do so is readily available. Thus, youths with access to guns will, for the same level of unhappiness, have higher suicide rates than youths without access to guns(Cutler, Glaeser, Norberg, 2001).

In a study on Suicidal behaviors among teenagers conducted in Maurtius, depression is found as a leading cause of suicide among other factors as listed below:

(a) Conflicts or inadequacies in the participant-parental relationship (difficult communication between parent and teen, dysfunctional families and history of abuse, inability of the family to stabilise teenage personality), at times further compounded with material deprivation and which bring up issues of hopelessness, burdensomeness or thwarted belongingness, appears to be the leading cause among the cases interviewed.

(b) Intimate relationship problems including rejection, teen dating violence and family objections are also a prominent cause of suicidal behaviour among both boys and girls alike.

(c) Adverse peer pressure particularly at the level of school, including the impacts of emotional bullying but also getting caught in a downward spiral of deviant behaviour, including problems with authority, substance abuse, poor educational attainment etc. which also bring about a sense of low self-esteem and hopelessness for the future.

(d) Another important cluster of related factors - which may be both cause and effect of suicidal behaviour given its cyclical nature - involves psychiatric disorders including a vicious cycle of depression including self-focus and self-blame, depressed mood, cognitive and behavioural consequences and negative experiences. These severely restrict problem-solving and coping strategies of the individual.(Centre for Applied Social Research, 2015).

School Failure and Dropout

Adolescence is the phase of turbulence where a child goes through many physical, psychological, and emotional changes. If the adolescent is attending the school during this phase, it is not only good for educational attainments but also for getting opportunity for sharing many turbulent thoughts with their peers and sometime with teachers also.

The study by Maithly, B., & Saxena, V. (2008) on Adolescent's Educational Status and Reasons for Dropout from the School indicated that 73% male and 59% of female attend school in the age group of 13 to 19. The main reason for girls remaining behind is the attitude of the parents. Other reasons are the burden of sibling care, domestic work, physical and sexual insecurity, parental education level etc., indicating the need of interventions in the family and social domains. The school conditions need to be made more girl-friendly, like appointment of more female teachers, provision of separate toilet for them, and doing away the physical punishment. A further reduction in gaps between males and females in enrolment and retention can be achieved by understanding dynamic of interactions among household work, paid labor, and female education. These factors need to be properly addressed for not only improving the female literacy rate but also reduction in the overall dropout rates (Maithly, B., & Saxena, V., 2008).

A study by Doll, J. J.; Zohreh, E. and Lynne, W. (2013), stated that the factors responsible for school dropout of adolescents are grouped in to three categories: Pull, Push and Falling factors. With push factors, the school is the agent whereby a student is removed from school as a result of a consequence. With pull factors, the student is the agent, such that attractions or distractions lure them out of school. Finally, with falling out factors, neither the student nor school is the agent. Instead, circumstances exist that neither the school nor the student can remediate, and as a result, the connection students have with school gradually diminishes. The three factors are further grouped in to three reasons of dropout: School related Reasons, Family Related reasons, Employment related reasons. The table below presents the rank-wise reasons for dropout:

Type	Rank	Cause of Dropout
School related reasons		
Push	1	Missed too many school days
Pull	2	Thought it would be easier to get GED
Push	3	Was getting poor grades/failing school
Fall	4	Didn't like school
Push	5	Could not keep up with school work
Push	8	Thought could not complete course requirements
Push	9	Could not get along with teachers
Fall	12	Did not feel belonged there
Push	13	Could not get along with students
Push	14	Was suspended
Fall	17	Changed schools and did not like new school
Push	18	Thought would fail competency test
Push	19	Did not feel safe
Push	20	Was expelled
Family related reasons		
Pull	6	Was pregnant
Pull	11	Had to support family
Pull	15	To care for a member of the family
Pull	16	Became parent
Pull	21	Married or planned to get married
Employment related reasons		
Pull	7	Got a job
Pull	10	Could not study and work at same time
Source : Dalton, Glennie, Ingels and Wirt (2009) from (Doll, Zohreh, Lynne, 2013)		

Some other characteristics related to school failure and dropout of adolescents in context to individuals, families and extra familial contexts are explained as follows:

Source	Characteristics
Individual	Age of initiation.
	Gender
	Ethnicity
	Poor school performance.
	Low educational aspirations.
	Lack of involvement in activities.
	Negative view of the future.
Family	Poor parent-adolescent communication.
	Poor parent monitoring.
	Parental addiction (e.g. alchol and drugs).
	Lack of family support.
	Family structure.
Extra familial context	Negative poor relations.
	Large school.
	Negative school climate.
	Poor neighbourhood quality.
	Low socioeconomic status.
	Nonparental adult relations.

Figure : Perks, D.F. and Lynne, M.B. (2003) Positive Behaviors, Problem Behaviors and Resiliency in adolescence.

Juvenile Delinquency: Delinquency is socially inadequate adjustment on the part of the individual to difficult situations. The factors which create difficult situations, together with the mental and physical conditions which influence an individual's capacity to adjust, constitute the causes of delinquency. The factors are classified under six categories: physical factors, mental factors, home conditions, school conditions, neighbourhood conditions, and occupational conditions. Heredity and environment plays a role in determining physical and mental factors while the other factors are determined by the environment.

I.   Physical Factors

1. Malnutrition. 2. Lack of sleep. 3. Developmental aberrations. 4. Sensory defects. 5. Speech defects. 6. Endocrine disorders. 7. Deformities. 8. Nervous diseases. 9. Other ailments. 10. Physical exuberance. 11. Drug addiction. 12. Effect of weather.

II.   Mental Factors

1. Mental defect. 2. Superior intelligence. 3. Psychoses. 4. Psychoneuroses. 5. Psychopathic constitution (including emotional instability). 6. Abnormalities of instinct and emotion. 7. Uneven mental development. 8. Obsessive imagery and imagination. 9. Mental conflicts. 10. Repression and substitution. 11. Inferiority complex. 12. Introversion and egocentrism. 13. Revengefulness (get-even complex). 14. Suggestibility. 15. Contra-suggestibility. 16. Lethargy and laziness. 17. Adolescent emotional instability. 18. Sex habits and experiences. 19. Habit and association.

III.   Home Conditions

1. Unsanitary conditions. 2. Material deficiencies. 3. Excess in material things. 4. Poverty and unemployment. 5. Broken homes. 6. Mental and physical abnormalities of parents, or siblings. 7. Immoral and delinquent parents. 8. Ill-treatment by foster parents, step-parents, or guardians. 9. Stigma of illegitimacy. 10. Lack of parental care and affection. 11. Lack of confidence and frankness between parents and children. 12. Deficient and misdirected discipline. 13. Unhappy relationship with siblings. 14. Bad example. 15. Foreign birth or parentage. 16. "Superior" education of children.

IV. School Conditions

1. Inadequate school building and equipment. 2. Inadequate facilities for recreation. 3. Rigid and inelastic school system, "the goose-step." 4. Poor attendance laws and lax enforcement. 5. Wrong grading. 6. Unsatisfactory teacher. 7. Undesirable attitude of pupil towards teacher. 8. Bad school companions and codes of morals.

V. Neighbourhood Conditions

1. Lack of recreational facilities. 2. Congested neighbourhood and slums. 3. Disreputable morals of the district. 4. Proximity of luxury and wealth. 5. Influence of gangs and gang codes. 6. Loneliness, lack of social outlets. 7. Overstimulating movies and Shows.

VI. Occupational Conditions

1. Irregular occupation. 2. Occupational misfit. 3. Spare time and idleness. 4. Truancy. 5. Factory influences. 6. Monotony and restraint. 7. Decline in the apprenticeship system (Bridges, 1927).

Some other factors given by World Youth Report, 2003, on Juvenile Delinquency are: Urbanization, Media, Exclusion from the economic growth, peer influence. When the adolescents (of low income families) are deprived of the opportunities, facilities and resources available to one section of society, adolescents develop low self-esteem and to improve their status they may join a juvenile delinquent group. Migrants also face problems of acceptability in the new culture and often have little success in the new framework. The cultural conflicts are the main source of criminal behaviour.

Media bring an individual to violence in three ways. First, movies that demonstrate violent acts excite spectators, and the aggressive energy can then be transferred to everyday life, pushing an individual to engage in physical activity on the streets. Second, television can portray ordinary daily violence committed by parents or peers (the imposition of penalties for failing to study or for violations of certain rules or norms of conduct). It is impossible to find television shows that do not portray such patterns of violence, because viewer approval of this type of programming has ensured its perpetuation. As a result, children are continually exposed to the use of violence in different situations and the number of violent acts on television appears to be increasing. Third, violence depicted in the media is unreal and has a surrealistic quality; wounds bleed less, and the real pain and agony resulting from

violent actions are very rarely shown, so the consequences of violent behaviour often seem negligible (World Youth Report, 2003).

Check Your Progress-II

Note : (a) Answer the questions given below.

     (b) Compare your answers with the above sub-section.

(a) Describe in about fifty words problems at adolescence stage.

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(b) List the factors associated with substance abuse in adolescence.

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8.6 LET US SUM UP

The lesson discussed the phases of changes experienced by adolescents. Adolescents experience dramatic changes in their physical, cognitive, emotional and social development. The change in one domain affects the changes in other domains. The development in brain brings changes in

cognition, emotions, and social capacities. of adolescents. The physical, cognitive and socio-emotional developments leads to positive and negative outcomes. The lesson discusses some critical issues associated with the adolescence such as drug abuse, sexually transmitted diseases, school dropout, depression and suicide to name a few.It aims to develop awareness and understanding of the smooth and turbulent changes experienced by the adolescents among the prospective teachers so as to prepare them to deal with situations accordingly.

8.7   LESSON END EXERCISE

1. Discuss the meaning of growth and development. Describe the principles of development in light of the basic issues in developmental psychology.

2. Describe the changes involved in puberty, brain and sexuality during adolescence.

3. Explain the cognitive development in adolescents in light of the stage of formal operations given by Piaget.

4. Characterize the main features of social development in adolescence. Identify the challenges faced by adolescents and describe them in light of your experiences.

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PIAGET'S THEORY OF COGNITIVE DEVELOPMENT

STRUCTURE

9.1   INTRODUCTION

In this lesson, we will learn about the model of cognitive structure developed by Piaget. In the previous chapter, we discussed about the process of development in adolescents. We learnt that the physical development in adolescents is accompanied by cognitive, social and emotional development also. The present lesson discusses about the stage of cognitive development during adolescence hypothesized by Piaget. We will also focus on four factors—biological maturation, activity, social experiences, and equilibration—that interact to influence changes in thinking and we will also learn about two basic tendencies in thinking - organization and adaptation.

9.2   OBJECTIVES

After going through this lesson, you shall be able to:

- explain the stages presented in Piaget's theory of cognitive development,

- illustrate with examples the basic tendencies of thinking,

- discuss the influence of Piaget's theory on current educational research and practice, and

- describe limitations of Piaget's theory of cognitive development.

9.3   OVERVIEW OF PIAGET'S THEORY OF COGNITIVE DEVELOPMENT

Piaget viewed children as discovering, or constructing, virtually all knowledge about their world through their own activity. His theory is described as a constructivist approach to cognitive development (Berk, 2011). Piaget explained the development of thinking from infancy to adulthood. According to him, certain ways of thinking that are quite simple for an adult, may not be as simple for a child. Let's try to understand it with the help of an example of an interaction between Piaget and a seven year old child:

Adult: Does the moon move or not?

Child: When we go, it does?

Adult: What makes it move?

Child: We do.

Adult: How?

Child: When we walk. It goes by itself.

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The answers given by child shows that childhood period is characterized by egocentricism(moon is moving with the child). Egocentricism is the inability of child to distinguish their own perspective from that of others. Child tend to see the world and the experiences of others from their own viewpoint. But later with the growth of logic, child makes a shift from her egocentric perspective and learns to distinguish what she sees from what she knows (Smith).

How a child makes sense of the world?

The four factors given by Piaget that influence changes in thinking are:

1. Biological Maturation

2. Activity

3. Social experiences

4. Equilibration

Biological maturation is the process of unfolding of the biological changes that are genetically programmed and is therefore the most important factor to influence thinking. Parents and teachers have little impact on this aspect of cognitive development, except to be sure that children get the nourishment and care they need to be healthy. Activity is another influence. With physical maturation comes the increasing ability to act on the environment and learn from it. When a young child's coordination is reasonably developed, for example, the child can discover principles about balance by experimenting with a seesaw. Thus, as we act on the environment— as we explore, test, observe, and eventually organize information—we are likely to alter our thinking processes at the same time. As we develop, we are also interacting with the people around us. According to Piaget, our cognitive development is influenced by social transmission, or learning from others. Without social transmission, we would need to reinvent all the knowledge already offered by our culture. The amount people can learn from social transmission varies according to their stage of cognitive development (Woolfolk, 2011).

9.4   STAGES OF COGNITIVE DEVELOPMENT

Piaget called the main stages of development the Sensori -motor stage. Pre-operational stage, Concrete Operational stage and Formal stage.

Stage	Appropriate age	Characeristics
Senior-motor	0-2	The infant knows about the world through actions and sensory information. Infants learn to differentiate themselves from the environment, begin to understand causality in time and space, and develop the capacity to form internal mental representations. Child begins to make imitation, memory, and thought; to recognize that things exist even when they are hidden; moves from reflex actions to goal oriented activity.
Pre-operational	2-7	Through the symbolic use of language and intuitive problem solving, the child begins to understand about the classification of objects. But thinking is characterized by egocentricism, children focus just one aspect of a task and lack operations like compensation and reversibility. By the end of this stage, children can take another's perspective and can understand the conservation of number.
Concrete Operational	2-7	Children understand conservation of mass, length, weight and volume, and can more easily take the perspective of others; can classify and order, as well as organize objects into series. The child is still tied to the immediate experience, but within these limitations can perform logical mental operations.
Formal Operational	12	Abstract reasoning begins. Children can now manipulate ideas; can speculate about the possible; can reason deductively, and formulate and test hypothesis.

Source : Smith, Cowie and Blades (2011) and Woofolk (2004)

9.4.1   Features of Sensori-Motor Stage

Piaget divided the sensori-motor stage in to six sub stages:

1. Reflex Activity

2. Primary circular reactions

3. Secondary circular reactions

4. Coordination of secondary circular reactions

5. Tertiary circular reactions

6. Internal representations.

The six sub-stages describe the child's gradual transition from a reflexive to a reflective being. The review of Sensori-Motor stage will focus on three important aspects of sensorimotor development: problem-solving skills (or means/ ends activities), imitation, and the growth of the object concept.

Development of problem solving abilities

- **Reflex Activity (Birth to 1 month).** Infant's actions are confined to exercising innate reflexes. Assimilating new objects into these reflexive schemes, and accommodating their reflexes to these novel objects. These primitive adaptations represent the beginning of cognitive development.

- **Primary circular reactions (1 to 4 months).** Infant discovers that various responses that they emit and control like thumb sucking are satisfying and therefore worth repeating. These simple repetitive acts, called primary circular reactions, are always centered on the infant's own body. They are called "primary" because they are the first motor habits to appear and "circular" because they are repetitive.

- **Secondary circular reactions.** Infants now focus on objects rather than on their own body. According to Piaget, 4 to 8 month olds sudden interest in external objects indicates that they have begun to differentiate themselves from objects they can control in the surrounding environment. The word Secondary points to behaviors that are the child's own. In other words, she is not limited to repeating action based on her reflexes but initiating and repeating new actions if they are satisfying. They begin to change their surroundings intentionally.

- **Coordination of secondary circular reactions (8 to 12 months).** Child starts to combine different behavioural schemas to achieve her goals and assimilate new objects into existing new schema.

- **Tertiary circular reactions (12 to 18 months).** The child at this stage becomes more intrinsically motivated (i.e., motivated to learn about things for their own sake), without necessarily being encouraged by adults. Piaget termed this interest and willingness to explore tertiary circular reactions (Fleming, 2004). For example, an infant who had originally squeezed a rubber duck to make it quack may now decide to drop it, step on it, and crush it with a pillow to see whether these actions will have the same or different effects on the toy.

- **Internal representations (18 to 24 months).** Internal representations refers to the child's achievement of mental representation. In previous sub-stages the child has interacted with the world through physical activities but in this stage child develops mental representations of the world and thus can act indirectly on the world. The child develops the ability to solve simple problems on a mental, or symbolic, level without having to rely on trial-and-error experimentation.

Imitation: Piaget believed that older infants are capable of deferred imitation because they can now construct mental symbols, or images of a model (model can be child or adult) behaviour that are stored in memory and retrieved later to guide the child's re-creation of the modelled sequence. Deferred imitation is when child carry out a behaviour that is copying other behaviour that they have seen some other time before (Sheffar and Kip, 2010; Smith, Cowie and Blades, 2011; Fleming, 2004).

Object Permanence: It is realization that objects continue to exist even when they are out of sight. At age 4 to 8 months, infants will retrieve toys that are partially concealed or placed beneath a semitransparent cover; but their continuing failure to search for objects that are completely concealed suggested to Piaget that, from the infant's perspective, disappearing objects no longer exist. Clearer signs of an emerging object concept appear by 8 to 12 months of age. However, object permanence is far

from complete. Tendency of 8 to12 month olds, to search for a hidden object where they found it previously rather than where they saw it last. Between 12 and 18 months of age, the object concept improves. Toddlers now track the visible movements of objects and search for them where they were last seen. However, object permanence is not complete. For example, if a person has a ball in hand and he juggles and playfully hides it behind a photoframe on table, then the child will try to

find it in your hand as he saw it last there and not at other places.

9.4.2 Pre-operational stage

During this stage, young children builds on the capacity of symbolic thoughts developed in sensori motor period which in turn leads to rapid increase in children's language. Piaget maintained that thought arises out of action and not out of linguistic competence as argued by other theorists. Piaget gives example of research conducted on deaf children who are able to solve problems and reason despite of limitations in language.

During this stage, children engage in symbolic play or make believe play. In symbolic play child pretend that one object is another called ***decontextualization*** like a slipper is a car, a rectangular object as a mobile phone. They flexibly imagine objects and events without support from the real world. Their plays shifts from directed toward the self (feeding themselves tea during the play) and others towards directed towards other objects or people called ***decentration*** (feeding guests or parents). Decentration is to make others recipient of their playful actions. Another change involves ***integration*** - combining play actions in to complex sequences like in sociodramatic plays. Children's increasing capacities to engage in more complex forms of play presents the evidence of his growing cognitive, emotional and social abilities.

The growth of cognitive abilities can be seen through the changes in the drawings of children which progresses from scribbles to more realistic drawings with more depth. The pictures can serve as symbols, improved planning and spatial understanding and the elaborate drawings reflecting the conventions of the culture (depth depends on the art culture of family and environment).

The comprehension and extensive use of symbols for real world situations

[an object with an obvious use (cup) to stand for another object (hat)] depends

on their exposure to diverse symbols-picture books, photos, drawings, make believe and maps which helps them to appreciate that one object can stand for another and thus provides them with rich experiences for their cognitive development.

Aside from the gain in representation, preoperational stage also identifies the operations which children are not capable of doing. These operations are the mental representations of actions that involve logical rules like egocentricism and animistic thinking, inability to conserve, lack of hierarchical classification.

Egocentricism and animistic thinking: The thinking of preoperational children is immature so the child is unable to understand that others may perceive the world differently than they do

Inability to conserve: They also lack the knowledge that certain physical attributes of an object remain unchanged even though the outward appearance of the object is changed. Conservation refers to a person's understanding that superficial changes in the appearance of a quantity don't mean that there has been a fundamental change in that quantity. For example, if there are 15 balls arranged in a line and then they are rearranged in to circle. This doesn't mean that there is an alteration in the number of balls.

Lack of hierarchical classification: Preoperational children finds it difficult to classify hierarchically which means that they are not able to organize objects into classes and subclasses on the basis of similarities and differences.

9.4.3   Concrete Operational Stage -7 to 12 years

At this time, elementary-age and preadolescent children demonstrate logical, concrete reasoning. Children's thinking becomes less egocentric and they are increasingly aware of external events. They begin to realize that one's own thoughts and feelings are unique and may not be shared by others or may not even be part of reality. Children also develop operational thinking — the ability to perform reversible mental actions. During this stage, however, most children still can't tackle a problem with several variables in a systematic way. The concrete operations are evident in form of improvement in the ability of conservation, classification, seriation, spatial reasoning and cognitive maps.

The limitation of concrete operational thinking is that the children's mental operations work poorly with abstract ideas. They think in logical manner only when dealing with concrete information they can perceive directly.

9.4.4   Formal Operational Stage- 12 years and older

Adolescents who reach this fourth stage of intellectual development are able to logically use symbols related to abstract concepts, such as algebra and science. They can think about multiple variables in systematic ways, formulate hypotheses, and consider possibilities. They also can ponder abstract relationships and concepts such as justice. Children become capable of hypothetico-deductive reasoning which is an ability to generate hypotheses and think logically about symbols, ideas and propositions. They also develop inter-propositional thinking- thinking in which they seek

to test the validity of several propositions. The increase in capabilities at this stage doesn't guarantee that these capabilities will be used by adolescents as it requires lots of cognitive efforts.

Check Your Answers-I

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

         (b) Compare your answers with the above subsection.

1.   What do you understand by Assimilation? (answer in about 30 words)

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      ———-—————————————————————————————————

      ———-—————————————————————————————————

      ———-—————————————————————————————————

2.   How schemes are formed? (answer in about 40 words)

      ———-—————————————————————————————————

      ———-—————————————————————————————————

      ———-—————————————————————————————————

3.   List the stages of cognitive development as given by Piaget's Theory.

      ———-—————————————————————————————————

      ———-—————————————————————————————————

      ———-—————————————————————————————————

      ———-—————————————————————————————————

9.5 BASIC TENDENCIES IN THINKING

According to Piaget, all species inherit two basic tendencies – Organization and Adaptation. These two tendencies help the children to construct their own knowledge and thereby, understand the world around them.

9.5.1 Organization

Organization is a process of arranging information and experience into mental systems or categories or structures. These structures are called schemas.The schemas are seen as evolving knowledge structures; in other words, structures that grow and change from one stage to the next. For example, a baby of 3 months has learned to combine looking and grasping with the earlier reflex of sucking. She can do all three together while feeding, ability which the new-born baby did not have. In other words, each separate operation combines into a new action that is more complex than the sum of the parts. According to Piaget's theory, the baby's first schemas are motor action patterns. When an 8-month-old turns, and bangs pots and pans, he discovers that his movements have predictable effects on objects and this shows that there is a transition from sensorimotor approach to the world to a cognitive approach based on mental representations- internal depictions of information that the mind can manipulate. Therefore, organization is a process which accounts for a change from sensorimotor to representational schemas. A sensorimotor schema are simply those schemas which are in use during the sensorimotor period (from birth to roughly end of second year). The schemas grow and change from one stage to next but the piaget's concept of unchanging aspects of thought are organization of schemas and their adaptation through assimilation and accommodation.

9.5.2 Adaptation

In addition to organization of information into schemas, people also inherit the tendency to adapt to their environment. The two basic processes are involved in adaptation : assimilation and accommodation.

Adaptation: It involves building schemas through direct interaction with the environment.

Assimilation: It is incorporation of new information into existing mental framework (schemas).

Accommodation: It is the modification of existing knowledge structures as a result of exposure to new information or experiences.

When a child sees a cat of black color he builds a schema for cats. Next time he sees a cat of white color, now he adds this new information in the existing schema of cat. This incorporation of new knowledge (different colors of cats) in the existing knowledge structure (schemas), is called *assimilation*. While sitting in a park the child sees a monkey for the first time, he assimilated this new knowledge of monkey in the schema of cat. But later when he come across more and more monkeys he identifies the difference and creates a new schema for monkeys. This illustrates *accommodation* (Berk; Baron and Mishra; smith; Woolfolk)

9.5.3 Equilibration:

According to Piaget, organizing, assimilating, and accommodating can be viewed as a kind of complex balancing act. In his theory, the actual changes in thinking take place through the process of equilibration—the act of searching for a balance. Briefly, the process of equilibration works like this: If we apply a particular schema to an event or situation and the schema works, then equilibrium exists. If the schema does not produce a satisfying result or are inadequate for an understanding of the child's world then disequilibrium exists, and we become uncomfortable. This motivates us to keep searching for a solution through assimilation and accommodation, and thus our thinking changes and moves ahead (Woolfolk, 2011).

This advancement is only possible through the child's active engagement with her/his environment in which the child constructs new schemas, which are built on top of older ones. This concept, known as constructivism, contrasts very sharply with traditional learning theory, in which the child is viewed in a much more passive manner. But today, the concept of constructivism is widely embraced by cognitive scientists. Piaget used equilibration to refer to three separate processes, all of which represent different states of equilibrium. These can be summarized briefly as: 1. Moment-to-moment equilibration. In everyday activities, temporary disequilibrium occurs from the tension that arises when a child cannot deal with a problem that is beyond his current cognitive limits. But through assimilation and accommodation, the problem is solved. 2. End-of-period (or stage) equilibration. Equilibrium occurs, for example, at the end of the concrete operations stage, when the concepts of reversibility and decentration are firmly grasped (thus all of the conservation tasks are easily solved). 3. General-cognitive-development equilibration. "The entire course of development can be seen as a process of equilibration as the child proceeds through increasingly 'better' forms of equilibrium. The most complete equilibrium is achieved when formal operations bring fully reversible and abstract thought"

9.6   LIMITATIONS OF PIAGETIAN THEORY

The theory given by Piaget on the cognitive development of children through four stages provides a useful road map of cognitive development and a ground for further researches in the area of cognitive development. However, researches by other theorists found that the Piaget's notion of adaptation, organization and equilibration offers vague account of cognitive development. Piaget could not present answers to how children progresses from sensorimotor to preoperational and further to other stages? What kind of experiences assist in construction of mental symbols, use cognitive operations, and hypothetical thinking etc.? Therefore, other researches have been done to find answers to these unanswered issues.

Piaget also failed to distinguish competence from performance. He Piaget underestimated the cognitive capabilities of infants, toddlers, and preschool children. He was concerned with identifying the underlying competencies, or cognitive structures, on the basis of the performance of children on various cognitive tasks. He assumed that a child who failed in one of his problems simply lacked the underlying concepts, or thought structures, he was testing.

Piaget maintained that his stages of intellectual development are holistic structures, that is, coherent modes of thinking that are applied across a broad range of tasks. To say that a child is concrete-operational, for example, implies that he relies on cognitive operations and thinks logically about the vast majority of intellectual problems that he encounters. Recently this holistic-structures assumption has been challenged by researchers who insist that major transitions in intellect occur quite gradually, and there is often very little consistency in the child's performance on tasks that presumably measure the abilities that defined a given stage (Shaffer and Kipp, 2010).

Piaget also paid little attention to the role of social and cultural interactions on cognitive growth. The summary of the limitations of theory given by Piaget are as follows:

1. Existence of clear-cut stages is doubtful. 2. Studies show that children also attend more than one dimension at a time and think in terms of abstraction also 3. Underestimated young minds 4. Failed to distinguish between competence and performance 5. Failed to adequately explain development 6. Paid little attention to social influence on Cognitive development.

9.7   EDUCATIONAL IMPLICATIONS:

The understanding of the different cognitive levels of students and the principles of Piagetian theory can benefit a teacher to adjust their teaching accordingly. The selected principles valuable

to educators of young children are as follows:

1. All development is hierarchical, that is, we must all go through the same stages in the same sequence, moving from the simple to the complex.

2. Early learning is slower than later learning, although the rate at which we progress through a given stage is a function of an interaction between our environment and our genetic endowment. By genetic endowment, Piaget means a healthy organism and not of specific genetic programming, as is the mode today.

3. Development is divided into four general stages or phases, with a gradual transition from one to another. Each of the four stages is characterized by modes of learning and thinking unique to that stage.

4. Because of the hierarchical nature of Piaget's theory, thought and intelligence are rooted in the actions of the sensorimotor period, the first of the four stages of cognitive development. Thus, for Piaget, thought and intelligence are internalized actions.

5. Throughout all of the stages, two "cognitive functions" are present that are invariant. These are organization and adaptation. The former is involved in the categorization of sensory data. The latter is comprised of assimilation, the taking in of new information, and accommodation, the adjusting of the existing knowledge to the new information.

6. The result of the above invariant or unchanging functions is what Piaget refers to as "cognitive structures." The cognitive structures are formed actively by each individual and contain all of the information that he has assimilated and accommodated or is in the process of adapting.

7. The cognitive structures result in behaviors from which the content of the structures can be inferred. Therefore, Piaget refers to such responses as "cognitive content." Since the cognitive structures vary in content from individual to individual according to personal experiences and level of maturation, the behaviors or cognitive content vary accordingly.

8. As a result of the above, Piaget concludes that innate factors, environment, social transmission, and equilibration all play roles in what we know and in how we use our knowledge. For him, it is the disequilibrium that motivates us to learn and the return to equilibrium that leaves us at a higher level of learning (Macomber, 1977).

The concept of constructivism is engrained in the Piagetian theory of cognitive development. Piaget's constructivist theory is based on the notion that the child develops a more abstract and general capacity to tackle problems in the world in a very independent way.

Check Your Answers-II

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

(b) Compare your answers with the above sub-section.

1.   How is Piaget's theory of cognitive development useful for the teacher?

    _____

    _____

    _____

2.   Write any two limitations of Piaget's theory of cognitive development.

    _____

    _____

    _____

9.8   KEY CONCEPTS IN CONSTRUCTIVIST PEDAGOGY

♦   *Discovery learning*: Piaget's theory supports the pedagogic principles of discovery learning, where a rich learning environment is the predominant feature and where direct tuition is not emphasised. Generating opportunities for active exploration and investigation of concepts and physical events is central to such an approach so that children can construct and understand based on their experiences.

♦   *Active learning*: The process of learning consists of an active construction of knowledge. The teacher, therefore, must arrange things so that knowledge is actively constructed and not simply copied or transmitted.

♦   ***Children at the centre of learning:*** Teachers and practitioners are encouraged to be mindful of what the child is bringing to the learning situation. Constructivists arrange learning environments in such a way that the child and the teacher negotiate and make meanings together.

♦   ***Observing children:*** Through observations and reflective practice, practitioners working with children in the early years document and accumulate a deep understanding of children's interests and abilities, noting their changing competences, their movement to more complex thinking patterns, and individual differences in development in cognition and related aspects of the child's development.

♦   ***Theory informed through practice:*** Piaget's constructivist theory emphasised that action comes before knowledge and, therefore, theory can only be informed by action in practice. A number of approaches to early childhood education are aligned to such an approach. For example, approaches such as High Scope, Reggio Emilia and Froebel foreground playful, active engagement in real-life experiences using real materials (Halpenny and Pettersen, 2014)

9.9   LET US SUM UP

Piaget viewed that children construct all knowledge about their world through their own activity. He advocated that there are four factors which influence changes in thinking and these are:

1.   Biological maturation

2.   Activity

3.   Social experiences

4.   Equilibration

Piaget called the main stages of cognitive development as (i) Senori-motor (ii) Pre-operational (iii) Concrete Operational and (iv) Formal Operation. The understanding of the different Cognitive levels of the students and principles of Piaget's theory benefit a teacher to adjust the teaching accordingly. The concept of constructivism is engrained in Piaget's theory of cognitive development.

9.10   LESSON END EXERCISE

1.   What are the major changes observed in child when he moves from sensorimotor to formal-operational thinking?

2.   Describe the important aspects of sensorimotor stage of cognitive development.

3.   What are the implications of Piaget's theory of cognitive development for teachers?

4.   Discuss the key concepts of constructivist pedagogy in light of Piaget's theory.

9.11   SUGGESTED FURTHER READINGS

1.   Berk, L.E. (2011). *Child Development*. New Delhi. PHI learning Private Limited.

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4.   Macomber L.P. (1977) Some Implications of Jean Piaget's Theory for the Education of Young Children. In: Appel M.H., Goldberg L.S. (eds) Topics in Cognitive Development. Topics in Cognitive Development. Springer, Boston, MA.

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VYGOTSKY'S SOCIO-CULTURAL THEORY OF COGNITIVE DEVELOPMENT

STRUCTURE

10.1 INTRODUCTION

Piaget and Vygotsky are pioneer contributors to constructivism. Constructivism is a philosophical view that students are capable of accepting the responsibility to take charge of their own learning. Both Piaget and Vygotsky saw child as an active constructor of knowledge. Vygotsky emphasized the role of direct intervention by more knowledgeable others in their learning process. Vygotsky conceptualized development as the transformation of socially shared activities into internalized processes. According to him, a child acquires tools of thinking and learning through social interactions with members of community (more knowledgeable than the child). The present lesson will discuss three themes in Vygotsky's writing to understand the role of social sources of individual thinking, role of language and private speech in learning and social origins (cultural tools) in cognitive development.

10.2 OBJECTIVES

After going through this lesson, you shall be able to:

• describe the role of social interaction in learning process,

• explain the features of social interaction contributing in cognitive development,

• describe the zone of proximal development and its role in guiding teacher in designing learning activities,

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- discuss collaborative role of teacher and student in assisted learning, reciprocal learning and similar concepts,

- describe Piaget and Vygotsky contrasting views on the role of private speech,

- evaluate the influence of Vygotsky's theory on educational practices, and

- explain the concept of social constructivism in light of socio-cultural theory of Vygotsky.

10.3   SOCIAL CONSTRUCTIVISM

The most important aspect on which constructivism focuses is knowledge construction. Knowledge construction is viewed differently by different philosophers and psychologists. Jean Piaget's view is constructivist, because he firmly believed that knowledge acquisition is a process of continuous self-construction. Children acquire knowledge through their actions and passes through stages of assimilation, accommodation and equilibrium in the process of knowledge construction. The father of social constructivism, Vygotsky views the origin of knowledge construction as being the social intersection of people, interactions that involve sharing, comparing and debating among learners and mentors. Through a highly interactive process, the social milieu of learning is accorded center stage and learners both refine their own meanings and help others find meaning. In this way knowledge is mutually built. This view is a direct reflection of Vygotsky's (1978) sociocultural theory of learning, which accentuates the supportive guidance of mentors as they enable the apprentice learner to achieve successively more complex skill, understanding, and ultimately independent competence(James, Applefield, & Mahnaz, 2001).Vygotsky asserted that knowledge can't be isolated from social and cultural context. He argues that all higher mental functions are social in origin and are embedded in the context of sociocultural setting. In social constructivist model, the knowledge is constructed through interaction between teacher and student. The role of teacher in social constructivist approach shifts from the sole dispenser of knowledge to motivator, guide and resource person. Vygotsky's theory is a sociocultural cognitive theory that emphasizes on the role of culture and social interactions for cognitive development. He maintained that cognitive development involves to use the inventions of society, such as language, mathematical systems, and memory strategies. Children's social interaction with more skilled adults and peers is indispensable to their cognitive development.

10.4   SOCIAL SOURCES OF INDIVIDUAL THINKING

According to Vygotsky, every function in a child's development appears twice: first, on the social level and later on the individual level; first between people (interpsychologial) and then inside the child (intrapsychological). In other words, a child constructs mental processes, first, through cooperation with others in a variety of social settings, with peers, teachers, parents, and other significant people in a child's life (as a co-constructed process). Then the processes are internalized by child and become part of child's cognitive development (Woolfolk, 2004).

It can be better understood with help of an example: A child lost a water bottle and could not recall the place where the bottle was lost. When the child reached home, he is asked a series of question by his mother to help him recall the place of losing the bottle. The questions were - where did you drink water last time? Did you drink water in bus? Did you drink water in play ground? With whom you shared your water? After being asked these questions, the child could form a sequence of events and was able to locate his bottle in his memory. He learnt to solve a problem through interaction with parent (social interaction) and it will further help him in future to solve a similar problem on his own.

A child learns, firstly, through cooperation with others and secondly, through symbolic representatives of his culture, through her art and language, through play and songs, through metaphors and models and only after this stage of social learning does a child develops self-directed control and learning. Vygotsky was interested in the cognitive that are directly influenced by the specific culture in which a person exists. Through social interactions with adults and by observing their behaviour, we develop social meanings and also create our own interpretations of our world (Smith, Cowie and Blades, 2011).

Both Piaget and Vygotsky emphasized the importance of social interactions in cognitive development, but Piaget saw a different role for interaction. Piaget believed that most helpful interactions are those between peers because their interaction created disequilibrium – cognitive conflict- that motivates changes. On the other hand, Vygotsky was in favour of the interaction of child with more capable people having advanced thinking (Woolfolk,2004)

10.4.1 Zone of Proximal Development

Vygotsky's belief in the importance of social influences, especially instruction, on children's cognitive development is reflected in his concept of **Zone of Proximal Development (ZPD)**.

ZPD is the distance between child's actual developmental level and his potential level of development. The child needs assistance from an adult or more skilled child to move from his actual developmental level to his potential level. At the level of actual development, child is able to perform tasks independently with the help of his existing knowledge. On the other hand, the tasks to be performed at the level of potential development are difficult for the child to be performed independently. A child can move upwards from actual developmental level to his potential level of development with the assistance of a more capable person with advanced thinking.

10.4.2 Features of Social Interaction

Vygotsky recognised the importance of social interaction in cognitive development. The features of social interaction which promotes cognitive development are- inter-subjectivity, scaffolding, guided participation, language and thought. The features of social interaction are explained as follows:
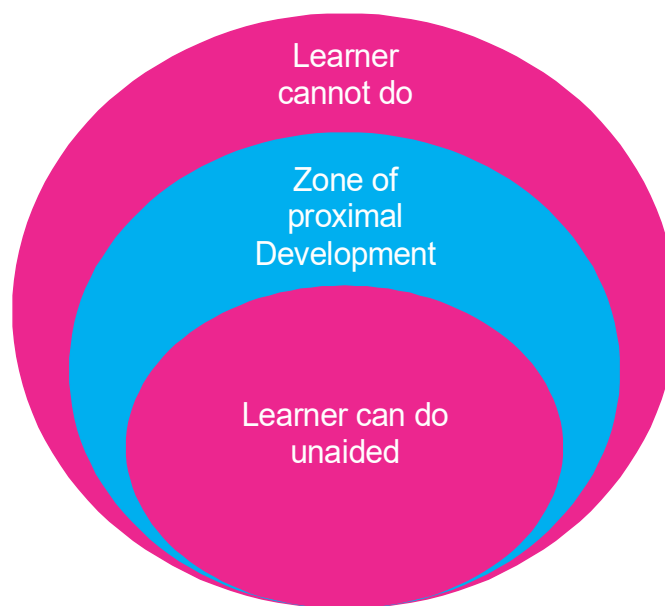
10.4.2.1   Inter-subjectivity

It is the process whereby two participants who begin a task with different understandings arrive at a shared understanding.Adults use this approach to develop understanding of the problem and to develop a mature approach towards problem-solving.

Inter-subjectivity at different stages of childhood

Stages	Approaches to Inter-subjectivity
Infancy	Parent-infant gaze, exchange of vocal and emotional signals, imitation and joint plays with objects.
Toddler	Language skills-child learns to speak and seek others assistance.
Pre-school	Dialogue with peers, exchange of ideas.

Source : Berk, 2011

A significant number of researches indicates that when adults establish inter-subjectivity by being stimulating, responsive, and supportive, they foster many competencies - attention, language, complex play, and understanding of others' perspectives (Berk,2011).

10.4.2.2   Scaffolding

Scaffolding means changing the level of support. Over the course of a teaching session, a more skilled person (teacher or advanced peer) adjusts the amount of guidance to fit the child's current performance. When the child is introduced to a new concept, he has little knowledge of how to proceed, at this time the skilled person (adult or peer) uses direct instruction and more support is provided to assist learning.

Wood, Bruner and Ross (1976), introduced the notion of 'scaffolding' as a metaphor for the way an expert 'tutor' (such as a parent) can support a young child's progress and achievement through a relatively difficult task. Six functions of the tutor in scaffolding of the activity of the child are described as: 1. To orientate the child's attention to the version of the task defined by the tutor. 2. To reduce the

number of steps that are required to solve a problem, thus simplifying the situation in a way that the

learner can handle the components of the process. 3. To maintain the activity of the child as she/he strives to achieve a specific goal, motivating her/him and directing her/his actions. 4. To highlight critical features of the task for the learner. 5. To control the frustration of the child and the risk of failure. 6. To provide the child with idealized models of required actions (Fernández, Wegerif., Mercer, Drummond, 2001). Scaffolding implies a temporary support that is removed once the construction work has been completed. This support can be provided by a teacher or a student. Scaffolding requires moving beyond routine support to adaptive teaching, being able to assess and redirect literacy activity and adding tailored supports, with meaningful rationales for innovation. Scaffolding needs to be person and context specific; responsive to learner intentions and cultural and literacy resources. Cultural and linguistic diversity of learners calls for varied kinds and degrees of scaffolding (Athanases and Oliveira, 2014).

The scaffolded activities, which consist of : **self-scaffolding (pre-instructional), expert scaffolding (in class), reciprocal scaffolding (in class), self-scaffolding (post- instructional), and transcendental scaffolding (post-instructional),** eventually take place in the whole teaching-learning processes. In terms of agency, Holton and Clarke (2006) point out further that there are three kinds of scaffolding: 'expert', 'reciprocal', and 'self' scaffolding. Nevertheless, there seems to be another kind of scaffolding which might be temporarily termed as 'transcendental', existing after particular students have passed the three types of scaffolding applied in a certain sequence in their learning processes. In the phase of expert scaffolding the students receive the scaffolding from the teacher. Modeling and providing real examples are effective techniques of expert scaffolding. The students will then imitate what the teacher has done. Reciprocal scaffolding is the process in which the students are working together with their peers and exchange information in their search for knowledge. This is a trial and error phase for them in their efforts to construct knowledge. Self-scaffolding is done by using skills such as learning to break problems down into sub problems, moving to simpler and ideal cases, making use of resources currently available that may not in general be available, and so on and these skills helps the student to make internalization happen. In this type of scaffolding, the students are scaffolding themselves in their search for knowledge by finding other resources on their own and adjusting the knowledge they have acquired. Self-scaffolding is effective when they are highly motivated. Thus, without being asked, they keep on constructing their knowledge. The next phase is of transcendental scaffolding. During this phase, the students are ready to scaffold their friends

in its real sense. They have become scaffoldee-scaffolder. They have reached their peak in constructing their knowledge. They are ready to scaffold themselves as well as their friends. By this stage the students become independent learners and are ready to extend their capability to a more challenging task.(Santoso.A,2008).

The error in use of scaffolds may occur due to poor understanding of the initial level of the child's ZPD. A child's ZPD should include the broad range of strategies which a child uses to communicate, inform or amuse. They may be in form of drawings a child makes, rebuses they chose to represent words or their spelling. Scaffolds are chosen according to child's ZPD and keeping in mind the individual differences of students. Scaffolding is not simply a matter of providing more or less of the same kind of assistance. It is time to bring together the knowledge base regarding scaffolding with the knowledge base regarding effective teaching. We generally focus on instructional strategies to understand how effective teachers engage in scaffolded instruction and how to enhance teachers' engagement in providing effective scaffolded instruction. While understanding this relation, our attention is usually focused on instructional strategies but in addition to knowledge of instructional strategies, general pedagogical knowledge also encompasses fundamental information about how learners learn (Palincsar,1998).

10.4.2.3 Guided Participation

Guided Participation, a broader concept than scaffolding that refers to shared endeavors between more expert and less expert participants, without specifying the precise features of communication.

Check Your Answers-I

 Note :- (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

(i) Piaget and Vygotsky are pioneer contributors to.........................

(ii) Both Piaget and Vygotsky saw child as an......................of knowledge.

(iii) Vygotsky asserted that knowledge cannot be isolated from......................and

......................context.

(iv) Both Piaget and Vygotsky emphasized the importance of..............................

in cognitive development.

(v)   Full form of ZPD is........................

10.5   ROLE OF LANGUAGE AND PRIVATE SPEECH

The capability of language acquisition in pre-schoolers have some limitations regarding their ability to communicate with others. Jean Piaget (1973) described the inability of young children to take the role of other people in their conversations as **egocentric speech**. For example, a child may say something like "I went to that place and saw someone going round and round." She does not realize that you have no idea what "that place" is or how someone can go "round and round" because she doesn't understand that you don't know everything that she knows.

Piaget believed that cognitive development and social experiences eventually bring an end to egocentric speech During their repeated disagreements with peers, the child understands that others viewpoint may vary from their viewpoint.As a result, their egocentric speech declines and social speech develops. Schematically, Piaget described the development of speech as follows:

Pre-social speech ➡ Egocentric speech ➡ Socialized speech

Lev Vygotsky (1962) had a very different idea about what egocentric speech. He did not accept that the young children's language is largely egocentric and the monologues (inner speech or self-directed speech or private speech) have no part to play in cognitive development. The monologues, as a form of communication with the self, help children to plan and organize their behaviour. For Vygotsky, children are born social beings, so their speech is never "presocial." In Vygotsky's view, children speak to themselves for self-guidance and their inner speech becomes silent as they grow older. Instead, children always intend to communicate, but at some point, their speech divides into two types: speech directed at other people and speech directed at oneself. The views of Vygotsky are supported by almost all studies in the past three decades. The self-directed speech is now called private speech instead of ego-centric speech (Smith, Cowie and Blades, 2011; Berk, 2011; Santrock, 2011).

According to Vygotsky, language is an important tool for development of thought and assist the individual in organizing the experiences that mediate between the subject and the object of knowledge. However, the use of language supposes an internalization process which develops inner speech. Inner speech differs from normal (external) speech because it is a dialogue with oneself and assists the individual in his or her higher psychological operations. The process of development of

thought and language proceeds from the interpsychic to the intrapsychic, the child starts by using socialized speech as a means of social communication and contact. Then, the child uses internalized speech, which serves as an instrument of thought (Sasso and Morais, 2014).
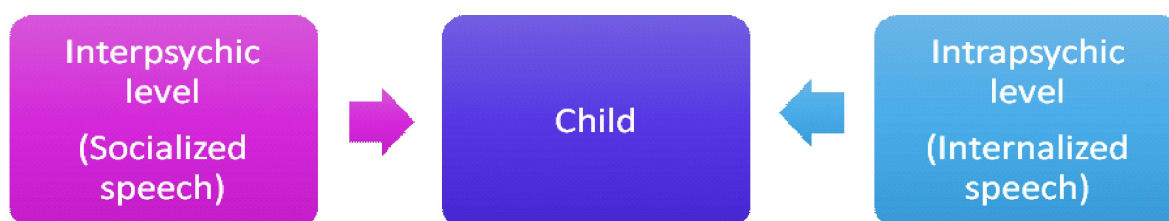
Vygotsky saw inner speech as having a primary role in the self-regulation of cognition and behavior, with the child gradually taking on greater strategic responsibility for activities that previously required the input of an expert other (such as a caregiver). In childhood, there is evidence for a central role for inner speech in regulating behavior and supporting complex cognitive functions. In adulthood, inner speech is implicated in many cognitive processes, but there appears to be wide inter-individual variation in how inner speech is put to use, both cognitively and experientially (Alderson-Day, & Fernyhough, 2015)

10.6   SOCIAL ORIGINS (CULTURAL TOOLS) IN COGNITIVE DEVELOPMENT

The influence of cultural influence on cognitive development is well addressed   b   y Vygotsky in the following ways:

- Each culture transmits beliefs, values, and preferred methods of thinking or

  problem solving—its tools of intellectual adaptation—to each successive generation. Thus, culture teaches children what to think and how to go about it.

- Children acquire cultural beliefs, values, and problem solving strategies in the context of collaborative dialogues with more skillful partners as they gradually internalize their tutor's instructions to master tasks within their zone of proximal development.

- Learning occurs best when more skillful associates properly scaffold their intervention.

- Although the process of guided participation may be universal, how it is carried out varies from culture to culture. Rogoff and her colleagues (1993) classified cultures into two general types: (1) cultures such as ours, where, beginning in the preschool years, children are often

segregated from adults and receive much culturally important information in school; and (2) cultures where children are in close contact most of the day with adults, observing and interacting with them while they perform culturally important activities, (3) In many cultures, children learn through guided participation—by actively participating in culturally relevant activities alongside more skilled partners who provide necessary aid and encouragement. Cognitive growth is shaped as much or more by these informal adult–child transactions as it is by more formal teaching or educational experiences.

- Much of what children acquire from more skillful associates occurs through guided participation—a process that may be highly context-independent (in Western cultures) or may occur in the context of day-to-day activities (as is most common in traditional cultures).

10.7   EDUCATIONAL IMPLICATIONS

Vygotsky emphasised that children and adults are both active agents in the process of child's development. The teacher's intervention in children's learning is necessary, but it is the quality of the teacher-learner interaction, which is seen as crucial in that learning. Vygotsky was in favour of teacher controlled classroom because if the teacher takes full control of student's learning a good deal of the learning process remain hidden from teacher's observation. On the other hand, if teacher jointly engages with the learner, the teacher must determine when and how to intervene to provide increasingly more explicit assistance as the learner requires it. The more a learner is able to respond to implicit mediation the closer he or she is to gaining control over the content; and the more a learner requires explicit mediation the further away he or she is from mastery. Therefore, the teacher should estimate the right degree of the mediation required by learner - whether-implicit or explicit to assist his learning and help him achieve mastery(Lantolf, and Poehner, 2010).

10.7.1   Reciprocal teaching

In reciprocal teaching, a teacher and a group of students form a group to work collaboratively. They take turns to lead dialogue on the selected content. The four strategies used during dialogue are : questioning, summarizing, clarifying and predicting. At first, the teacher models the activities. After that teacher and students take turns to lead the activity or dialogue. During reading comprehension, if students learn to ask questions, then to determine their level of understanding, teacher can include a question-asking strategy in the instructional sequence. Since students gradually develop skills, reciprocal teaching comprises the principle of social interaction and ZPD of the

Vygotskian perspective.

10.7.2 Physical Environment

The physical classroom would provide clustered desks or tables and work space for peer instruction, collaboration, and small group instruction. The instructional design of material to be learned should also be structured to promote and encourage student interaction and collaboration. Whereas collaboration and peer instruction was once only possible in shared physical space, learning relationships can now be formed from distances through cyberspace. Computer technology is a cultural tool that students can use to mediate and internalize their learning.

10.7.3 Preschool

Teachers should plan socially rich, meaningful activities in children's zone

of proximal development. The students should also be exposed to a wealth of

opportunities for make believe play which fosters self-discipline among kids which is required for later academic learning.Children usually act as a response of external stimuli but during make believe plays children create imaginary situations and learn to act in accordance to their internal ideas. It strengthens their capacity to think before they act. Plays are framed according to certain rules and following those rules while enacting play develops an understanding among them about the social norms and expectations.

10.7.4 Peer collaboration

The shared social interactions when peers work on tasks cooperatively serve an instructional function. A group of children with varying abilities is formed and they teach and help each other in learning. This method is mainly used in learning mathematics, science, and language arts which attests to the recognized impact of the social environment during learning. According to Vygotsky, the presence of expert peers (one or more) in the group can spur child's cognitive development, if they provide the learning experiences in accordance to the zone of proximal developmentof other peers. Vygotsky also added that child usually accepts an adults authority's perspective without critically examining it.

10.7.5 Apprenticeship Programs

As they occur in cultural institutions like schools and agencies which helps in transforming learners' cognitive development. On the job, apprentices operate within a ZPD as mainly their works depend on tasks beyond their capabilities. Apprentices develop a shared understanding of important processes by working with experts and integrate this with their current understandings.

10.7.6 Assisted Learning

Vygotsky suggests that the children should be guided and assisted in their learning, they should not be expected to learn independently. The teacher should provide assisted learning. Assisted Learning requires scaffolding which means giving information, prompts, reminders, and encouragement at the right time and in the right amount. The teacher withdraws the use of scaffolds as the learner proceeds with the learning, the student is allowed to do more and more on his own. Teachers assist learning by adapting the learning experiences according to the ZPD of the learner.

10.8 LET US SUM UP

In this lesson you studied Vygotsky's Socio-cultural theory of cognitive development. Vygotsky asserted that all mental functions are social in origin and are embedded in the content of socio-cultural setting. The emplenzed on the role of culture and social interactions for cognitive development. The role of teacher in social contructivist approach shifts from the sole dispenser of knowledge to motivator, guide and resource person. The features of social interaction which promote cognitive development are : intersubjectivity, scaffolding, guided participation, language and thought. Vygotsky was of the opinion that quality of teacher learner is important for successful learning by the students.

10.9 LESSON END EXERCISE

1.   What is the role of social interaction in learning process? Describe the features of social interaction which contributes in cognitive development?

2.   What is a student's zone of proximal development? How the knowledge of student's zone of proximal development guides a teacher in designing learning activities?

3.   What is assisted learning and what role does scaffolding play?

4.   Explain how interpsychological development becomes intrapsychological development.

5. Compare and contrast the views of Piaget and Vygotsky on the role of private speech?

6. Discuss the influence of Vygotsky's theory on educational practices.

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10.11 ANSWER TO CHECK YOUR ANSWERS

(i) Constructivism (ii) Active, Constructor (iii) Social, Cultural (iv) Social interactions (v) Zone of Proximal development.

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PERSONALITY DEVELOPMENT :

FACTORS AFFECTING PERSONALITY DEVELOPMENT

STRUCTURE

11.1   Introduction

11.2   Objectives

11.3   Concept of Personality

11.4   Definitions of Personality

11.5   Characteristics of Personality

11.6   Concept of Personality

      i)   Temperament

      ii)   Environment

      iii)   Character and

      iv)   Self

11.7   Patterning of Development

11.8   Key Theories of Personality Development

11.9   Factors of Personality Development

      i.   Language

11.1   INTRODUCTION

The scientific field of personality is generally traced back to the year 1937, when Gordon Allport published Personality: a psychological interpretation, Ross Stagner published Psychology of personality, and Henry Murray's 1938 book Explorations in personality was rising on the horizon. These American developments built upon earlier philosophical and psychiatric, as well as psychological, work in the United States (e.g., William James) and in Europe (e.g., Sigmund Freud, Pierre Janet, Kurt Lewin, and many others) (Lombardo and Foschi 2002).

Education aims at the development of the human personality. For laypersons, the word personality is often implicit in terms of being good looking, attractive etc. The ability to talk and interact with others pleasantly in addition to being good looking, would make others say that the person concerned has a good personality. Persons who do not have good looks or not well dressed or do not interact adequately are considered to have poor personality. But scientifically this is not a true concept of personality. The present lesson share with you information regarding the nature and concept of personality, personality development and discussion on the factors influencing its development. We also discuss the various approaches to understand personality development. Your role as a teacher in the development of learner personality, especially during the period of

adolescence, has been highlighted in this unit.

11.2   OBJECTIVES

After studying this lesson, you shall be able to:

- explain the concept of personality,

- analyse different definitions of personality,

- list the characteristic features of personality,

- explain the process of personality development,

- explore the theories of personality development, and

- discuss the factors of Personality Development viz, Language, Culture, Community, Political environment, School, Neighborhood, Excessive use of Technology.

11.3   CONCEPT OF PERSONALITY

The term 'personality' is derived from a Latin word 'Persona' which means the mask worn by a Roman actor. In simple language by personality, we mean the totality of everything about an individual his emotional, ethical, mental, physical, social and spiritual make up. It includes an individual's appearance, emotionality, sociability, intelligence, character and moral traits. The term personality represents the overall profile or combination of characteristics that capture the unique nature of a person as that person reacts and interacts with others and how he views himself. Personality combines a set of physical and mental characteristics reflect how a person looks, thinks, acts, and feels. An understanding of personality contributes to an understanding of organizational behavior in that we expect a predictable interplay between an individual's personality and his or her tendency to behave in certain ways.

Psychologists have attempted to explain the concept of personality in terms of individuality and consistency. We often observe that people differ a great deal in the ways they think, feel and act and that too to different or even same situations. This distinctive pattern of behaviour helps one to define one's identity. Commenting upon the notion of individuality, it has been said that each of us in certain respects is like all other persons, like some other persons and like no other person who has been in the past or will be existing in future (Kluckhohn & Murray, 1953).

Another important notion in defining the concept of personality is consistency. In other words it can be stated that the concept of personality also rests on the observation that a person seems to behave somewhat consistently in different situations over different time. Form this observation of perceived consistency comes the notion of personality traits that determine the way of responding to one's world.

Combining these notions of individuality and consistency, personality can be defined as the distinctive and unique ways in which each individual thinks, feels and acts, which characterizes a person's response throughout life. In other words, it can be said that personality refers to all those relatively permanent traits, dispositions or characteristics within the person that give some measure of consistency to the person's behaviour. These traits may be unique, common to some groups or shared by the entire species but their pattern will be different from individual to individual.

Thus, personality is not a fixed state but dynamic totality which is continuously changing's to interaction with the environment. Personality is known by the conduct, behaviour, activities, movements and everything else concerning the individual. It is the way of responding to the environment. The way in which an individual adjusts with the external environment is personality. Following are some definitions of personality.

11.4   DEFINITIONS OF PERSONALITY

Munn (1953), "Personality may be defined as the most characteristic integration of an individual's structure, modes of behavior, interests, attitudes, capacities, abilities and aptitudes."

R.B. Cattell, "Personality is that which permits a prediction of what a person will do in a given situation."

Watson, "Personality is the sum of the activities that can be discovered by actual observation over a long enough period of time to give reliable information."

Woodworth, "Personality is the total quality of individual Behavior"

JP Guilford, "An individual's personality is his unique pattern of traits."

Allport (1961), "Personality is the dynamic organization within the individual of those psycho-physical systems that determine his unique adjustment to the environment." The Personality is the organization of internal and external activities. It includes the external appearances, qualities, aptitudes and capacities, etc. It is the result of the interaction of the individual with the environment.

Allport's definition is considered to be comprehensive and clear. It lays stress on these characteristics of personality.

- Dynamic nature

- Heredity and environment

- Wholeness

- Development of personality

We have seen how personality has been variously defined by psychologists, though there are differences in views, but even then all psychologists agree on certain common characteristics. Our understanding of the nature of personality will be clear if we go through the characteristics of personality. These are:

11.5 CHARACTERISTICS OF PERSONALITY

The term personality is used in various senses. Generally, it is used to indicate the external outlook of an individual. In philosophy, it means internal quality. But in social psychology, the term personality indicates-neither the external or outward pattern nor does it indicate the internal quality. It means an integrated whole. In the modern world and psychology, it has come to indicate the sum total of an individual's characteristics and qualities. Various thinkers, social psychologists, and others have defined personality in various ways. It is a sum of physical, mental and social qualities in an integrated manner.

Beyond this basic point of agreement, personality has other characteristics or features in common.

Personality is something which is unique in each individual: Each individual personality is unique and specific. No two persons, not even identical twins have exactly the same qualities and attributes.

Organization: Personality is not just one or more aspects of behavior, but it is one's total integrated behavior, woven into a whole. The greater the degree of organization, the more healthy and normal the person is.

Consistency or stability: Consistency or stability is one of the characteristics of personality. A person is recognizable from situation to situation by the consistent characteristics that are reflected

in his behavior.

Dynamic: Although the personality of an individual remains stable to a large extent, it can't be said to be static, It is always dynamic and continuously in the process of change and modification. Think about your own personality – what type of person you are at the present moment and what type you were while studying in school.

Self consciousness: Personality exhibits self consciousness and it is the proud possession of human being. Man is described as having personality when the idea of "self' enters into his consciousness. A dog or a cow has no personality of its own because neither of the two possess self-consciousness.

It impacts behaviors and actions: Personality does not just influence how we move and respond in our environment; it also causes us to act in certain ways.

Psychophysical systems: Personality is neither exclusively physical nor is exclusively mental. Similarly it is neither the product of heredity exclusively, nor it is the product of acquired behavior or learning exclusively. Organization of personality entails the functioning of both 'body' and 'mind'. Psychophysical systems composed of habits, attitudes, sentiments etc. are the product of hereditary endowments and the acquired life experiences of the individual.

Personality is greatly influenced by social interactions: Personality is completely social. Personality has existence only in relation to the external world. An individual's relation with his environment, his feelings, attitudes, are basic to the idea of personality. An integrated personality is one which makes harmonious adjustment to environment, particularly the social environment.

Personality refers particularly to persistent qualities of an individual: Every individual has certain feeling as well as other permanent traits and qualities. Personality is mainly composed of the persistent or permanent qualities that exhibit themselves in form of social behaviour and attempt to make adjustment with the environment.

Multiple expressions: Personality is displayed in more than just behavior. It can also be seen in our thoughts, feelings, close relationships, and other social interactions.

Actually, personality is the unique combination of patterns that influence behavior, thought, motivation, and emotion in a human being. There are many approaches to the modern psychological study of personality, including the psychodynamic, learning, humanistic, biological, trait, and cultural perspectives.

It can be described as how a person affects others, how he understands, and views himself, and his pattern of inner and outer measurable traits. It encompasses the relatively stable feelings, thoughts, and behavioral patterns a person has. In fact, our personality changes over long periods of time.

Psychological and physiological: Personality is a psychological construct, but research suggests that it is also influenced by biological processes and needs.

11.6   CONCEPT OF PERSONALITY DEVELOPMENT

Personality development is the development of the organized pattern of behaviors and attitudes that makes a person distinctive. It means enhancing and grooming one's outer and inner self to bring about a positive change to life. Each individual has a distinct persona that can be developed, polished and refined. This process includes boosting one's confidence, improving communication and language speaking abilities, widening ones scope of knowledge, developing certain hobbies or skills, learning fine etiquettes and manners, adding style and grace to the way one looks, talks and walks and overall imbibing oneself with positivity, liveliness and peace.

An individual's personality is the sum total of the person's qualities, characteristics, attitudes and quirks, psychological traits, beliefs and motives which make up his identity. Personality development therefore means an improvement in all spheres of the individual's life.

It is outcome of cognitive, emotional, motivational and temperamental attributes that determine child's view about himself, his world and the future. Although there are a large number of factors, which influence the development of personality, such factors have been broadly grouped into three general categories and these are given below. 1) Biological factors, 2) Psychological factors, 3) Environmental factors.

At an individual level, personality development can be understood to include:
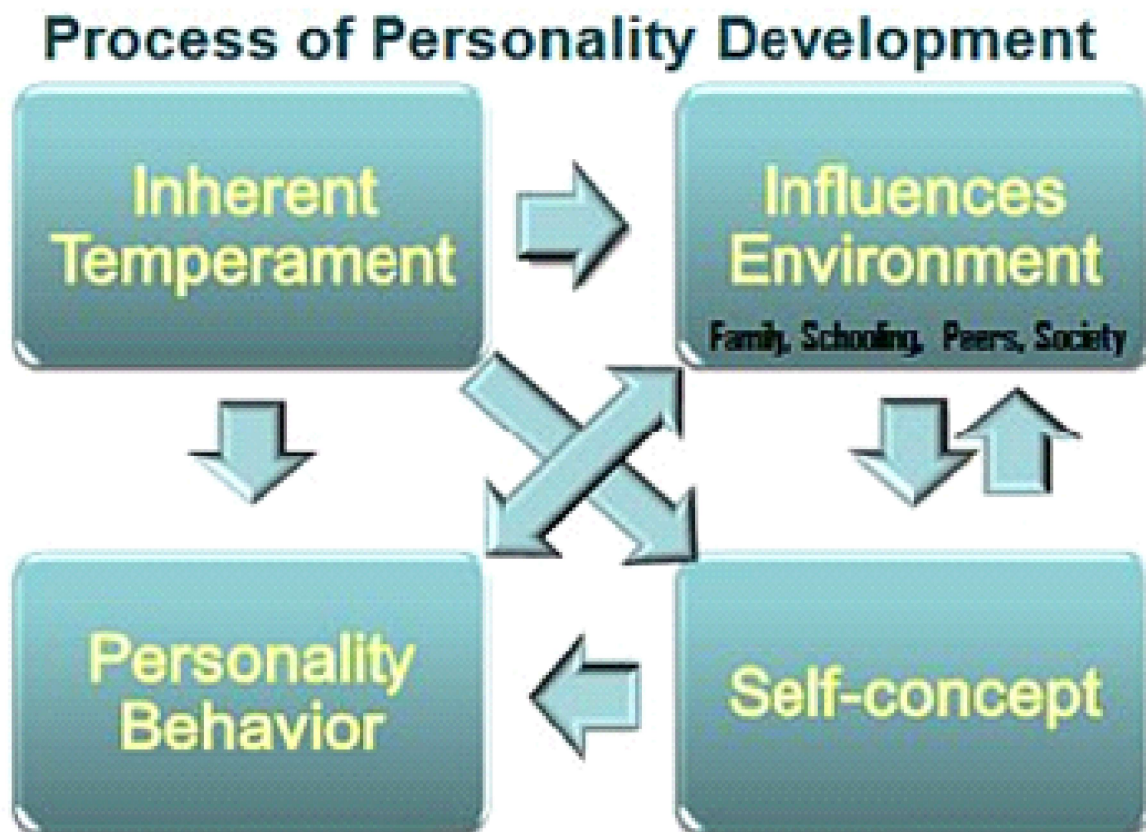
- Awareness of self

- Self-Knowledge

- Building self-identity and self esteem

- Spiritual Development

- Talent development

- Identifying potential

- Acceptance of responsibility for self

- Enhancing the quality of life

- Improving physical and mental health

- Aspiration fulfillment

- Improving social abilities.

A child's personality has several components: temperament, environment, character and self. Personality development therefore means an improvement in all spheres of the individual's life.

i) **Temperament** is the set of genetically determined traits that determine

the child's approach to the world and how the child learns about the world. There are no genes that specify personality traits, but some genes do control the development of the nervous system, which in turn controls behavior.

ii) **Environment**: A second component of personality comes from adaptive patterns related to a child's specific environment. Most psychologists agree that these two factors— temperament and environment—influence the development of a person's personality the most. Temperament, with its dependence on genetic factors, is sometimes referred to as "nature," while the environmental factors are called "nurture." While there is still controversy as to which factor ranks higher in affecting personality development, all experts agree that high-quality parenting plays a critical role in the development of a child's personality. Parents who know how to adapt their parenting approach to the particular temperament of their child can best provide guidance and ensure the successful development of their child's personality.

iii) **Character**: The third component of personality is character—the set of emotional, cognitive, and behavioral patterns learned from experience that determines how a person thinks, feels, and behaves. A person's character continues to evolve throughout life, although much depends on inborn traits and early experiences. Character is also dependent on a person's moral development.

iv) **Self**: As an infant grows s/he learns to distinguish between himself/herself and other people and think– 'me', 'I', 'self'. As this self-structure develops, it becomes the integrating core of the personality. When a problem comes it is thought about and acted upon in relation to the self. The experience of self-direction involves the self as knower, striver and doer which are three key functions of self-structure. The self includes the total subjective and objective qualities of a person. It includes the person's actual appearance, values, ideas and knowledge as well as self-perception and the perceptions of others.

Process of Personality Development

| Inherent Temperament	→	Influences Environment
		Family, Schooling, Peers, Society
Personality Behavior	←	Self-concept

11.7 PATTERNING OF DEVELOPMENT

There are three main levels of analysis to be taken into consideration for the study of development of an individual:

i) **Biological System:** The closely coordinated Physiological interactions within the body.

ii) **The Psychological System or Personality:** It involves the organized interaction of motives, abilities, assumptions, and defenses integrated around the self, and

iii) **Sociological or Group System:** It involves the interactions of the individual in his family or broader group contexts.

These three factors or levels of analysis are important to gain a complete view of the individual and his functioning. These factors play an important role in shaping the personality of an individual and affect the growth and development of personality.
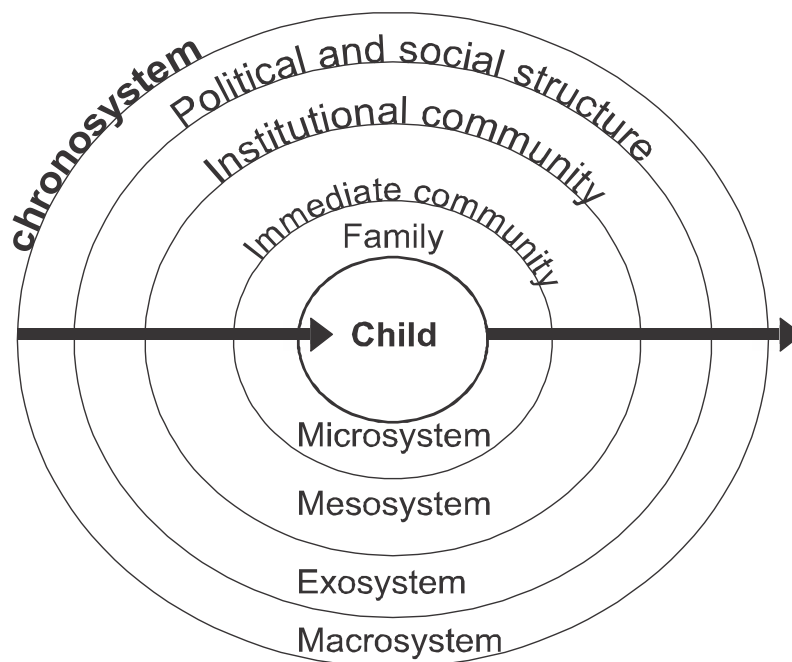
Ecological Model of Human Development

To understand a child therefore, it is necessary to look at development of a child in social context, also taking into account the influences of family, peers, teachers, community and socio-political environment.

Check Your Progress Exercise-I

Note : (a) Answer the questions given below.

    (b) Compare your answers with those given at the end of this lesson.

a) Who has said that personality is the dynamic organization of traits?

    i)   Eysenck   ii)   Allport

    iii)   Murray   iv)   None of them**.**

b) Personality is the function of

    i)   Heredity only   ii)   Heredity and environment

    iii)   Environment only   iv)   Family and culture

c) Which of the followings are regarded as component of behavioral identity

of personality?

    i)   Thoughts   ii)   Feelings

    iii)   Actions   iv)   All

d)   Persona is a

    i)   French word   ii)   English word

    iii)   Greek word   iv)   Latin word

e)   Which one is the inborn enduring characteristic of the personality?

    i)   Environment   ii)   Character

    iii)   Temperament   iv)   None of these

11.8   KEY THEORIES OF PERSONALITY DEVELOPMENT

Our personalities make us unique, but how does personality develop? How exactly do we become who we are today? What factors play the most important role in the formation of personality? Can personality ever change?

To answer this question, many prominent theorists developed theories to describe various steps and stages that occur on the road of personality development. The following theories focus on various aspects of personality development, including cognitive, social, and moral development.

Freud's Stages of Psychosexual Development

In addition to being one of the best-known thinkers in the area of personality development, Sigmund Freud remains one of the most controversial. In his well-known stage theory of psychosexual development, Freud suggested that personality develops in stages that are related to specific erogenous zones this is known as psychoanalytic approach. Failure to complete the stages i.e. the oral stage (birth - 1 year) and erogenous zone is mouth; the anal stage (1-3 years) and erogenous zone is bowel and bladder control; the phallic stage (3 - 6 years) and erogenous zone is genitals; the latent period (6 – puberty onset) and erogenous zone is sexual feelings are inactive ; The Genital Stage (Puberty –

Death) and erogenous zone is maturing sexual interests, he suggested, would lead to personality problems in adulthood.

Erikson's Stages of Psychosocial Development

Erik Erikson's (1956) proposed eight-stage theory of human development that continues throughout the life span. His theory states that there are universal life stages and that a specific psychosocial dilemma occurs at each phase of development. While the theory builds on Freud's stages of psychosexual development, Erikson chose to focus on how social relationships impact personality development. The theory also extends beyond childhood to look at development across the entire lifespan. Erikson's theory has been credited for accounting for continuity and changes in personality development.

At each stage of psychosocial development, people face a crisis in which a task must be mastered. The stages that make up his theory are as follows:

Stage 1 - Trust vs. Mistrust

Stage 2 - Autonomy vs. Shame and Doubt

Stage 3 - Initiative vs. Guilt

Stage 4 - Industry vs. Inferiority

Stage 5 - Identity vs. Confusion

Stage 6 - Intimacy vs. Isolation

Stage 7 - Generativity vs. Stagnation

Stage 8 - Integrity vs. Despair

Those who successfully complete each stage emerge with a sense of mastery and well-being. Those who do not resolve the crisis at each stage may struggle with those skills for the remainder of their lives.

The stages significantly influence personality development, with five of them occurring during infancy, childhood, and adolescence.

Piaget's Stages of Cognitive Development

Jean Piaget's theory of cognitive development remains one of the most frequently cited in psychology, despite being subject to considerable criticism. While many aspects of his theory have not stood the test of time, the central idea remains important today: children think differently than adults.

Piaget's 4 Stages of Cognitive Development which reflect the increasing sophistication of children's thought:

1. Sensorimotor stage (birth to age 2)

2. Pre-operational stage (from age 2 to age 7)

3. Concrete operational stage (from age 7 to age 11)

4. Formal operational stage (age 11+ - adolescence and adulthood).

According to Piaget, children progress through a series of four stages that are marked by distinctive changes in how they think. How children think about themselves, others, and the world around them plays an important role in the formation of personality.

Kohlberg's Stages of Moral Development

Lawrence Kohlberg developed a theory of personality development that focused on the growth of moral thought. Building on a two-stage process proposed by Piaget, Kohlberg expanded the theory to include six different stages. While the theory has been criticized for a number of different reasons, including the possibility that it does not accommodate different genders and cultures equally, Kohlberg's theory remains important in our understanding of how personality develops.

Kohlberg classified the moral reasoning into three levels, each of which contains two distinct substages:

- Pre-conventional Level

    - Obedience

    - Self-interest

- Conventional Level

    - Conformity

    - Law and order

- Post-conventional Level

    - Social contract orientation

    - Universal human ethics

The Child Development Institute (CDI) rightfully points out that very little knowledge is available on the type of specific environment that will result, for example, in traits of trust being more developed in a person's personality. Helping the child through the various stages of emotional and personality development is a complex and difficult task. Searching for the best ways of accomplishing this task accounts for most of the research carried out in the field of child development today.

Renowned psychologist Carl Rogers emphasized how childhood experiences affect personality development and proposed the theory of self- development on humanistic approach. Many psychologists believe that there are certain critical periods in personality development-periods when the child will be more sensitive to certain environmental factors. Most experts believe that a child's experiences in the family are important for his or her personality development, although not exactly as described by Erikson's stages, but in good agreement with the importance of how a child's needs should to be met in the family environment. For example, children who are toilet trained too early or have their toilet training carried out too strictly may become disobedient. Another example is shown by children who learn appropriate behavior to their sex lives when there is a good relationship with their same-sex parent.

Development Tasks

The human development has been broadly divided into 6 major stages. At each stage maturational and social pressure impose certain specific tasks 'which the individual must master if she is to maintain normal course of development. When the various tasks are not mastered during the appropriate developmental period, the individual suffers from immaturities and in competencies which persist and handicap her adjustment during later developmental stages.

Check Your Progress-II

Note : (a) Answer the questions given below.

   (b) Compare your answers with those given at the end of this lesson.

(a)   Match the following:

   i)   Freud   i)   Psychosocial development

   ii)   Erickson   ii)   Psychosexual development

   iii)   Kohlberg   iii)   Cognitive development

   iv)   Piaget   iv)   Moral development

(b)   Erik Erikson's theory is

   i)   Eight-stage theory of human development

   ii)   Four stage theory

   iii)   Six stage theory of human development

   iv)   None of these

11.9   FACTORS OF PERSONALITY DEVELOPMENT

(i)   Language

   Language learning is a natural process and human beings have an innate or natural capacity to learn a language. Language is the primary means of communication. The difficulty in communication contributes to limited social interaction and experiences. It is like learning to play a game or in other words developing certain skills. It is noticeable that the family and society in which it is born predetermine every child's language. If the mother and other members in the family speak one language, the child will pick up one language, if two or more languages are being used, the child will pick up all the languages that he/she will hear. Language has three components- verbal (speech), written, and non-verbal (body language). However, there are distinct stages in the development of the language of the child. These are crying (0-1 month), cooing (1-5 months), babbling (6- 12

months), utterance of the first word (1 2 months), and two-word sentences (1.5 -2 years).

At the center of teaching-learning activities is language. No teaching activity can be performed without the use of language. If you carefully examine, you will notice that language, communication and education are interrelated processes. Language and communication are integral components of educational transaction.

Language is an inter-active social process and is the vehicle of communication. Language develops communicative skills of Listening, Speaking, Reading and Writing.

Language facilitates total personality development.

Physical Development: The child expresses and stresses his physical requirement like food, natural-calls, toys etc.

Emotional Development: The Child uses language and other signs (body language) to express emotions. Language expands child's 'emotional expressions'.

Social Development: The Language hastens inter-personal behavior like talking, playing, fighting etc. Language helps in acquiring social skills and manners.

Intellectual Development: Language forms base of all mental activities i.e. Abilities of imagination; attention; memory; thinking; reflection depend on language.

Moral and Spiritual Development: Child picks up moral and spiritual practices from near and dear ones. Child learns salutations, prayers, and ritualistic wordings etc. from family members.

(ii)   Culture

Culture is a broad term and includes in it all the customs, traditions, folks, fashions, fads and mores. We all are part of one or other culture. Therefore, cultural effect on personality is bound to take place. Cultural effect is most prominently seen in the way we welcome and greet people. In India when we meet someone greet with folded hands and say Namaskar while when a Japanese meets someone he bows before and when an American meets someone he either shakes hand or kisses the other person. This apparent difference in welcoming another person is simply because of learning in a culture.

The term culture refers to all of the beliefs, customs, ideas, behaviors, and traditions of a particular society that are passed through generations, Culture is transmitted to people through language as well as through the modeling of behavior, and it defines which traits and behaviors are considered important, desirable, or undesirable.

It was widely believed that early enculturation in particular has very important bearing on personality development of the child as he/she grows into adulthood. Ralph Linton (1945) defines personality as the individual's mental qualities the sum total of his rational faculties, perceptions, ideas, habits and conditional emotional responses. He states that there is a close relation between personality and culture of the society to which the individual belongs. The personality of every individual within the society develops and functions in constant association with its culture.

Culture plays a valuable role in personality development. In many countries all over the world, the influence of culture on personality formation can be seen in different cultural groups. Spiro had perceived that the development of personality and the acquisition of culture are not different processes but one and the same learning process. He considered Personality as an individual aspect of culture while culture is a collective aspect of personality. In every culture particular type of personality developed. Certain cultural environment sets its participant members off from other human beings operating under different cultural environments. The culture furnishes the raw material of out of which the individual makes his life.

Ralph Linton (1945) noted three types of culture viz;

1)   Real culture (actual behaviour)

2)   Ideal culture (Philosophical and traditional culture)

3)   Culture constructs (what is written on cultural elements etc.)

Real culture is the sum total of behaviour of the members of the society, which are learned and shared in particular situations. A real culture pattern represents a limited range of behaviour within which the response of the members of a society to a particular situation will normally be form. Thus various individuals can behave differently but still in accordance with a real culture pattern.

Ideal culture pattern is formed by philosophical traditions. In this, some traits of culture are regarded as ideals.

Different cultures have different child rearing practices. In cultures where physical punishment is heavily relied upon for bringing up children, traits of hostility, aggressiveness and introversion develop more frequently. But in cultures where parents make less use of physical punishment and interact with children more frequently traits of curiosity, extroversion and creativity find more expression among children.

Not only in different phases in history, but across cultures also there is a variation in children's social position and roles. These variations are seen between rural and urban areas, between different communities, and between different countries.

Child rearing practices – Different cultures have different child rearing practices. In cultures where physical punishment is heavily relied upon for bringing up children, traits of hostility, aggressiveness and introversion develop more frequently. But in cultures where parents make less use of physical punishment and interact with children more frequently traits of curiosity, extroversion and creativity find more expression among children. Do you know that sex differences in personality are determined by culture?

Within a culture there are certain norms and behavioural expectations. These cultural norms can dictate which traits are considered important to personality. The researcher Gordon Allport considered culture to be an important influence on traits and defined common traits as those that are recognized within a culture. These traits may vary from culture to culture based on differing values, needs, and beliefs. Positive and negative traits can be determined by cultural expectations: what is considered a positive trait in one culture may be considered negative in another, thus resulting in different expressions of personality. Some other function that culture play in the personality development of the child are:

Helpful in refining personality: Culture helps the individual in refining physical, intellectual, aesthetic and moral aspects of personality by drinking deep into the accumulated best experience of the race. Thus culture beautifies human personality and adds grace to human life.

Helpful in socializing the individual: Culture helps in socializing the person. It is due to this reason the quality and direction of socialization differs from one society to another. Every society has its own ethos, and this is communicated to the person in different ways. Ralph Linton has talked

about three ways in which the person can participate in Culture.

a) Universal participation

b) Specific participation

c) Participation in alternative elements.

Helpful in making adjustment: Adjustment is one of the important elements of personality development of an individual. Knowledge of culture helps the individual in making social adjustment and solving various problems.

(iii)   Biographies

Reading has always been a habit of great leaders. It's one of the most powerful sources of growth, inspiration and new ideas. Reading is a great investment in personal development. Effective reading requires reading deeply, understanding, applying the ideas and lessons to the challenges of the day. It is well said, "Reading is to the mind as exercise is to the body".

Reading biographies of great men and women tell us that most of them became great because of the inspiration and provide the most valuable lessons in life..

Biography, form of literature, commonly considered nonfictional, the subject of which is the life of an individual. One of the oldest forms of literary expression, it seeks to re-create in words the life of a human being—as understood from the historical or personal perspective of the author— by drawing upon all available evidence, including that retained in memory as well as written, oral, and pictorial material.

Mark Twain wrote, "The man who does not read good books is no better than the man who can't."

In the words of the great poet, John Milton "A good book is the precious life-blood of a master spirit, embalmed and treasured up on purpose to a life beyond life."

It's instructive to know how others, both famous and not so famous, handled the crises in their lives, found their life mates, raised their families, and pursued their interesting careers, whether it be as a merchant, writer, artist, poet, politician, soldier, actor, attorney, inventor, scientist, engineer,

physician, nurse, teacher, or any other career you can think of. Since the reader, will be choosing his own career or life calling, one will be enlightened by studying how others made their way on the stages of life. Every life serves a purpose, and discovering your own purpose can be aided by delving into the lives of others whose purposes have made our lives better or worse.

Impact of biography on personality development:

i) Allows to see the world in new ways.

ii) Reading biography can make your field of vision larger. Because you can know about the lives of other people, and most of them are the stories about famous people, so they are always not ordinary.

iii) Teaches them lessons they might not otherwise have learned. Wisdom can be gleaned from other's life experiences and behaviors. This learning process is often far more satisfying, and more lasting, than reading a list dos and don'ts or steps.

iv) It creates empathy and understanding of others. The story of someone who may have lived in a different era or with a different background exposes children to things they may never experience. Reading another's story helps them to appreciate their differences or find comfort in our sameness.

v) Extends the view of others into the future. Hearing about what others have accomplished despite their circumstance encourages them to dream. It gives them hope that they can meet the challenges that come their way.

vi) Biographies help to develop a different perspective of life.

vii) Makes a better man. Do you want to be a better man? Then read the biographies of great men. The lives of great men contain numerous lessons that are just as applicable to us today. These are so-called self-improvement books.

From it clear that biographies helps in developing well integrated personality of the individual. It is a belief that studying about others could not only encourage the use of biographical accounts but it could also motivate a critical view towards the direction of others life and help in the formation of complete, balanced personalities. What do we learn from the biographies? The priceless lessons

of life experiences. Human beings, male and female, have been capable of extraordinary achievements in all areas of effort.

In the Bible, we find the author of a Psalm assert this, saying,

"Your word is a lamp to my feet and a light for my path."

(iv)   Community

Community can be defined by characteristics that the members share, such as culture, language, tradition, law, geography, class and race. When many families live together at a place a community is formed. Social interaction among the members of the community is the outcome of living together. Community members meet to discuss issues related to the education of its members especially the children. A community usually consists of people of the same religion, race occupation or even common interests. However, multi-religious communities also exit though not as a norm. A community may have members who have the similar feelings on any subject. Community resources may be utilized by school; the community may on the other hand offer to support the school in order to ensure that its children are educated by its culture mores and norms of acceptable behavior. It may also organize educational institutions for a particular type of education it feels its children should have. The Indian constitution provides for all these educational initiative.

Researchers comparing cultural groups for specific personality types have

found some important differences. For example, Northern European countries and the United States have individualistic cultures that put more emphasis on individual needs and accomplishments. In contrast, Asian, African, Central American, and South American countries are characterized more by community-centered cultures that focus on belonging to a larger group, such as a family, or nation. In these cultures, cooperation is considered a more important value than competitiveness, which will necessarily affect personality development.

The National Policy on education (1986) and its POA (1992) also envisage greater role of community in the field of education at the local level. The 73rd and 74th constitutional amendment relating to Panchayat Raj Institutions have further enhanced the move towards decentralization of education and community participation.

Research also indicates that community engagement shows positive effects on the following:

Attendance Improvement in teacher as well as student attendance has been reported in schools ensuring community involvement suggest and greater teacher and student accountability

Drop-out rates Schools reported lower drop-out rates significantly.

High risk behaviours Disruptive behaviour in the classroom substance abuse and an overall improvement in student behaviour in general has been reported.

Community has an important role to play as a factor of personality development. Child is to grow, develop and live in a community. Each community tries to plan its progress and development by providing purposeful and effective education to its members especially children, adolescents and adults. All the aspects like physical, intellectual, moral, character, vocational are very important for the complete development of the child and community plays very important role in its development:

- Influence on physical development: The community organizes the local bodies which look after the sanitation of localities. These local bodies also build garden, parks and provide gymnasiums. The children of the community make the maximum use of these facilities. They get fresh light and air and do various types of physical activities to build their physique and to keep them healthy. The local bodies also through hospitals and dispensaries to keep children healthy and free from diseases and also teach them the general rule of sanitation and health. Thus the facilities provided by local bodies significantly influence the physical development of the child.

- Influence on intellectual development: Some communities organize organise reading rooms, libraries, symposiums, conferences, literary and artistic activities, exhibition, and educational films. Thus, community provides healthy environment and entertainment to children and adults and also helps in their intellectual development which is one of the very important aspects for complete development of the personality.

- Influence on moral and character development: The community also influences the character and moral development of the children, adolescence and adults. A good and healthy environment of the community helps in the moral upliftment of its members. On the other hand the effect of bad environment of the community will be bad.

- Influence on vocational development: Community works as the first school of vocational development the community influences the individual in the way of life and in the choice of a vocation or profession. This enables him to become an independent member of the community.

(v)   Political environment:

"Personality" refers to a multifaceted and enduring internal or psychological, structure that influences patterns in a person's actions and expressed attitudes. Researchers have associated personality with such attributes as temperament and values, but most scholarly attention has centered on individual differences in traits, or general behavioral and attitudinal tendencies

Defining the Political Environment

Inter-linkages occur in many ways, for example:

- Political decisions inevitably affect the economic environment.

- Political decisions also influence the social and cultural environment of a country.

- Politicians can influence the pace at which new technologies appear and are adopted.

Research on personality and political behavior has explored several substantive topics, including political information, attitudes, and participation. Major findings in this burgeoning literature include the following: (1) politically interested and knowledgeable citizens tend to exhibit high levels of openness to experience, (2) ideological liberalism is more prevalent among individuals high in openness and low in conscientiousness, and (3) citizens are more likely to participate in politics if they are high in openness and extraversion.

There is direct impact of traits on political attitudes and actions, but personality also could work through other individual-level attitudes and characteristics to influence behavior.

The most prominent framework, and the one that has received the most attention in political science, is the Big Five, or Five-Factor, approach. This framework focuses on the trait dimensions of openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism. It has been identified there is link between personality traits and many aspects of comparative political behavior.

Research on political behavior seeks to understand why people think and act the way they do when it comes to politics: why they identify as liberals or conservatives, why they approve or disapprove of the president or parliament, why they did or did not vote in the most recent election, why they follow news about politics closely or not at all.

(vi) School

One way of molding and shaping child is schooling whereby intellectual and cultural resources are devoted to the formation of educated and civilized man. Schooling is all about the development of abilities by explicit instruction. The concept of schooling refers to the institutionalized nurturance of children's abilities through education.

The six year old child has no set pattern of social consciousness and between six to twelve year age group children develop the ability to adjust as per social scenario. They form small groups with their own play-rules and codes of conduct. Children at this stage face challenges concerning achievement, peer relationships and the development of identity of self and school.

The school is also a very important agency of socialization. In the school the child gets education which moulds the ideas and attitudes. Proper or adequate education can make the child a good citizen, while a bad education can turn him into a criminal. Education is of great importance for the process of socialization. A well planned system of education can produce competent people

When they step in to primary school they become more self-confident and are able to maneuver well in social interactions. They discuss about what they should do after school or on the weekends and positively respond to the stories of their friends. This give and take between children is very useful in their social development. They focus on favorite colors, food, games and delight in the fact that they are alike in many ways. They are no longer self-centered, friendship becoming an important part of their lives. School going children are able to understand not only their desires and needs, but are also compassionate towards their peer group. Issues of fairness and equality become important to children, as they learn to care for people outside their family. They get loyal, reliable and responsible and start taking initiatives in social gatherings. In this stage neglect of parents leads the child to socially unapproved behavior, so the role of parents/ teachers is very important towards positive personality development of the child.

Dewey has enumerated following instincts that one needs to recognize and shape by various facts, materials and conditions provided by school

i)   Social Instinct: Shown in conversation, personal intercourse and communication.

ii)   Language Instinct: The simplest form of the social expression of the child- the greatest of all educational resources.

iii)   Constructive Instinct: The instinct of making, expressed first in play, in movement, gesture, and make believe and later becomes more definite, seeks outlet in shaping materials into tangible forms.

iv)   Investigation Instinct: The child has not much instinct for abstract inquiry. It grows out of the combination of the constructive impulse with the conversational. There is no difference for a child between experimental science and the work done in the carpenter shop.

v)   Expressive Instinct or art instinct: Grows out of the communicating and constructive instincts. It is their refinement and full manifestation. For example, they make the construction adequate, full, free and flexible, and give it a social motive.

Talcott Parsons (1959) in his essay the 'School Class as a Social System' argues that school as a social system performs four important functions simultaneously

i)   Emancipation of the child from family.

ii)   Internalization of social values and norms, at a higher level than as available in the family.

iii)   Differentiation of the school class in term of actual achievement.

iv)   The selection and allocation of human resources into the adult role system. By going through this process the child acquires the values of industrial society like achievement orientation, discipline, liberalism and rationality.

Schooling should aim at providing a full bloom to the instincts in a healthy way. By recognizing the fields of interest it furthers the development in the direction which may give a child purpose of life. Schooling is the process of preparing young minds for future life so that they can live a healthy, happy and useful life.

(vii)   Neighborhood

The Advanced Learner's Oxford Dictionary (1974, 1982) defines neighborhood as area near the place. It is one of important agency of socialization. As individuals grow older, their social worlds expand. They begin to look outside their homes and toward other individuals in their neighborhood as their companions for play and for sharing their mental thoughts. The neighborhood is where individuals spend most of their time besides their homes and schools. It is the site of opportunities for exploration and discovery or danger zones for indulgence depend very much on the kind of activities that individuals participate in.

Good neighborhood can make a child to grow as a positive person and responsible citizen. Since birds of the same feather flock together, neighborhood families are not different in their social class, etc., and provide a smooth transition from home to culture. They share almost similar values and rearing patterns but expose the child to different family styles, and the child learns how to deal with the variety. The characteristics of neighborhoods are that they are more objective than the parents, treat the child as a person and therefore they are both less approving and less critical, and with different emphasis in child-behaviour. You might have noticed that often criminals come from social milieu where moral standards and values receive back seat and living conditions are abysmally low. Children from such environments lack in discipline, responsibility, sensibility, and self-respect.

(viii)   Excessive use of Technology

The progress of technology since the industrial revolution, one would realize that we have progressed from an industrial age (19th century) to one that is characterized by automation (20th century) to one that is characterized by smart technologies (21st century). Change is inevitable in this regard - e.g., in the second half of the 20th century we have witnessed several of these changes or advances in technology - radio, TV, satellite, computer, etc.

Media involve the use of technology for communication. You may find out the scientific meaning of education in a dictionary. The oxford universal dictionary explained education as the process of learning, growing up; the process of rearing or bringing up; systematic instruction or training.

Likewise the term technology is described as

i)   systematic application of knowledge to practical tasks.

ii)   scientific study or mastery of utilization.

iii)   process of development of material

The technology has also revolutionized the process of acquisition of knowledge and the achievement of educational objectives. One can watch, read or hear a programme along with ones parents, peers, teachers, siblings, colleagues etc. One and all can participate in the technology - based process of education at the same time. All develop their perception about the same theme. All imagine about a concept at the same time, the boundaries of age, sex, class, caste, religion, place and race have been diluted and sometimes removed by the technology.

The manner in which crime, sex, violence, etc, are represented in the media can lead to more than one interpretation. Majority of children are interested in action-based, films. But viewing these action-based films must lead to education.

Technology can have both a positive as well as a negative impact on the personality of the adolescent. Motivating educational programmes provide information and models for pro-social behaviour. It can also make the adolescents passive learners, teach those stereotypes and prejudices and provide an unrealistic view of the world and violent models of aggression.

Have you ever wondered how excessive use of technology has contributed to our lifestyle and behaviors? The excess use of technology is very similar to excess use of drugs. Unfortunately, we abuse technological advancements instead of wisely using them and this has been well experimented and tested in the way people use and interact with social media applications. The later have a great impact on the overall human behavior and ways of dealing with things around us. In brief, excess use of technology is a double edged sward having to a certain point equal negative and positive influences.

From psychology and behavioral perspectives excessive use of technology human will suffer-

1)   Mood modification (emotional states)

2)   Salience (behavioral, cognitive and emotional)

3)   Tolerance

4)   Withdrawal symptom (unpleasant physical and emotional symptom)

5)   Conflict (interpersonal and intrapsychic problem)

6)   Deterioration

7)   With excessive use of technology adolescents start neglecting their education and develop changes in food habits, clothing habits and bathing habits.

8)   Inferiority complexes may build up among adolescents.

11.10 LET US SUM UP

In this lesson we have learnt about concept, different definitions and characteristics of personality. We have acquainted about the major theories of personality development – Freud's theory of psychosexual development, Erik Erikson's theory of Psychosocial Development, Piaget's theory of Cognitive Development and Kohlberg's theory of cognitive development. We have also studied the factors effecting personality development.

11.11 LESSON END EXERCISE

1)   Define personality and its characteristics

2)   Community and culture play a great role in personality development. Discuss.

3)   What are biographies? Discuss their role in personality development.

11.12 SUGGESTED FURTHER READINGS

1.   Aggarwal, J.C. (2004). *Psychology of Learning and Development*. New Delhi: Shipra Publications.

2.   Alien B. P. (2002). *Personality Theories: Development, Growth and Diversity(*4th Ed) Boston: Allyn And Bacon.

3.   Arora, G.L. (1995). *Child-centered Education for Learning without Burden.* Gurgaon: Krishna Publishing Company.

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6.   Mukunda, K. V. (2009). *What did you ask at school today? A handbook of child learning.* India: Harper Collins Publishers.

7.   Shukla, S. & Kumar, K. (eds) (1985). *Sociological Perspectives in Education.* Delhi: Chanakaya Publication.

8.   Singh, A.K. (2007). *The Psychology of Personality*. New Delhi: Motilal Banarsidas,

9.   Woolfolk, A. (2004). *Educational Psychology*. New Delhi: Pearson.

11.13 ANSWERS TO CHECK YOUR PROGRESS

1.   a)   (ii)   b)   (ii)   c)   (iii)

        d)   (iv)   e)   (iii)

2.   a)   i & ii ; ii & i; iii & iv ; iv & iii

MARGINALIZATION AND PERSONALITY DEVELOPMENT

STRUCTURE

12.1   INTRODUCTION

In the lesson 11 you have studied the meaning and characteristics of personality, concept of personality development, key theories and factors of personality development. In the present lesson we will acquaint you with the concept and categories of marginalization. In addition to this the levels and factors of marginalization will be explored. Moreover the impact of marginalization on

personality development and government policies and programs to combat marginalization will be discussed.

12.2   OBJECTIVES

After studying this lesson, you shall be able to:

- explain the concept of marginalization,

- analyse different definitions of marginalization,

- categorize the type of marginalization,

- explain the factors that contribute to marginalization, and

- discuss the effect of marginalization on personality development.

12.3   CONCEPT OF MARGINALIZATION

The word marginalization has the Latin root margo, "edge, brink, or border." Since the late 1920's marginalize has referred not to a literal edge, but to a powerless position just outside society. Society that labels certain people as outside the norm – weird, scary, hateful, or useless – marginalizes those people, edging them out.

Marginalization or social exclusion is defined as "the process whereby something or someone is pushed to the edge of a group and accorded lesser importance". It is a social phenomenon that has existed for centuries and has effected human interaction as well as how certain people view each other dramatically.

In general, the term 'marginalization' describes the overt actions or tendencies of human societies, where people who they perceive to undesirable, or without useful function are excluded, i.e., marginalized. The people who are marginalized are outside the existing systems of protection and integration. This limits their opportunities and means for survival.

The term has been defined in the following ways:

Merriam-Webster's online dictionary definition of the term, marginalize, is "to relegate to an unimportant, or powerless position within a society or group".

The Encyclopedia of Public Health defines marginalization as, "To be marginalized is to be placed in the margins, and thus excluded from the privilege and power found at the center".

Peter Leonard defines marginality as being outside the mainstream of productive activity and/or social reproductive activity".

Ghana S. Gurung and Michael Kollmair mention that the concept of marginality is generally used to analyse socioeconomic, political, and cultural spheres, where disadvantaged people struggle to gain access to resources and full participation in social life.

To further clarify the meaning and concept let us discuss certain characteristics of marginalized groups:

1) It suffers from discrimination and subordination.

2) They have physical and/or cultural traits that set them apart, and which are disapproved of, by a dominant group.

3) They share a sense of collective identity and common burdens.

4) They have shared social rules about who belongs, and who does not.

5) They have a tendency to marry within the group.

Thus, marginalization is a complex as well as shifting phenomenon linked to social status.

The process of marginalization can thus have two aspects.

The first aspect of the process of marginalization is that of the inferior location of these groups. They are located on the margins or the periphery. They don't form a part of mainstream society, as the privileged groups do. Such individuals are practically located 'outside' the strata of which they happen to be a part of either by ascription of achievement. Owing to the 'outside' or the 'peripheral' location they don't enjoy the same benefits as the ones located in the mainstream do. The marginalized are in fact characterized by the least or minimal access to the socio-economic resources available.

The second aspect is the process of social exclusion. In an unequal and hierarchically organized society, not all groups enjoy equal amounts of power and prestige. Some groups or strata enjoy more power and influence at the expense of others. They are placed higher in the hierarchical social order which makes it easier for them to access the desirable goods and position in society. Consequently they are not able to fully participate in economic, social and civic life, and their inadequate access to material and non-material resources, exclude them from enjoying a quality of life and standard of living that is regarded as acceptable in society they live in.

12.4   CATEGORIES ON MARGINALIZATION

- Gender-related: Girls (interestingly, although in some countries girls now outperform boys, boys were never mentioned as a disadvantaged or marginalized group);

- Culture-related: Children belonging to specific castes, ethnic groups or tribes, religious groups, children speaking specific language,

- Location-related: Children living in conflict-affected areas, refugees and displaced persons, child soldiers, nomads, rural, (pastoralist, children living in urban slums, street children;

- Poverty-related: Working children, over-aged children, poor/vulnerable children, single mothers;

- Special groups: Elderly people, disabled children, children living with HIV and Aids, orphans.

12.5   LEVELS OF MARGINALIZATION

Marginalization happens simultaneously at the micro and macro levels   and they intersect each other. The following are the levels of marginalization i.e., individual, community, and global.

i)   **Individual level:** Marginalization at the individual level results in an individual's exclusion from meaningful participation in society. An individual can face discrimination in different social institutions as family, schools and neighborhood, at work places, or places of worship. Single parents, persons with disability, homosexuals, the elderly, are marginalized individually, as most of them have little association with communities. The marginalization of individuals with disabilities is prevalent today across the globe despite legislative protection, the Employment Equity Act, academic achievements, and skills and training.

ii) **Community level:** Many communities experience marginalization. The marginalization of aboriginal communities is a product of colonization. As a result of colonialism, aboriginal communities lost their land, were forced into destitute areas, lost their sources of income, and were excluded from the labour market. Additionally, lost their culture and values through forced assimilation, and lost their rights in society. A second example is the marginalization of women. Women were excluded from the labour force, and their work in the home was not valued. Today, women are still marginalized from executive positions, and continue to earn less than men in upper management positions.

iii) **Global level:** Globalization, or, the influx of capitalism, information technology, company outsourcing / job insecurity, and the widening gap between the rich and the poor, impacts the lives of individuals and groups in many capacities.

Check Your Progress Exercise-I

Note : (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

(a) Name two aspects of marginalization.

_____

_____

_____

_____

(b) Name the levels of marginalization.

_____

_____

_____

_____

(c)   What are the categories of marginalization?

_____

_____

_____

_____

(d)   Define marginalization

_____

_____

_____

_____

12.6   FACTORS LEADING TO MARGINALIZATION

There are numerous factors which leads to marginalization, but few of them are discussed below:

Social factor

Marginality is both ascribed and acquired in a social setting. The experience of marginality arises in a number of ways. For some people, those severely impaired from birth, or those born into marginal groupings (e.g., lower castes in India, members of ethnic groups that suffer discrimination - the Romans in Europe), this marginality is typically lifelong and greatly determines their lived experience. For others, marginality is acquired by later disablement or by changes in the social and economic system. As global capitalism extends its reach, bringing more and more people into its system, more communities are dispossessed of lands, livelihoods, or systems of social support. People who are socially marginalized are largely deprived of social opportunities. They may become stigmatized and are often at the receiving end of negative public attitudes. Their opportunities to make social contributions may be limited, and they may develop low self confidence and self esteem.

i)   **Biological Factors:** Biological grounds were also used in nineteenth century for marginalization. Physicians and scientists claimed that women were more vulnerable to natural extremities and it was therefore assumed that they could not take on taxing roles like employment, governance, administration etc. Moreover they were also considered as physically and mentally weak. Biologic evolution has led to the development of men and women in a particular way. However, this has been an influence of the roles that men and women take up in society.

ii)   **Economic factor:** Economic marginalization as a process relates to economic structures, in particular, to the structure of markets and their integration. To the extent in the markets that some individuals or groups engage in are segmented from the others in general, these individuals can be said to be marginalized from the rest of the economy. Poverty and economic marginalization have both direct and indirect impacts on people's health and wellbeing.

iii)   **Political factor:** It does not allow the group to participate democratically in decision making and therefore they lose their right to every social, economic, and political benefit. Political empowerment is one of the most important tools for accessing social and economic privileges. In every society, lack of political empowerment affects large sections of people, including women, ethnic minorities, migrants, disabled persons, elderly, etc.

In most of the societies participation of women is minimized across the globe. It is men who hold power and lead politics around the world. This is true at all levels of power in politics, whether it is party leadership, elected offices, appointed offices, or at policy making levels. This is a particularly major dilemma in third world countries, where women's participation in political affairs is mostly linked with the dominant male-oriented social cultural and religious environment. This kind of marginalization is also felt by ethnic minorities, migrants, disabled persons, elderly, etc.

iv)   **Exclusion:** Marginalization combines discrimination and social exclusion. It offends human dignity, and it denies human rights, especially, the right to live effectively, as equal citizens. Caste and class prejudice, in many societies across the globe, exclude many groups and communities, and hinder their productive participation in economic and social development.

v)   **Globalization:** As far as marginalization is concerned, globalization played a certain role. Increased openness has promoted development at the cost of equity. It is viewed that it has enhanced the gap between haves and have-nots and thus boosted

marginalization. Globalization in the post-1980 period has marginalized much of the third world and low income, developing countries. Apart from East and South Asia, all the world's less developed regions grew faster during the relatively less globalized era of the 1950s and 1960s. Yet, all regions have expanded their exposure to international trade. While it is true that some middle income developing countries, as well as the most populous countries, India and China, are gaining out of globalization, yet the impact is not equally universal for all nations of South Asia.

vi) **Displacement:** The forced population displacement is caused by development programmes implemented by the government of various nation states. The government of India admits that there are 15.5 million displaced persons when it drafted the National Rehabilitation Policy in 1994. The increasing construction of development projects consistently displaced a massive number of tribal, poor, and weaker sections. This resulted in further marginalization of already marginalized people. The ultimate gainer are the contractors, businessmen, industrialists, politically and economically well ups and the real poor are the underdog. As a consequence, we find social unrest, resistance, and disharmony in many parts of the globe.

vii) **Disaster:** Disasters can be natural as well as unnatural are global phenomena and a serious challenge to development. There are three broad classification of disaster and their combined impact on development is amazing.

a) **In natural disasters:** Earthquake, volcanic eruption, hurricane, tornado, ice storm, flood, flashflood, landslide, wildfire and disease outbreaks.

b) **Technological:** Associated with technological advances, i.e., explosives, unexploded ordinance, toxic spills, emissions of radio-isotopes, and transportation accidents. It also includes hazardous materials, incidents involving carcinogens, or heavy metals; dangers such as structural failure of devices and machines or installations, and plants, such as bridges, dams, mines, power plants, pipelines, high rise buildings, vehicles, and trains.

c) **Social:** These include incidents primarily involving social unrest, such as

hijacking, riots, demonstrations, crowd rushes, and terrorist incidents, as well as bombings, shootings, and hostage taking.

viii) Professional factor: Some intellectuals and thinkers are marginalized because of their dissenting, radical or controversial views on a range of topics, including HIV/AIDS, climate change, evolution, alternative medicine, green energy, or third world politics. Though fashionable for a time to some, they are more widely regarded as intellectual free thinkers and dissidents whose ideas and views run against those of the mainstream. At times they are marginalized and abused, often systematically obstracized by colleagues, and in some cases their work ridiculed or banned from publication. Examples include Immanueal Velikovsky, Peter Duesberg, Susan George, Martin Fleischman, Stanley Pons, Fred Hoyle, James Lovelock, E.F. Schumacher.

ix) Individual Factor: The marginal man is one whom fate has condemned to live in two societies and in tow, not merely different but antagonistic cultures his mind is the crucible in which two different and refractory cultures may be said to melt and, either wholly or in part, of use. Social marginalization at the individual level results in an individual's marginalization of single mothers from the welfare system prior to welfare reforms of the 1900s. The modern welfare system is based on the concept of entitlement to the basic means of being a productive member of society both as an organic function of society and as compensation for the socially useful labor provided. A single mother's contribution to society is not based on formal employment, but on the notion that provision of welfare for children is a necessary social expense. In some career contexts, caring work is devalued and motherhood is seen as a barrier to employment. Single mothers were previously marginalized in spite of their significant role in the socializing children due to views that an individual can only contribute meaningfully to society through "gainful" employment as well as a cultural bias against unwed mothers. Today the marginalization is primarily a function of class condition.

More broadly, many women face social marginalization. Women were excluded from the labor force and their work in the home was not valued. Feminists argue that men and women should equally participate in the labor force, in the public and private sector, and in the home. They also focused on labor laws to increase access to employment as well as to recognize child-rearing as a valuable form of labor. Today, women are still marginalized from executive positions and continue to earn less than men in upper management positions.

x) Transportation: In some circumstances, transport may be a factor in marginalization – for instance, if lack of access to public transport or a vehicle prevents a person from getting to a job, training course, job centre or doctor's surgery, entertainment venues.

xi) **Religion:** Many religious traditions recommend excommunication of individuals said to deviate from a religious teaching, and in some instances shunning by family members. Many religious organizations permit the censure of critics. Across societies, individuals and communities can be socially excluded on the basis of their religious beliefs. Social hostility against religious minorities and communal violence occur in areas where governments do not have policies restricting the religious practice of minorities.

xii) **Crime:** Sociologists see strong links between crime and marginalization in industrialized societies such as the United States. Growing crime rates may reflect the fact that a growing number of people do not feel valued in the societies in which they live. The socially excluded population is in favor of illegal means of fulfilling their goals and motives in life as they have no other way to fit into a society that will not accept them. Crime is favored over the political system or community organization. Young people increasingly grow up without guidance and support from the adult population. Young people also face diminishing job opportunities to sustain a livelihood. This can cause a sense of willingness to turn to illegitimate means of sustaining a desired lifestyle.

xiii) **Race:** Race or in some sense colour, has been a significant marker of difference and has been the basis for excluding people from economic, political and cultural power. One of the most intense examples in the modern times has been the way the black population in many parts of North and Southern America has been denied some of the basic civic rights.

xiv) Aboriginals in many societies, particularly in the settler societies, are excluded from political, economic and social order. For example, the way the aboriginals from the Northern America and South America survived the on slaught and still live an excluded life demonstrates this. In other older societies too aboriginals are pushed out of the mainstream of existing social-political-economic order. The Veddas in Sri Lanka, Ainus in Japan are some examples. In India too, a large number of tribal population has been living the existence of seclusion and their seclusion often makes them an excluded part of population.

xv) **Gender:** Gender, the division of the people and social exclusion on the basis of sex has been there for centuries and it is the most obvious discrimination principle which creates an ideology of patriarchy to legitimize and support it. It is one of the oppressive ideologies and needs careful and intense critique.

xvi) Caste: In India caste has, for long, defined the hierarchical and exclusionary social order. Discrimination has been practiced at many levels on the basis of caste. The worst sufferers of the caste-based exclusion had been the untouchables in most parts of the country where they were excluded from even the normal village existence and they could come to the village for food and other things only by announcing their arrival so that the other caste could save themselves from getting polluted by going away from the public spaces. Public spaces were denied to them which included the village well, or village temple or pond.

12.7 EFFECT OF MARGINALIZATION ON PERSONALITY DEVELOPMENT

Marginalization threatens the four fundamental needs, which are belonging, self-esteem, control and meaningful existence. Children from different social and economic groups attend different types of school. Children from higher socio-economic groups attend good quality schools (i.e., schools well equipped with infrastructure and competent teachers), while the children from disadvantaged groups end up in the poor quality schools (i.e. single teacher, multi-grade situations, poorly trained teachers).

There is an inherent conflict between quality and equality in education. Quality breeds inequality, while equality hampers quality. The term 'quality' means excellence. Excessive emphasis on excellence in education may become discriminatory, as the children from various disadvantaged groups who have not been exposed to modern education so far, find it difficult to cope with demands of the education system. The higher dropout rate among the disadvantaged children is also related with learning difficulties due to excessive curriculum load. This ultimately results in dissatisfaction and resentment.

Furthermore, the quality of education in government schools has been deteriorating over the years. The deteriorating condition of government schools has implications for disadvantaged children, as they are the ones who end up with these schools. Evidence shows that it is the poor people who access government schools. The children from higher income groups usually study in private schools.

People/groups located in the mainstream are equipped with better resources and have better access to power and privilege, as opposed to the marginalized. Children living on streets, run away children, juvenile delinquent, children living in slums, children from conflict areas, children survivors of disaster situations like earthquakes, gas tragedy, floods, riots, etc. all come under the purview of children growing up in difficult situations and with this they feel isolated and unhappy with the system and in turn their self is affected.

Poverty is often closely linked to the family income, but it is more than that. Poverty is a multi faceted reality that includes low income, but also associated issues like denial of basic services like water, shelter, education and health. It is about the quality or rather lack of quality of life. Economic problem remains a main cause that violates rights of children.

Poverty makes child vulnerable to exploitation, abuse, mal-nutrition, ill-health and rejection of education seriously affecting child's personality development in all aspects.

In India social exclusion operates in many different ways, three key determinants of exclusion remain caste, religion and gender. The severity of exclusion could vary in different regions and states.

The learning environment: The learning environment provided to marginalize children is often characterized by poor infrastructure, lack of basic amenities and less than adequate number of teachers. Data on the state of schools in rural areas, backward villages and adivasi areas confirm this observation. Such schools account for a poor learning environment and have a negative impact on the motivational and aspiration levels of the students as well as the parents.

Centralized curriculum: Krishna Kumar (1989) maintains that centralized curriculum reflects the culture and social existence of the mainstream groups. It fails to draw upon the factors, objects, experiences and issues, which the children of marginalized minorities live with. Such a curriculum fails to relate to the knowledge base of the students who find it irrelevant and meaningless, and on the other it also affects their self-identity and feeling of self-worth in a negative way. This leads to a conflict in the young minds, and an overall sense of disappointment which is often large enough to force children to drop out of the formal scheme of education.

Marginalization can have a negative impact on students' psychological, emotional and physical health. Some possible psychological and emotional responses to marginalization include: Anger, Anxiety, Paranoia, Fear, Depression, Self-blame, Sadness, Frustration, Hopelessness, Resentment, Powerlessness, Self-Doubt, Isolation, Stress, Confusion and Feeling invisible or not heard

Additionally, students may experience social, economic, and academic strain as a result of marginalization. Possible academic and social impacts might include:

- A reluctance to interact with others

- Discomfort participating in class discussions, study groups, student organizations, intramural sports and other institutional sponsored events

- Fear that one's actions may confirm an existing stereotype, which is also known as stereotype threat

- Poor academic performance on exams and/or assignments due to negative impacts on concentration and emotional well-being

- Internalization of negative messages

- Ineffective coping such as disengaging, avoidance, and substance use

Schools and marginalized children

To combat Marginalization Government of India in co-ordination with the State governments is implementing a number of policies and programs that would help children to learn in quality schools and have well integrated personality

Right to Education: As per the Right to Education every child of the age of six to fourteen years has a right to free and compulsory elementary education. The section 29 of the act states that the curriculum and evaluation of procedures should ensure conformity with the values enshrined in the constitution of India, it should encourage an all round development of a child.

Sarva Shiksha Abhiyan (SSA): is Government of India's flagship programme for achievement of Universalization of Elementary Education (UEE) in a time bound manner, as mandated by 86th amendment to the Constitution of India making free and compulsory Education to the Children of 6-14 years age group, a Fundamental Right. The programme seeks to open new schools in those habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional class rooms, toilets, drinking water, maintenance grant and school improvement grants.

Kasturba Gandhi Balika Vidyalaya (KGBV) is a scheme launched in July 2004, for setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minority communities. The scheme is being implemented in educationally backward blocks of the country where the female rural literacy is below the national average and gender gap in literacy is above the national average.

The National Programme for Education of Girls at Elementary Level (NPEGEL): is a focused intervention of Government of India, to reach the "Hardest to Reach" girls, especially those not in school. Launched in July 2003, it is an important component of SSA, which provides additional support for enhancing girl's education over and above the investments for girl's education through normal SSA interventions. The programme provides for development of a "model school" in every cluster with more intense community mobilization and supervision of girls enrolment in schools.

The Mid Day Meal is the world's largest school feeding programme reaching out to about 12 crore children in over 12.65 lakh schools/EGS centres across the country. In September 2004 the scheme was revised to provide cooked mid day meal with 300 calories and 8-12 grams of protein to all children studying in classes I – V in Government and aided schools and EGS/ AIE centers.

In a country like India where there is huge diversity, quality education is the only panacea to fight with marginality. Education enables development of human potentials. This aims at all-round development — body, mind and spirit. It is also to enable them to live and work together in society with peace and harmony (i) Education is a human enterprise. (ii) Education is a life-long process. (iii) Education gives direction to the personality development.

Check Your Progress Exercise-II

Note : (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

a) Marginality is both ascribed as well as _____ in a social setting.

b) Marginalization threatens which fundamental needs?

    i) Belonging   ii) Self-esteem,

    iii) Meaningful existence   iv) All of the above

c) National Rehabilitation Policy was drafted in

    i) 2000   ii) 1956

    iii) 1994   iv) 2006

d) Kasturba Gandhi Balika Vidyalaya (KGBV) scheme was launched in

    i)   July 2004   ii)   August 2010

    iii)   January 2011   iv)   January 2010

e) Recommended calories in Mid Day meal program are

    i)   100   ii)   150

    iii)   200   iv)   300

f) What are the important factors responsible for marginalization?

_____

_____

_____

_____

12.8 LET US SUM UP

Marginality is an experience that affects millions of people throughout the world. People who are marginalized have relatively little control over their lives, and the resources available to them. This results in making them handicapped in delving contribution to society. A vicious circle is set up whereby their lack of positive and supportive relationships means that they are prevented from participating in local life, which in turn leads to further isolation. This has a tremendous impact on development of human beings, as well as on society at large. As the objective of development is to create an enabling environment for people to enjoy a productive, healthy, and creative life, it is important to address the issue of marginalization. Development is always broadly conceived in terms of mass participation. Marginalization deprives a large majority of people across the globe from participating in the development. It is a complex problem, and there are many factors that cause marginalization.

12.9   LESSON END EXERCISE

1.   Define marginalization and its categories

2.   Discuss any five major factors of marginalization

3.   Write an essay on the effects of marginalization on personality development.

4.   Briefly discuss the policies of Govt of India to reduce the social exclusion in education system.

12.10 SUGGESTED FURTHER READINGS

1.   Dubey, S. C. (1992). *Indian Society*. New Delhi: National Book Trust.

2.   Freire, P. (1972). *Pedagogy of the Oppressed*. Harmondsworth: Penguin Publication.

3.   Gurung, G.S., & Kollmair, M. (2005). *Marginality Concepts and their Limitations*. University of Zurich: Department of Geography.

4.   Marlsoob, M. (ed.) (2002). *Globalization, Marginalization, and Development*. London, New York: Routledge.

5.   Shah, A. B. (1978). *The Social Context of Education*. New Delhi: Allied Publishers Pvt. Ltd

6.   Watkins, K. (1999): *Break the cycle of poverty*. Oxford: Education Now.

12.11 ANSWERS TO CHECK YOUR PROGRESS

1.   **a)**   (i) Inferior location of groups (ii) Social exclusion

      b)   Individual level, community level & global level

      c)   Gender, culture, location, poverty. Special groups

      d)   The term 'marginalization' describes the overt actions or tendencies of human societies, where people who they perceive to undesirable, or without useful function are excluded, i.e., marginalized. The people who are marginalized are outside the existing

systems of protection and integration. In simple term it is the process of exclusion from the privilege and power found at the centre or mainstream enjoyed by the privileged section

2. a)   Acquired

    b)   iv)

    c)   iii)

    d)   i)

    e)   iv)

    f)   There are many factors of marginalization, but some of the important factors that are responsible for marginalization are exclusion, globalization, displacement and disaster.

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ROLE OF TEACHERS AND MEDIA IN REMOVING DISPARITIES IN SOCIETY

STRUCTURE

13.1   INTRODUCTION

In the lesson 12 you have studied the concept, types and levels of marginalization. In addition to this, factors affecting marginalization are discussed. You have also explored the impact of marginalization on personality development of the youth. Moreover the programs and policies of Government to address the issue of marginality were highlighted to provide quality education. In the present lesson you

will come across the term disparity and disparities in the Indian society. Subsequently role of teacher and media in removing the disparities will also be discussed.

13.2   OBJECTIVES

After studying this lesson, you shall be able to:

- explain the concept of disparity,

- discuss factors of disparity,

- explain nature of disparity,

- discuss consequences of disparities in the society,and

- discuss role of teacher and media in removing disparities in the society.

13.3   CONCEPT OF DISPARITY

India has been considered as perhaps the largest and most plural society in the world. It is a home to a vast variety of castes, tribes, communities, religions, languages, customs and living styles. The mosaic of identities that constitute the meaning of Indianness has been on display on Republic Day every year. Moreover the National Anthem emphasizes diversity in a similar manner with the first verse being a series of names of different geographic regions, ethnicities and cultures. In Indian system there is a huge diversity - Other terms such as, 'plurality', 'multiculturalism', 'social differentiation' etc. are also interchangeably used to explain this feature.

Indian society gives rise to disparity means the condition, or fact, of being unequal, as in age, rank, or degree. The concept of inequality/ disparity is also historical in nature.

Factors of disparity

There are two types of factors which address to this phenomenon.

(i)   **Exogenous Factors**: These are factors that exist outside the education system. These are economic, social, political, technological and cultural factors.

(ii)   **Endogenous Factors**: These are the factors which lead to inequality from within the educational system. Absence of schooling facilities as well as poor organisational climate of the school-system, where learning is monotonous, irrelevant and unpleasant to a child. Truancy, low achievement in school and dropouts are some major problems which crop out of these factors.

Nature of Disparity

(i)   Qualitative Inequalities include social barriers, malnutrition, lack of guidance etc.

(ii)   Quantitative Inequalities include low income, low achievement grades, etc.

13.4   CONSEQUENCES OF DISPARITIES IN THE SOCIETY

Consequences of disparities may be economic, political, social, educational and cultural.

i)   **Economic consequences:** Low earnings lead to low intake of food, low calories, poor health, and poor purchasing power; for all those benefits which are made available by the economic system. Poor health is a social cost, hunger and poor nutrition leads to poor performance in education. Consistent poor performance in education makes people forsake education eventually, leading to further deprivation and inequality.

ii) **Social Consequences:** Economic deprivation beginning from lack of education or low status causes social stratification and consequential domination resulting in terms of caste, religion, social groups, gender, urban and rural populations. This results in communal riots and social crime rates to go up.

iii) **Political Consequences:** Democracy loses its sense when class conflict caused due to disparity in educational opportunities and status becomes a social problem. Low participation of the people in political process degenerates the system further.

iv) **Cultural Consequences:** Absence of political stability, economic stagnation, social stratification and conflict arising from educational inequality results in further alienation of social groups.

v)   **Educational Consequences:** Ignorance, absence of motivation, absence of enlightened and progressive outlook, weak-educational demand and, poor adaptation of modern technology are negative correlates of 'inequalities' of the education system.

On the basis of disparities in the society, following social problems are perpetuated:

a) All social problems are situations that have harmful consequences for the society.

b) All social problems are deviations from the ideal situation.

c) Social problems are caused by many factors.

d) All these factors are social in origin.

e) Social problems are interrelated.

f) Social problems affect every individuals of the society.

g) Social problems affect different individuals differently

Check Your Progress Exercise-I

Note : (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

a) Terms used for diversity are

    i)   Plurality   ii)   Multiculturalism

    iii)   Social differentiation   iv)   All

b) Factors of disparity are _____ and _____

c) Nature of disparity is _____ as well as _____

d) Consequences of disparity are _____

13.5 ROLE OF TEACHER IN REMOVING DISPARITIES IN THE SOCIETY

It is important to analyze the role of teachers in contributing towards the complex problem of disparities in the society. They cannot be mute spectators to the perpetuation of this evil, and need to be proactive in controlling it. Teachers have to carry out a 'Constitutive Action' so as to facilitate the process of learning of low-achievers. Constitutive action defines the meaning of objects and events through elaborate enactment & of cultural conventions and structures, institutional practices, and societal rules and norms. The role of the teacher in the Indian context is circumscribed by the objectives of social transformation as articulated in the national movement and later enshrined in the Preamble to the Constitution, in the Fundamental Rights and in the directive Principles of State Policy. Teachers share values with students through the curriculum which is generally transacted in the following three ways:

I)   Formal curriculum (usually thought of as the school's planned educational experiences - the selection and organization of knowledge and skills from the universe of possible choices)

II)   Informal (involve social action, service in the community, raising funds for good causes)

III)   Hidden Curriculum (submerged curriculum)

From the above it is clear that a teacher has to play multidimensional roles along with the government and non-government efforts for providing equal opportunities to all members of the society.

- One of the major roles is to promote the importance of education among parents particularly those in rural areas so that they enroll their children in schools.

- Act as a powerful agent who help in achievement of purposeful living for every individual in society.

- Teachers are role models. They provide love, nurturing and care equally to all children, thus ensuring a healthier development.

- Provide information, education, counseling and other services that help young people to become more responsible.

- The most important determinant of success of an educational programme like Adolescence Education (AE) is the teacher. Therefore, teacher has to be part of the adult education programmes organized to educate adults who have not had an opportunity to go to schools in their childhood.

- Many of our rural folk need awareness programmes regarding vaccination, birth control measures, woman' health during pregnancy and child birth, cleanliness in and outside home, contagious diseases, personal hygiene, etc. Teacher, being an educated person should either directly inform people or lead them to proper sources of information like a doctor.

- The role of teachers in national literacy campaigns goes without saying. In rural areas, it is very relevant to put in whatever effort one can as a teacher towards literacy programmes.

- Teacher, whether in rural or urban setting is also expected to participate in election work, and census data collection as an educated citizen.

- As a respected and knowledgeable person in the community, a teacher can influence others and mobilize support for youth health programs

- Organizing campaigns on education in collaboration with Mahila Mandals, village Panchayats and NGOs.

- The teacher should organize remedial classes for low achieving students.

- During the class room processes, the teacher should not discriminate between students from different background and should try to provide equal educational opportunities to all.

- Encourage all the learners to participate in sports, games and other activities.

- While transacting curriculum ensure it is done without transferring gender, caste or bias.

- She can contact the parents of such school-going children and make them aware of the various incentives and other schemes provided for such children.

- At the beginning of every academic session, a teacher can organise special drives to enroll all social-age children specially girls belonging to SCs, STs and other backward communities. For this purpose, active assistance of voluntary agencies and local community can be sought. Traditional media and folk media can be very effective in reaching parents and children of remote areas.

- Majority of SC and ST children are first generation school learners and their parents are not able to provide them any academic guidance. If timely help is not provided, these children are likely to drop out from school/non-formal centre. It is therefore, the responsibility of the teacher to design need-based interventions to keep these children in school.

- The teacher has to provide social and emotional security to these children and involve them in all curricular activities.

- During classroom processes, teacher needs to provide equal educational opportunities to all children irrespective of their caste, language or religion. Try to give some examples/ illustration from minority groups. These will help to develop positive self-image among minority children especially among girls.

- As a teacher you should realise that every child is your responsibility, no matter how diverse he or she is. You should accept this diversity, accommodate it and value it.

- Share success stories of people with disabilities/minorities to develop confidence and positive self-image among others.

- Teacher should recognise that education is a public service and strive to keep the public informed of the educational programme which is being provided.

- Work to improve education in the community and strengthen the community's moral and intellectual life.

- Be aware of social problems and should take part in such movements as would be conducive to the progress of the society and hence country as a whole

- Perform the duties of citizenship, participate in community activities and shoulder responsibilities of public offices

- Refrain from taking part in or subscribing to or assisting in any way any movement which tends to promote feeling of hatred or enmity among different communities, religious or linguistic groups.

- Teachers can promote the basic knowledge of prevention of transmission of HIV/AIDS.

- Teachers has to be part of the adult education programmes organized to educate adults, boys and girls who have not had an opportunity to go to school.

- Teachers in the community act as model and mentors, young children try to imitate them due to their trust in them. Parents therefore want a teacher to avoid any behaviour that might be bad for children to imitate.

- Giving knowledge of Human rights, including the rights to education, non-discrimination, protection of employment and protection from exploitation and abuse.

Teachers, therefore have to play the role of a guide, philosopher, counsellor and role model. The teacher's role, therefore, is multi-dimensional. It is also obvious to carry out all these varied roles in a community a teacher has to have attributes like:

- Service-mindedness

- Self-lessness

- Being conscientious

- Not being too money-minded.

- Being loving to people

- Being empathetic and patient

- Being a good listener

13.6   ROLE OF MEDIA IN REMOVING DISPARITIES IN THE SOCIETY

Education evolved from the social compulsions. Every society has its compulsions and these compulsions drive the society to learn more in order to solve their compulsions. Today, the level of education and use of educational technology are important parameters of development for any society. All over the world, changing technologies and economic reforms are creating dramatic shifts in three key priorities for education:

- It must be accessible for all;

- It must support the continued expansion of knowledge;

- It must meet growing demands by the market place for adaptable workers who can readily acquire new skills

Media is usually defined as impersonal means of communication by which written, visual or auditory or sometimes a combination of such messages are transmitted directly to the audiences. Mass Media refer to that part of the media which is formulated and designed to reach a very large audience such as the entire population.

It is all organized means of reaching large number of people, quickly, timely effectively and efficiently. There are three main characteristics of media.

- It can reach millions of people in short time; even instantaneously.

- Audio media transcends the limits of illiteracy and the visual media can be effective in a multilingual society as well.

- It is cost effective and generally user-friendly.

Television, radio, newspaper, magazines, audio and video as well as internet and movies are examples of media. These are very useful in the multilingual traditional and largely illiterate society in India.

Types of media

Broadly, there are two types of media- Print and Electronic

Print media: Print media is associated with the printing of books, newspapers, magazines, brochures, newsletters, posters and other printed publications.

lectronic media- This is a generic term for the many different from of electronic communication that are 'New Media'. It is made possible through the use of computer technology. This is often termed as:

- Web sites
- streaming audio and video
- chat rooms
- email
- Web advertising
- DVD and CD-ROM media
- Internet telephony
- digital cameras
- mobile computing

The influence of media, especially on children and youth, has been the subject of increased attention and debate in society, more so among parents and educators. As socialization involves learning the values and norms of society, for the most part, socialization occurs mainly at certain times of people's lives. The media has tremendous potential, for inducing and encouraging positive social change.

- Mass media offer equal access to education. They do not only disseminate knowledge where no other means are available but also supplement formal and non-formal instruction to all sections of the society.

- Radio broadcasting existed in India since late 1920, upon which arrived television in 1959. But it was only satellite link that provided boost to the television expansion - signal to any place, irrespective of distance and geographic terrain. Indian visionaries thought of using satellite communication to multiply information and was considered a most important and convenient tool for accelerating the process of education in India. The philosophy of Doordarshan includes creation of a 'Learning society' through formal and informal

education programs which can remove the disparities in the society.

- For the college level education, programs are telecast under the Countrywide Classroom (CWC) broadcasts of the University Grants Commission (UGC). After the launching of the multi-purpose satellite INSAT, on 15 August 1984 the UGC has started broadcasting its educational television programs in English for undergraduate students. Undergraduate college students in small towns and rural areas are the primary target audience of the UGC broadcasts.

- As a joint venture of Ministry of HRD, Information & Broadcasting, the Prasar Bharati and IGNOU. Prashar Bharati was launched on 26 January 2000. It now started a fullfledged satellite channel 'Gyandarshan' for education. By 1st November, 2000 it became a 24 hour channel with non-stop transmission, daily offering a rich fare of multi-faceted programming. The channel has earmarked time slots for curriculum-based as well as career based programmes targeting various groups of learners. Special programmes on art, culture, science and technology, etc., having a wider appeal across different age groups are telecast.

- They fascinate the all members of the society and provide them with considerable information outside the classroom.

- Educational programmes on mass media are meant to provide a unique classroom covering a vast area for education of high quality.

- They help overcome practical problems in schools in rural and far furlong areas like shortage of laboratory equipment, libraries and trained teachers.

- They can respond vigorously to changes in curriculum and educational materials that are introduced but not available in textbooks.

- In developing countries, education for all, at least a primary level of education looks like an unrealistic dream unless the conventional strategies are changed and newer technologies are pressed into service.

- Education for all is the constitutional agenda of the Government of India and

  all State governments are fully committed to it. Attempts have been made and today we have nearly 640 lakh primary schools, 126 lakh secondary schools, 8000 Colleges a large number of students enrolled. Still nearly, 35 percent (24 percent males and 46 percent females) illiterates are there in the country. Attempts have been made to reach to all comers through

media to provide quality education to the masses.

Check Your Progress Exercise-II

Note : (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

a) Curriculum is transacted in

    i)   Six ways   ii)   One way

    iii)   Three ways   iv)   One way

b) Define the term 'Constitutive Action'.

c) Name types of media

d) What are the key priorities for education?

e) What are the characteristics of media?

f) Define mass media

13.7 LET US SUM UP

In this lesson, you have learnt the concept and factors of disparity. Indian society gives rise to disparity means the condition, or fact, of being unequal, as in age, rank, or degree. You have also the consequences of disparity on the society. In addition to this the role of teacher and media in eradicating disparity has been discussed in detail.

13.8 LESSON END EXERCISE

1. Discuss the concept of disparity and factors of disparity.

2. What are consequences of disparity in society? Discuss in detail.

3. Write an essay on role of teacher in removing disparities in the society.

4. Justify your answer with examples on role of media in eradicating disparities.

13.9 SUGGESTED FURTHER READINGS

1. Agrawal, B. C., & Mira,A. (1986). *Children and Television in India*. New Delhi: UMCEF.

2. Ahuja, R. (1992). *Social Problems in India*., Jaipur: Rawat Publications.

3. Dubey, S. C. (1992). *Indian Society*. New Delhi : National Book Trust-India.

4.   Kurnar, K. J. (1994). *Mass communication- A Critical Analysis*. Bombay: Vipul Prakashan.

5.   Nayor, P. R., Dave, P. N., & Arora, K. (1982). *The Teacher and Education in Emerging Indian Society*. New Delhi: NCERT.

6.   Programme of Action (1992). Ministry of Human Resource Development, Government of India.

7.   Sharma, S.C.(1987). *Media, Communication and Development*. Jaipur: Rawat Publications.

8.   Shukla, S., & Kumar, K. (ed.) *Sociological Perspectives in Education*. Delhi: Chanakya Publications.

9.   Taneja. V. R. (2005). *Socio-Political Approach to Education*. New DeIhi: Atlantic,

13.10 ANSWERS TO CHECK YOUR PROGRESS

1.   a)   iv   b)   Exogenous and endogenous

c)   Quantitative and qualitative

d)   Economic, Political, Social, Educational and Cultural.

2.   a)   iii)

b)   Constitutive action defines the meaning of objects and events through

elaborate enactment and of cultural conventions and structures, institutional practices, and societal rules and norms.

c)   Print and electronic

d)   Accessible for all; support the continued expansion of knowledge; meet growing demands by the market place for adaptable workers who can readily acquire new skills.

e)   Reach millions of people in short time and instantaneously; cost effective and user-friendly.

f)   Mass Media" to refer to that part of the media which is formulated and designed to reach a very large audience such as the entire population.

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