

## Segment-II of Aagebadho Module-1 for Academics

**1-Concept of growth, maturation and development.**

**2-Principles and debates of development.**

**3-Development tasks and challenges with special reference to the primary and middle school children.**

**4-Domains of Development: Physical, Cognitive, Socio-emotional, Moral etc.,**

**5-Deviations in development and its implications.**

### 1-Concept of growth, maturation and development.

We observed changes in **size, appearance, emotions** and other **psychological characteristics** in individual.

But **individual differences** exist in the process of change. Thus, the change pattern differs from individual to individual which determines the **uniqueness of the individual**.

But the **fundamental process of change remains the same** as each and every person passes through the same **stages of development**.

The changes are basically determined by **two major factors- heredity and environment**. We, as an individual, with our **own unique heredity and environment** travel the journey of growth and development with our peculiarities making us unique.

Thus, to understand the unique characteristics of the individual, it is **important to understand the various concepts related to growth and development**.

**We have to understand the concept of –**

**human growth and development,**

**principles of development,**

**stages of development, and -**

**issues related to growth and development.**

We will also study the **developmental tasks** in diverse socio-economic and cultural background and the **impact of school on the development**.

Which will help us **to understand the behaviour of our students** so that we can facilitate the process of development **as per their unique demands**.

**We should be able to:**

*explain the concept of growth and development;*

*differentiate the concept of growth and development;*

*explain the principles of development;*

*describe the various stages of development with real life examples;  
discuss the various issues related to development;  
identify the developmental tasks in diverse socio-economic and cultural backgrounds; and  
explain the impact of school on development.*

## **HUMAN DEVELOPMENT**

Human being undergoes changes **throughout the life**.

These changes are **progressive in nature** as response to the **environmental demands**.

These not only differ from **individual to individual** rather **stage wise also**.

A child may exhibit fast changes in physiological and psychological dispositions but later on the **speed of action changes**.

The changes are determined **sometimes by genetic inheritance (tradition)** and **sometimes by environmental factors**.

If you compare the rate of changes in infancy and adolescence, you will understand that there is not only difference in the **rate of change** but the **aspects of change also differ from stage to stage**.

### **Concept of Growth and development**

from **conception (origin) to death** the individual undergoes change.

There are **two concepts associated** with human changes – **growth and development**. Generally, we may use these words interchangeably. But they **differ from each other** with respect to the nature of changes they brought in the individuals.

**Growth** basically refers to the **quantitative changes in body** proportion like change in **height, weight, internal organs** etc.

Growth means **increase in size** of not only the overall dimensions of the body in terms of height and weight but also of the parts of the body such as **head, arms, trunk, heart** and **muscles**. It changes from early stage of growth to the later stage.

Thus, growth is confined to the **physical changes** which are quantifiable.

**Development**, on the other hand, reflects the **qualitative changes** in the individual.

It may be defined as a **progressive series of orderly, coherent** (व्यवस्थित और सुसंगत) **changes**.

The term **progressive** denotes that **changes lead forward**.

**Orderly and coherent** assume that there is a definite relationship between the changes occurring and those that precede or will follow them.

(व्यवस्थित और सुसंगत: होने वाले परिवर्तनों और उनके पूर्व या बाद में होने वाले परिवर्तनों के बीच एक निश्चित संबंध है।)

**These changes bring functional maturity in the individual.**

So, development is qualitative changes in the person which is reflected in the **improvement in working or functioning** of the person.

For example, if we **measure the height and weight of the child** then we are dealing with the **concept of growth** but when we talk in terms of **improvement in functioning like writing with pen or keeping objects on high place**, then these changes in the child denotes **developmental process**.

**Note: Thus, we may conclude that growth stops after a certain age where as development may go on.**

**Identify the leading aspect (G/D)**

- 1-A three months baby starts turn over. (Growth)
- 2-A one year old child starts pronouncing ‘Maa’. (Development)
- 3-A girl’s height increased by eight inches after six months of her birth. (Growth)
- 4-A ten years old boy is able to serve water to guests. (Development)

**STAGES OF DEVELOPMENT**

The development process, **passes through certain stages.**

These **stages differ** from one another.

Each stage of development is **unique** and has certain **specific characteristics.**

As per the **psychological classification**, age range has been used to specify stage of development.

**1- According to ‘Hurlock’ :-**

- (i) **Prenatal period**-from the formation of zygote till birth.
- (ii) **Infancy**-from birth till 2 weeks.
- (iii) **Babyhood**-2 weeks to 2 years.
- (iv) **Childhood**-2 to 12 years.
  - (a) **Early childhood**-2 to 6 years.
  - (b) **Late childhood**-6 to 12 years.
- (v) **Adolescence**-12 to 21 years
  - Early adolescence**-12 to 16 years
  - Late adolescence**-16 to 21 years or till it matures.
- (vi) **Adulthood**-21 to 65 years
  - Early adulthood**-21 to 25 years
  - Middle adulthood** -26 to 45 years Last adulthood-46 to 65 years
- (vii) **Old age**-65 years tills death.

**2- According to ‘Kolesnik’ :**

1. **Prenatal period** - conception to birth
2. **Neonatal period** -birth to 3-4 weeks
3. **Early infancy** - 1month to 15 months
4. **Late infancy** - 15 to 30 months
5. **Early childhood** – 30 Months (2.5 yrs) to 5 yrs
6. **Middle childhood** - 5 to 9 years
7. **Late childhood** - 9 to 12 years
8. **Early-Adolescence**:- 12 to 16
- 9- **Late-Adolescence**:- 16 to 21
- 10-**Adulthood**: More than 20 yrs.

**3- According to ‘Ross’ -**

1. **Infancy** - 1 year to 3 years

2. **Early childhood** - 3 to 6 years
3. **Late childhood** - 6 to 12 year
4. **Adolescence** - 12 to 18 years
5. **Adulthood** – More than 18 year

Generally, The **stages of development** are classified as follows-

Name of the Stage	Period and Approximate age
1-Prenatal	Conception to birth
2-Infancy & toddlerhood	Birth to 2/3 years of age
3-Early Childhood	2/3 to 6 years of age
4-Later childhood	6 to 10/12 years of age
5-Adolescence	10/12 to 18 years of age
6-Adulthood	18 years and above

We have to try to understand **unique features of each and every stage** of development except prenatal development.

### **Infancy** (Birth to 2/3 years of age)

The period of **infancy** covers the **preschool** stage of child development.

Infancy stage is the period of **rapid growth** and development.

Inner as well as outer **organs develop at a rapid speed** which can be seen in increase in **height and weight**.

The infants of *first two weeks* are called **neonates** (newborns).

They have soft, wrinkled skin and they **sleep for almost 18 to 20 hours**.

They **cry** only when they are **hungry**. As soon as their hunger is satisfied, they sleep again.

In this stage they **depend** more on the family members especially on **mothers**.

The baby **starts recognizing mother**. Few months later, the child is able to **babble** and **exhibit some muscular movements**.

later on, till **six months** s/he is able to exhibit **coordinated muscular movements**. The baby **begins to concentrate on her/his own body**. When s/he starts **crawling** (रेंगना, पेट के बल खिसकना, कुलबुलाना), her/his curiosity increases.

The **infant starts gaining motor control of the head** then of the muscles of the **lower part** of the body. (Cephalocaudal Development order: शिर:पादाभिमुख विकास, मस्तकाधोमुखी विकास)

**After six months** s/he starts **seeking emotional satisfaction from the family members**.

**Self-assertion** (आत्मस्थापन/आत्ममुग्धता) is one of the **key features** of this stage.

Although the child is **depending** still s/he **demands** that her/his **wishes should be satisfied**.

This is the period of **baseless imagination**.

S/he imagines and aspires than her/his actual capabilities.

At this stage of development, the child is **ego-centric**.

S/he demands **everything from the environment**.

S/he is **not aware** of the social norms.

The child only focuses on the **gratification of needs**.

This stage is labelled as **sensorimotor stage** which is marked by moving from **reflex action to goal directed behaviour**.

### **Early Childhood (2/3 to 6 years of age)**

This stage is known as **preschool stage**.

The child refines his/her behaviour and enlarges the scope of **associating with people**.

Although the **rate of physical growth continues** to be normal, there is **marked difference in the cognitive and linguistic abilities** of the child.

At this stage of development there is **expansion of cognitive abilities**.

The child, at this stage, exhibits the **semiotic function** which means the ability to deal with symbols.

Although the child is able to **think about symbols** still, he *lacks reversibility*.

Reversibility here means **the way in which the child has learned anything** he is not able to understand if it is **slightly reversed**. For example, if you show two same glasses of water to the child s/he will answer that both glasses contain equal quantity of water but if you pour it in a narrower glass the glass will seem to be more filled than the earlier one so the child is not able to guess correctly about the quantity of water.

Another aspect is of **language development**. The child at this stage **starts developing sentences on his/her own** by using the grammatical rules to some extent.

Moreover, **in comparison to infancy stage, the emotions of the child are more common, intense and distinguished** .

**Socially** the child reflects **happiness in learning, growing and playing together**.

### **Later Childhood (6 to 10/12 years of age)**

The period from 6/7 to 10/12 years of age is **slow in comparison** to early stage of development.

The **later childhood** is characterized by **intellectual, moral and social development**.

The children are more aware about their **achievements** and **form groups**.

They start **understanding rules** and they **accept rules**.

They stick to one or two **close friends** and **prefer to play with same gender**.

The **motor coordination improves** and thus, **leads towards the plays** like climbing tree, skipping etc.

As their intellectual abilities develop, they are **able to make perceptions about the people** around them.

## Adolescence (12 to 18 years of age)

Adolescence is the stage of **transition**.

The child moves from **childhood to more mature** stage of development.

This stage is characterized by important **changes in physical, cognitive and social aspects**.

**Physical changes** are very important in this stage. There is change in height and weight of both boys and girls. There is **increase in height**. The age differs from individual to individual. But increase in height has its association with the **pubertal (teen-age growth) growth**. Sexual differences are observed. At the age of 13 years girls surpass boys but by the age of 15 boys surpass girls. In majority cases, *girls by the age of seventeen and boys till eighteen reach their maximum height*.

Along with the change in height and weight one important physical change is observed in the form of **maturity in sexual organs**.

This change in the form of sexual maturity has impact on the **socio-emotional aspect** of the child.

They become **more conscious about their physical appearance**.

At this stage we can see that children are more attracted towards **opposite sex**.

We can also notice the development of ‘**infatuation**’ (आसक्ति, मुग्धता) in this stage.

Now, they have their **own world** which is *basically influenced by their friend’s circle*.

On the emotional aspect, this stage is characterized by **heightened emotionality**.

There are many reasons behind the **emotional hike** during adolescence period. Due to **hormonal changes** adolescents face **emotional disturbances**, like self-consciousness, **inferiority complex**, and **stressed relationship with parents** which lead to a **diversion in social relationships**.

Therefore, another important aspect of this stage is the **social change**. At this stage, the children are **more influenced by their peer group** which act as standards for them. Their choices are basically directed by the group they belong to. But, the friends at this stage are less in number. Children select their friends on some criteria.

They live in the **world of fantasy**. **Heroes are role models** for them. Their choices of clothing and fashion are generally guided by peer group or heroes.

Moreover, **day dreaming** is one feature of this period. Along with this, children become conscious about their career and start thinking in that direction.

This stage is marked by **significant cognitive developments**.

One of the important characteristics of this stage is that children **develop ability to generalize facts**. They start doing **logical thinking** and for this they are *capable of doing abstract thinking*.

Thus, this period is the most important period of human development as it is a **transitional** period in which a child undergoes significant **physical, cognitive, emotional and social changes** which are base for the **future life of the child**.

That is why this stage is also referred as the stage of **stress and storm**. Let us understand this with the help of a case study.

## 1B-Maturation

### Maturation

This concept was mainly pioneered by American Psychologist **Arnold Gesell** (1925).

**Maturation** can be defined as the **changes in thinking, sense of responsibility, and better ability to adjust to meet successfully the daily issues**.

Maturation development occurs in **fixed sequences or stages** that are **governed by genes**.

This implicates that maturation is **directly linked to the genetic context of the humans**. It is also be learned that **role of the environment cannot be ignored**. Here **environment stands for social experiences, relationships, and social transactions** where individual learn various rules and rituals, whereas this “**genetic blueprint**” for development determines the **sequence, timing and form of emerging action-patterns**.

Maturation is seen in human being that follows an orderly sequence and is **largely dominated by genetic blue print** which is responsible for producing commonalities in our growth and development.

**Maturation is the process of becoming mature overall, both psychological and behaviourally**.

In the process of **maturation development can be observed** to any of the following: **Fetal development, Developmental biology, psychological development**.

According to Garry and Kingsley (1957), “**Maturation is the process whereby behaviour is modified as a result of growth and physical structure**.”

**Maturation** can be understood as the **mental, physical, emotional growth and development** which is essential for **successful adjustment** of all individual.

There are **different stages** and conditions which are considered **essential** before reaching to

different stage for **further achievements of skills.**

Maturation implies that **sequence based and simultaneous occurrences** of various **psychological and physical changes** in the individual are required.

### **Nature of Maturation**

Maturation is a *stage of completion of growth and strengthening of acquired mental, social and emotional development.*

Maturation is essentially a process of **refinement** and **modification** from within and inborn ripening and progress of **capacities of the organism.**

Maturation is an essential **precondition of learning.** Its absence will stop any further acquirement of skill.

It is the basis of learning and it is via learning that makes **human development complete.**

Maturity is essential for *overall physical and intellectual training and expertise.*

Attainment of physical and mental maturity is essential **to get proficiency in daily tasks and challenges.**

### **Two types of Maturation:**

**1-Physical Maturation-** Refers to the physical growth and development that human goes through till old age (in educational perspective till adolescence).

Growth in **weight, height, body mass, expansion of muscle tissue** is seen in the **process of maturation.**

Children as they grow older, develop their *motor skills and co- ordination skills, control of gate, along with Gross motor skills and Fine motor skills.*

**2-Cognitive Maturation-** the way we change our **thinking patterns, problem solving, attitude, judgments** throughout the lifespan.

Some important aspects of **cognitive maturation** are *information processing, language development, reasoning skills, memory, etc.*

Cognitive maturation *begins right at Infancy and continues through adolescence (Turkheimer, 2003).*

**Maturation and practical understanding continue even after completion of adolescent age** and where individual keep learning new skill and enrich their fund of knowledge about self and environment.

### **Factors influencing the maturation**

- Physical health of the baby and mother ( विशेषतः प्रसवपूर्ण अवस्था के मामले में)*
- Nutritional values in the food*

□ *Exposure to various stimuli*

□ *Training opportunities*

### Characteristics of Maturation:

**1. Sum of gene effects:** Maturation is the **net sum of gene** and its effects operating in a **self-limiting life cycle**. *It is primarily based on heredity*. It is the process of describing *underlying potential capacity of an individual* (Gottesman, 2005).

**2. Automatic process:** *To great extent maturation is automatic process of transformation where various required changes occur to the baby*. Maturation is an automatic process of **somatic (bodily), physiological and mental** differentiation and integration.

**3. Growth and development:** Maturation brings **growth and development occurring simultaneously** and in a *time-bound manner*. It involves both **structural and functional changes in the body as well as brain**.

**Summary:** Maturation is a process through which baby **moves towards achievements** essentials for **future challenges**.

Process of maturation involves **physical and psychological adaptive changes** in the baby.

Maturation involves **internal and external changes in the body as well as brain**.

**Direct exposure to the environment sharpens** the knowledge of the baby for achievement of maturation.

## 2A- Principles of Human Development

Development is a **progressive series of qualitative changes** that *occur due to maturation and experience*.

Human development is based on **certain principles**.

### 1-Principle of Continuity (निरंतरता/सातत्य का सिद्धांत)

Development follows the principle of continuity which **starts with conception and ends with death**. It is a never-ending process in life.

The child, through the developmental process, **passes continuously** with changes although the **pace (step) and quantity of change vary (differ)** from stage to stage.

Although it seems that a child **has a maturity level still s/he undergoes change**.

For example, a child at the age of four has **learnt some words** but later on s/he will learn to **prepare sentences out of it**.

*Note: So, development never ends but it continues till the death.*

### 2-Principle of Individual Differences

Every individual is **unique** in himself/herself as the **heredity and environmental factors** makes him/her different from others.

So, development is also based on the principle that *although some aspects of development will be common for all the individuals, but because they possess different hereditary traits and environment, they differ from each other.*

For example, if the child is having an **inborn capacity** of music s/he may not exhibit the same amount of skill of performing the music as compared to the child who got the **opportunity** to be trained in music.

### 3-Principle of Sequentiality/ Direction of Development

Principle of sequentiality states that every individual **although exhibit difference in change**, they *follow the same sequence of change.*

**Cephalocaudal** (शिरःपादाभिमुख विकास/मस्तकाधोमुखी विकास) and **proximodistal** (केन्द्र से परिधि की ओर विकास/समीपस्थ विकास) tendencies are found to be followed in maintaining **sequence and direction** of development.

The **Cephalocaudal tendency** exhibits that the development **proceeds in the longitudinal direction** i.e. **from head to foot**. That is the reason why the **child first gains control over head** before s/he **starts walking**.

**Proximodistal tendency** proceeds from **near to the distant** and from parts of the body near the **center develop first then the extremities**.

The child in the earlier stage of development exercises on the **fundamental muscles rather than the smaller muscles or fine motor skills**.

Thus, the child follows the sequence in the development process as **s/he first draws some haphazard line before writing an alphabet**.

### 4-Principle of Generality to Specificity

As we have already discussed that the development process **follows a sequence**. It proceeds **from head to foot** and from **central axis to extremities** of the body.

In the same way, this principle of sequentiality also suggests that the nature of development follows the principle of **generality to specificity**.

The development process **starts with general responses** shown by the child as s/he passes through the later stages s/ he starts **exhibiting specific behaviours**.

For example, a child may **utter a sound which is common for each** and every object and person s/he sees in the environment, like inna, but **later on s/he starts pronouncing specific words denoting specific objects or persons**, like maa, pa, and so on.

As we all know that development **does not solely mean physical aspect** of human life rather **it includes cognitive, affective, social and moral aspects also**.

Thus, the development of an individual is reflected through the **balanced interrelation of all**

**the aspects of life.**

Development in **any aspect affects the other aspect also.**

For example, if an adolescent girl passes through a significant change in physical aspect, her emotional, social and moral dimensions also will change.

### 5-Principle of Spiral development



Development is spiral, not liner. The child moves forward in development, then appears to be stable, matures itself, then moves forward in a Spiral manner.

### 6-Principle of Interaction (product of heredity and environment)

The principle of interaction suggests that **an individual is the product of heredity and environment.**

In other words, the **interaction takes place within and outside forces** of the child.

The individual standing before the society **is not the sole product of heredity** rather it is due to the **combination of** what s/he is and what s/he **receives from the environment.**

*For example,* if a child is **deficient in mental capacity**, it is due to her/his genetic disposition but **if s/he is capable of doing some household activities** then it is possible **due to the environment.**

In the society also **some people are successful enough but some are not.** The reason behind it **may be due to the differences in individual’s environment.** *Thus, it can be said that development is the product of the interaction between the environment and heredity.*

### 7-Principle of Differentiation in Rate (विकास-दर की भिन्नता का सिद्धांत)

Differentiation in rate indicates that **individuals differ in the rate of development.**

We can observe that there is difference in the **rate of development in girls and boys**, like girls grow faster than the boys at the early stage of development. *Another aspect is that the rate of the development process also differs stage wise and dimension wise.*

For example, feet, nose, hands develop at the early stage of adolescence but the shoulder grows gradually.

In the same way, the nature of mental development is also not of uniform pace.

For example, a child starts memorizing concepts or facts at the early stage of development, but later on s/he starts thinking logically.

## 8A-Principle of Integration

Principle of Integration refers to the **integration of various aspects of development** like *physical, mental, emotional, social and moral*.

The individual we are observing is **not the sole reflection of any one aspect** rather it is the **integration of all the dimensions of development**.

The **change in any dimension affects other dimension** also but the personality of a child is the product of the balanced integration of all the aspects.

For example, a child who is performing brilliantly in any examination is not only the reflection of her/his mental development rather the performance is the balanced reflection of all the aspects of development.

**8B- Principle of Interrelation** – As we all know that development does not solely mean physical aspect of human life rather it **includes cognitive, affective, social and moral aspects also. Thus, the development of an individual is reflected through the balanced interrelation of all the aspects of life.**

**Example-** Pinky is 16-year-old who is gaining physical maturity. Earlier she used to play with all the kids in neighborhood, but now her social circle has reduced to girls only while attraction towards opposite gender can be observed. This suggests that the change in the physical aspect of Pinky has affected her social and emotional behaviour.

## 9-Principle of Uniformity of pattern (विकासक्रम के प्रतिरूप की एकरूपता का सिद्धांत)

**All members** of a particular species have somewhat the **same vision of evolution**. For example, looking at each child's dynamic growth chart and language development sequence, one can see certain evidence of these.

## 10-Principle of Predictability (विकास की पूर्वकथनीयता/ भविष्यवाणी का सिद्धांत)

**Development is predictable** i.e., with the **help of the uniformity of the pattern and sequence of development**. We can predict the behaviour to a great extent of child in one or more aspect in a particular stage of her/his growth and development.

Likewise, the **prediction of an adolescent** can be done on the **basis of the characteristics s/he exhibits at her/his stage of development**.

For example, an adolescent child's choice of clothing is more guided by the choices of her/his friends' circle. Thus, we can assume that in case of interference of parents in buying clothes, may lead to reactive behaviour or may not taking interest in buying it.

**Therefore, the nature of development, to a great extent, is predictable.**

**Exercise:**

Given Statement	Reflected Principle
1-Sita is studying in a convent school and Gita in a government school. They met each other in a science exhibition and Gita was very surprised on seeing Sita using laptop for explaining her project.	<b>Principle of individual differences</b>
2-Mamta saw her niece (भांजी) after seven years and she was shocked that her height increased significantly.	<b>Principle of sequentiality</b>
3-My friend’s daughter is now a grown-up girl, she has started showing preferences for playing with girls only.	<b>Principle of predictability</b>
4-Uttering ‘mum’ for water and later on speaking ‘pani’.	<b>Principle of general to specificity</b>

## 2B- Debates of development/ issues in development (4)

**Each and every individual** passes through certain **developmental stages**.

There are **certain underlying principles of development** which are more or less common to all individuals.

*Still psychologists and educationists differ in their opinion about the nature and underlying principle of development.*

As we have already established that **heredity and environment** both affect the growth and development of the individuals, **there are other issues related to this phenomenon**.

Let’s try to understand them **one by one under different captions**.

### **Debate-1: Nature vs. Nurture** (प्रकृति-पोषण विवाद)

### *Is development the product of nature or nurture?*

Psychologists and educationists had **debate on this issue.**

When we talk about **nature** in child development, we are talking about what comes to children through **heredity.**

When we talk about **nurture**, we are referring to the **influence of the environment.**

People who are **in favour of nature** suggest that **only nature is responsible** for the development.

On another hand, those who are **in favour of nurture**, suggest that the development of an individual **depends on the environment**, how it nurtures the individual.

Thus, the issue of nature vs. nurture emerges.

But if we analyze the development of the individual, it neither seems to be the product of sole nature nor of sole nurture component, rather it *is the product of both nature and nurture.*

### **Debate-2: Continuity vs. Discontinuity** (सातत्य बनाम असातत्य विवाद)

Do you believe that **humans change gradually**, in ways that leave them not so different from the way they were before, or do you believe **humans change abruptly and dramatically?**

One aspect of the continuity vs. discontinuity issue focuses on whether the changes humans undergo over the life span are gradual or abrupt.

**Continuity theory** suggests that an individual’s **development is a smooth and gradual process** (in a progressive manner)

The base for the path of all the developmental stage is common. You can observe that the **early stage of development provides a base for the consequent stage.**

But the **discontinuity theory** suggests that the change is **abrupt during the course of life. It also believes that each stage of development is unique and is characterized by distinct feature.**

For example, if a child is at **infancy stage** s/he will exhibit the **behaviours peculiar (strange)** to that stage, which **will not be the characteristic of the same child at adolescence stage.** *In other words, in the view of discontinuity theory development is **stage specific.***

### **Debate-3: Activity vs. Passivity** (सक्रियता बनाम निष्क्रियता विवाद)

Here are two issues related to individual’s development. The first issue of ‘**activity**’ assumes

that in the **development process the individual is active**. S/he does not accept what is coming naturally. Rather s/he tries to **choose her/his own pathway of development**.

On the other hand, ‘**passivity**’ in development **suggests that individual accepts as it is whatever is coming in the pathway of development**.

## Debate-4: Universality vs. Context Specific

(सार्वभौमिकता बनाम संदर्भ-विशिष्टता विवाद)

We have already studied that development is a **continuous process** which starts from birth to death. Development of the individual is based on **certain principles**. *The principle of sequentiality and uniform pattern leads to one important issue of universality*. Universal assumption of development assumes that the **path of development is common to all individuals**.

For example, the stages of development starting from infancy to adulthood are common for all the individuals. In other words, **every human being passes through sequential pattern of development irrespective of culture, community and society**.

The extent to which the developmental changes are different across cultures, community, society and individuals is an issue of ‘**context-specific**’ development. *Path of development followed in one culture may be quite different from path followed in another culture*.

**This issue suggests that development takes place in the specific context of the different aspects like society, culture, individual etc.**

For example, an individual from a **tribal background** may have a set of social behaviours which is different from the individual of **urban area**.

*Moreover, the way of greetings, language, art and aesthetics also reflect the context-specific development of individuals.*

Therefore, with in a **particular culture**, the developmental changes may differ from **subcultures to subcultures, family to family and individuals to individuals**.

But it may be observed that *despite the context-specific development, individuals pass through the similar developmental stages*.

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### 3-Development tasks and challenges with special reference to the *primary and middle school children*.

We have already studied about the raised issues regarding the nature of development of individual.

Now it is important to **analyze and discuss the developmental tasks** in the *context of multicultural and diversified students in terms of socio-economic status*.

We, as teachers/prospective teachers/Instructional Leaders, may confront such situation during our career that the individuals with whom **we are dealing have diversified nature**.

In such situations, we are supposed to plan tasks according to the diversified nature of class. Here comes a challenge for teacher.

A **developmental task** is a task which arises at a certain period in the life of the individual.

It was Robert **Havighurst** (1951) who coined the term **developmental task** to delineate the individual's accomplishment of certain social abilities or attitudes related to development.

**Robert James Havighurst** proposed that all individuals progress through a series of developmental stages, each comprising a series of developmental tasks. Although these tasks can be learned at home or in other settings.

Havighurst maintained that the interrelated nature of developmental tasks suggests that educators should consider all developmental tasks of children and adolescents

**Havighurst** also stressed that the *developmental tasks of any given stage are sequential in nature*; each task is a prerequisite for each succeeding task.

He(**Havighurst**) points out that the kinds of **developmental tasks** through which the individual must proceed may differ from culture to culture; and *biologically determined tasks are more likely to be culturally universal* than the tasks that have a strong cultural component.

The individual passes through a **socially regulated cycle** from birth to death and there is socially prescribed schedule for rendering **major life events**. *The norms vary from culture to culture and socio-economic background.*

Developmental **tasks are skills, knowledge, functions, or attitudes that an individual must acquire at various stages** during her/his lifetime in order to adjust successfully to the more difficult roles and tasks that lie before her/him. You might know that these *tasks are acquired through physical maturation, social fulfillment, and personal effort.*

Successful mastery of these tasks **makes an individual well-adjusted** and competent of dealing with future levels of development.

On the contrary, **failure to acquire these tasks leads to maladjustment**, increased **anxiety**, and an *inability to deal with the more difficult tasks in future.*

## SOURCES OF DEVELOPMENTAL TASKS

Developmental tasks arise from **three different sources** (Havighurst, 1948, 1953). In his bio psychosocial model, the first important issue is **biology**, second is **psychology** and the last one is the **sociology**.

He identifies **three sources** of developmental tasks (Havighurst, 1972)

**1-First**, some tasks are mainly based on **physical maturation** example, learning to walk, talk, and behave acceptably with the opposite sex during adolescence; adjusting to menopause during middle age.

**2-Another source** of developmental tasks involves **personal values and aspirations**. These personal factors result from the interaction between ontogenetic and environmental factors, and play an active role in the emergence of specific developmental tasks (example, choosing a certain occupational pathway).

**3-The third source** of developmental tasks relates to **socio-structural and cultural forces**. Such influences are based on, for instance, laws (example, minimum age for marriage) and culturally shared expectations of development.

### *Havighurst's Task-Developmental Stages*

*Havighurst divided human life into **six developmental stages**.*

*The stages in Havighurst's Theory include:*

- 1- Infancy and early childhood (0-6 years old)**
- 2- Later childhood (6–13 years old)**
- 3- Adolescence (13–18 years old)**
- 4- Early Adulthood (19–30 years old)**
- 5- Middle Age (30–60 years old)**
- 6-Later maturity (60 years old and over)**

**1-Infancy and Early Childhood (0-6 years old):** This stage typically lasts from birth through age five. In this stage, **humans learn basic survival**. Babies and young children find **control of their bodies**, develop **initial language concepts**, and **form friendships**.

#### **Developmental Tasks in the stage of Infancy and Early Childhood**

**(0-6 years old) include:**

- 1-Learning to walk**
- 2-Learning to talk**
- 3-Toilet training**
- 4-Learning the foundations of reading**
- 5-Learning to take solid foods**

6-Forming concepts and **learning language** to describe social and physical reality.

**2-Middle Childhood(6–13 years old):** This stage typically lasts from age 6 to 12. This is the stage humans learn about **self, morals, values, and personal independence**. Children learn **rules, different functions in society, academic skills, and attitudes** towards various groups of people.

### Developmental Tasks in the stage of Middle Childhood

(6-12 years old) include:

- 1-Learning **physical skills** necessary for ordinary games
- 2-Learning to get along and play with children of the **same age**
- 3-Achieving **personal independence**
- 4-Recognizing what society deems as **masculine or feminine social roles**
- 5- Building wholesome **attitudes toward oneself** as a **growing organism**
- 6- Developing **fundamental skills in reading, writing, and calculating**
- 7- Developing **conscience, morality, and a scale of values**
- 8-Developing **attitudes toward social groups and institutions**

**3-Adolescence (13–18 years old):** This stage typically lasts from ages 13 to 17/18. This is when humans learn **maturity, emotional independence, and planning for the future**. Teenagers learn about **careers, create personal ideologies**, and become socially responsible.

**As in secondary and senior secondary schools**, we are concentrating more on adolescents, let us discuss the major tasks that are needed in this adolescence stage. With respect to adolescence, Havighurst has noted nine major tasks:

### Developmental tasks of Adolescence

1. Accepting one’s **physical makeup** and acquiring a **masculine or feminine sex role**;
2. Developing appropriate **relations with age-mates** of both sexes;
- 3.Becoming **emotionally independent of parents and other adults**;
- 4.Achieving the **assurance** that one will become **economically independent**;
- 5.Determining and preparing for a **career and entering the job market**;
6. Developing the **cognitive skills and concepts necessary for social competence**;

7. **Understanding** and achieving **socially responsible behaviour**;
8. Preparing for marriage and family;
9. Acquiring **values that are harmonious** with an **appropriate scientific world-picture**.

**4-Early Adulthood (19–30 years old):** This stage typically lasts from ages 18 to 30/35. Humans learn how to **be productive members of society**. Adults manage to **choose a mate, raise a family, manage a home**, and further their career.

**5-Middle Age (30–60 years old):** This stage typically lasts from age 30/35 to 60. This is the stage **humans establish a standard of living and support their families**, often both **caring for their children and parents**. They **maintain jobs**, find new **leisure (relaxation) activities**, **manage social responsibilities**, and adjust to physical changes.

**6-Later Maturity (60 years old and over):** It typically lasts from age 61 through the end of life. At this stage, humans have **deteriorating health and strength**. A **changing work schedule**, adjustment to lower income, and **copng with the death of loved ones** often occur during this time.

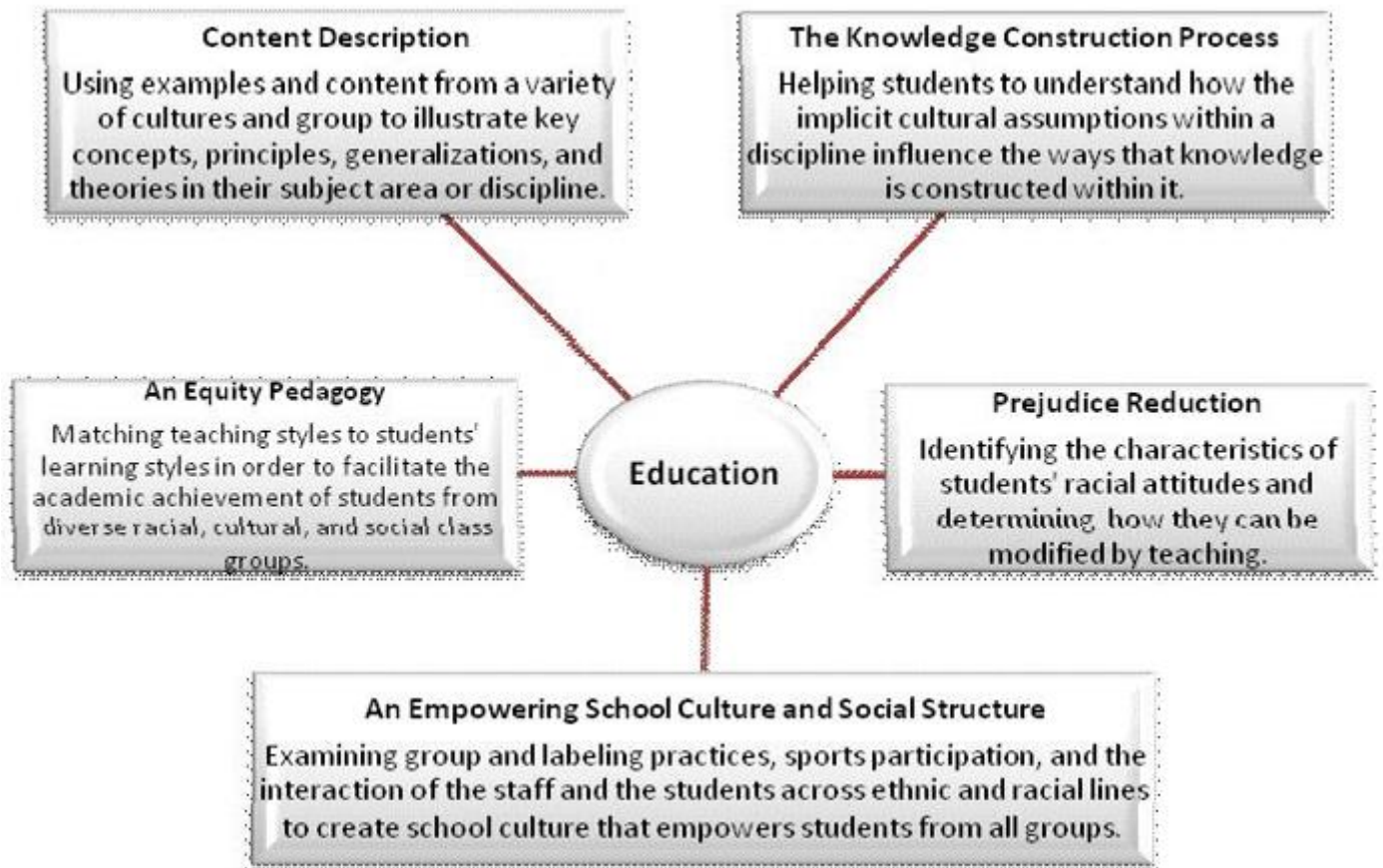
### **Role of Teacher & Impact of School on Developmental Tasks**

The **developmental tasks** have to be **designed** on the **basis of multicultural demands of students**. For example, while teaching any concept you should give **examples from different cultures**.

Another effort may be that if you are teaching in a school where students are coming from **rural background**, you could use **local dialect** for teaching **various concepts** that may help the students to understand properly.

As development of the **students targets the future adjustment** in the society so there is a need to create such environment in the class so that they not only learn the **modern terminologies** rather they *should be sensitive enough to preserve their own culture*.

There are many **components of education process** which can be modified to meet the demands of students of diversified backgrounds.



Development has been a **critical issue** in the education process.

**School** holds a **central place** in the developmental process set forth for the students.

**School** are the ***longest, organized and sustained extra-familial context*** for students.

From the time they first enter the school until they complete their schooling, students spend **more time in schools** other than any place outside their homes.

Consequently, educational institutions play a central role in both **promoting children’s acquisition of knowledge** and **shaping the ways** in which they learn to **regulate the retention, emotion and behaviour**.

When we imagine a school, the thought which comes in our mind is of academic activities. School is **supposed to organize academic activities for the cognitive development** of the students.

We can see **significant differences** in the cognitive development of the students across schools. The reason behind this may be **the way in which the prescribed content is communicated**.

Students of some schools **exhibit high level of understanding of content with its practical implications**, whereas some students are **very good in theoretical part of their syllabus**. Therefore, these **academic tasks and instructions** may include varied activities like, **debates, discussions, group works, projects etc.**

So that they can **internalize the concept** rather than just memorize it.

*Care should be taken on the part of teacher while **designing academic tasks and instructions** in terms of the *individual differences exist in the class.**

Thus, groups for **classroom activities** may be formed sometimes on the basis of **children’s ability level** or on the basis of representing a **diverse array of abilities brought together in a co-operative work arrangement**. Therefore, the class environment can be made **co-operative and competitive**.

*Teacher is the most powerful component of the developmental process* of the students.

Teachers’ **behaviour** includes **three important components** which affect the whole **classroom environment**. These are:

- (i) teachers’ beliefs about the role and nature of ability;*
- (ii) instructional practices; and*
- (iii) teacher-student relationship.*

The first aspect is how teacher **perceives her/his profession**. If a teacher perceives herself/himself as only mere instructor (महज एक अनुदेशक?), her/his role will be of fact sharing entity (महज तथ्य साझा करने वाला?).

On the other hand, if s/he considers her/his **responsibility as a shaper of the students’ behaviour**, then her/his **approach may be different**. S/he will put **more efforts to enhance the cognitive, affective as well as psychomotor domain of students’ life**. A teacher can hold different expectation from various individuals **within the same class providing differential teaching-learning practices**.

The **motivational and emotional support** of the teacher **influence students’ satisfaction, motivation, overall achievement and self-concept**.

Students feel more **comfortable in the class**, where their *emotions are satisfied*.

The important impact of the **supportive behaviour of the teacher** strengthens the **relationship of students and teacher**. Teachers who are **trusting, caring and respectful of students** provide the **socio-emotional support** that children **need to approach, engage and persist on academic learning tasks** and to **develop positive achievement related to self-perception and values**.

**School** also functions as a **formal organization**. The **organizational factors** affect **children’s intellectual, socio-emotional and behavioural development**.

**School climate** plays the most important role in the **developmental process**. For example, **appreciation in assembly, ranking on report cards, curriculum offered for various ability levels, and competition** may **enhance the developmental process** of the students.

**Parents’ involvement** in the form of **monitoring academic activities** and homework,

providing assistance with homework, engaging children in educational **enrichment activities outside school**, and active participation in classroom activities and school activities, **create positive linkages** with the school environment. *Moreover, school can establish linkages with society and community by conducting projects and services for them.*

**Note:** Development has been the most **important issue** in education. Human development is **dynamic in nature**. There are **two processes** involved in the development process of the **individual- Growth and Development**. The two terms are sometimes **used interchangeably**. But they both connote different meaning.

**Growth** basically refers to the **quantitative changes in body proportion** like change in height, weight, internal organs etc. In other words, growth means increase in size of not only the overall dimensions of the body in terms of height and weight but also of the parts of the body such as head, arms, trunk, heart and muscles.

**Development**, on the otherhand, reflects the **qualitative changes** in the individual. It may be defined as a **progressive series of orderly coherent changes**. There are many *underlying principles of development* – **Principle of continuity**, **Principle of individual differences**, **Principle of sequentiality**, **Principle of generality to specificity**, **Principle of interrelation**, **Principle of Interaction**, **Principle of differentiation in rate**, **Principle of integration**, **Principle of predictability**.

Development has been later classified under **four major stages-Infancy**, **childhood** (early childhood and later childhood), **adolescence** and **adulthood**). Each and every stage has its **own characteristics**.

Psychologists have **many issues** regarding the **nature of development**. *The debate is based on four major issues*. They are **nature vs nurture**, **continuity vs discontinuity**, **activity vs passivity** and **universality vs context specific**.

The **individual varies** on the developmental aspect, **making classroom diversified in nature**.

There are *many components of Education needed to be restructured for satisfying the diverse needs of students*. They are **content description**, **knowledge construction**, **pedagogy**, **prejudice reduction**, **school culture** and **social culture**.

Moreover, **school has great impact** on the **developmental aspect** of the students. The environment of the school affects the **cognitive, affective and psychomotor development of the students**.

One of the components of school is **teacher**. Teacher’s **perception about the profession, attitude towards students and subject** also have great impact on student’s development.

*Moreover, the school as an organization also plays important role in helping the students in the development of domains but also in establishing linkage with the culture and society.*

**Mamory-map-1:** Any five criteria on which the diversified needs of students are identified.

**Answer –**

- 1-Intelligence
- 2-aptitude
- 3-interest
- 4-culture
- 5-residential background

**Memory-map-2:** Any for activities for establishing community linkages by school authority.

- 1- Camps in rural area
- 2- NSS activity
- 3- Awareness programs
- 4- Project, etc.

**Memory-map -3:** Stages of development with appropriate characteristic.

<b>Stages</b>	<b>Characteristic</b>
a. Infancy	1-Rapid growth and development
b. Childhood	2-Semiotic function
c. Adolescence	3-Abstract thinking
d. Adulthood	4-Conscious about health hazard

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## 4- Domains/ Dimensions of Development

(Physical, Cognitive, Socio-emotional, Moral etc.)

**1-Concept of the Domains/ Dimensions of Child Development**

**2-Physical Development**

**3-Characteristics of Physical Development**

#### **4-Emotional Development**

#### **5-Characteristics of Emotional Development**

#### **6-Cognitive Development**

#### **7-Characteristics of Cognitive Development**

#### **8-Piaget’s Theory of Cognitive Development**

#### **9-Moral Development**

#### **10-Characteristics of Moral Development**

#### **11-Piaget and Moral Reasoning**

#### **12-Kohlberg’s Theory of Moral Development**

#### **13-Gilligan’s Stages of Ethics of Care**

#### **14-Psychosocial Development**

#### **15-Theory of Psychosocial Development- Erik Erikson**

#### **16-Holistic Understanding of Development**

#### **17-Role of the Teacher in Facilitating Development of Children**

### **1- CONCEPT OF THE DIMENSIONS OF CHILD DEVELOPMENT**

We have studied about **human growth and development** and the **stages of child development**. The main stages of child development include **infancy, childhood, and adolescence**.

**Each stage reflects some common dimensions** of child development. We can classify these dimensions into **physical, emotional, cognitive, social and moral development** of a child.

**Each dimension has its own significance** with respect to different stages. For example, if by the **age of one**, the child **babbles two or three words** then by the **age of two** s/he **joins two to three words in sentences**, and gradually, by the **age of six** s/he **starts speaking fluently**.

Change happens across many different aspects of a child’s life. Physical, cognitive,

emotional, moral or psychosocial changes - all take place at the same time. Therefore, these aspects are actually the various dimensions of development.

*Therefore, these dimensions of development are those aspects of human life, which change throughout the life span.*

## 2-Physical Development

*Prior to the concept of physical development, let us **imagine a process**. Consider a **newborn baby**. Right now, s/he has no control over her/his movements, but within **18 months** s/he will be walking, in another year running, and soon after, jumping and throwing and kicking things. In the **first two years**, a child develops physically at a faster rate than at any other time in her/his life.*

This **physical development forms a significant basis for the developments in cognition and emotion.**

**Physical** growth and development refer to a process **which brings bodily and physiological changes- internal**, as well as **external-** in a child from **conception till death.**

It forms a **foundation for a child’s development-** not only physical, **but also social, emotional and cognitive-** in later years.

## 3-Characteristics of Physical Development

During childhood there are changes in a child’s **height, weight and body** proportion. The **pace of this growth is more in later childhood (7-12 years) than in early childhood** stage (3-6 years).

**Legs lengthen rapidly** and there is **increase in height**. A **gradual improvement in speed, steadiness of movement and accuracy** also form significant features of physical development in **early childhood** while at a **later stage they get weary (tired) after physical activity**, but also **show a great interest in competitive games** which require skill.

This stage of childhood is now going to be **transformed into the blossoming period of child development**, which is known as *adolescence*.

At the adolescent stage (13-18 years), **noticeable changes take place in many domains like height and weight, bodily proportions, change in voice, increase in motor performance and sexual changes.**

Both boys and girls have a **growth spurt** caused by the **production of hormones**. A **boy’s growth spurt is usually later than the girls**. The **most important physical development in adolescence is puberty (maturity)**, when **they become sexually mature.**

**Girls** can experience puberty from around the age of **11 years**, for **boys** this is slightly **later.**

Girls at this stage show a **continuous growth in height**, but at a slower pace than earlier. Prominent changes can be seen in **bodily proportions** with the **broadening of pelvic bone, circular wrist, while the arms and legs grow in length and become finer**. The voice becomes sweet and shrill.

In terms of **secondary sex characteristics**, the **sex organs** in girls acquire **maturity**. The growth in breast, hair growth at pubic and armpits, and change in gait (walk) are some significant features of adolescence in girls. Apart from this, the girls start going through **menstruation cycle** (average age varies from **12 to 16 years**). Researches show that the girls seem to mature earlier than boys do in physical aspects.

If we look into the distinguished characteristics of **adolescent stage among boys**, these include **rapid growth in height and weight (continues until age 18 or 19)**, **development of muscles and increase in strength**. The changes in bodily proportions can be seen in the form of **rounded shoulders, broadened chest and developed muscles**.

The **maturity of the larynx (voice box)** can be noticed with **broken and deepened voice**. Besides, genital organs in boys grow in size. Other significant features of **adolescent boys include hair growth in pubic, armpits and facial areas**.

The **physiological changes occurring commonly in both boys and girls** include **full growth of all internal systems, pulse rate, and complete brain development**. The skin becomes oily and acne (मुँहासे) and sweating may be problematic. **Rapid growth** may cause clumsiness (awkwardness) and lack of coordination. They always feel hungry and their appetites (hungers) seem to be great. *Sexual desires and fantasies also increase in both boys and girls*. However, **these changes occurring in the body of a child are influenced by some factors which may be hereditary or environmental**.

#### 4-Emotional Development

Emotion has been defined differently as ‘a stage of agitation’, ‘disturbance of equilibrium’, ‘intense random and disorganized response to a stimulus’.

(भावना को 'आंदोलन का एक चरण', 'संतुलन की गड़बड़ी', 'एक उत्तेजना के लिए तीव्र यादृच्छिक और असंगठित प्रतिक्रिया' के रूप में परिभाषित किया गया है।)

In modern life, **emotions demand greater understanding** because of their pervasive effects on **behaviour, personality and health**.

#### 5-Characteristics of Emotional Development

At the **childhood stage**, children experience **feelings of love, hatred and fear** which last for long.

There is the **formation of sentiments and complexes**. They develop a sense of **autonomy, combat, doubt and shame**. In other words, they **accept themselves** if they **succeed** in their own eyes and develop a sense of **inferiority**, if they **fail**.

By the time the children enter the stage of **adolescence**, there are some **noticeable changes** in their **emotional behaviour**. The adolescents often **struggle** with a **sense of identity** and

question about themselves.

The common observable behavioural patterns at this stage are *moodiness, anger, depression, anxiety and state of dilemma*.

Their trust therefore **shifts to friends** and the opinions of others seem to be important. Moreover, ‘**crushes**’ on **movie stars, models, pop artists** (Hero identification VEER-POOJA) etc. can easily be found and therefore, they are found to be sexually attracted to people.

Let us try to understand this emotional change through case studies.

If the **emotional development** of a child moves towards **equilibrium**, then it **leads to another stage** of development: **Cognitive development**.

## 6-Cognitive Development

**Cognitive development** involves **mental processes** that are associated with taking in, *organizing and making sense of information processes* that include *perceiving, attending to, understanding and recalling information*.

The mental functions are part of what is referred to as cognition. Let us explore this dimension of cognitive development in terms of general characteristics and Piaget’s theory of cognitive development.

## 7-Characteristics of Cognitive Development in Childhood and Adolescence

In **early childhood**, children start **categorizing things, copying shapes, following instructions, and understanding concepts of days, time, money, and space**. They enjoy reading books on their own.

**Later childhood** witnesses the cognitive development in terms of **increasing capability for social conscience and for abstract thought**. They also start thinking about their *future careers and seek information and knowledge from peers and media*.

On completing later childhood, the children enter the stage of **adolescence**. When we think about adolescence, **we often focus on the biological changes of puberty or socio-emotional changes**.

At **adolescence stage**, between the ages of **13 and 16 years**, there seems to be a progression in skills like *arguing, abstract thinking, deductive reasoning (निगमन पर आधारित तर्क आदि), and decision-making*.

They can now **distinguish fact from opinion**, learn to focus on **future development**, mixed with some **fantasy** and *develop a conscience (ethics)*.

When the children enter the stage of later **adolescence (16-18 years)**, they develop an *ability to think more abstractly, hypothetically, reflectively (reflective thinking: awareness of one’s own knowledge, assumptions and past experiences.)*, and **critically**, and therefore, form their own opinions.

*They are more concerned with reasons and proofs*. Although, *most have not made the*

*connection between learning and life’s experiences*, they desire to do something well. Therefore, everything seems to be a big deal for young teens.

## 8-Piaget’s Theory of Cognitive Development

**Jean Piaget (1896-1980)**, while working in Binet’s test lab became **interested in how children think**. Piaget’s training as a **biologist influenced his theory of cognitive development**.

Jean Piaget, in his theory, introduced a *number of ideas and concepts to describe and explain the changes in logical thinking* that he observed in children and adolescents.

### Piaget’s Basic Tendencies in Thinking

Piaget identified that children **actively construct their own cognitive worlds**. To *make sense of the world, they organize their experiences and adapt their thinking to include new information*.

**Organization** is an **ongoing process of arranging information and experience into mental systems or categories**. Piaget termed these mental concepts as **schemas**.

A **schema** is a **mental concept** that is useful in *organizing and interpreting information*.

As an individual’s **thinking processes** become **more organized** and *new schemes develop*, behaviour also becomes **better suited to the environment**.

**Piaget** found that **children adapt their schemas** through **two** processes- *assimilation* and *accommodation*.

**Assimilation** means *fitting new information into existing schemas* or what we **already know**. For example, if the child knows about the horse, then when the first time he/she sees a camel, he/she may call it a “horse”.

On the other hand, **accommodation** is *altering existing schemas* or **creating new ones in response to new information**. Children demonstrate **accommodation** when they **add the scheme for recognizing camels to their other systems for identifying animals**.

**During** this process, children **experience disequilibrium in their attempt** to understand the world. Gradually, they reach in a **balanced state** of thought known as **equilibrium**. This shift in thought from one state into another is termed as **equilibration**.

### The four stages of cognitive development, proposed by Piaget.

#### Four Stages of Cognitive Development

According to Piaget’s theory, children *progress through a sequence of four major developmental stages*:

- (a) the **sensorimotor stage of infancy**- involving the **senses and motor activity**;
- (b) the **preoperational stage of early childhood**- the stage before a child masters **logical**

mental operation;

(c) the **concrete operational stage** of *middle childhood*- mental tasks are tied to **concrete objects and situations**; and

(d) the **formal operational stage** of *adolescence* to adult- mental tasks involving **abstract thinking** and coordination of a number of variables.

**Major features of all the four stages: -**

Stage	Approx.Age	Major features	Developmental milestones
1. Sensorimotor	Birth-2 years	<i>Object permanence</i>	Begins to <i>understand that objects do not cease to exist when they are hidden</i> . E.g.: Showing the child, a toy, hide it under a cloth. The child would take out the toy by removing the cloth.
		<i>Goal-directed actions</i>	Actions that are produced <i>consciously to achieve a desired end</i> . Eg.: Hitting a musical toy to elicit a sound.
2. Preoperational	2-7 years	<i>Semioticfunction</i>	Begins to use <i>gestures, signs, sounds and words</i> to represent and <b>convey meaning</b> . E.g.: Waving goodbye; pointing to something of interest.
		<i>One-way logic (irreversibility)</i>	Able to think <i>operations through logically in one direction</i> . E.g.: Students treat addition and subtraction as two unrelated processes.
		<i>Lack of conservation</i>	<i>Believes that amount changes when a substance is reshaped or rearranged</i> , even when nothing is added or taken away. E.g.: <b>Not understanding that</b> there will be same amount of paper, even if it is torn into several pieces.
		<i>Egocentrism</i>	Have <i>difficulties seeing things from another person’s point of view</i> , they think their own perspective is the only one possible. E.g.: If a little boy is afraid of dogs, he may assume that all children share this fear.
3. Concrete operational	7-11 years	<i>Reversibility</i>	<b>Understands that certain processes can be reversed</b> . E.g.: Students start recognizing that subtraction is the reverse of addition.
		<i>Conservation</i>	<b>Recognizes that amount stays the</b>

			same if nothing has been added or taken away, even if a substance is reshaped or rearranged. Eg. Students can prove that there will be same amount of paper, even if it is torn into several pieces, by taping the pieces back together.
		<i>Classification</i>	<b>Recognizes that objects may belong to several categories</b> simultaneously. <i>E.g., A student may acknowledge that a mother can be a doctor, a sister and a spouse.</i>
		<i>Deductive reasoning</i>	<b>Able to draw a logical conclusion from two or more pieces of information.</b> <i>Eg:If all children are human beings and if all human beings are living things, then all children must be living things.</i>
<b>4. Formal operational</b>	<b>11 years to adult</b>	<i>Abstract and hypothetical reasoning</i>	<b>Ability to reason about abstract, hypothetical, and contrary-to- fact ideas.</b> <i>E.g. A student understands negative numbers and is able to use them effectively in mathematical procedures.</i>
		<i>Adolescent egocentrism</i>	<b>Adolescent egocentrism</b> is characterized by the <b>capacity to take account of other people's thoughts</b> , as <b>Elkind</b> describes. Understand that others may have different perceptions and beliefs; they become focused on their own ideas, beliefs and attitudes. <i>Eg. “The whole class thought my answer was dumb”</i>

## 6 Substages of Sensorimotor stage-1

- 1-Reflex acts.** – जैसे अंगूठा चूसना
- 2-Primary circular reactions.** – जैसे हाथ-पैर फेंकते रहना
- 3-Secondary circular reactions.** -जैसे चीजों को उलटने पलटने का आनंद लेना
- 4-Coordinating secondary schemes.** -जैसे –उद्देश्यपूर्ण प्रयास जैसे अनुकरण
- 5-Tertiary circular reactions.** - जैसे– बारम्बार प्रयास एवं त्रुटि व जिज्ञासा
- 6-early symbolic thought/object permanence.** - जैसे खिलौना छिपाने पर खोजना

## 2 Substages of Preoperational stage-2

- 1-symbolic function substage** -जैसे – संकेत, चिह्न, शब्द आदि का मस्तिष्क में स्थान
- 2-intuitive thought substage**-जैसे– अंदरूनी प्रज्ञा से स्वजनित विचार आना, क्यों-कैसे आदि

### Some Famous Characteristics of Concrete operational stage-3

- 1- **Conservation:** a tower, built six blocks wide and two blocks high, has the same number of blocks as a tower built three blocks wide and four blocks high.
- 2- **Reversibility:** essentially the same cup of water and can be poured back into the other cup with no change in essence.
- 3- **Transitivity:** Being able to understand how objects are related to one another (class inclusion.)
- 4- **Seriation:** The cognitive operation of seriation (logical order) involves the ability to mentally arrange items along a quantifiable dimension, such as height or weight.
- 5- **Classification:** Classification is the ability to identify the properties of categories, to relate categories or classes to one another, and to use categorical information to solve problems. they understood the relationship between class and sub-class.
- 6- **Decentering:** the gradual progression of a child away from egocentrism toward a reality shared with others.

#### Note-1 : Memory-map

- 1- Sensorimotor- (0-2)- Object permanence- ‘Goal-directed’ actions
- 2- Preoperational/ (2-7)-Semiotic Function-One-way logic(irreversibility)-Lack of conservation-Egocentrism-Animism.
- 3- Concrete operational/ (7-11 years)/ Reversibility /Conservation/ Classification/ Deductive reasoning.
- 4- Formal operational/ (11 +)/Abstract and hypothetical reasoning/Adolescent egocentrism.

**Note-2:** - However, recent studies found that **children’s cognitive performance is not homogeneous (similar); it may vary considerably as a function of changes in tasks. A reflection of these changes can also be seen in the moral behaviour of the children.**

#### 9-Moral Development

Every day, we come across many situations which demand our **reasoning of right or wrong**. Actually, being **moral or morality** refers to the **fundamental questions of right and wrong, justice, fairness and basic human rights**.

These questions or **components of moral development** have **emerged out of social contexts**. However, **Piaget proposed** that there are cognitive developmental approaches which

emphasize **moral reasoning**, along with the impact of social context.

## 10-Characteristics of Moral Development

Moral development is concerned with **how people grow in understanding moral issues and in making moral decisions.**

**In early childhood (4-6 years)**, children are more often concerned about their **own personal well-being** when they **make moral decisions**. They think in terms of **distributive justice or fair sharing of any stuff** (न्याय का समान वितरण व सामग्री का उचित बटवारा) .

But by **middle childhood (roughly 6 to 9 years of age)**, children begin to develop **more empathetic and abstract methods of moral reasoning.**

Moreover, **adolescents** develop an understanding of the **complexity of moral issues like question values, cultural expressions, and religious teachings.**

At this stage, individuals also show **impatience with the pace of change** (परिवर्तन की गति के साथ अधीरता), and underestimate how difficult it is to make social changes.

They, therefore, **need to be influenced by adult role models** who will listen and be trustworthy. Besides, **they judge others quickly, but accept one’s own faults slowly.**

**adolescents’ cognitive development**, in part, lays the **groundwork for moral reasoning, honesty, and pro-social behaviours** such as *helping, volunteerism, or caring for others.*

Let us discuss the role of cognitive development in developing moral reasoning among young children through Piaget’s theory of moral reasoning.

## 11-Piaget and Moral Reasoning

Piaget called some situations as **moral dilemmas**, the problems that require **individual judgments and moral reasoning based on our cognition.**

Therefore, Jean Piaget developed his theory of **moral reasoning.**

He proposed **two types of moral reasoning**, which are closely related with cognitive development- ‘**heteronomous morality**’ and ‘**autonomous morality**’.

**Heteronomous moralities** are **those moral decisions which are based on the rules of people with supreme authority** such as parents. Children who reason about moral issues using heteronomous morality hardly care about the motives or intentions behind actions. However, this type of moral reasoning may be found in some adults too.

Besides, another type of moral reasoning is **Autonomous morality**, which is the **ability to reason that appreciates the perspectives of others and the motives behind their words and actions.** ( तर्क करने की क्षमता जो दूसरों के दृष्टिकोण और उनके शब्दों और कार्यों के पीछे के उद्देश्यों की सराहना करती है)

According to Piaget, autonomous morality develops **parallel to the development of the stage of formal operations and abstract thinking.**

Moreover, **Piaget’s work** on moral reasoning also **inspired Lawrence Kohlberg, who too believed that moral reasoning was closely linked to cognitive development.**

## 12-Kohlberg’s Theory of Moral Development

There are **many moral dilemmas** systematized by **Kohlberg under different stages in his**

### theory of moral development.

Lawrence Kohlberg (1927-1987) got inspired by Piaget’s work and particularly his **method of observing and interviewing children**. Therefore, he also used a similar methodology of interviewing children and adolescents to collect his data on moral issues.

Kohlberg’s theory started from **self-centeredness** and moved towards **others’ centeredness**.



Lawrence Kohlberg proposed a detailed sequence of **six stages** of **moral reasoning**, classified into **three levels**. His three levels of moral development included:

(I) **Pre-conventional Level**

(II) **Conventional Level**

(III) **Post-conventional Level**

(I) **Pre-conventional Level-** At this level, *judgment is based solely on a person’s own needs and perceptions*. Here, right and wrong is based primarily on external circumstances (**punishments and rewards**). The *first two stages* are included in this level:

#### Stage 1: Punishment-Obedience Orientation

“I might be caught and punished, if I cheated!”

At this stage (lowest) you try to avoid breaking rules for *fear of punishment* because a good or bad action is determined by its **physical consequences**. Here, the conscience that works is ‘**self-protection**’.

#### Stage 2: Personal Reward Orientation

“Maybe he really had to pass *because he might get a reward* on scoring well.” Nevertheless, maybe he should not cheat because the teacher would then fail him.

At this stage **personal needs determine right and wrong** and so, the conscience seems to be ‘**cunning**’. Your behaviour is determined primarily by **what will earn you a reward**.

(II) **Conventional Level-** At this level, the **judgment is based on other’s approval**, family expectations, traditional values, the laws of society, and loyalty to country. This level includes *stages 3 and 4*.

#### Stage 3: Good Boy-Good Girl Orientation

This stage is the stage of social approval. Your behaviour is **determined by what pleases and is approved by others**. Here, mutual relations of trust and respect should be maintained provided they conform to your **expected social role**. The conscience at this stage is **loyalty**.

#### Stage 4: Law and Order Orientation

“It is wrong to cheat in exams because it is against rules of examination in school.”

It is **expected to respect the authority and maintain the social order**. It is right to contribute to the society and fulfil social duties. Here, the conscience is **good citizenship**.

(III) **Post-conventional Level-** The last two stages (**5 and 6**) are at this post-conventional level. At this level, **judgments are based on abstract, more personal principles that are not necessarily defined by society’s laws**.

### Stage 5: Social Contract Orientation

At this stage of moral reasoning, the *individual acts with an understanding that laws are created by people coming together for the common good, and that these same people can change these laws if new demands or conditions arise*. Aside from what is constitutionally and **democratically agreed upon**, right action is a matter of personal values and opinions. The result is an emphasis upon the "legal point of view", but with an additional emphasis upon the possibility of changing the law in terms of rational considerations of social utility (rather than freezing it in terms of stage 4 "law and order")

### Stage 6: Universal Ethical Principle Orientation

This is the *highest stage of morality*. At this stage you **realize to follow self-chosen ethical principles**. Your choices are grounded in **genuine moral interest in the well-being of others**, regardless of who they are. Therefore, the conscience at this stage is **personal integrity**.

In order to understand Kohlberg's theory of **moral dilemma** in a better way, let us go through the story of Heinz, which he entitled as '**Heinz Dilemma**'

#### Heinz Dilemma

A woman in Europe was diagnosed with a kind of cancer and was near her death. Only one medicine could save her as per doctors' opinion which was a kind of radium, discovered by one of the pharmacists in that town. But that pharmacist was charging nearly ten times the cost of the radium, i.e. \$2000 and that too for a small dose. Heinz, the sick woman's husband tried hard to collect money but could arrange for only half the amount. He requested the pharmacist to lend him the medicine because his wife really needed it but the latter didn't help. Heinz got so distressed that he broke into the pharmacist's shop to steal the medicine for his wife.

**Let us study Heinz dilemma at all levels of morality by Kohlberg.**

**Stage 1:** Heinz should not steal the medicine because **he might be caught and punished** or Heinz won't go to prison because **he was not stealing something big** and more importantly, he asked for it first and was ready to pay.

**Stage 2:** Heinz might steal the medicine to give happiness to his family at home by saving his wife.

But he might get sentenced for a **long term in prison** which he could not stand.

**Stage 3:** Heinz was not doing wrong. He just wanted to save his beloved wife. It was the pharmacist who overcharged.

He won't get a hard punishment because the **judge would look at all sides** of the situation.

**Stage 4:** Heinz should not have stolen because it was against the law or -

if he had to steal then **he must be ready to take the punishment**; otherwise, there would be a chaos if everybody sets up everybody's own beliefs.

**Stage 5:** Life is more important than property and Heinz should save his wife even if he had to steal.

*Let the moral and legal standpoints coincide or Heinz should not have stolen because even though his wife was sick, it couldn't make his action right.*

**Stage 6: Heinz should steal the medicine because human life has more value than the property rights of some person or-**

**Heinz should not have stolen because any other person might have needed the medicine more badly.**

Note - So now, you know why **Kohlberg and Piaget** are considered cognitive developmental theorists. However, there is another perspective of moral development which was proposed by **Carol Gilligan**, a former student and co-researcher of **Kohlberg at Harvard University**. What was Gilligan’s research on moral development? How was her theory different from the theory of Kohlberg? Let us discuss.

### 13-Gilligan’s Stages of Ethics of Care

Carol Gilligan (1982) has proposed a different sequence of moral development in the form of “**ethics of care**”. She debated that Kohlberg’s theory of *stages are biased in favour of males*, in a male dominant society and do not represent the way moral reasoning develops in women because he conducted a longitudinal study of men only.

According to Gilligan, *women are likely to think of right and wrong in terms of care and relationships*, whereas *men tend to think in terms of rules and justice*. She describes **three stages** of moral reasoning:

**Stage 1 Pre-conventional Morality:** The goal of this stage is **individual survival**. This is a *transitional stage from selfishness to responsibility to others*. You are motivated to act by deciding **what is best for yourself**.

**Stage 2 Conventional Morality:** This stage says that **self-sacrifice is goodness**. At this stage, *transition is from goodness to the truth of the situation*. You are motivated to perform actions which are based on **what will care for and benefit others**.

**Stage 3 Post-conventional Morality:** This stage favours the **principle of nonviolence**. It proposes **not to hurt others or the self**. You learn that *it is just as wrong to ignore your own interests as it is to ignore the interests of others*. You come to understand that a relation involves two people, and if either one is affronted (injured), it troubles the relationship.

#### Age Factor

*To confirm his theory, Kohlberg interviewed boys between the ages of 10 and 16.*

1- Preconventional morality: 9/10 Years.

2-Conventional morality: Adolescence and most of the adult

3-post-Conventional morality: Rare with adolescents and few adults

*(Only a minority think through ethical principles for themselves.)*

### 14-Psychosocial Development

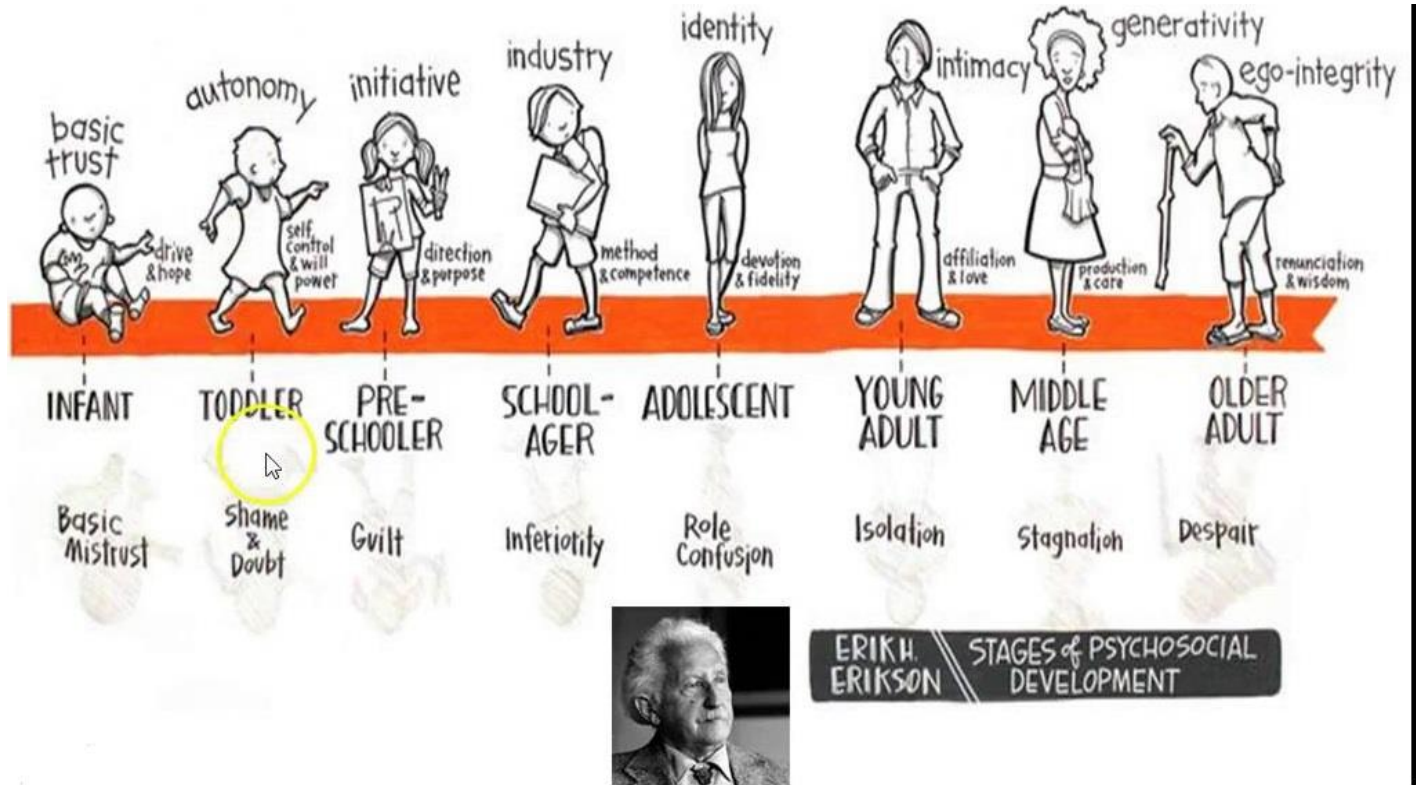
**Psychosocial development** reflects an **interrelationship** between **psychological developments, emotional needs** and the way individuals **interact with their environment**.

**Erik Erikson** was the first to realize how central such questions are to *understanding one’s identity*.

### 15-Theory of Psychosocial Development- Erik Erikson

Erik Erikson (1963, 1972) described a series of **eight** ‘psychosocial’ stages in which our selfhood, independence, identity and self-worth (self-esteem) may be developed or crushed, depending on how we resolve issues and interact with others along the way.

*Erikson’s Stages of Psychosocial Development*

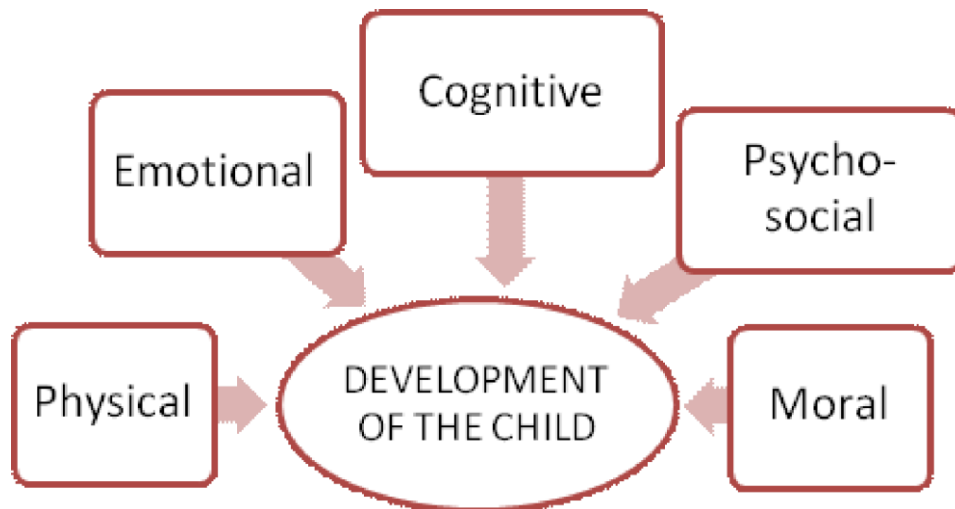


Stages	Approx.Age	Description
<b>1. Basic trust versus Basic mistrust</b>	Birth to 12-18 months	The infant must form a first loving, trusting relationship with the caregiver or develop a sense of mistrust if ignored or abused
<b>2. Autonomy versus shame/doubt</b>	18 months to 3 years	The child’s energies are directed toward the development of physical skills, including walking, grasping, controlling the sphincter (a ring of muscle). The child learns control but may develop shame and doubt if not handled well.
<b>3. Initiative versus guilt</b>	3 to 6 years	The child continues to become more assertive and to take more initiative but may be too forceful, which can lead to guilt feelings.

<b>4. Industry versus inferiority</b>	6 to 12 years	The child must <b>deal with demands to learn new skills</b> or <b>risk a sense of inferiority</b> , failure, and incompetence.
<b>5. Identity versus role confusion</b>	Adolescence 13-18	The <b>teenager</b> must achieve <b>identity or confusion</b> in occupation, gender roles, politics, and religion.
<b>6. Intimacy versus isolation</b>	Young adulthood 20-40	The young adult must develop intimate relationships or suffer <b>feelings of isolation</b> .
<b>7. Generativity versus stagnation</b>	Middle adulthood 40-60	Each adult must find some way to <b>satisfy and support the next generation</b> .
<b>8. Ego integrity versus despair</b>	Late adulthood 60+	The culmination is a sense of acceptance of oneself and a <b>sense of fulfillment</b> .

### 16-HOLISTIC UNDERSTANDING OF DEVELOPMENT

We have studied *various dimensions of child development*. But, do you think these dimensions **develop separately in a child**? What if these do not interact with one another? If this would happen, the child will not be able to demonstrate a **harmonious relationship** with her/his environment. The child will not get **developed as a whole**.



#### **interrelationship examples:**

- 1-A **physically unhealthy person** is **unable to perform one’s duties to oneself, family and community**.
- 2-A child **under emotional strain** is likely to be **physically unhealthy, socially inefficient and cognitively deteriorated**.

3-A child with **less social interaction, may feel lonely** which further may lead to **emotional disturbance** along with **cognitive and language difficulties**.

4-The *undue emphasis on cognitive development may ignore emotional and physical side of an individual's personality.*

We may conclude that an individual has to be considered as **one ‘whole’**. Therefore, while taking measures for all round development of a child, it must be remembered that **all the Domains/Dimensions of child development are inter-related and inter-dependent.**

## 17-ROLE OF THE TEACHER IN FACILITATING DEVELOPMENT OF CHILDREN

While teaching, whenever you come to know about **specific physical needs** of children, you should **consequently plan your programmes**. For example- making a child with low vision sit at front desk; using larger fonts on chalkboard; high quality audio aids, etc.

**Knowledge of the pattern of physical growth and development** helps the teacher to **arrange school programmes like co-curricular activities**. Besides, you should emphasize on sitting in right postures, regular medical check-ups, regular exercises, play activities, and nutritious diet for the children.

The **teacher's facilitation in cognitive development** of a child needs great attention. You should ensure that students **maintain cognitive balance** between **new experiences**

*challenge their illogical explanations and ask them to explain their reasoning; express confusion or explain that others think differently when students show egocentrism; relate abstract and hypothetical ideas to concrete objects and observable events and many more. This balanced cognition helps them develop emotionally.*

**Stable emotions** are important for a **harmonious personality of an individual**. Your **role as a teacher** may include equal treatment to all children in your classroom; planning dynamic activities; balanced emotional behaviour of yourself; creating a trustworthy environment; and enabling students recognize emotions of others and express their own feelings.

Furthermore, the teacher's role in developing psychosocial behaviours here is to encourage responsibility among students by assigning **group tasks** to value their hard work and task accomplishments while discouraging excessive competition to **avoid feelings of inferiority; promote social interaction among diverse groups** like assigning partners to students with special needs to develop an understanding. This may help them in developing morally too.

You may facilitate **moral development among children by modelling appropriate moral behaviour**. You should talk about reasons why some behaviours are inappropriate, e.g. throwing chewing gum here and there may spoil somebody's hair or clothes. Besides, you may incorporate **moral issues and dilemmas during classroom discussion**, e.g. discussion on wars between two countries. Appositive reinforcement to students may also help in encouraging morally desirable behaviours among them.

## 5-Deviations in development and its implications.

### 1-Biological Perspective

A-Maturation Viewpoint

B-Attachment Viewpoint

### 2-Life-Span Perspective

A-Selective Optimization with Compensation Model (SOC)

B-Characteristics of Life-Span Perspective

C-Educational Implication of Life-Span Perspective

### 3-Bioecological Perspective

A-Educational Implication of Bioecological Perspective

### 4-Cognitive Perspective

A-Piagetian Approach or Cognitive Developmental Approach

B-Information-Processing Approach

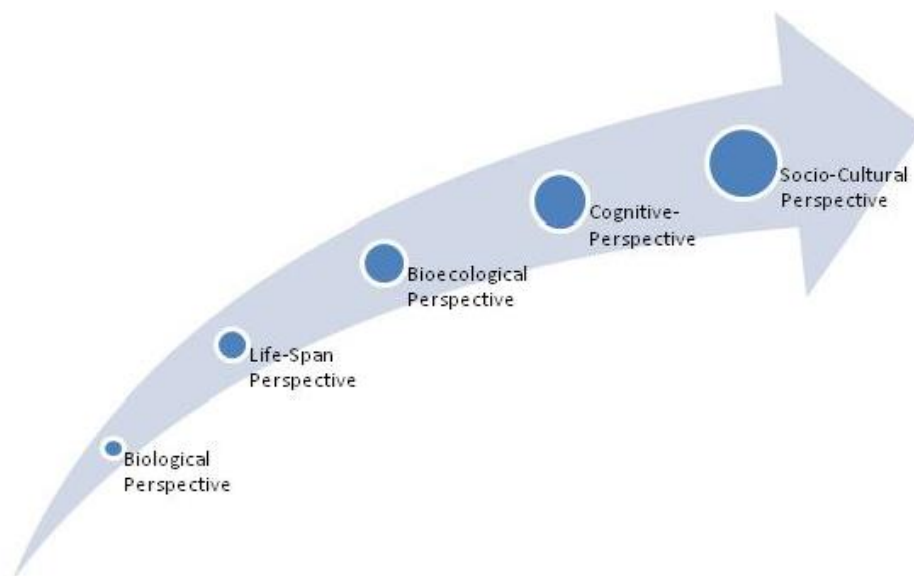
C-Developmental Cognitive Neuroscience Approach

### 5-Socio-Cultural Perspective

A-Educational Implication of Cognitive Perspective

It is sometimes **difficult to understand as to why some of us behave and act in a particular way and others in a different way.** This is the **Deviation of development.**

There are **various ways to analyze and understand human behaviour.** A variety of **perspectives** in child development can be utilized when studying as to **how individuals think, feel, and behave.**



### Deviation of development/ Different Perspectives in Child Development

1-Biological Perspective

2-Life-Span Perspective

3-Bioecological Perspective

4-Cognitive Perspective

## 5-Socio-cultural Perspective

### 1-Biological Perspective

In the development of psychology, **physiology plays a major role** and hence this perspective is known as **biological psychology**. Sometimes, it is named as biopsychology or physiological psychology due to the emphasis on the physical and biological bases of behaviour.

In **biological perspective** we look at how **genetics influence different behaviours** or how damage to specific areas of the brain influence behaviour and personality of an individual.

*It assumes that human behaviour and thought processes have a biological basis.*

In this perspective, human problems and actions are looked at and perceived in different ways.

**There are two viewpoints-**

- (i) Maturation viewpoint of Arnold Gesell and
- (ii) Attachment viewpoint of John Bowlby and Mary Ainsworth.

#### Maturation Viewpoint

**Gesell** was one of the first psychologists to systematically describe children's *physical, social and emotional behaviour through a quantitative study of human development*.

He was a **strong proponent of the maturational viewpoint of child development**.

According to maturational viewpoint, all children go through the same stages of development **based on the maturation of their brain and body**. This includes everything from the changing ability to grasp objects in infancy to the changing way in which children acquire or collect objects. You might have noted that development follows an orderly sequence and that the biological and evolutionary history of the species decide the order of this sequence. *This viewpoint has been criticized as it did not acknowledge individual and cultural differences in child development.*

#### Educational Implication of Maturational Viewpoint

We can see the impact of the **maturational viewpoint of Arnold Gesell in school readiness of children** and in early childhood classrooms.

According to maturational viewpoint, readiness is seen as a **phenomenon that happens 'within the child'**. Though, we know that all children follow same stages of development, **there will be differences in rate of development due to genetic make-up**.

Another area where maturational viewpoint had its impact is in early childhood classrooms. It states that children are considered **not fit for reading until they had a mental age of six and a half years** (Morphett & Washburne, 1931). Consequently, in **some preschool and kindergarten, readiness activities were developed for children who were not ready to read yet**. *This theory is partially responsible for the establishment of kindergartens and pre-schools.*

#### Attachment Viewpoint

**Attachment theory** was first formulated by British psychiatrist **John Bowlby** (1907- 91), and later on elaborated by his colleague, **Mary Ainsworth**, an American developmental psychologist.

The theory of attachment focuses on the importance of the *early parent-child relationship in developing desirable social, emotional and cognitive development in children*.

Attachment starts in infancy and lasts throughout the life- span. For most of us, the **first attachment we form, around 6 to 7 months** of age, is to a parent. In rare cases, the first caregivers may be siblings or any other relatives. there will be differences in **attachment between**

caregiver and child. *The primary caregivers are responsible for moulding the character and personality of the child.*

The mother has some kind of bond to the child naturally.

**Secure attachment** is theorized to be an *important foundation for psychological development later in childhood, adolescence, and adulthood*. On the contrary, insecurely attached infants subjected to abusive or neglectful care may develop inside a **feeling of rejection** by everyone and consider others as **unreliable**. Insecure attachment is theorized to be related to difficulties in relationships and problems in later development.

Ainsworth’s most important contribution to attachment theory is the ‘**Strange Situation**’, eight episodes -

### The Episodes of the Strange Situation

Episode	Events	Attachment Behaviour Observed
1.	Experimenter leaves parent and infant to play	-
2.	Parent watches while infant plays	Consider parent as secure basis
3.	Stranger enters and talks to parent	Stranger anxiety
4.	Parent leaves; stranger lets infant play, offers comfort if needed	Separation anxiety
5.	Parent returns and consoles the infant; stranger leaves	Reactions to re-union
6.	Parent leaves	Separation anxiety
7.	Stranger enters, offers comfort	Stranger anxiety
8.	Parent returns, offers comfort, lets infant return to play	Reactions to reunion

The above table shows the *gradual increase in the level of stress infants experience as they react to the approach of an adult stranger and on the departure and return of their caregiver*. Ainsworth further classified **four types of quality of attachment** on the basis of an infant’s pattern of behaviour across the eight episodes.

### Attachment Classification and Developmental Outcomes

Type of Attachment	Main Idea	Possible Developmental Outcomes in Children
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<b>1-Secure attachment</b>	Relationship in which <b>infants have come to trust</b> and depend on their mothers	<ul style="list-style-type: none"> <li>• High social competence</li> <li>• Maintain warm, trusting and long-lasting relationships with others</li> <li>• Better school adjustment</li> <li>• More positive perception of self</li> </ul>
<b>2-Resistant/ Ambivalent attachment</b>	Relationship in which, <b>after a brief separation, infants remain angry</b> and are difficult to console	<ul style="list-style-type: none"> <li>• Frequent conflict between parents and adolescents</li> <li>• More likely to be pampered by teachers</li> <li>• More likely to be victims at school</li> <li>• Anxiety disorders</li> </ul>
<b>3-Avoidant/ Dismissing attachment</b>	Relationship in which <b>infants keep away from parents</b> when they are reunited following a brief separation	<ul style="list-style-type: none"> <li>• Difficulty with emotional closeness</li> <li>• Less socially competent</li> <li>• More likely to be victims at school</li> <li>• More likely to be rejected by teachers</li> </ul>
<b>4- Disorganized/Disoriented attachment</b>	Relationship in which <b>infants do not understand what’s happening when separated and later reunited with their mothers</b>	<ul style="list-style-type: none"> <li>• Problems with integration of identity</li> <li>• Exhibit substantial aggression</li> <li>• Self-injury</li> <li>• Conduct disorders</li> </ul>

### Life-Span Perspective

The perspectives of child development discussed so far have paid little attention to the **adult years of the life-span**. While examining the modern perspectives, we could realize that they emphasize the **importance of viewing human development as a life-long process**. If development continues from **conception to death**, the science of development consists of the study of those changes and continuities which the **life - span perspective takes into consideration**.

*It is not related to a specific area of development (for example, psycho-social) or age period (adolescence) rather, it attempts to understand the development of an individual throughout the life within a changing socio-cultural context.*

### Selective Optimization with Compensation Model (SOC)

Paul Baltes and his colleagues developed a model named Selective Optimization with Compensation Model (SOC) wherein **an interaction between three processes, i.e., selection, compensation and optimization** (चयन, नुकसान भरपाई अनुकूलन) are depicted.

**Selection** processes serve to **choose goals, and life tasks**, whereas **optimization and compensation lead to enhancing chosen goals**.

*For example, older musicians may reduce the number of pieces they play (**selection**), rehearse them more often (**optimization**), and sing them in a lower key (**compensation**). This way they continue their music concerts.*

*Take another example, suppose a child’s ambition is to become a doctor, among the various careers s/he has opted for the profession of a doctor (**selection**) based on her/his interests and aptitude.*

### **Educational Implication of Life-Span Perspective**

*The major contribution of life-span perspective in the field of education reflects in the concept and goals of education.*

Traditionally, you may define the **goal of education** in terms of either **normative (standardizing)** or differential views of **individual development**.

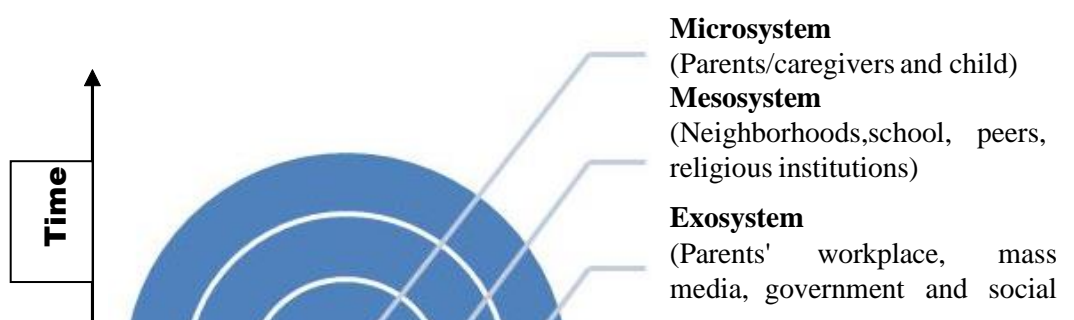
You may know that a *normative pattern of development has led to the focus on developmental tasks*. On the contrary, the focus on individual differences emphasizes on *differentiation and individualization of educational objectives*. ***But in life-span perspective, both normative and differential developmental patterns that take place in various socio-cultural contexts are taken into consideration.***

### **Bio-ecological perspective**

In the 1970s, **Urie Bronfenbrenner (1917-2005)** developed the *ecological viewpoint to explain how all aspects of the environment affect the child and in turn how the child affects her/his environment*.

The word ‘**ecology**’ describes **how living things fit in with their environment**. Later, it is *renamed as bioecological model of development* as it emphasizes how biology and environment interact to produce development.

This model provides a *scheme for understanding how different social processes influence development in different periods*. In bioecological viewpoint, human development is inseparable from the environmental contexts in which a child develops.



policy)

### Macrosystem

(Historical events, attitudes and ideas of the culture, ethnic group)

## Educational Implication of Bioecological Perspective

From bioecological viewpoint, *environment influence development by providing opportunities or setting constraints in children’s everyday activities*. You may agree that the contribution of nature and nurture cannot be separated easily as they are part of a dynamic system and has dire implications in various contexts like family, school, media and the wider community.

## Cognitive Perspective

(Piagetian Approach or Cognitive Developmental Approach)

## Socio-Cultural Perspective

Socio-cultural perspective **emphasizes the role of culture and social interaction** in the process of child development. **Lev Vygotsky**, the propounder of socio-cultural perspective, focuses that *a child’s thinking does not develop in a vacuum but rather is influenced by the sociocultural context in which s/he grows up*.

Vygotsky believed that the **development of memory, attention and reasoning includes learning to use the language, mathematical systems and memory strategies that is prevalent in a society**.

**The collaborative strategy** that is used in classrooms with which you are familiar is developed from this **socio-cultural perspective**.

In this strategy, *knowledge is not generated from within the individual but rather is constructed through interaction with other people* who have different thought processes and who belong to various cultures. **When Piaget considered children as independent explorers, Vygotsky tended to see them as social beings who develop their minds through their interactions with parents, teachers, and others as scaffold.**

## Lev Vygotsky : Concept of Collaborative Learning/ ‘Zone of Proximal Development – ZPD

Collaborative Learning is *a situation in which two or more persons try to learn together. They use the skills and resources of each other during this period, share the knowledge and criticize others’ views and guide each other to learn thus, knowledge, understanding, solving of a problem or cumulative effort by a group people for creating something new, is called Collaborative learning*.

Idea of Collaborative learning has developed on the basis of the **concept of ‘Zone of Proximal Development –ZPD** propounded by Lev Vygotsky (1896-1934). Vygotsky has proposed theory about learning possibilities among learners.

According to him, learner does **some work without help** and **some with help** while learning, but s/he does not do some besides help and if s/he is provided guidance then s/he is able to do this. Hence, there are three categories: - **First, work done without any help; Second, work may possible if guidance** and counseling provided; **Third, work is not possible ever after help**. If learner is able to do something after providing help and guidance, it falls under **‘Zone Proximal Development’ (ZPD)**. **It builds the basis for collaborative learning**. It can be said

on the basis of it that if collaborative learning environment is created, then works can be performed under ZPD and knowledge, skills and aptitude acquisition can be ensured.



**Multiply determined:** Something that is caused by more than one factor or event.

**Schema:** A cognitive framework that places a concept into categories and associations.

**Reinforcement:** A response to a behaviour that causes that behaviour to happen more.

**Punishment:** Administering a negative consequence or taking away a positive reinforcement to reduce the likelihood of an undesirable behaviour occurring.

**Scaffold:** Refers to an adult who helps the child to construct knowledge by providing guidance and support.

**Metacognition:** Awareness or analysis of one’s own learning or thinking processes.

**Next Topic: Role of Primary and Secondary Socialization agencies.  
 Steps to ensure home school continuity.**

## **Role of Primary and Secondary Socialization agencies. Steps to ensure home school continuity.**

### **CONCEPT OF SOCIALIZATION**

The word ‘**socialization**’ refers to the **process of interaction** through which the child imbibes the **beliefs, values, attitudes and habits** of the **social group** in which s/he has been born. From society’s view point, socialization is the process through which **society transmits its culture from generation to generation** and thrives.

From the **individual’s view point**, the process of socialization **involves learning of social behaviour and development of self**. S/he learns to act according to the **social expectations**.

### **Features of Socialization**

#### **1. Instills basic discipline**

Socialization inculcates basic discipline in an individual. An individual, in an attempt to gain social approval, learns to control her/his impulses.

#### **2. Controls Behaviour**

From birth till death, an individual learns to conform to society’s norms and maintain social order. These rules and procedures become part of an individual’s life and control her/his behaviour as per the norms of society.

#### **3. Unanimity among agents of socialization aids in its process**

Conflict between different agencies of socialization like home, school, peer and media will result in dilemmas among the ideas, examples and skills transmitted from **one agency to another**. *This will result in slower and ineffective socialization of the individual.*

#### **4. Formal and non-formal socialization**

**Formal socialization** happens through **direct instruction from educational institutions** and **non-formal socialization** happens through **agencies like home**. *Family is of course the primary and the most important source of education where children learn their language, customs, cultures and values.*

#### **5. A continuous process**

Socialization is a continuous life long process and does not stop even when a child becomes an adult.

### **Types of Socialization**

There are various types of socialization which happen at various stages of a child’s development and affect his/her thoughts, feelings and actions as s/he develops into a mature adult.

family is considered the primary agent of socialization. The other three agents of socialization, peers, school, and the mass media, are considered secondary agents of socialization.

- 1- **Primary Socialization:** It is the *first socialization* by means of which children are trained to be satisfactory members of their society. For example, *if the father respects his parents, the child learns to respect him and other elderly members of the society.*
- 2- **Secondary Socialization:** It is the socialization in which a person learns to be acceptable in a smaller group which is part of a larger group. The values, attitudes and beliefs are learnt from the group. For example, a class X student wants to become a doctor in future after attending career counselling class.
- 3- **Developmental Socialization:** In this type of socialization, focus is more on developing social skills pertaining to the culture and one’s stage of development. For example, a nervous senior high school student starts to take part in ‘thought for the day programme’ in order to develop her/his verbal communication.
- 4- **Anticipatory (Defensive) Socialization:** This type of socialization refers to the process wherein a person practices or accepts the values and norms of a group where s/he anticipates joining in the future. For example, teacher trainees learning how to become teachers.
- 5- **Resocialization:** This type of socialization involves rejecting previous behaviour patterns and accepting new ones so the individual can shift from one part of his life to another. Resocialization is said to be happening throughout human life cycle. For example, when a person changes her/his job, s/he tends to pick up the culture of her/his new job.

## SOCIALIZATION: THE BASIC CONCEPT

Several agencies and institutions with which a child is associated with her/his family, school, peer group, the neighborhood, the occupational group and the social class contribute to the process of socialization.

In childhood and adolescence, mostly it is the peer group that has profound influence on the individual where as in adulthood, it is the occupational group

These agents impact the growing child and contribute in shaping each and every aspect of its development in conformity with the social and cultural aspirations and also the needs and demands of the society where s/he exists.

These concepts are reinforced by theoretical inputs from Charles Horton Cooley, George Herbert Mead, and Jean Piaget who argue that children develop reasoning skills, morality, personality, and a sense of self through social observation, contact, and interaction.

- 1- **looking-glass Theory :** Cooley According to sociologist Charles Horton Cooley, individuals develop their concept of self by observing how they are perceived by others, a concept Cooley coined as the “looking-glass self.”.
- 2- **Social Self Theory: Mead's theory**  
 Development of Self: *Language, role-playing, Games*

### Two Sides of Self : *Me & I*

The '**me**' is considered the socialized aspect of the individual. The 'me' represents learned behaviors, attitudes, and expectations of others and of society.

**The 'I'**, therefore, can be considered the present and future phase of the self. The 'I' represents the individual's identity based on response to the 'me.' The 'I' says, 'Okay. Society says I should behave and socially interact one way, and I think I should act the same (or perhaps different),' and that notion becomes self.

**The process of socialization**, as we said earlier, is life long process that begins from birth and ends with death and is said to occur in two phases such as primary and secondary.

**The primary stage** denotes the socialization in **infancy and childhood** during which period a child acquires the most intense form of cultural learning.

This stage marks the **acquisition of basic knowledge of language and behaviour** patterns laying the foundation for all the learning which happens later.

**Secondary socialization** maps the period in *later childhood and adolescence* when the child receives training in **institutional or formal settings** such as school.

*This level runs parallel to primary socialization.* But, unlike in the family settings where children are **accepted unconditionally by parents**, in schools they are **trained to conform to authority**.

They learn to interact in **large groups**. Their **exposure** to new culture makes this phase **more complex and challenging**.

**Some sociologists** have added one **more level-adult socialization**. Adult socialization takes place in adulthood when individuals adapt to new roles such as that of a husband/wife /employee etc. according to their needs and wants.

## AGENCIES OF SOCIALIZATION

**family** is considered the **primary agent of socialization**. The other three agents of socialization, **peers, school, and the mass media**, are considered **secondary agents of socialization**.

*Socialization cannot take place in a vacuum.*

**Individuals, groups and institutions** create the **social context** for socialization to take place.

It is *through these agencies* that we learn and incorporate the values and norms of our culture.

They also account for **our positions in the social structure with respect to class, race and gender**.

**The habits, skills, beliefs and standard of judgment** that we learn in the socialization process enable us to become **functional members of a society**.

However, the term '**functional**' is coloured by the **broader socio-cultural context**.

**Bourdieu (1990)** presents *individual socialization* as a process by which individuals are influenced by the **class cultural** background in which they are being raised.

*The various agencies can be classified as formal/informal, active/passive or primary/*

### **secondary.**

However, there is no clear demarcation as all of them are very much interrelated. We shall examine the various agencies at three levels, viz., micro level, meso level and macro level.

### **Micro Level Socialization/ Primary : Family, Peer Group and Neighbourhood**

*Micro level entails small group interaction.* This level is **vital** because **face to face, intense, and intimate interaction forms the basic formulation.**

Under micro-level socialization, we will discuss the role played by **family, peer group and neighborhood.**

#### **1-Family**

*The family being the first and foremost enduring agency of socialization.*

The young child's relationship with her/his family is one of the **most significant, fateful and determining influences** on the child.

*The family is said to be the 'cradle of social virtues'.*

*(परिवार को 'सामाजिक गुणों का पालना कहा जाता है')*

It is here that the **child's orientation to core values like cooperation, tolerance, self-sacrifice, love and affection** occur.

*The way a child establishes her/his relationships for better or worse with the rest of the world later in life is shaped, to a great extent, by her/his primary socialization in the family.*

The child's upbringing by the family members **contributes to developing respect for elders, tolerance, and adaptability.** On the other hand, if socialization in the family is done in the **backdrop of mistrust, autocracy and conflicts**, children growing up in **such family** would develop **anti-social behaviour.**

#### **Family Socialization and Adolescents**

Adolescent socialization is considered in the **context of adolescents' interpretation of their social world and social relationship.**

Compared to earlier stages of infancy and childhood, there is **limited opportunity for parental socialization** as adolescents tend to move away into a world where they are less under the control of their parents. *At this stage, friendship becomes closer and more intimate; relationship with parents shifts to relationship with peers.*

Adolescents' demand for **more autonomy** may result in increased **conflicts with parents.**

#### **Gender Socialization in the Family Context**

You may have also noticed that **girls generally do more household chores** than boys and the type of **housework assigned to boys are different in nature.**

Parents exercise control over their conduct and behaviour. With the changing times attitudes also are changing.

**Today** you can see many women **rubbing shoulders with their male counterparts** in all fields. Also, they have started challenging male domination. As you may see, the gender discrimination is a bane creating barriers for women's development in our society. The need of the hour is to **spread awareness about gender equality in our society.**

#### **2-Peer Group**

**Peer groups** have such a *major impact on our socialization.*

Peer group is **constituted by members who have some common characteristics such as age (same stage of development and maturity) or sex, etc.**

It includes playmates, family members, neighbours or companions in day care centres/ schools.

*Peers may also have interests and social position in common and hold close social proximity.*

For young adolescents, **acceptance by peers is the most important aspect of socialization.**

Therefore, they **exhibit willingness to conform to the peer group** and foster loyalty. **Peer and peer-oriented activities** do become more important to the individual during adolescence. Though family continues to be the **center of teenager’s social activities**, she /he turns to the peer group **for affection, sympathy and understanding**. In their search for **identity (finding the answers to the question, ‘who am I?’)**, *autonomy (discovering the self as separate and independent from other)*, it is the peer group that acts as a major source of support.

### **Gender Socialization in Peer Groups**

*Very often children are heard making such statements while playing with their peers. It is interesting to note such gender socialization in peer groups. One important factor leading to gender stereotype in children is their interaction with the peer group.*

### **3-Neighbourhoods**

We can observe **diverse set of people in your neighborhood** who differ in *caste, class or religion or occupation*.

By interacting with such diverse set of people, you may be exposed to **various customs and practices**; various occupations that people pursue; the skills required for such occupations and also the qualities possessed by those members. The growing child may also imbibe values of discipline and orderly behaviour. Interactions are at both physical and social environment wherein **children get easily affected**.

If the child is *surrounded by people who are warm and cooperative*, it will get definitely **transmitted to him/her**. On the other hand, if the **locality is peopled by aggressive and violent group**, it is possible that *such children may learn unsocial or anti-social behaviours*.

## **Meso Level Socialization: School, Religion, Social Class**

### **1-School**

As a child grows, s/he is escorted into school where her/his **contact with others also grows**. The child’s **first day in school is one of the rites of passage into Meso level unit**.

It is worthwhile to remember that socialization of children from infancy to adolescence occurs at a very rapid rate with family and peers exerting greatest influence at the initial stage of infancy.

**Thereafter, it is the school** which moulds the behaviour norms of the child.

School refers to a *whole range of formal educational institutions*. In the words of **Brubacher ‘school is an active, direct and formal agency of education and socialization’**.

The school has been conceived with the purpose of giving **‘heterogeneous society commonness’**. School has to be seen as a **conscience keeper of the society** which is continuously **striving to take humanity to the next higher levels of moral, intellectual and aesthetic development** through engagement with children.

Schools provide both **formal and informal contexts** for the students.

The **formal context** is the one provided in the **classroom** wherein the content of socialization is determined by the curriculum and the **teaching-learning process**. The **informal context** can be perceived in the *inter-personal relations of students with teachers and the peer group*.

### **Teacher as an Agent of Change**

*Teacher is pivotal (essential) in imparting lessons on socialization to children*. S/he holds a **key position in the classroom for creating and maintaining a conducive environment**.

S/he plays multiple roles in **moulding the personality of children**. By *transmitting knowledge, disseminating information, inculcating values, modeling ideal behaviour,*

*resolving conflicts, communicating positive expectations, etc.*

Although the primary responsibility of a teacher is **knowledge transmission**, *yet teacher is an active agent of socialization.*

Through constant interaction during the teaching learning process, an atmosphere of **trust is created in the classroom**, where children can express their ambitions, *share their experiences, communicate their fears and anxieties and arrive at solutions.*

## 2-Religion

Emile Durkheim defines **religion** “as the unified system of beliefs and practices related to **sacred things.**” Those who have common beliefs and practices are united into one single moral community through religion.

Both anthropologists as well as sociologists consider religion as an inseparable part of our social being.

*Religion shapes collective belief into collective identity.* You must have noticed how **religious rituals like weddings, burials, birth day celebration and festivals bring people together wherein they express solidarity with their groups.**

Members of a particular religious group enjoy a sense of belongingness. It is but natural that **those who are outside the group feel alienated.** As one of the *potential agents of socialization, religion exposes its members to spiritual world view and coaxes them to venture into a larger society.* ( धर्म अपने सदस्यों को आध्यात्मिक विश्वदृष्टि से अवगत कराता है और उन्हें एक बड़े समाज में उदयम करने के लिए मनाता है।)

## 3-Social Class

The role of social class in socialization cannot be ignored.

There is a **close link between socialization and social class.**

Generally, we can say that social class is neither legally defined ( but now one of the area is EWS) nor religiously sanctioned.

It is generally said to be a **stratum of people occupying similar positions, wealth and income.**

Our society is sorted or layered into several social classes. *The way society’s resources are distributed is uneven across these layers.* The **top layers are occupied by people who have more resources and the lower layers are represented by people who have lesser resources.**

**A social class is marked by a set of people who share similar status with regard to factors like wealth, income, education, and occupation.**

**Each of these classes has its own beliefs, attitudes, opinions and world views.** So, it is but natural that a child born to a particular class will be socialized by the norms dictated by the social class, which, in turn, are guided by property relations.

Here the class role becomes the primary determinant of the way socialization process is carried out and a potential agent in shaping the contours of individuals. Position in the class system virtually **affects every aspect of life, be it education, political affiliation, job preference or sexual behaviour.**

## Macro Level Socialization:

### Global Community, Electronic Media, Social Networking

Another agent of socialization which is worth considering is **Mass Media.** Today, the

**dynamics of rapid changes can be felt in every society** and every institution. This, in turn, necessitates the forging of new social forms and new methods of communication like the mass media.

*The mass media is a vehicle for spreading information on a massive scale and reaching to a vast audience or a large number of people.*

The term media is derived from the Latin word for “middle,” suggesting that media connect people. The media is instrumental in defining what we think, how we look upon our social place and issues in the society.

### **1-Electronic Media**

### **2-Social Networking and Virtual Communities**

**Social networking implies the use of internet based social media programmes in order to make connections with one’s family members, friends, classmates, clients or customers.**

It provides a platform for people to share their common interests, likes and dislikes and build social contacts. This is facilitated by Multimedia and the new electronic communication technologies, such as emails and the Internet.

**Note :** We have discussed the **basic concept of socialization** as a lifelong process and how it is carried out by **various agents**.

We introduced you to the **various agencies of socialization** and clarified how *each agency contributes to the moulding of an individual’s personality*.

The agents of socialization have been classified into **Micro, Meso and Macro** level and the process at each level spelled out.

At the **Micro level**, **family, peer group and neighbourhood** are the major agencies of socialization.

Family plays a pivotal role in socialization. We have also discussed at length about adolescents’ socialization in the family.

At the **Meso level**, the role of other agencies like **school, religion, social class** becomes significant. School is a miniature society where children of different families, religions, castes and economic status come together; participate in collective activities and learn to adjust to the society.

*Here, a teacher as an agent of socialization assumes importance.* We have also discussed **gender socialization at each level**. The role of religion is very powerful; so is the interaction with the social class. At the Macro level, the impact of **mass media and electronic media** have been explained by citing examples. **Social networking** not only facilitates socialization, but also enhances the ability to understand others in a better way.

## **Perspectives on Education and Leadership**

**Assistant Commissioner-120 Marks**

**Principal (Direct) 120 Marks**

**Vice Principal (Direct) – 120 Marks**

**LDCE Principal -70 Marks**

**LDCE Vice Principal – 90 Marks**

**& Others**

## **Understanding Teaching Learning**

**Assistant Commissioner: 30 questions**