B.Ed. (First Year)   **Paper – I**

Childhood and Development Years

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Paper - I
Childhood and Development Years

Contents

Paper – I
CHILDHOOD AND DEVELOPMENT YEARS

Course objectives: **Marks: 100 (80 + 20)**

The student teachers will be able to:
- Understand the meaning, nature and scope of educational psychology
- Describe the role of educational psychology in teaching and learning process
- Understand growth and development of the learner and its importance in the learning process (with special reference to childhood and adolescent stage)
- Understand the needs, problems and developmental tasks of adolescence
- Describe intra and inter individual differences
- Explain the causes of individual differences
- Identify characteristics and remedial measures for diverse learners
- Identify educational needs of various types of children
- Understand role of teacher in school to minimize individual differences
- Explain the concept of motivation, role of school and teacher to enhance motivation
- Understand concept of intelligence, theories of intelligence and their educational implications
- Describe the concept, characteristics of creativity and educational programmes for developing creativity
- Explain concept, types, theories of personality and ways of assessment of personality

- Identify factors which affect mental health and hygiene and measures used to promote mental health
- Understand factors affecting adjustment and role of teacher

Unit -1: Child Development
- Educational Psychology: Meaning, Nature, Scope and Role of Educational Psychology in Teaching-Learning Process.
- Concept of Growth, Maturation and Development.
- Principles of Growth and Development.
- Heredity and Environment: Concept, Importance of Heredity and Environment in Child's Development.

Unit - 2: Managing Individual Differences
- Individual Differences: Meaning, Dimensions (Cognitive Abilities, Interest, aptitude, Creativity, Personality, Emotions, Values, Attitudes, Study Habits, Psycho-motor Skills, Self-concept and Gender).
- Causes of Individual Differences (Race, Sex, Heredity, Social, Economic Status, Culture, Rural-Urban Home, Language Spoken and Language of Instruction).
- Characteristics, Identification and Remedial Measures for diverse learners (Creative, Slow, Gifted Learners, Learners with Specific Learning Disabilities).
- Role of Teacher to minimize Individual Differences.

Unit - 3: Social, Emotional and Moral Development
- Social Development: Meaning, Stages and Factors affecting Social Development, Characteristics of Social Development during Childhood and Adolescence.
- Emotional Development: Meaning, Factors affecting Emotional Development, Characteristics of Emotional Development during Childhood and Adolescence.
- Moral Development: Meaning, Stages (Kohlberg), Factors affecting Moral Development, Characteristics of Moral Development during Childhood and Adolescence.
- Childhood and Adolescence: Meaning, Characteristics, Developmental Task of Adolescents, Problems of Adolescence Period.

Unit - 4: Cognitive and Personality Development
- Cognitive Development: Meaning, Factors affecting Cognitive Development, Characteristics of Cognitive Development during Childhood and Adolescence.
- Theories of Cognitive Development (Piaget and Bruner).
- Personality Development: Meaning, Factors affecting Personality, Developmental Stages of Personality(Views of Sigmund Freud and Allport)
- Adjustment: Meaning, Types and Factors affecting Adjustment, Symptoms of Maladjustment and Role of the Teacher.

Activities (Any one of the following)

- Prepare a report of administration and interpretation of any one psychological test, selecting one from: Personality/Adjustment/Mental Health.
- Visit to a school and write a report on problems being faced by the students
- Administration of an individual test and preparing a report.

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UNIT – 1

MEANING, NATURE AND SCOPE OF EDUCATIONAL PSYCHOLOGY

STRUCTURE

1.0   Introduction
1.1   Learning objectives
1.2   Meaning and Definition of Psychology
        Self- Check Exercise -1
1.3   Meaning and Definition of Educational Psychology
        Self- Check Exercise-2
1.4   Nature of Educational Psychology
        Self-Check Exercise-3
1.5   Scope of Educational Psychology
        Self- Check Exercise-4
1.6   Summary
1.7   Glossary
1.8   Answers to Self-Check Exercises
1.9   References/Suggested Readings
1.10   Terminal Questions

1.0   INTRODUCTION

Dear learner, this Unit deals with the importance and contribution of educational psychology on the theory and practice of education. The purpose of this Unit is to understand the concept, nature and scope of educational psychology in educational settings. It is felt that knowledge of psychology is essential in life. Nowadays the study of educational psychology has influenced the educative process in many ways. Educational psychology extremely influences principles of education. Harmonious development of child is the focal point of education. Therefore, while making any planning for the education of child, the attention goes to the child at first.

1.1   LEARNING OBJECTIVES

After reading this unit, you will be able to:
   •   define psychology.
   •   define educational psychology
   •   explain the nature of educational psychology.
   •   describe the scope of educational psychology.

1.2　MEANING AND DEFINITION OF PSYCHOLOGY

Psychology is the independent field of study. It has emerged from philosophy. The word, 'Psychology' is derived from two Greek words, 'Psyche' and 'Logos'. Psyche means 'Soul' or 'Atman' and 'Logos' means 'Science'. Thus psychology was first defined as the 'Science of Soul'. Greek philosophers like Democritus (about 460 B.C.), Plato (427-347 B.C.) and Aristotle (384-322 B.C.) also interpreted and supported the view point psychology as a science of soul. According to them and earlier psychologists, the function of psychology was to study the nature, origin and destiny of the human soul. But philosophers like Descartes (1596-1650), Kant criticised the concept of psychology as a science of soul. Because according to them soul is something metaphysical. It cannot be seen, observed and touched and we cannot make scientific experiments on soul. Therefore they put forward the idea, psychology as the 'Science of Mind'. William James (1892) defined psychology as the science of mental processes. But the word mind is also quite ambiguous as there was confusion regarding the nature and functions of mind. Modern psychologists defined psychology as the 'Science of Consciousness'. James Sully (1884) defined psychology as the 'Science of the inner World'. Wilhelm Wundt (1892) defined psychology as the science which studies the 'internal experiences'. But there are three levels of consciousness – conscious, subconscious and the unconscious and so this definition also was not accepted by some. (Thus psychology first lost its soul, then its mind and then its consciousness and at present only its behaviour exists). William McDougall (1905) defined psychology as the 'Science of Behaviour', W.B. Pillsbury (1911) and J.B. Watson (1912) also defined psychology as the science of behaviour. Behaviour generally means overt activities which can be observed and measured scientifically. But one's behaviour is always influenced by his experiences. So when we study one's behaviour we must also study his experiences.

Definition of Psychology

According to B.F. Skinner, Psychology is a "Science of behaviour and experiences on human beings".
According to Woodworth "Psychology is the science of the activities of individual in relation to the environment".

According to Watson "Psychology is the positive science of behaviour".

According to Cruze "Psychology is the science of human behaviour and experience".

According to Guilford "Psychology is the science of mental activity of an organism".

From the above definitions, we can conclude that,

- Psychology is the science of human and animal behaviour.
- Psychology is the positive science of human experience and behaviour.

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- Psychology is a field of study which seeks scientific methods to describe, understand, predict and control the behaviour of living organisms.

According to *Lema (2004),* the objectives of psychology are to:
- Understand behaviour
- Explain behaviour
- Predict behaviour
- Control behaviour

Self- Check Exercise -1
1. "Psychology" is derived from two Greek words …………………...
2. The definition "Psychology is the positive science of behaviour" is given by…………................................

1.3 MEANING AND DEFINITION OF EDUCATIONAL PSYCHOLOGY

Educational psychology is that branch of psychology in which the findings of psychology are applied in the field of education. It is the scientific study of human behaviour in educational setting. Thus, Educational Psychology is primarily concerned with understanding the processes of teaching and learning that take place within formal environments and developing ways of improving those methods. It covers important topics like personality, intelligence, learning theories; teaching methods; motivation; cognitive, emotional, and moral development; and parent-child relationships etc. In this way, we can call educational psychology as a science and technology of Education. Educational psychology is the scientific discipline that addresses the questions. Why do some students learn more than others and what can be done to improve that learning?

Definition of Educational Psychology

Crow and Crow- Educational Psychology describe and explain the learning experiences of an individual from birth through old age.

B.F. Skinner -Educational Psychology as, "that branch of Psychology which deals with teaching and learning".

Judd – "Educational Psychology is the Science which explains the changes that take place in the individuals as they pass through the various stages of development."

Peel- "Educational Psychology is the science of Education."

Stephen – "Educational Psychology is the systematic study of the educational growth and development of a child."

From the above definitions we can conclude that educational psychology is concerned with an understanding of;
•	The child, his development, his need and his potentialities.
•	The learning situation including group dynamics as the affect learning.
•	The learning processes its nature and the ways to make it effective.

Self- Check Exercise- 2
    1. Define the term educational psychology.
    2. Educational Psychology helps teacher ……………..
   i.	To just know the learner only
  ii.	Teaching only special type of children
 iii.	Improving the socio-emotional climate of the class.
 iv.	None of above

1.4 NATURE OF EDUCATIONAL PSYCHOLOGY

The nature of Educational Psychology is scientific as it has been accepted by the psychologists. The nature of Educational Psychology is summarized in the following ways:
1.	It combines two fields i.e. education and psychology.
2.	It is a science. It is the scientific study of human behaviour in educational situation. It aims at understanding, predicting and controlling human behaviour.
3.	It is a natural science. An educational psychologist conducts his investigations, collect data and arrive at conclusions in exactly the same manner as the other scientist does.
4.	It is a social science. Like sociologist and anthropologist, the educational psychologist also studies human beings and their sociability in educational settings.
5.	It is a positive science. A positive science deals with facts as they are. Educational psychology studies the child's behaviour as it is, not, as it ought to be. Therefore, it is a positive science.
6.	It is an applied branch of fundamental Psychology. Educational psychology is a applied discipline, we use the application of psychological principles in the field of education. By applying the principles and techniques of psychology, it tries to study the behaviour and experiences of the pupils. Therefore it an applied branch of psychology.
7.	It is a growing science. It is concerned with new and ever new researches. As research findings accumulate, educational psychologists get better insight into the child's nature and behaviour.

W.A. Kelly (1941) listed the nature of Educational Psychology as follows:

   I.	To give a knowledge of the nature of the child
  II.	To give understanding of the nature, aims and purposes of education
 III.	To give understanding of the scientific methods and procedures which have been used in arriving at the facts and principles of educational psychology

IV.   To present the principles and techniques of learning and teaching

V.   To give training in methods of measuring abilities and achievement in school subjects

VI.   To give a knowledge of the growth and development of children

VII.   To assist in the better adjustment of children and to help them to prevent maladjustment

VIII.   To study the educational significance and control of emotions and

IX.   To give an understanding of the principles and techniques of correct training.

Thus, educational psychology is an applied, positive, social, specific and practical science. While general science deals with behaviour of the individuals in various spheres, educational psychology studies the behaviour of the individual in educational sphere only.

Self- Check Exercise- 3

1. How Educational Psychology considered as the applied branch of fundamental psychology?

1.5 SCOPE OF EDUCATIONAL PSYCHOLOGY

The scope of educational psychology is ever-growing due to constantly researches in this field. The following are the boundaries which indicate the scope of educational psychology. Five major areas covered by Educational Psychology are:

1.   The Learner
2.   The Learning Experiences
3.   The Learning Process
4.   The Learning Situation or Environment
5.   The Teacher

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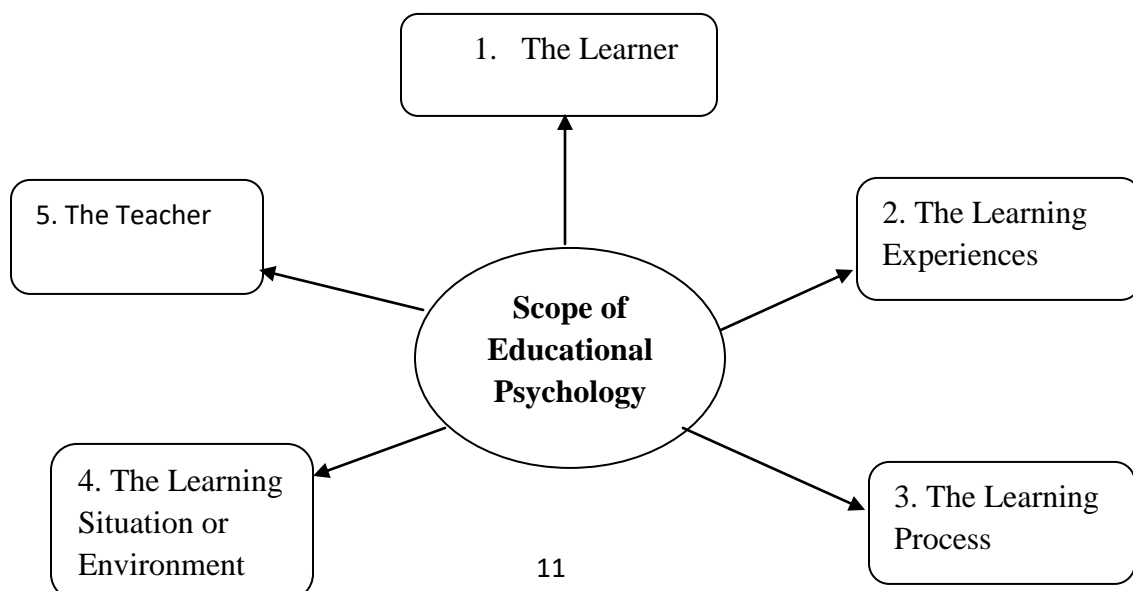
1. The Learner:
The subject-matter of educational psychology is revolved around the learner's or child's harmonious development. Therefore, the need of knowing the learner and the techniques of knowing him well plays very vital role. The topics include – the innate abilities and capacities of the individuals, individual differences and their measurements, the overt, covert, conscious as well as unconscious behaviour of the learner, the characteristics of his growth and development and each stage beginning from childhood to adulthood.

2. The Learning Experiences:

Educational Psychology helps in deciding what learning experiences are desirable, at what stage of the growth and development of the learner, so that these experiences can be acquired with a greater ease and satisfaction.

3. The Learning Process:

After knowing the learner and deciding what learning experiences are to be provided, educational psychology moves on to the laws, principles and theories of learning. The learning processes are remembering and forgetting, perceiving, concept formation, thinking and reasoning, problem solving, transfer of learning, ways and means of effective learning etc.

4. The Learning Situation or Environment:

The learning situation deals with the environmental factors and learning situations which come midway between the learner and the teacher. Topics like classroom climate and group dynamics, techniques and aids that facilitate learning and evaluation, techniques and practices, guidance and counselling etc. For the smooth functioning of the teaching-learning process conducive leaning environment is very important.

5. The Teacher:

The teacher is a deriving strong force is any scheme of teaching and learning process. It discusses the role of the teacher. It emphasizes the need of 'knowing oneself' for a teacher to play his role properly in the process of education. The teacher's conflicts, motivation, anxiety level, adjustment, level of aspiration and attitude etc. plays an important role in education settings. It throws light on the essential personality traits, interests, aptitudes, the characteristics of effective teaching etc. so as to inspire him for becoming a successful teacher.

Though the entire scope of Educational Psychology is included in the above mentioned key-factors, it may be further expanded by adding the following:

- It studies human behaviour in educational situations. Psychology is the study of behaviour, and education deals with the modification of behaviour; hence, educational psychology transfuses the whole field of education.
- It studies the growth and development of the child. How a child passes through the various stages of growth and what are the characteristics of each stage are included in the study of educational psychology.
- To what extent heredity and environment contribute towards the growth of the individual, and how this knowledge can be made useful for bringing about the maximum development of the child.
- Educational psychology deals with the nature and development of the personality of an individual.
- It studies individual difference: Every individual differs from every other individual. It is one of the fundamental facts of human nature which have been brought to light by educational psychology. This one fact has revolutionised the concept and process of education.
- It studies the nature intelligence and its measurement. This is of utmost importance for a teacher.
- It Provides guidance and counselling to the growing child.

James Drever stated, "Psychology is an important factor. We cannot solve the problems of education without taking help of psychology". This is absolutely what we need to implemented and integrated into our teaching learning activity, cause to solve the educational problems is really necessary needed psychology as the educational was part of important case in life and it's also correlated with our social oriented.

The following scope of educational psychology mentioned come as the applications/importance case within educational world, because it's directly connected to the main source of education itself, such as students, environment, social and attitudes learn cases to understand in the educational progressing timeline. This is necessary needed in order to make sure our progressed line or mapping project planned, so then it will help us to run the whole educational activity in ease.

So, by understanding the scope of educational psychology, teacher will easily maintain and run effectively their activity and target within their educational programs. Learning psychology which is correlated into educational part is necessary in order to understand the meaning of our professional activity as teachers/educators, so this will help us maintain and mastered the whole educational progressing target.

Self- Check Exercise- 4

1. Name the five major areas covered by Educational Psychology?

1.6 SUMMARY

In this unit we have studied the concept of educational psychology. We have also discussed the nature, scope and relevance of educational psychology for teaching learning process.

1.7   GLOSSARY

Educational Psychology: The branch of psychology focused on the scientific study of human behaviour in educational settings, applying psychological principles to improve teaching and learning.

Personality: A set of emotional, cognitive, and behavioural patterns unique to an individual that influence their actions and reactions.

Intelligence: The ability to acquire and apply knowledge and skills, often measured through various cognitive assessments.

Differentiated Instruction**:** Tailoring teaching methods to meet the diverse needs of learners.

Group Dynamics: The patterns of interaction between individuals within a group, impacting learning and socialization.

1.8   ANSWERS TO SELF- CHECK EXERCISES

Self-Check Exercise-1

1. "Psychology" is derived from two Greek words: **"psyche"** (meaning soul or mind) and **"logos"** (meaning study or science).
2. Watson

Self-Check Exercise-2

1. Educational psychology is defined as the branch of psychology that deals with understanding how people learn and retain knowledge, primarily in educational settings. It involves the study of learning processes, instructional methods, and the social, emotional, and cognitive aspects of the learning environment.
2. Educational Psychology helps the teacher in: (iii) I**mproving the socio-emotional climate of the class.**

Self-Check Exercise-3

1. Educational psychology is a applied discipline, we use the application of psychological principles in the field of education. By applying the principles and

techniques of psychology, it tries to study the behavior and experiences of the pupils. Therefore it an applied branch of psychology.

Self-Check Exercise-4

1. Five major areas covered by Educational Psychology are:
   i. The Learner
   ii. The Learning Experiences
   iii. The Learning Process
   iv. The Learning Situation or Environment
   v. The Teacher

1.9 REFERENCES/SUGGESTED READINGS

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1.10 TERMINAL QUESTIONS

1. What do you mean by Educational Psychology? Describe its nature.
2. What is the Scope of Educational Psychology? Explain.

UNIT-2

ROLE OF EDUCATIONAL PSYCHOLOGY IN TEACHING-LEARNING PROCESS

STRUCTURE

2.0   INTRODUCTION

A teacher acts as a guide to the students. He must know the growth and development of the child and his requirements at different levels. Educational psychology helps the teacher to study the ability, interests, intelligence, needs and adopt different techniques of teaching for effective communication. The utility of educational psychology for the teachers has been emphasized in both theory and practices of teaching and learning.

Educational psychology plays a crucial role in enhancing the teaching-learning process by providing a scientific foundation for understanding how students learn and develop. It involves the application of psychological principles to educational settings, offering valuable insights into the cognitive, emotional, and social aspects of learning.

Firstly, Educational Psychology helps teachers understand the learning needs and developmental stages of their students. By applying theories of cognitive development, such as those proposed by Jean Piaget and Lev Vygotsky, educators can tailor their instructional strategies to match the students' current abilities and promote optimal learning experiences.

Secondly, educational psychology emphasizes the importance of motivation and engagement in learning. It provides strategies to create a motivating classroom environment, helping teachers to foster intrinsic motivation and encourage a growth mindset among students. Understanding the factors that influence motivation enables teachers to design activities that are both challenging and enjoyable, thereby enhancing student engagement and persistence.

Additionally, Educational Psychology informs the development of effective teaching methods and instructional design. It draws on research in areas such as memory, information processing, and learning styles to help teachers develop lesson plans that facilitate better retention and understanding of material. Techniques such as scaffolding,

differentiated instruction, and formative assessment are grounded in educational psychology and are essential for addressing the diverse needs of learners.

Furthermore, Educational psychology plays a critical role in classroom management and the creation of a positive learning environment. It offers strategies for managing student behaviour, establishing clear expectations, and fostering a supportive classroom culture. By understanding the psychological principles behind behaviour and social interactions, teachers can effectively address issues such as bullying, classroom disruptions, and social-emotional development.

2.1 LEARNING OBJECTIVES
After reading this unit, you will be able to
(i) Identify and analyze Individual Differences in Learners
(ii) Understand the Classroom Teaching-Learning Process
(iii) Implement strategies to support and promote mental health within the classroom environment.
(iv) Describe the role of Educational Psychology in Teaching- Learning process

2.2 ROLE OF EDUCATIONAL PSYCHOLOGY IN TEACHING- LEARNING PROCESS

Role of Educational Psychology in Teaching- Learning process can be divided into four aspects i.e.:
(i)   *To study teaching and learning situations.*
(ii)   *Application of teaching and learning principles.*
(iii)   *Importance to the Teachers for teaching –learning*
(iv)   *Applications in Teaching- Learning process*

(i)   To Study Teaching and Learning Situations:

Educational psychology contributes a lot for increasing the teaching efficiency of the teacher in different areas mentioned below:-

(a)   Individual difference:

A teacher has to deal carefully with a group of students in class room situation. As there, are wide variations in different abilities among the students. Therefore it is very essential to understand the individual difference of students regarding their ability, interests, attitudes & need at different levels of growth and development.

(b)   To know the classroom teaching-learning process:

A well-developed theory of class room teaching and learning is helpful for transacting the content to the students effectively, which includes class-room climate and the teaching competence which are required for effective communication and presentation of content. A

teacher must know the appropriate principles of teaching-learning, different approaches to teaching for better result of teaching-learning process.

(c)   Awareness of effective methods of teaching:

The method of teaching is based on the developmental characteristic of the students. For example History is taught effectively to small children with the help of storytelling method because small children like stories. So the classroom teaching depends on the teachers' knowledge about the interest of students and methods of teaching for the students of different age-groups.

(d)   Curriculum development:

The course of study of particular degree or diploma is prepared by teachers. Knowledge of psychology is helpful in developing curricular of different levels of students in different subjects. The developmental characteristics and needs of the students are also taken into account in the formulation of curriculum.

(e)   To study mental health of students:

In the process of teaching & learning activities in the classroom, mental health of the teacher and the taught plays significant role. As the mental condition influence directly the achievement of students. The mental health of teacher and students must be normal or healthy. There are different causes of mental illness of the teacher and the taught. It should be known to the teachers to regulate teaching - learning process.

(f)   Guidance to the students:

A teacher has to play different roles in school as guide, philosopher, and leader. Guidance is a type of assistance to the students to solve their problems by themselves. The knowledge of psychology enables the teacher to provide necessary educational and vocational guidance to the students of different age groups.

(g)   Measuring learning outcomes:

Teacher has to perform two important activities in classroom such as teaching and testing. The testing activities help in measuring learning outcomes of the students to judge their improvement and effectiveness of teaching-learning process.

(ii)   Application of Teaching and Learning Principles:

(a)   Objectives of Education:

Education is a purposive attempt to bring about desirable changes in the students behaviour. The objectives of education are realized in terms of behavioural changes among the students. Teachers have to create the learning conditions to provide knowledge and

experiences to the students for the changes of behaviour. They have to relate teaching to learning by appropriate method of teaching.

(b) Use of Audio-Visual aids in teaching:

The teacher can take the help of scientific devices. The Topic of presentation in the classroom can be made interesting by involving more students' participation. Television is a more popular device as compared to radio, because television it provides both audio and visual experiences. Many difficult concepts can be made easy and interesting by the use of audio-visual teaching aids. The knowledge of psychology is necessary to plan and teaching aids appropriately.

(c) Co-curricular activities:

Education is to have all-round development of the child. The curricular exercise develops only cognitive aspects of j the child. Therefore other activities like games, sports scouting, girls guiding, debates, cultural programmes are essential along with curricular activities for whole some development of the child.

(d) Preparation of time table:

The Class-room teaching of various subjects is organized by perfectly arranged time table. Knowledge preparation of time-table needs thoroughly psychology. As the difficulty subjects like mathematics and science are placed in the first periods and other subjects like history, geography are usually taught in the last periods.

(e) Democratic administration:

The school and class room administration should also be impartial and democratic. It should provide freedom of expression to the students to explore their innate power. The students problems are to be solved sympathetically through mutual discussion and understanding.
The study of educational psychology is thus very useful for teachers for planning, organizing and evaluating the teaching learning activities in the class.

(iii) Importance to the Teachers for teaching -learning

1. Ease in Selecting Methods of Learning

A teacher wants to adopt the learning method which is best suited for their students. Educational psychology does just that. It will help you in determining the learning experience of the students.

2. Helps understand that Every Individual is Different

In the teaching profession, it is essential to understand that everyone is different. Educational psychology enables you to understand the distinct characteristics of your students at various levels, and you can accordingly make plans to teach them effectively.

3. It helps create a Favourable Environment for Learning

To make the learning process effective, it is crucial for you as a teacher to know how to create a positive learning environment. You should be aware of the principles of education. Educational psychology will help you make classroom learning friendly.

4. Helps Design and Evaluate Teaching Activities

Educational Psychology helps you as a teacher to teach effectively by providing essential skills. You will understand the role of a teacher in a class which enables you to organise school teaching activities. It also lets you learn the qualities of an effective teacher and identify them.

5. Helps Provide Suitable Guidance to the Students

As a teacher, knowing that every student's needs are different is crucial. You should help students in overcoming their problems and hindrances. Educational Psychology will help you in learning the best methods to teach them. It will also help students in increasing their grades.

6. Ease in the Evaluation of Learning

A student's performance and success in tests depend on several factors, which makes educational psychology even more significant. It helps you determine the relationship between a student's achievement and your behaviour as a teacher. Also, it will help you design the test in such a way that will accurately evaluate the knowledge and skill of the students.

(iv)   Applications in Teaching- Learning process

1. Development of Student

Educational Psychology lets you understand the student's traits, past experiences and how they react to different situations. These inputs will let you design the learning programs worthy of their overall development.

2. Designing New Learning Processes

Educational Psychology helps develop new learning processes according to the skill and understanding of your students. It includes finding new ways of thinking, reasoning and problem-solving.

3. Effective Learning Processes

Educational Psychology will help you in making the learning process enjoyable and effective. It ensures that your students learn the right thing at the right age.

4. Personality Development in Students

Educational Psychology can potentially develop the student's personality at an early stage. By using appropriate psychological principles, you can ensure students' overall development.

5. External Environment

The learning capabilities of the students are also affected by the external environment, such as communication skills, the atmosphere of the classroom etc. Educational psychology will help you provide a conducive learning environment to the students, which allows them to learn to the best of their abilities.

6. Helps Make Changes to the Conventional Study Material and Curriculum

Educational Psychology also helps in making positive changes in the curriculum of schools. It will provide maximum benefit to the students. Study material can be prepared in case studies, presentations, videos and quizzes, making learning more engaging and productive.

7. Educational Psychology helps in the Mental Well-being of Students

In today's competitive world, stress has become part of everyone's life, including school students. Through Educational Psychology, you can suggest simple ways to learn and provide guidance to your students to prevent them from unnecessary stress.

SELF- CHECK EXERCISE

(1.) What are the four aspects which shows role of Educational Psychology in Teaching-Learning process?

2.3 SUMMARY

In Conclusion we can say that Educational Psychology provides the theoretical and empirical basis for understanding how students learn, what motivates them, and how they develop over time. It equips teachers with the knowledge and tools necessary to create effective, inclusive, and engaging learning environments. By integrating the principles of

educational psychology into their practice, educators can enhance the teaching-learning process and support the academic and personal growth of their students.

It can be said that Educational Psychology deals with the learning behaviour of students. It is consistently contributing to the improvement of the practices of the education system. We can learn various techniques from Educational Psychology that will enable us to:

- Determine the best educational practices.
- Understand the different characteristics of your students.
- Make the classroom learning friendly and lively.
- Evaluate the progress of your students in an effective way.
- Help students in overcoming their problems by understanding their mindset.
- Impart essential skills to students efficiently.
- Prevent your students from stress by suggesting simple ways of learning.

2.4 GLOSSARY

- **Teaching Competence**: The skills and abilities required for effective teaching, including communication and presentation.
- **Mental Health**: The psychological well-being of teachers and students, essential for effective teaching and learning.
- **Democratic Administration**: A management style in schools that promotes freedom of expression and mutual understanding among students and teachers.

2.5 ANSWERS TO SELF- CHECK EXERCISES

(1)   Role of Educational Psychology in Teaching- Learning process can be divided into four aspects i.e.:
(i)   *To study teaching and learning situations.*
(ii)   *Application of teaching and learning principles.*
(iii)   *Importance of to the Teachers for teaching –learning*
(iv)   *Applications in Teaching- Learning process*

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2.7 TREMINAL QUESTION

1. Describe the importance of Educational Psychology in teaching- learning process.

UNIT 3
CONCEPT OF GROWTH, DEVELOPMENT AND MATURATION/ PRINCIPLESOFGROWTH AND DEVELOPMENT

STRUCTURE

3.0   INTRODUCTION

Physical growth is an increase in size. Development is growth in function and capability. Physical growth and development depend on a combination of factors, including genetics, nutrition, and the environment. Human development is a lifelong process of physical, behavioural, cognitive, and emotional growth and change. In the early stages of life—from babyhood to childhood, childhood to adolescence, and adolescence to adulthood— enormous changes take place. Throughout the process, each person develops attitudes and values that guide choices, relationships, and understanding.

3.1   LEARNING OBJECTIVES

After reading this unit, you will be able to:

•   Explain the concept of growth and development.

•   Discuss the concept of maturation.

•   Explain the principles of growth and development.

3.2   CONCEPT OF GROWTH AND DEVELOPMENT

Dear Learner, "Growth" and "Development" are often used as synonymous terms. But, in fact, growth is different from development. Growth means an increase in size, height, weight, length etc. which can be measured. Development, on the other hand, implies change in shape, form or structure resulting in improved working or in functioning. Improved

functioning implies certain qualitative changes leading to maturity. Growth and Development are the important characteristics of a living organism. Development involves a series of progressive, orderly and meaningful changes leading to the goals of maturity. Normally Growth contributes to Development. In reality though 'Growth and Development' are different, but they are inseparable. Generally process of Growth and Development goes on simultaneously. The term growth and development or both refer to dynamic process. They often used changeably, these terms have different denotations.

Growth: It refers to quantitative changes in an organism. It means permanent increase in size and structure of organisms. These quantitative changes are both physical and mental. These changes include physical changes in height, weight, thickness, internal organs and mental changes in memory, reasoning, perception and creative imagination.

Definition of Growth

Hurlock – "Growth is change in size, in proportion, disappearance of old features and acquisition of new one".

Crow and Crow- "Growth refers to structural and physiological changes".

Growth means:

•   It is indicative i.e. increase in body, size, weight etc.

•   It quantitative progress and indicators of growth include height, weight, bone size and dentition.

•   It is physical change and it can be measure.

•   It is external in nature

•   Stops at certain stage

•   It is physical progress

Types of Growth

1. **Biological Growth**:
   o   In biology, growth typically refers to the physical changes that occur in living organisms over time. This includes increases in size, weight, and complexity.
   o   Growth in humans starts from conception and continues throughout life, but it is most rapid during infancy and adolescence.
   o   Factors influencing biological growth include genetics, nutrition, health, and environmental factors.
2. **Economic Growth**:
   o   In economics, growth refers to the increase in the production and consumption of goods and services in an economy over time.

- o It is measured primarily by the Gross Domestic Product (GDP) or Gross National Product (GNP) of a country.
- o Economic growth is influenced by factors such as investment, technological progress, human capital development, and government policies.

3. **Psychological Growth**:
   - o Psychological growth pertains to the cognitive, emotional, and social changes that individuals experience over their lifespan.
   - o This includes the development of skills, knowledge, personality traits, and social relationships.
   - o Theories such as Piaget's cognitive development theory and Erikson's psychosocial stages of development offer insights into psychological growth.

Development: It refers to qualitative changes in an organism. It is a progressive series of orderly and logical changes in human beings. Development can be described as a complex process of integrating many structures and functions in an organism.

Definition of Development

Hurlock – "Development means a progressive series of changes that occur in any orderly predictable pattern as a result of maturation and experience".

Marmor – "Development refers to a process of change in growth and capability over time, as function of both maturation and interaction with the environment".

From the above discussion we can deduce that:

Development means:

- • It is not indicative
- • It is qualitative progress
- • It is psychological change
- • It is internal in nature
- • It is cognitive progress

Types of Development

1. **Human Development**:
   - o Human development encompasses the overall growth and progress of individuals from birth to death.
   - o It involves physical, cognitive, emotional, and social aspects of growth, as well as moral and spiritual dimensions.
   - o The field of developmental psychology focuses on understanding the processes and factors that shape human development across the lifespan.

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2. **Societal Development**:
   - o Societal development refers to the progress and changes that occur in societies over time.
   - o This includes advancements in technology, infrastructure, governance, culture, and social institutions.
   - o Sociologists study societal development to understand patterns of social change, inequality, and globalization.
3. **Economic Development**:
   - o Economic development refers to the sustained improvement in the standard of living, productivity, and economic well-being of a population.
   - o It involves reducing poverty, inequality, and unemployment, while promoting economic growth, stability, and sustainability.
   - o Development economists examine policies and strategies to foster economic development, such as investment in education, healthcare, infrastructure, and innovation.

Stages of Growth and Development

Growth and development of an individual can be divided into the following major developmental periods:

- Pre-natal period (from conception to birth)
- Neo-natal period (birth to 10-14 days)
- Babyhood (2 weeks to 2 years)
- Early childhood (2 years to 6 years)
- Late childhood (6 years to 12-13 years)
- Adolescence (from 12-13 years to 18-19 years)
- Adulthood (from 18-19 years and onwards)

Self- Check Exercise-1

1. Who said "Growth refers to structural and physiological changes"?
2. Define Growth and Development.

3.3   CONCEPT OF MATURATION

Maturation refers to the ways in which we grow and develop throughout the lifespan. Think back on when you were a very young child. Can you remember being physically small? How about the way you solved problems when you were very young? It was very simplistic compared to how you figure things out now. These types of questions shed light on the process of maturation.

Maturation is any permanent change in thought or behaviour that occur through the biological process of aging without regard to environmental influences. Maturation is the process by which we change, grow, and develop throughout life.

Maturation refers to changes that take place in your body and in your behaviour because you are getting older, because of your age. For example, you start to walk (change from crawling) because you are at an age where you are physically mature enough to walk. A one-month-old baby is incapable of learning to walk because he/she is simply not mature enough, not old enough to be capable of walking. All humans are biologically programmed to mature at about the same rate, i.e. go through changes at roughly the same time.

Developmental psychologists look at many different types of maturation throughout the lifespan.

Types of Maturation:

Here are the main types of maturation:

1. **Physical Maturation**: This includes the development and growth of the body and brain, motor skills, and physical health. It involves changes in body size, proportions, and functions of various bodily systems.
2. **Cognitive Maturation**: This type involves the development of mental processes such as thinking, problem-solving, memory, and information processing. It includes changes in the way individuals understand and interact with the world around them.
3. **Emotional Maturation**: This refers to the development of the ability to experience, express, and manage emotions. It includes understanding one's own emotions and those of others, developing empathy, and learning how to handle emotional challenges.
4. **Social Maturation**: This involves the development of social skills and behaviours. It includes understanding social norms, building relationships, and learning how to interact with others in various social contexts.
5. **Moral Maturation**: This type focuses on the development of values, ethics, and moral reasoning. It includes understanding the difference between right and wrong, developing a sense of justice, and forming a moral code of conduct.

Each type of maturation plays a crucial role in the overall development of an individual, influencing their behaviour, abilities, and interactions with the world.

Self- Check Exercise-2

1. Define Maturation.
2. What are the types of maturation?

3.4   PRINCIPLES OF GROWTH AND DEVELOPMENT

Every individual on this earth is different from the other. No one is completely like other person. Every person differs from other, either physically or psychologically. Even the twins are no exception to this. They differ in some aspects or other. There is a set of principles that characterizes the pattern and process of growth and development. These

principles or characteristics describe typical development as a predictable and orderly process. Although there are individual differences in children's personalities, activity levels, and timing of developmental milestones, such as ages and stages, the principles and characteristics of development are universal patterns. Every species follows a pattern of development peculiar to that species. Prenatal and postnatal developments have a genetic sequence with certain traits or personal qualities appearing at fixed intervals. Genetic study of children over a period of time has shown that development follows a fixed pattern and the pattern is influenced by experience. Every child has a unique pattern of growth. Such patterns are however, a part of an established order of nature. The identified principles that are true to human development are referred to as the "general principles of development". The principles of growth and development are described below.

(i) Development follows an orderly sequence

Though individuals differ in rate of growth and development but even then the development follows an orderly sequence in all individuals and shows high degree of similarity in the order which various developments appear. Psychologists have reported several directional trends in the development. Following are main trends:

Cephalo-caudal Sequence: Development starts from head and proceeds towards heel (head to tail). As an illustration, a foetus' head is well developed before his legs assume their final from and even after birth head develops in advance of the lower parts of the body.

Proximodistal: Development starts from the centre line of the body to the outer parts, more distant, from it. The infant uses the shoulders and elbows to reach for an object before he uses the wrists and fingers. An infant exhibits gross arm and forearm movements before he moves his wrists and fingers.

Locomotion: Locomotion develops in a sequence in all infants of different cultures of the world. The sequence is creeping, crawling and walking. The time may vary in the development of locomotion, but every infant passes through these stages.

(ii) Development proceeds from general to specific responses

It moves from a generalized to localized behaviour. The new-born infant moves its whole body at one time instead of moving only one part of it. It makes random kicking with its legs before it can coordinate the leg muscles well enough to crawl or to walk.

(iii) Development is a continues process from conception to maturity

Development does not occur in spurts. Growth continues from the moments of conception until the individual reaches maturity. It takes place at slow regular pace rather than by 'leaps and bounds'. Although development is a continuous process, yet the tempo of growth is not even during infancy and early years, growth moves swiftly. Later on, it slackens.

(iv) Different aspects of growth develop at different rates

Neither all parts of the body grow at the same rate nor do all aspects of mental growth proceed equally. They reach maturity at different times.

(v) Most traits are correlated in development

Generally, it is seen that the child whose intellectual development is above average is so in health size, sociability and special aptitudes.

(vi) Growth is complex

All of its aspects are closely interrelated. The child's mental development is intimately related to his physical growth and its needs.

(vii) Growth is a product of the interaction of the organism and environment

Among the environmental factors one can mention nutrition, climate the conditions in the home, the type of social organization in which individual moves and lives.

(viii) There are wide individual differences in growth

Individual differences in growth are caused by differences in heredity and environment.

(ix) Growth is both quantitative and qualitative

These two aspects are inseparable. The child not only grows in 'size'; he grows up or matures in structure and function too.

(x) Development is predictable

It is possible for us to predict at an early age the range within which the mature development of the child is likely to fall. But mental development cannot be predicted with the same degree of accuracy.

(xi)Modifiability of Rates and Patterns of Growth

The presence or absence of some of these factors can retard the rate and pattern of growth. The view of this principle is that growth is natural but the rate and pattern of growth can be modified by various factors and techniques. Some of these factors are:

- Nutrition and Drug taken by the mother.
- Environmental Stimulation.
- Opportunity to Learn.
- Illness and Disease.
- Genetic aspect (Mutational changes).

(xii) Early development is more important than later development

The early childhood experiences have more impact on the development of a child.

Self- Check Exercise-3

1. List down the principles of growth and development**.**

3.5   SUMMARY

In this unit we have studied the concept of growth, development and maturation. We have also discussed the principles of growth and development and relevance of educational psychology for teaching learning process.

3.6   GLOSSARY

- **Proximodistal**: Developmental trend where growth starts from the center of the body and extends to the extremities.
- **Locomotion**: Sequence of motor skills development, such as creeping, crawling, and walking.
- **Cephalo-caudal Sequence**: Developmental trend where growth starts from the head and progresses towards the feet.
- **Cognitive Maturation**: Changes in thinking patterns throughout the lifespan, influencing how individuals perceive and interact with the world.

3.7   ANSWERS TO SELF- CHECK EXERCISES

Self-Check Exercise-1

1. **Crow and Crow**
2. "Growth" and "Development" are often used as synonymous terms. But, in fact, growth is different from development. Growth means an increase in size, height, weight, length etc. which can be measured. Development, on the other hand, implies change in shape, form or structure resulting in improved working or in functioning.

Self-Check Exercise-2

1. Maturation is any permanent change in thought or behaviour that occur through the biological process of aging without regard to environmental influences. Maturation is the process by which we change, grow, and develop throughout life.
2. a. Physical Maturation
   b. Cognitive Maturation

   c. Emotional Maturation

   d. Social Maturation

   e. Moral Maturation

Self-Check Exercise-3

1. **(i)** Development follows an orderly sequence
   (ii) Development proceeds from general to specific responses

   (iii) Development is a continues process from conception to maturity
   (iv) Different aspects of growth develop at different rates

(v) Most traits are correlated in development

(vi) Growth is complex

(vii) Growth is a product of the interaction of the organism and environment

(viii) There are wide individual differences in growth

(ix) Growth is both quantitative and qualitative

(x) Development is predictable

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3.9　TERMINAL QUESTIONS

(1.)　How do growth and development differ from each other?
(2.)　Define maturation. Describe the types of maturation.
(3.)　What are the principles of growth and development discussed in the text, and how dothey characterize the process?

UNIT- 4
Heredity and Environment

STRUCTURE

4.0   INTRODUCTION

Heredity and environment play crucial roles in a child's development, shaping their physical, cognitive, and socio-emotional growth. Heredity refers to the genetic inheritance passed down from parents, influencing traits like eye colour, height, and predispositions to certain health conditions. On the other hand, environment encompasses all external influences, including family dynamics, socioeconomic status, education, culture, and community surroundings. Together, these factors interact dynamically to influence a child's behaviour, intelligence, personality, and overall development. Understanding their interplay helps educators and caregivers provide tailored support to enhance children's holistic growth and learning outcomes.

4.1   LEARNING OBJECTIVES

After reading this unit, you will be able to:

•   Discuss the concept of heredity and environment.

•   Describe the importance of heredity and environment in child's development.

4.2   CONCEPT OF HEREDITY AND ENVIRONMENT

An individual at any stage of his development is the product of heredity and environment. At conception, the individual is endowed with all potentialities. However, the environment has the last word. No organism, regardless of its potentialities and basic qualities, can survive in the absence of a favourable environment. The genetic factors set the limits while environmental influences complement genetic endowment. There is a need for you to understand this interplay of forces in order to provide adequate opportunity for the students to learn and to be able to assist and support them appropriately. There are several factors which directly or indirectly influence the growth and development of an organism. These are as follows:

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(i) Heredity: Heredity is what a person is born with. It is a specific combination of genes we inherit and is shown in characteristics like height and certain habits. Both heredity and environment are powerful factors that influence an individual. While we can do very little about the genetic make-up (heredity) of an individual, the environment can be controlled to make it more favourable for an individual's growth. Heredity is a biological process through which the transmission of physical and social characteristics takes place from parents to off-springs. It greatly influences the different aspects of growth and development i.e. height, weight and structure of the body, colour of hair and eye, intelligence, aptitudes and instincts. However environment equally influences the above aspects in many cases. Biologically speaking heredity is the sum total of traits potentially present in the fertilized ovum (Combination of sperm cell & egg cell), by which off-springs are resemblance to their parents and fore parents.

(ii) Environment: Environment plays an important role in human life. Psychologically a person's environment consists of the sum total of the stimulations (physical and psychological) which he receives from his conception. There are different types of environment such as physical, social, psychological, cultural and economic.

- **Physical environment** consists of surroundings both in-animate and animate which have to be manipulated in order to provide food, clothing and shelter. Geographical conditions i.e. weather and climates are physical environment which has considerable impact on individual child.
- **Social environment** is constituted by the society-individuals and institutions, social norms and traditions, customs by which human behavior is delimited.
- **Psychological environment** is rooted in individual's reaction with an object. One's love, affection and fellow feeling attitude will strengthen human bond with one another.
- **Cultural Environment** Encompasses beliefs, values, norms, and practices of the society in which an individual lives.
- **Economic Environment** consists of the financial and material resources available to an individual, influencing access to education, healthcare, and other opportunities.

Therefore Growth and Development are also regulated by the environment of a child where he lives.

Interaction of Heredity and Environment

1. **Nature and Nurture**: Both heredity and environment interact continuously, influencing all aspects of development in complex ways.
2. **Epigenetics**: Environmental factors can affect gene expression, showing that nurture can influence nature at the molecular level.
3. **Critical and Sensitive Periods**: Certain periods in development are crucial where environmental inputs can have significant impacts, such as language acquisition and social bonding.
4. **Individual Differences**: Genetic predispositions can lead to different responses to the same environmental conditions, contributing to individual uniqueness.
5. **Holistic Development**: Optimal child development requires a balance of genetic potential being nurtured by a supportive and enriching environment.

Understanding the interplay between heredity and environment helps caregivers, educators, and policymakers create conditions that promote the best possible outcomes for children's growth and development.

Self- Check Exercise-1

(1.) Heredity refers to:
      a) Environmental influences on development
      b) Genetic inheritance received at conception
      c) Cultural practices of a society
      d) Economic status of an individual

(2.)Which period in development is considered crucial for significant environmental impacts?

    a) Prenatal Period
    b) Sensitive Period
    c) Middle Childhood
    d) Adolescence

4.3   IMPORTANCE OF HEREDITY AND ENVIRONMENT IN CHILD'S DEVELOPMENT

Two most important factors in children development are 'Heredity' and 'Environment' (both determinants of health) where child spends most of the time majorly being in preschool and otherwise at home with family and friends, these two are very important considerations playing vital role in childhood development. By environment, we mean all those physical and social factors that affect and influence the development of the child like the home, the family, the neighbourhood, the companions, the school, the teachers, the political and religious agencies, the society in general. No individual is the same at maturity as he was born. Any or all of the environmental components can affect the health of the person. Everything that influences the child apart from himself from what he inherited from his parents is his environment. Both Heredity & environment together play equally important role in the formation of human nature. However, in some cases it has been proved that heredity plays more significant role in children development being in preschool or at home. At the same time, there have been evidences showing that in some other cases environment has played a significant role in formation of human nature. Thus as parents, have both the factors in their hands and both the parents can together make the best efforts to improve the child. As pre-primary teachers have no control on the child's heredity. Yet can improve the environment

The basic sources of personality development are heredity and environment.

1. Importance of Heredity in child's development:

Heredity is defined as 'the sum total of potentialities inherited at birth".

• Heredity must be given an environment to function, whereas environmental factors can contribute only to genetic potentialities of a living and growing organism.

• Heredity sets the limits to success in attaining these potentials depending on the environmental influences or facilities.

• **Physical Development:** Heredity has a greater effect on physical and motor development, such as size, strength, appearance as metabolism. But on the other hand certain prenatal conditions such

as maternal nutrition, infections of mothers, x– rays, emotional trauma during pregnancy have significant effect on physical development of the foetus. Nutrition in early childhood period directly influences the body growth and physical activity. Children who suffer from protein deficiency are stunted and are retarded in development.

• **Intellectual Development:** Heredity sets limits beyond which environment cannot enhance or retard intelligence. Heredity determines specific capacity in some areas of intellectual functioning. But on the other hand a highly intelligent person may not be able to make use of his inherent capacities (e.g. memory, reasoning, creativity) due to environmental restrictions.

• **Personality Development:** Certain traits like activity levels, sociability and temperament are found to be genetically determined. Such personality traits which are determined by inherited potential are more resistant to change.

Heredity Factor

"Heredity is the transfer of traits from one generation to another with the help of chromosomes" Physical and Mental (emotional) are two traits together play a significant role in transfer of total personality from parents to off springs.

Physical Traits: Instances for physical traits are height, body structure, shapes of different parts of body, heart-trouble, diabetes, baldness, asthma, etc.

Mental Traits : Mental and emotional traits are intelligence, memory power, interests and talent in music, art, literature, dancing etc. even cruel nature, cool-headed nature, etc. come under these traits.

Laws of Heredity

Like produces like: According to this law, human being will produce human beings.

Only certain traits are transformed: According to this law, the dominant traits get transferred more easily than the recessive traits.

Convergence of two lives: According to this law both the parents play an equally important role in converging their traits to their off springs.

Heredity refers to the genetic inheritance received by every individual at the time of conception. The origin of every human life can be traced to a single cell called zygote. It is formed by the union of sperm and ovum.

The sperm and ovum will contain 23 pairs of chromosomes out of which one will be sex determining chromosome. Female will have 23 pairs of XX chromosomes. Male will have 22 pairs of XX and 2 single, represented as XY. X chromosome from mother and Y

chromosome from father will lead to male offspring, XX from both parents give rise to female. In each chromosome there are innumerable genes.

These genes are the real determiners of hereditary characteristics—which pass on from one generation to the other. At the time of conception, the genes from chromosomes of both the father and the mother fuse together and determine the traits of the offspring to be born.

The physical characteristics such as height, weight, colour of eye and skin, social and intellectual behaviour are determined by heredity. Differences in these characteristics are due to the change in the genes transmitted. Fraternal twins also differ from each other, because they are born out of different genes. However, we find more resemblances in identical twins because they are born out of monozygotic.

2. Importance of Environment in child's development:

Human growth and development is influenced by a several factors, many of which are beyond our control. While heredity and genes certainly play a large role in terms of determining size and health, there are also environmental factors at play. An understanding of these environmental factors can help individuals and communities to play a part in ensuring that human growth and development are not adversely affected. Environment refers to all conditions to which an individual is subjected to in the course of development starting from foetal development to old age. It comprises of prenatal conditions such as mother's age, nutritional intake, health status, medical care, drugs and post-natal conditions such as child rearing practices, cultural experiences, facilities and opportunities.

In simple terms environment means the society, the fields of society and even the whole world. But here, the word environment is restricted to mean the environment within mother's womb and just born, as well as the environment around the individual.

Like heredity, environment also has been found to play a very important role in determining the behaviour and personality development of an individual. The environmental influences are those which act upon the organism at the earlier stages of development, i.e., before and also after birth.

Environment includes all the extrinsic forces, influences and conditions which affect the life, nature, behaviour, the growth, development and maturation of living organism (Douglass and Holland).

Based on its nature, environment is divided into prenatal and postnatal environment.
Prenatal environment: It is also called as internal or intrauterine environment where the child grows.
Age of mother: Ideal age for healthy child birth falls between 25-30years of age of the mother. However, other factors being ideal, women can deliver healthy babies even up to 40 years. But the tendency for later age pregnancies being unsuitable for healthy growth of foetus is also true.

It is found that a woman after 35 years could produce irregular or abnormal eggs which result in Down's syndrome, leading to mental retardation in the child.

Maternal Nutrition: The developing foetus derives food from the bloodstream of the mother through placenta and umbilical cord. Any nutritional deficiency in the mother's food intake would result in nutritional deficiency in the foetus and its growth suffers. Low birth weight, premature and stillbirths can result from such a condition.

Maternal diseases: When a mother is exposed to German measles or syphilis, it would result in mental retardation and physical abnormalities in the baby.

Emotional stress: Emotional stress in the mother influences the foetus through glandular changes which could result in complicated deliveries and miscarriages.

Radiation: Frequent exposure to X–rays during pregnancy may result in developmental disorders such as microcephaly, stunted growth and cleft palate.

Drugs: Some drugs that the mother may consume have severe negative effects on the foetus. Especially drugs like amphetamine may lead to negative effects on brain development.

Rh Incompatibility: Difference with blood composition of foetus and mother leads to the biochemical incompatibility. The Rh negative mother produces antigens which enter into foetal blood stream. Antibodies are formed in the foetus through placenta. RBC of foetus is destroyed and it prevents the supply of oxygen to foetus resulting in erythroblastoses (destruction of RBC).

First born children are not affected by this blood incompatibility since the antigens are not yet developed by the mother's blood. The next pregnancy could become problematic for the foetus.

Postnatal environment: It is called external environment. Based on quality of environment, it is further divided into enriched and impoverished.

Enriched environment: It provides stimulation to the child and enhances inherited potentialities. An enriched environment provides child with opportunities for exploration and to realize its own strengths and inborn capacities. It is rich in verbal, social and physical stimulation. It provides variety and quality in the stimulation offered. It involves high level of adult interaction with the child to channelize its inbuilt potentials. An optimal/ enriched environment is one which is carefully constructed according to the needs and abilities of the child.

Impoverished environment: It is a kind of environment where even basic needs of the child are not fulfilled. It does not provide scope and opportunity for child's growth and development, child's inner potential sand does not cater to the child's optimal development. On the contrary, it hampers the child's potentials and capacities for development.

Structural Levels of Environment

Bronfenbrenner (1979) used the word ecology to refer to the interactions of the person and his or her social and physical setting. The ecology of human development involves the scientific study of progressive, mutual accommodation between an active growing human

being and the settings in which the developing person lives. The interaction between the developing person and the environment is viewed as a reciprocal relationship. The ecological environment includes immediate settings(home, school, work) and interaction between immediate settings and larger settings. The ecological environment is composed of four structural levels.

The Micro system: This system involves the interaction between the developing child in an immediate setting or context. For instance interactions between child & mother, father, teacher and peers.

The Meso system: This system involves the relationships among the various settings or contexts in which the developing child finds himself/herself. Ex: school and family, family and peer group.

The Exo system: This system includes the primary social structures that influence the developing child, though the child does not directly participate in this system. Ex: formal/informal institutions such as governmental structures, neighbourhood communities and work places.

The Macro system: It consists of the broad general values, beliefs, ideologies, rules and regulations of the society, which influence the ways specific institutions organize and function. eg: cultural values, legislations, governing bodies and institutions.

All these layers of environment influence the growth and development of the child in different and important ways.

Self- Check Exercise-2

1. How heredity and environment are important for child's development?

4.4   SUMMARY

In this unit we have studied the concept heredity and environment. Further, we have discussed Importance of Heredity and Environment in Child's Development. Heredity, which includes genetic traits passed down from parents, influences aspects like physical characteristics and predispositions to certain health conditions. On the other hand, environment encompasses the surroundings, upbringing, and experiences that a child encounters, which can impact cognitive, emotional, and social development. The interplay between these factors is complex and unique to each individual, highlighting the importance of understanding both hereditary and environmental influences in fostering optimal child development.

4.5   GLOSSARY

- **Heredity**: The genetic inheritance received at conception, determining traits like height, eye color, and intelligence. It's the biological transmission of characteristics from parents to offspring.
- **Environment**: The sum of external influences affecting an individual, including physical, social, psychological, cultural, and economic factors.

4.6 ANSWERS TO SELF-CHECK EXERCISES

Self-Check Exercise-1

- **Heredity refers to:** b) Genetic inheritance received at conception
- **Which period in development is considered crucial for significant environmental impacts?** b) Sensitive Period

Self-Check Exercise-2

1. Heredity and environment play crucial roles in a child's development. Heredity provides the genetic blueprint that influences physical traits, intelligence, and temperament. Environment shapes these inherited traits through experiences, education, and social interactions. Together, they interact to influence all aspects of development, from physical growth to cognitive abilities and social skills.

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4.8 TERMINAL QUESTIONS

Q.1. How do heredity and environment interact to shape an individual's personality and learning potential?

Q.2. How heredity and Environment are important for Child's Development?

UNIT-5

Individual Differences: Meaning, Dimensions and Types

Structure

5.1 Introduction

5.2 Learning Objectives

5.3 Meaning, Dimensions and characteristics of Individual Differences
    Self-Check Exercise-1

5.4 Types of Individual Differences

Self Check Exercise-2

5.5 Summary

5.6 Glossary

5.7 Answers to self-check exercise

5.8 References /Suggested Readings

5.9 Terminal Questions

5.1 INTRODUCTION

Dear learner, this unit deals with the meaning and nature of the individual differences of the learners and their contribution to educational psychology on theory and practice. So it is very much important for the parents and the teachers to understand the individual differences of the child at home as well as at school. It is often said that no two individuals are exact duplicates; they differ from each other in some way or the other. Hence the job of the psychologist is to identify and understand this uniqueness in individuals. Such a similarity or difference between persons reveals individual differences. It happens in our day-to-day life when we see people around us. A question comes to mind; how and why people appear similar or different to each other? For example when we think about their physical appearance, we often ask ourselves why some people have dark or fair complexions, why some people are tall and some are short, why some are thin and why some are very fat. When we think about their psychological characteristics we often come across people who are very talkative or less talkative, some laugh too much whereas others take much time even to smile, some are very friendly whereas some prefer to be alone. The present lesson tries to answer all such queries which can bother us in our everyday life. In psychology, these are called individual differences referring to the extent and kind of variations or similarities among people on some of the important psychological aspects such as intelligence, personality, interest, and aptitude.

This lesson will also help us understand how to assess such similarities or variations among individuals Individual differences occur due to interaction of genetic and environmental factors. We inherit certain characteristics from our parents through genetic codes. The phenotype or the expressed forms of our characteristics depend on contributions of the socio-cultural environment. This is the reason why we are not exactly like our parents and our parents are not exactly like our grandparents. We do share similarities with our parents in respect of many physical attributes like height, color of eyes, shape of nose etc. We also inherit certain cognitive, emotional and other characteristics from our parents like intellectual competence, love for sport, creativity etc. However, our own characteristics develop largely by the support from the environment which we inhabit.

5.2 LEARNING OBJECTIVES

After completing the lesson you will be able to

- Understand the needs, problems and developmental tasks of adolescence

- Understand the individual differences

- Describe intra and inter individual differences

5.3 MEANING OF INDIVIDUAL DIFFERENCES

According to Skinner, "Today we think of individual differences as including any measurable aspect of the total personality." From this definition of individual differences, it is evident that it comprehends every aspect of the human personality, albeit all aspects those are in some manner measurable. Aspects of this nature can be many such as variability, conformity, difference in the rate of learning and development, mutual relationship between the various characteristics of personality, etc. In this manner, various individuals exhibit differences of physical and mental development, nature, rate of learning, ability, specific abilities, interest and personality etc.

Dimensions of individual Differences:

Cognitive Abilities

Cognitive abilities encompass mental capabilities such as reasoning, problem-solving, planning, abstract thinking, complex idea comprehension, and learning from experience. These abilities are critical for processing information, making decisions, and adapting to new situations. Cognitive abilities are often measured using IQ tests, standardized exams, and cognitive assessments that evaluate aspects like memory, attention, language skills, and executive functions. These abilities significantly impact academic performance, professional success, and everyday problem-solving.

Interests

Interests reflect an individual's preferences for certain activities or subjects, shaping career choices, hobbies, and educational pursuits. Interests can be influenced by personal experiences, cultural background, and exposure to various fields. They are often assessed using interest inventories like the Strong Interest Inventory or Holland Codes, which help individuals understand their inclinations and align them with suitable career paths. Strong interests in specific areas can lead to greater motivation, satisfaction, and achievement in related activities.

Aptitude

Aptitude refers to an individual's potential to learn or acquire a skill or ability, often perceived as inherent talent in specific areas. Aptitudes can be specific, such as mathematical aptitude, musical aptitude, or language aptitude, and are typically measured

using aptitude tests like the SAT or ACT. Understanding one's aptitudes can guide educational and career choices, ensuring that individuals pursue paths that align with their natural strengths and talents, leading to higher levels of achievement and fulfillment.

Creativity

Creativity involves the ability to generate new, diverse, and unique ideas, and to solve problems in innovative ways. It encompasses divergent thinking, which allows individuals to explore multiple solutions to a given problem. Creativity can be accessed through creative tasks, divergent thinking tests, and assessments like the Torrance Tests of Creative Thinking. High levels of creativity are associated with innovation, artistic expression, and the ability to adapt to changing environments, making it a valuable trait in various domains.

Personality

Personality comprises characteristic patterns of thinking, feeling, and behaving that are relatively stable over time. It is commonly assessed using models like the Big Five (Openness, Conscientiousness, Extraversion, Agreeableness, Neuroticism) or the Myers-Briggs Type Indicator (MBTI). Personality traits influence how individuals interact with others, approach tasks, and cope with stress. Understanding personality can help individuals improve interpersonal relationships, select suitable careers, and develop personal growth strategies.

Emotions

Emotions play a significant role in individual behavior and decision-making. Emotional intelligence (EI) refers to the ability to recognize, understand, and manage one's own emotions and those of others. High EI is associated with better interpersonal skills, effective communication, and resilience. Emotions influence motivation, perception, and overall well-being, making the management of emotions a crucial aspect of personal and professional success.

Values

Values are core beliefs or standards that guide behavior and decision-making. They can be personal, such as honesty and responsibility, or cultural, such as collectivism and individualism. Values influence priorities, ethical conduct, and life choices. Understanding one's values can lead to greater self-awareness and alignment between actions and beliefs, resulting in a more fulfilling and purposeful life.

Attitudes

Attitudes are evaluations of people, objects, or ideas that are typically positive or negative. They are influenced by beliefs, feelings, and behaviors towards specific targets and can significantly impact behavior and decision-making. Attitudes are shaped by personal experiences, social influences, and cultural context. Positive attitudes can enhance

motivation and engagement, while negative attitudes can hinder personal and professional growth.

Study Habits

Study habits include patterns of behavior that individuals use when preparing for tests, completing assignments, or learning new material. Effective study habits involve time management, organization, strategic studying, and consistent review. Good study habits are linked to academic success, reduced stress, and better retention of information. Developing effective study habits is essential for achieving educational goals and maintaining a balanced lifestyle.

Psycho-motor Skills

Psycho-motor skills involve the relationship between cognitive functions and physical movement. These skills include coordination, dexterity, and motor skills, which are crucial in activities like sports, playing musical instruments, and performing surgery. Psycho-motor skills are developed through practice and experience, and their proficiency can enhance performance in various tasks that require precise and coordinated movements.

Self-Concept

Self-concept refers to an individual's perception of themselves, including their abilities, traits, and identity. It influences motivation, confidence, and behavior. A positive self-concept is associated with higher self-esteem, resilience, and overall well-being. Understanding and improving self-concept can lead to better personal development, goal setting, and achievement.

Gender

Gender encompasses the biological and social differences between males and females. It influences experiences, opportunities, behaviors, and attitudes due to cultural norms and expectations. Gender roles and identity can impact career choices, interpersonal relationships, and personal development. Awareness of gender differences and promoting gender equality can lead to more inclusive and equitable environments.

Characteristics of Individual Differences

1. Individual Differences are the specific characteristics that differentiate one person from another. For example:- Everyone has a different perspective to think, act, and acknowledge things in their own way.

2. Individual Differences can be because of different tastes, preferences, needs, intrinsic and extrinsic potential towards society and self. For example:- Maslow needs hierarchy theory.

3. Dissimilarity is the principle of nature. For example:- No two persons can be the same in any aspect like physical characteristics, mental characteristics, and psychological characteristics.

4. Individuals differ from each other in many characteristics of life. For example:- Changes among individuals can be found in physical forms like in height, weight, color, complexion strength, etc., the difference in intelligence, achievement, interest, attitude, aptitude, learning habits, motor abilities, skill.

5. Each person has an intellectual capacity which one gains through experience and learning. For example: - learning by doing, project method, and play-way method.

Self Check Exercise-1

Q.1 Define Individual Difference.

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Q.2 Write Two Characteristics of Individual Differences.

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5.4 TYPES OF INDIVIDUAL DIFFERENCES

1. **Average Intelligence:** Individuals are seen differing in considerable measure in respect of their average intelligence. It is not possible to send to school children with an intelligence quotient of below 50. Children with intelligence quotients between 50 and 70 can learn only the simplest task. Even the lower schools troubled children whose intelligence quotient varies between 70 and 80. Children between 75 and 90 I.Q. are considered morons and they have considerable difficulty in progressing along with the other children in their learning. Generally, 40 to 60 per cent of the children in schools have IQs. Varying between 95 and 105, being the children with average intelligence who form the basis for the formulation of the syllabus and curriculum as well as the method of teaching. Children who are either above or below this level of intelligence require special educational methods and conditions. Children with intelligence quotients varying between 115 and 120 are considered brilliant or intelligent. The following facts have come to light concerning individual differences of intelligence in children (a) However good and beneficial the environment and the

method of education, the moron invariably reaches his highest level of learning before the average of the intelligent child. (b) In favorable circumstances, the average child generally gives a good account of himself in his academic pursuits.

(c) If the circumstances are favorable, the intelligent child shows great alacrity in the process of learning.

(d) Adverse circumstances have the worst effect on all children, and their learning activities are hindered.

1. Age as a Factor in Learning: There is a general belief that children learn better than adults. Many investigations have been made on the relation between age and learning. The results indicate that the ability to learn new material increases until about 16 years. Thereafter it remains constant till 20's. After that there is a slight drop. Around 50 years, the drop becomes sharper. A result is given below of an experiment to test the retention of items a different interval of time after viewing a motion picture:

Group	No. of Items Retained After		
	1 day	6 weeks	12 weeks
8 to 9 years	52	47	48
11-12 years	66	59	56
15-16 years	81	71	65
Adult	88	72	73

Difference in speed of learning and retention does not depend upon age but on mental age or levels of intelligence. Variation in methods and motivation may make it possible for children to learn a given task even at an earlier or later age.

2. Gender Differences in Learning: There is a general belief that motor skills requiring great endurance, muscular strength and persistence, can be better tackled by men than women. Women are supposed to excel in skills involving close coordination of small muscles and strict attention to details. Most differences in behavior of men and women are learned. Bergen (1943) found that differences in sex are not significant with preschools and primary grade children. As observed in various fields sex differences may he reported as under:

i) There has not been found any sex difference in intelligence.
ii) Girls are found higher in word fluency, memory and fine motor co-ordination.
iii) Boys are found superior in numerical reasoning and spatial ability.
iv) Girls have higher interest in aesthetics, social service, domestic science and literary fields.
v) Boys have higher scientific, mechanical and theoretical interests.
vi) Girls are more emotional and social.
vii) Girls are more jealous.
viii) Boys are more aggressive and dominant.
ix) Boys are more ambitious and independent.
x) Girls show better performance in language, speech, art and music.
xi) Boys are better in social science and mathematics.

xii) All these factors influence learning behavior of boys and girls.

2. **Intelligence:** Intelligence is another important dimension of individual differences. Performance of the individual as a learner, as a person as a citizen and as a worker largely depends upon the intelligence he possesses. The testing of intellectual abilities led to the discovery that intelligence continues to increase from birth till it reaches a peak about the middle of adolescence. According to some studies, "50 percent of that development (which will be realized at age 17), takes place between conception and age four, about 30 percent between ages four and eight and about 20 percent between ages eight and seventeen. The number of digits a child is able to repeat is an example of a test that shows the growth of intelligence. The number increases as follows:

      a. 2 years 6 months: Repeating 2 digits, e.g. 4-7, 6-3, 5-8

b. 3 years: Repeating 3 digits, e.g., 6-4-1, 3-5-2, and 8-3-7.

c. 7 years: Repeating 5 digits, e.g., 3-1-8-5-9, 4-8-3-7-2, 9-6-1-8-3 or
Alternatively repeat 3 digits backwards, e.g., 2-9-5, 8-1-6; 4-7-3.

d. 9 years: repeating 4 digits backwards 8-5-2-6, 4-9-3-7, 3. 6-2-9.

e. 10 years: Repeating 6 digits. 4-7-3-8-5-9, 5-2-9-7-4-6, 7-2-8-3-9-9.

f. 12 years: Repeating 5 digits backwards, 8-1-3-7-9, 6-9-5-82. 9-2-5-1-

3. **Achievement:** All learners do not learn at the same speed. Some learn slowly. Some learn in a normal way. Some learn very fast. This requires different approaches to teaching learning approaches.

4. **Socio-economic Factors:** There is a considerable evidence to indicate that there exists a marked relationship between socio-economic status of the family and the child's linguistic development. Children from higher socio-economic strata are more advanced in language skills than those from lower income groups. Birth order of the child may play a role in acquiring language ability. It is observed that the later children have an advantage in learning much from contact with the other child or children in the family. Twins have retarded language development as compared with other children. A child rejected by his parents, friends or teachers develops poor language skills. Parents may follow the Guidelines for the Language Development of the child.

      a. They should give good speech patterns to copy.

b. Children should be encouraged by parents to speak

c. The parents should have patience to hear what the child says and
should appreciate his efforts.

d. Interesting stories should be told to children.

e. A child may be encouraged to relate a story heard from parents.

f. Parents may show and describe pictures to their children.

g. Children should be made to redescribe the picture earlier described
by the parents.

h.   Parents should describe objects of daily use and events to their
children and listen to the repetition by them.

i. They should dramatize various situations like the vegetable vendor#39;s
acts and makes the child repeat.

j. Tape recorders may be used where available.

k. Parents should provide various toys and things like balls, kite etc.,
and explain their vocabulary,

l. Children may be asked to notice voices of different members of the
family.

m. They should he asked to imitate the voices of different animals, birds
etc.

n. They should be asked to note the sounds of different musical
instruments.

5. **Special Abilities:** During the junior high school as well as the college stage, the individual differences in respect of special abilities, in addition to the general intelligence, are also important since specific professions and specialized fields of vocation all need certain specific abilities. Abilities of this kind are concerned with mental, artistic, personality or motor ability

6. **Differences of Back-ground:** In school, the differences that the children exhibit. are the outcome of their different families and their communities.

Attitudes towards education and authority differ in each family, culture and class. Some of these attitudes are favorable while others are unfavorable to education. In either condition, the difference of attitudes results in differences among children. Besides these attitudes, the child#39;s emotional, social, aesthetic and moral development is influenced by his family and the neighborhood. Hence differences of back-ground are also manifest in individual differences.

7. **Alacrity in Learning:** Difference in the quickness or alacrity- in learning is visible not only in children of different ages but also among children of the same age group. This difference is dependent upon their maturity and educational back-ground. Differences in the alacrity of learning result in benefits according to formal education.

8. **Mental Age:** Children of differing ages as well as children of the same age show differences in their respective mental ages. Generally speaking, all students studying in the same class differ according to their mental ages.It has been observed that at the age of 6, differences in mental age range up to 5 years. Mental age and education are intimately related.

9. **Motor Ability:** The individual's movements of the hand and feet and other physical abilities are seen to be very individual, as they do not resemble another's to any great extent. Till the individual attains adulthood, his manual dexterity, rate of muscular movement and resistance to fatigue develops continually. In this manner, the

individual in different ages and different individuals in the same age group manifest considerable differences in manual dexterity.

10. **Racial Differences**: Many scientific studies have indicated the presence of various kinds of differences between individuals of different races, although differences of environment are a normal factor in causing these differences. Karl Brigham has composed a list on the basis of differences in levels of intelligence in various countries.

11. **Nationality:** Many studies have led to the conclusions that individuals of different nations differ in respect of nature, physical and mental traits, interest and personality, etc. Such a difference is only natural since the cultural and geographic environment is distinctive.

12. **Economic Situation:** Economic differences are seen causing differences in the children's interests, tendencies and character, etc.

13. **Differences Relating to Learning:** In respect of learning, children manifest such differences as past experience and learning, ability in the use of various kinds of apparatus, rate of learning, interest in learning, etc.

14. **Difference in Respect of Development:** Difference in development is in evidence not only in individuals of different age groups but also between individuals of the same age.

15. **Difference in Interests**: As has been pointed out, the difference in sex leads to a difference in interests. Similarly factors such as family back-ground, level of development, difference of nationality and race, etc., cause difference in interests.

16. **Personality:** Differences in respect of personality have led psychologists to much study, and on the basis of this study individuals have been classified into many groups. Jung, for example, has divided individuals into three groups-(a) Introvert, (b) Extrovert and (c) Ambivert. This is the psychological classification of people. Stephenson has divided human beings into two categories-preservative and non-preserved. In this division, People of the first group are very sensitive and susceptible to experience, while people of the second group are not influenced by it to quite that extent. Cattle have put people into the sergeant and the surge less or non- sergeant classes. The former is similar to Jung's extrovert while the surge less resembles his introverted individuals. Terman has put people into 9 classes according to their levels of intelligence (a) Genius, (b) Near Genius, (c) Very superior intelligence, (d) Superior, (e) Average, (f) Back- ward, (g) Feeble-minded, (h) Dull, (i) Idiot.

Thorndike has divided people into four categories on the basis of thinking-(a) Abstract thinkers, (b) Ideational thinkers, (c) Objective thinkers; (d) Thinkers in whom sensory experiences are predominant. These names indicate the peculiarities of thinking in these individuals. From the viewpoint of nature, personality has been divided into three classes-(a) thought dominates. (b) Emotion dominant, (c) action dominant. Concerning these classifications of the human personality, it should be remembered that although one specific person may exhibit the broad characteristic of one class of personality, he cannot be said to belong to only that class of personality as the differences between various personalities are so subtle and minute that it is not scientifically possible to drive them into classes.

Self Check Exercise-2

Q.1 . Give Jung's Classification of individuals in respect of personality.

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Q.2 Define intelligence

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5.5 SUMMARY

In this lesson we have studied the concept of individual differences. We have also discussed the nature and types of individual differences. Further we have also discussed the various dimensions of individual differences.

5.6. GLOSSARY

Cognitive Abilities: Cognitive abilities are skills your brain uses to complete essential day-to-day tasks like thinking, learning, and reading, remembering, speaking, listening and paying attention. Cognitive abilities occur naturally in the brain, but you can further develop and strengthen them by challenging yourself.

Creativity: Creativity has been described and defined in various ways. It is the ability to come up with or generate creative ideas and possibilities. It involves thinking in new and original ways to reach a solution. Creativity thus entails originality, but originality is not always creativity.

Personality: Personality is a dynamic organization within the individual of those psycho-physical systems that determine his unique adjustment to his environment.

5.7 ANSWERS TO SELF CHECK EXERCISE

SELF CHECK EXERCISE-1

Ans.1 Individual differences are the more-or-less enduring psychological characteristics that distinguish one person from another and thus help to define each person's individuality. Among the most important kinds of individual differences are intelligence, personality traits, and values.

Ans. 2 a. Individual Differences can be because of different tastes, preferences, needs, intrinsic and extrinsic potential towards society and self. For example: - Maslow needs hierarchy theory.

b. Dissimilarity is the principle of nature. For example: - No two persons can be the same in any aspect like physical characteristics, mental characteristics, and psychological characteristics.

SELF CHECK EXERCISE-2

Ans.1 Jung, for example, has divided individuals into three groups-(a) Introvert, (b) Extrovert and (c) Ambivert.

Ans. 2 Intelligence can be defined as the ability to solve complex problems or make decisions with outcomes benefiting the actor, and has evolved in life forms to adapt to diverse environments for their survival and reproduction.

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5.9 TERMINAL QUESTIONS

1. Describe the concept of individual differences.
2. What are the dimensions of individual differences?

3. What are the types of individual differences?

Unit-6
Causes of Individual Differences

Structure

6.1Introduction

Individual differences among students are a multifaceted phenomenon shaped by a myriad of factors, both inherent and environmental. These differences manifest in various dimensions such as cognitive abilities, learning styles, personality traits, and socio-economic backgrounds, significantly influencing how students perceive, process, and retain information. Genetic factors play a foundational role, contributing to innate intellectual capabilities and temperament. However, environmental influences are equally impactful; family dynamics, cultural context, and educational opportunities all interact to shape a student's development. Additionally, personal experiences, such as exposure to stress or enrichment activities, further diversify individual characteristics. Understanding the causes of these differences is crucial for educators and policymakers aiming to create inclusive and effective learning environments. By recognizing and addressing the underlying factors contributing to individual differences, educational strategies can be tailored to meet the unique needs of each student, thereby enhancing their overall academic and personal growth.

6.2 LEARNING OBJECTIVES

After completing the lesson you will be able to

- Understand the causes of individual differences

- Describe the dimensions of individual differences

- Explain implications of individual differences in education

6.3CAUSES OF INDIVIDUAL DIFFERENCES

Though, it is not possible to describe all the causes of individual differences in children, of

intelligence, abilities, physical capacity and maturity etc., in different children.

1. Age: It is a matter of common knowledge that age creates differences of intelligence, abilities, physical capacity and maturity etc., in different children

2. Physical Development: Difference in height, weight, physical structure and the rate and quantity of development of the various parts of the body lead to differences between

3. Heredity: It has now been established that heredity differences result in the quantity and rate of physical as well as mental development being different in different individuals. Many physical as well as mental diseases are the result of heredity in person. According to many scientists, a person inherits many mental peculiarities and abilities from his parents.

4. Environment of Atmosphere: Modern psychologists do not believe heredity to be the only cause of individual differences. Personality is the outcome of mutual interaction between heredity and environment. Hence the influence of the environment on individual differences is less than the influence of heredity. Gradual changes in the child's environment can be seen reflected in the changes in his personality. An individual exhibits good and bad qualities as accruing from a good or bad environment. Generally speaking, the environment comprehends family, school, neighborhood, society and culture. The child is open to a very wide range of influences such as the social and economical level, standard of living, education, profession of parents, their mutual relationships, their relations with their children, their attitudes and personalities, nature of other people's character, personality and attitudes, etc.

5. Effect of Race and Nation: Although modern psychologists believe that race does not lead to differences in the mental structure of individuals, yet it cannot be denied that individuals of different races exhibit very pronounced differences, even though it may be induced by the environment. Similarly, individuals of different nations show differences in respect of their personality, character and mental abilities. These are the outcome of their geographical, social and cultural environment. Many scientific tests have established the existence of difference between Eastern and Western, Negro and American, Chinese and Japanese, English and Indian Individuals.

6. Sex Differences: Although modern psychologists are not prepared to accept sex differences on the basis of differentiation between boys and girls, yet sex does lead to differences between individuals, even though the family, social and cultural environment may play a major part in it. Development of boys and girls exhibits differences due to differences in sex.

7. Intelligence and Mental Age: Many studies have indicated that many individuals differ because of differences of intelligence and mental age,and the environment cannot be accepted to account for the majority of such differences. Individuals, who are well below the average in intelligence and mental age, find much difficulty in learning and acquiring some training that the average intelligent person can pick up easily.

8. Emotional Stability: Due to many physical, mental and environmental factors. The emotional stability of individuals is differently affected. This leads to differences in their respective natures.

9. Temperament: Ancient Indian medicine men believed that individuals have different temperaments. Some people are by temperament quick and short-tempered, others are secretive, some active and others inactive.

10. Differences Relation to Learning: Individuals differ from each other because of their attitude to learning, their zeal, rate of progress and transfer or training etc.

11. Other Factors: In addition to the above causes many other factors lead to differences among individuals e.g., interest, attitudes, various sentiments, communal circumstances etc.

Understanding the causes of individual differences involves examining a complex interplay of factors including race, sex, heredity, socioeconomic status, culture, residential context (rural-urban), and language. Each factor contributes uniquely to shaping an individual's experiences, opportunities, and development. Here's a detailed exploration of these causes:

1. Race

Race influences individual differences primarily through social experiences and systemic structures rather than biological determinants. Socially constructed racial categories often affect access to resources, opportunities, and social treatment. Discrimination, bias, and stereotyping can shape educational outcomes, mental health, and career trajectories. For example, racial minorities might experience barriers in accessing quality education or healthcare, leading to disparities in life outcomes.

2. Sex

Sex, referring to biological differences, and gender, reflecting societal roles and expectations, both impact individual differences. Biological differences such as hormonal influences can affect physical and behavioral traits, while gender norms shape expectations, opportunities, and socialization processes. For instance, girls and boys might be encouraged differently in their educational pursuits, leading to varying interests and career choices. Additionally, societal gender roles can influence psychological development and self-perception.

3. Heredity

Heredity involves the transmission of genetic characteristics from parents to offspring, contributing to physical and psychological traits. Genetic factors influence aspects like intelligence, temperament, and susceptibility to certain health conditions. However, the expression of these genetic traits is often modulated by environmental factors, such as nutrition and educational opportunities, highlighting the interaction between nature and nurture.

4. Socioeconomic Status (SES)

SES encompasses income, education, and occupational status, significantly affecting individual differences. Higher SES often provides better access to quality education, healthcare, and extracurricular opportunities, contributing to cognitive and social development. Conversely, lower SES can be associated with limited resources, higher stress levels, and fewer opportunities, which may impact educational attainment and overall well-being.

5. Culture

Culture shapes values, beliefs, customs, and behaviors, influencing individual development and identity. Cultural backgrounds determine social norms, communication styles, and problem-solving approaches. For example, collectivist cultures might emphasize family and community interdependence, while individualist cultures promote personal achievement and autonomy. Cultural practices also affect educational expectations and learning styles.

6. Rural-Urban Home

The rural-urban divide impacts access to resources, lifestyle, and social dynamics. Urban areas typically offer more educational, healthcare, and recreational opportunities, while rural areas might provide a closer-knit community and different lifestyle experiences. Differences in educational facilities, job opportunities, and social services between rural and urban settings can lead to diverse developmental outcomes and career paths.

7. Language Spoken

The language spoken at home influences cognitive development, communication skills, and cultural identity. Multilingual individuals often have enhanced cognitive flexibility and problem-solving skills. However, speaking a language different from the dominant language in society or school can present challenges in accessing education and social integration. Language proficiency also affects academic performance and career opportunities.

8. Language of Instruction

The language used in educational settings plays a critical role in learning and academic success. When the language of instruction aligns with a student's home language, it facilitates comprehension and engagement. Conversely, language barriers can hinder understanding and participation, impacting academic achievement. Education in a familiar language enhances cognitive development and literacy skills, while instruction in a second language requires additional support for effective learning.

DIMENSIONS OF INDIVIDUAL DIFFERENCES

1. Physical / Physiological Dimension

Individual differ in height, weight, color of skin, color of eyes and hair, size of hands and

heads, arms, feet, mouth and nose, length of waistline, structure and functioning of internal organs, facial expression, mannerisms of speech and walk, and other such native or acquired physical characteristics. The layman and the scientist both realize and recognize that differences exist among individuals in the innate ability to learn. Certainly, a mongoloid or micros cephalic do not learn with the facility of a normal individual. It is a fact though it may not be obvious that among the pupils who appear to be normal, there are also enormous differences in degrees of ability. These differences are attributed to basic physiological differences. The basic physiological differences may be, for example, due to visual difficulty or hearing difficulty or other sensory disability or glandular dysfunction or dietary deficiency. A child who appears to be normal may be having any or some of these difficulties with the consequent impairment of learning. For example,

visual difficulty which is evidenced by rubbing the eyes, learning forward to see the board, tilting the head, hearing difficulty which is displayed by turning one side of the head

towards the source of sound, asking that questions be repeated, and other sensory difficulties like speech defects, inattention and listlessness cause individual differences in learning. Teachers must recognize
that some of the individual differences arise because of basic physiological differences. They must recognize that these differences exist and demand that teachers should not force all children to learn at a uniform rate. When children begin to show indifference, failure, boredom, inattention, tantrums, they indicate through these symptoms that teachers are expecting too much or too little from them. Pupils with sensory difficulties should be given differential treatment.

2. Socio-Economic Backgrounds

Some of the differences are caused by differences in socio-economic backgrounds. These differences are seen in pupils' reaction patterns. Differences in socio-economic backgrounds may lead to differences in diet, cultural opportunities, ideals, attitudes and adjective actions or in family behavior habits.

3. Heredity and Environment

A large number of individual differences are caused by the interactive process of heredity and environment. To each child heredity provides a potential and the dynamic forces of environment act upon that potential in a different way. Let us illustrate how the interactive forces of heredity and environment produce differences in individuals. We may have for the sake of illustration one trait (intelligence) and at one end of the diagram we place the rod measuring the rate of mental maturity (I.Q.).There are three children of the same parentage X or Y each. The hereditary potential for these children A.B.C or for P.Q.R is the same being represented by the equality of height of the cones. But as environmental factors influence members' sets differently, the hereditary potential is realized in different amounts or degrees. With least stimulating environments only a part of the potential is realized (A, P) and with very stimulating environments we have full realization of the potential (C, R) the differences between the six children are due to interaction of hereditary potential and the environment.

4. Emotional Dimension

In some individuals, positive emotions like love, affection and amusement and the like are prominent whereas, in some negative emotions are more powerful. • Individuals also differ in the manner they express their emotions. Some are emotionally stable and mature, while others are emotionally unstable and immature.

5. Interests and Aptitudes

Variations occur among the individuals in relation to the specific tastes and interests. In a similar way, people are found to have different aptitudes. Some have mechanical aptitude, while the others have scholastic, musical or artistic aptitudes

6. Dimension of Self-Concept

Self concept reflects the images, considerations or judgment about one's abilities and limitations usually held by an individual not only projecting himself before others but also for estimating himself in his own eyes. • Students must be made to form proper and real concepts about themselves so that they may be helped in their progress and development by maximizing their potentials after getting rid of evils and negative things detrimental to progress.

Self Check Exercise-1

Q.1 Enlist 03 causes of Individual Differences.

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Q.2 Write in brief the role of heredity for individual differences.

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6.4 IMPLICATIONS IN EDUCATION

1. Limited Size of Class: Keeping in mind the individual differences of the students, it is advisable that if they are to be taught properly, a class should not include more than 20 students. With 50 or more students, it is impossible to teach them keeping in mind their specific requirements.

2. Suitable Method of Education: It is never advisable or efficacious to use the same method of education in the case of all children. It should be varied to suit and conform to their individual differences and mental requirements.

3. Educational Guidance: Knowing the personal differences between his students the teacher can render them signal service by guiding them in their educational career. It is the teacher who can tell them the subjects they must choose to pursue in their higher studies if they are not to do violence to their natures.

4. Vocational Guidance: Different professions require some specific physical, mental and personality traits of the individual. Hence, knowing their peculiar mental makeup and their tendencies. The teacher can guide the students in the vocation that they should adopt.

5. Contribution of School, Family and Community in Education:
Knowledge of differences among children determines that education in school is not completely s6ent since many differences are due to the family and community. Hence-according to modern educational psychologists to attain the all round development of individuals prescribed by modern education, the cooperation of school,
family community and religious institutions are sought.

6. Individuals Training: Having knowledge of individual differences now many methods of individual training have been devised. In America the Dalton plans. Project method. Winnetka method, Contract plan and Activity programme method have been devised for individual training. A brief resume of the various methods is given below:

i) Dalton Plan: In this, children are not taught in class-rooms. They are given subjects that suit their interests and they are given a project that covers a period of 15 days to a month. Such treatment leads to the development of neutrality, independence, co-operation and sociability etc.

ii) Project Method: In this the children are required to do work of every day requirements, such as cooking, stitching, furniture making. etc.And in the process of this work, they are taught novel things.

iii) Winnetka System: In this method, the student on his own tries to attain a certain definite objective and the teacher offers very little assistance. Later through some tests, the extent to which the student has attained his goal is discovered.

iv) Contract Plan: In this, similar to the Dalton method, the subjects of study are determined, and similar to the Winnetka method the student & progress is measured through tests. In this manner, it is a synthesis of the Dalton and Winnetka method.

v) Activity Programme: In this method, keeping in mind the interests of the students, activities are prescribed in order to define the curriculum. These activities are based on democratic principles. This helps to develop democratic notions in the children. It is evident from the foregoing description that modern education makes proper arrangements for a child's education, keeping in view his peculiar nature and special abilities. In a democratic society every individual has the right to achieve a definite level of development. Hence even more essential it is that individual differences be kept in mind while educating people of democratic countries.

7. New Concept of Home-work: According to the new concept, home-work to all students is not useful for student's development. Home-work should be keeping in mind an individual's capacity, interest and other factors.

8. Education According to Sex: There is a great difference in interests,capacity, and capability requirements etc., of male and female. Up to primary level, teaching of all subjects is essential for both sexes. But it can be differentiated on a secondary level.

9. Multipurpose Curriculum: A large number of subjects should be included in the school-curriculum so that education may be provided to each child according to his interest, need and ability. Curriculum must be flexible, not rigid.

i) **Total Personality:** at are the needs of life and which knowledge can fulfill it, should be included in the curriculum.
ii) **Vocationatity:** Curriculum should be vocational based. Everybody must be employed according to curriculum.
iii) **Adjustability:** Curriculum should be helpful in keeping meaningful adjustment in life
iv) **International Integration:** In present time a person is not only the citizen of its own country, though he is a member of the whole world. Curriculum must raise the feeling of universality.
v) **Individual Development:** Each school should arrange for the education of each learner according to his individual capabilities.

Hints for Suitable Curriculum Contribution

i) Provide opportunities to the children in keeping with their abilities so that they may get success in learning.
ii) Construct reliable tests for the measurement of abilities.
iii) Provide desirable physical and social environment so that children may get a chance for the development of their native ability.
iv) Arrange for flexible curriculum to fulfill the needs of the child and based On his interests.
v) Make use of adequate material aids to fully motivate the child.
To conclude in the word of Skinner, "knowledge of the nature of individual difference is essential, if the teacher is to improve the education that all children receive, regardless of their ability".

Self Check Exercise-2

1. Describe 03 implications of individual differences in education.

6.5 SUMMARY

In this lesson we have studied the concept of individual differences. We have also discussed the causes of individual differences. Further we have also discussed the various dimensions of individual differences.

6.6 GLOSSARY

Psychomotor skills: Psychomotor skills can be defined as skills that coordinate sensory information and muscular response when doing a given action. These skills are involved in controlling muscles through brain signals and motor nerve pathways and thereby trigger voluntary movements.

Heredity: Heredity or Hereditary is the process of passing the traits and characteristics from parents to offspring through genes. The offspring get their features and characteristics

that is genetic information from their mother and father.

6.7 ANSWERS TO SELF CHECK EXERCISE

SELF CHECK EXERCISE-1
Ans.1 Age, Physical Development and Heredity
Ans. 2 The hereditary basis of individual differences lies in the almost unlimited variety of possible gene combinations which may occur. No two siblings get an identical heredity, as they do not get the same genes from parents.

SELF CHECK EXERCISE-2

1. Limited Size of Class, Vocational Guidance, Multipurpose Curriculum

6.8 REFERENCES/SUGGESTED READINGS

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6.9 TERMINAL QUESTIONS
1. What are the causes of individual differences?

2. What are the main implications of individual differences in education?

Unit –7

(Characteristics, Identification and Remedial Measures)

STRUCTURE

7.1 INTRODUCTION

Dear learner, this lesson deals with the different types of the learners with special learning abilities. The purpose of this lesson is to understand the characteristics and identification of gifted learners, slow learners and creative learners. In the present time due to the tremendous technological development and increasingly rapid rate of change, society has great need for good leadership not only in science and mathematics but in other fields too. This leadership should be directed not only to the improvement of economic conditions but also to the promotion of social welfare and international understanding. For these purposes society needs investors, innovators, administrators and statesmen. The gifted children have high potential to excel in various areas of knowledge provided that adequate provision is made for their education.

7.2 LEARNING OBJECTIVES:

After completing the lesson you will be able to identify:

- The gifted, creative and slow learner and their characteristics.

- Remedial measures for learners with different or special abilities.

- Identify educational needs of various types of children.

- Understand the role of teachers in school to minimize individual differences.

7.3. Causes of individual differences

Understanding the causes of individual differences involves examining a complex interplay of factors including race, sex, heredity, socioeconomic status, culture, residential context (rural-urban), and language. Each factor contributes uniquely to shaping an individual's experiences, opportunities, and development.

1. Race

Race influences individual differences primarily through social experiences and systemic structures rather than biological determinants. Socially constructed racial categories often affect access to resources, opportunities, and social treatment. Discrimination, bias, and stereotyping can shape educational outcomes, mental health, and career trajectories. For example, racial minorities might experience barriers in accessing quality education or healthcare, leading to disparities in life outcomes.

2. Sex

Sex, referring to biological differences, and gender, reflecting societal roles and expectations, both impact individual differences. Biological differences such as hormonal influences can affect physical and behavioral traits, while gender norms shape expectations, opportunities, and socialization processes. For instance, girls and boys might be encouraged differently in their educational pursuits, leading to varying interests and career choices. Additionally, societal gender roles can influence psychological development and self-perception.

3. Heredity

Heredity involves the transmission of genetic characteristics from parents to offspring, contributing to physical and psychological traits. Genetic factors influence aspects like

intelligence, temperament, and susceptibility to certain health conditions. However, the expression of these genetic traits is often modulated by environmental factors, such as nutrition and educational opportunities, highlighting the interaction between nature and nurture.

4. Socioeconomic Status (SES)

SES encompasses income, education, and occupational status, significantly affecting individual differences. Higher SES often provides better access to quality education, healthcare, and extracurricular opportunities, contributing to cognitive and social development. Conversely, lower SES can be associated with limited resources, higher stress levels, and fewer opportunities, which may impact educational attainment and overall well-being.

5. Culture

Culture shapes values, beliefs, customs, and behaviors, influencing individual development and identity. Cultural backgrounds determine social norms, communication styles, and problem-solving approaches. For example, collectivist cultures might emphasize family and community interdependence, while individualist cultures promote personal achievement and autonomy. Cultural practices also affect educational expectations and learning styles.

6. Rural-Urban Home

The rural-urban divide impacts access to resources, lifestyle, and social dynamics. Urban areas typically offer more educational, healthcare, and recreational opportunities, while rural areas might provide a closer-knit community and different lifestyle experiences. Differences in educational facilities, job opportunities, and social services between rural and urban settings can lead to diverse developmental outcomes and career paths.

7. Language Spoken

The language spoken at home influences cognitive development, communication skills, and cultural identity. Multilingual individuals often have enhanced cognitive flexibility and problem-solving skills. However, speaking a language different from the dominant language in society or school can present challenges in accessing education and social integration. Language proficiency also affects academic performance and career opportunities.

8. Language of Instruction

The language used in educational settings plays a critical role in learning and academic success. When the language of instruction aligns with a student's home language, it facilitates comprehension and engagement. Conversely, language barriers can hinder understanding and participation, impacting academic achievement. Education in a familiar language enhances cognitive development and literacy skills, while instruction in a second language requires additional support for effective learning.

7.4 MEANING AND DEFINITIONS OF GIFTED LEARNERS

Gifted children may develop asynchronously: their minds are often ahead of their physical growth, and specific cognitive and social-emotional functions can develop unevenly. Some gifted children with exceptional aptitude may not demonstrate outstanding levels of achievement due to environmental circumstances such as limited opportunities to learn as a result of poverty, discrimination, or cultural barriers; due to physical or learning disabilities; or due to motivational or emotional problems. This dichotomy between potential for and demonstrated achievement has implications for schools as they design programs and services for gifted students.

Definitions provide the framework for gifted education programs and services, and guide key decisions such as which students will qualify for services, the areas of giftedness to be addressed in programming (e.g., intellectual giftedness generally, specific abilities in math), when the services will be offered, and even why they will be offered. There is no universally accepted definition of giftedness.

Now let us examine, in brief, all the three types of definitions:
(1) Intelligence quotient (IQ)
(a) The gifted is usually defined in terms of IQ: Different psychologists set different ranges of IQ for gifted children as for example, L.M. Terman, in his famous study of gifted children, set IQ140 as the lower limit of giftedness.

(b) Other authorities in psychology set the lower limit of IQ from 110 to 140 and upward.
(2) Social potentiality

The second class of definitions of giftedness is in relation to social potentiality of the child. *According to Witty, & quot,* "gifted children are those whose performance is constituently remarkable in music, art, social leadership and other forms of expression ".
According to R.W. Tyler "the gifted child is he who is exceptional in the amount of his production, rate and quality of his production."

7.4.1 CHARACTERISTICS OF GIFTED LEARNERS:

The giftedness is upper extreme on the normal distribution of any trait e.g. social, mental and aptitude. A gifted child is one who shows remarkable and outstanding performance in any worthwhile task. He possesses a superior central nervous system high degree of intellectual, creative and imagination. A gifted child makes outstanding contributions to the welfare, quality of living and our society. Gifted child possesses a high identical level in productive and evaluating thinking. He is a problem solver, innovator and evaluator of culture and educational experiences.

Self Check Exercise-1

Q.1 Define gifted students.
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Q.2 Write two characteristics of gifted students.
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7.4.2 Intellectual characteristics:

The gifted children have better ability to organize, analyze, memories, and synthesize reason out things.
- Have extensive rapidity in learning and comprehension.
- Quick and clear self expressions.
- Good in abstract thinking and good insight.

- Good imagination power –use original ideas.
- Rich vocabulary.
- Possess broad span of attention Varied and wide interests

7.4.3 Personality characteristics:

Gifted children are often more emotionally intense than others. They can also
be more sensitive to others feelings and circumstances and may display a great deal of empathy in situations where others their age appear indifferent.

- Better planning capacity.
- Feel boredom in the classroom.
- May participate in classroom discussion actively.
- More fond of questioning.
- General superior personality.
- Superior character.
- Sincere and dutiful.
- High achiever in class
- Possess good health May be popular.

7.4.4 Social characteristics:

- They are socially well mature.
- They are popular in his groups.
- They have quality leadership.
- They are democratic and less autocratic.
- They possess high moral qualities.
- They are humorous and honest or have great trustworthiness.

7.4.5 Negative characteristics:
- May be restless, inattentive and disturbing.
- May be isolated and neglected, if their potentialities are not paid due attention.
- May be indifferent to class-work when not interested.

- May become an outspoken and sensitive temperament.
- Show egoistic and jealous behavior.
- Is generally careless and poor in spelling and handwriting.
- May not like the curriculum which is for normals.

Some gifted children show only a few of the signs listed above, or show traits that are quite the opposite of what you expect. For Example some will start to speak late rather than early, some will be emotionally reserved rather than intense, and some appear to think and speak slowly rather than quickly. Also keep in mind that there are children who show gifted qualities when it comes to language or emotional traits, but who do not appear exceptional when it comes to learning or academics. While some of these kids may have a specific learning disability getting in the way of their performance at school, others may have learned early on to hide their abilities in order to better fit in with others their age, or to avoid the pressures of higher expectations. And of course there are children who show many of the signs here who do not measure in the gifted range once they are tested. Does that mean they are not gifted? Not necessarily. Many kids don't shine on IQ tests due to test anxiety - or sometimes because of the very qualities associated with giftedness. For example, IQ tests typically have timed subtests, meaning that the faster a child responds or correctly completes a task, the more points she earns. However, gifted children who are perfectionists may respond more slowly than others, taking their time, working carefully and methodically, and checking their responses for accuracy. A gifted child with a high energy level who has a hard time focusing attention on structured tasks may also be at a disadvantage when it comes to performing in the rigidly structured atmosphere of an IQ test.

7.4.6 Need of Gifted Learners

Remember that no two gifted children are alike. These children vary among themselves as much as they do from typical children. Gifted students learn differently from their classmates in at least five important ways. They learn new material in much less time. They tend to remember what they've learned, making spiral curriculums and reviewing previously mastered concepts a painful experience. Gifted students have already mastered much of the grade-level work, so they need opportunities to function at more advanced levels of complexity and depth and to tie their own passionate interests into their school work. They need special attention in classroom as well as at home. They need creative and different curriculum then their normal classmates. They need different activities to groom up their qualities. Bear in mind that being gifted or highly able is not a reward for anything. It does not necessarily place children at an advantage over other children. In fact, in some circumstances gifted children may find it difficult to fit easily into the average setting. Therefore, do not place additional burdens on these children by expressing the view through your language or non-verbal expressions that & quot; If you're so gifted or smart why can't you- "(The use of the term gifted with gifted children is problematic anyway, since it has little meaning to them. Furthermore, using the term with children and their parents

before formal identification is inappropriate. The point here is that criticizing children in this way is very poor practice and should be avoided.)

Gifted children remain children, regardless of their talents. Therefore expect that they will experience some unevenness in development among the various domains (Roedell, 1986). For example, they may be quite exceptional in figuring out the answer to intellectual problems or read at an early age (without having been directly taught), but have difficulty with fine motor skills, being responsible for their belongings, making friends. Consider the needs of gifted children to interact with mental peers (children who are on the same thinking level). Therefore, gifted children may prefer older children as playmates. Provide opportunities for cross-age groupings and activities with older children in the child care center whenever possible. Permit individual gifted children to spend time in the older group, perhaps during story time or dramatic play periods. Provide opportunities for gifted children to think divergently as well as convergently. For example, they need to have many educational experiences and problems for which there is more than one correct answer. Questions such as " How many different ways can we….? & quot; imply that there are many possible answers. Assist gifted children to understand that all individuals have something special to contribute and to respect others who may not grasp something as quickly. Therefore, set up social situations in which gifted children can be followers sometimes and leaders at others.

Be careful not to emphasize upper-level academic activities that use pencil-and-paper production. While gifted preschool children may often learn to read and understand content from the early grade levels and beyond before they enter school, they are still

young children and the & quot; sit down and complete & quot; (fine motor skill) tasks are not developmentally appropriate (Bredekamp & amp; Rosegrant, 1992). Instead, provide for

higher-level intellectual exploration needs through such activities as a science corner with a variety of books and objects that represent advanced ideas, as well as more advanced books in the library corner where children may choose according to interests and ability level. Discourage parents from forcing academic skills on their children, awesome parents may wish to encourage the development of & quot; school skills & quot; because the child demonstrates advanced understanding. Rather, encourage them to answer children's questions and provide many opportunities that allow for active intellectual exploration such as & quot; hands on & quot; museums, youth concerts, children's libraries, etc.

7.5 Learners with specific learning ability

Some children, who in most ways seem normal, have difficulty in learning or remembering. They have difficulty in educational performance, copying, listening, understanding, number speech and communication. Learning Disability refers to learning problems which manifest in an imperfect ability to listen, think, speak, read, write or do mathematical calculations which are not primarily due to visual impairment, hearing impairment, motor handicap, but due to a disorder in the psychological process involved in understanding or in using language. Learning disabilities are neurologically-based processing problems. These Processing problems can interfere with learning basic skills such as reading, writing and/or math. They can also interfere with higher level skills such as organization, time planning, abstract reasoning, long or short term memory and attention. It is important to realize that learning disabilities can affect an individual's life beyond academics and can impact relationships with family, friends and in the workplace. Since difficulties with reading, writing and/or math are recognizable problems during the school years, the signs and symptoms of learning disabilities are most often diagnosed during that time. However, some individuals do not receive an evaluation until they are in post-secondary education or adults in the workforce. Other individuals with learning disabilities may never receive an evaluation and go through life, never knowing why they have difficulties with academics and why they maybe having problems in their jobs or in relationships with family and friends. Learning disabilities should not be confused with learning problems which are primarily the result of visual, hearing, or motor handicaps; of mental retardation; of emotional disturbance; or of environmental, cultural or economic disadvantages. A learning disability cannot be cured or fixed; it is a lifelong challenge. However, with appropriate support and intervention, people with learning disabilities can achieve success in school, at work, in relationships, and in the community. Kirk (1963) used the term learning disabilities to describe children who had disorders in development in language, speech reading and associated communication skills needed for social interaction.

7.5.1 Types of learning disability

Auditory Processing Disorder (APD)

Also known as Central Auditory Processing Disorder, this is a condition that adversely affects how sound that travels unimpeded through the ear is processed or interpreted by the brain. Individuals with APD do not recognize subtle differences between sounds in words, even when the sounds are loud and clear enough to be heard. They can also find it difficult to tell where sounds are coming from, to make sense of the order of sounds, or to block out competing background noises.

1. **Dyscalculia**

A specific learning disability that affects a person's ability to understand numbers and learn math facts. Individuals with this type of LD may also have poor comprehension of math symbols, may struggle with memorizing and organizing numbers, have difficulty telling time, or have trouble with counting.

2. **Dysgraphia**

A specific learning disability that affects a person's handwriting ability and fine motor skills. Problems may include illegible handwriting, inconsistent spacing, poor spatial planning on paper, poor spelling, and difficulty composing writing as well as thinking and writing at the same time.

3. **Dyslexia**

A specific learning disability that affects reading and related language-based processing skills. The severity can differ in each individual but can affect reading fluency, decoding, reading comprehension, recall, writing, spelling, and sometimes speech and can exist along with other related disorders. Dyslexia is sometimes referred to as a Language-Based Learning Disability.

4. **Language Processing Disorder**

A specific type of Auditory Processing Disorder (APD) in which there is difficulty attaching meaning to sound groups that form words, sentences and stories. While an APD affects the interpretation of all sounds coming into the brain, a Language Processing Disorder (LPD) relates only to the processing of language. LPD can affect expressive language and/or receptive language.

5. **Non-Verbal Learning Disabilities**

A disorder which is usually characterized by a significant discrepancy between higher verbal skills and weaker motor, visual-spatial and social skills. Typically, an individual with NLD (or NVLD) has trouble interpreting nonverbal cues like facial expressions or body language, and may have poor coordination.

6. **Visual Perceptual/Visual Motor Deficit**

A disorder that affects the understanding of information that a person sees, or the ability to draw or copy. A characteristic seen in people with learning disabilities such as Dysgraphia or Non-verbal LD, it can result in missing subtle differences in shapes or printed letters, losing place frequently, struggles with cutting, holding pencil too tightly, or poor eye/hand Coordination.

Self Check Exercise-2

Q.1 Define Learning disabilities.

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Q.2 Write Two types of disabilities.

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7.5.2 CHARACTERISTICS OF LEARNING DISABLED CHILDREN

Academic: Students with learning disabilities perform more poorly in school than expected by their teachers or parents on the basis of their experience working with the child, the child's past performance, or performance on an intelligence test). Generally, this discrepancy is identified by comparing performances on standardized achievement tests and tests of intelligence. Discrepancy between ability and achievement is the primary characteristic associated with this group of students, but there is considerable debate about just how poorly a student must perform before he or she is identified with a specific learning disability. This debate translates into other interesting (mostly philosophical rather than practical) debates, such as & quot; Can students who are gifted and talented have specific learning disabilities?" and & quot; Can a student with mental retardation have learning disabilities?& quot; Physical: Students with learning disabilities look like students who don't have learning disabilities. Sometimes teachers of younger students report that they are clumsier and more awkward than their peers and that some demonstrate poor physical coordination and motor abilities. These children may have good large-muscle coordination but difficulties in fine-motor coordination. Many of the tests used by schools to screen for learning disabilities include copying and tracing exercises to help teachers identify younger students who need remediation in these areas. The main characteristics that is part of all definitions of learning disabilities is that there is a severe discrepancy between achievement and intellectual ability in some areas such as oral expression, written expression, listening comprehension, reading comprehension, reading or mathematic. Besides this basic characteristic, there are other characteristics, which are more common to students with learning disabilities than to the general population of students of their age. These characteristics are:
  i. Delayed Spoken Language Development
  ii. Poor spatial orientation
iii Inadequate time concepts.
  iv. Difficulty in judging relationships
  v. Direction related confusion
  vi Poor general motor coordination
  vii Poor manual dexterity
  viii Social imperceptions
  ix. Inattention

x. Hyperactivity
xi. Perceptual disorders
xii. Memory disorders.

7.6 MEANING OF CREATIVE LEARNERS

Though we cannot transform each child into an Einstein or a Shakespeare, we should and must accept the fact that creativity does exist in every one of us and awaits opportunities and necessary conditions-social, psychological, cultural to make an individual to be creative, to learn creativity and to live creatively. It is mentioned elsewhere that barriers to creativity are mainly socio-cultural rather than biological. The creative potential of the individual has to be recognized, identified, and nurtured as early as possible, so that we can save much of our wasted efforts and time.

Definition

According to Torrance: Creativity is quot; a process of becoming sensitive to problem, deficiencies, gaps of knowledge, missing elements, disharmony and so on, identifying the difficulties, searching for solutions, making guesses or formulating hypotheses about the deficiencies; retesting and testing hypotheses and possibly modifying and testing them and finally commutating results & quot.

According to Guilford: " Creativity sometimes refers to creative potential, sometimes to creative production, and sometimes to creative productivity & quot. Here creative potential means the personal disposition of the individual in which there are some more or less permanent qualities which help him in creative thinking. Creative thinking leads to new ideas. Creative production means the process of productive thinking.
Creative productivity means productivity according to socially, confirmed forms of words, thoughts and phrases, etc.

7.6.1 METHODS OF IDENTIFICATION OF CREATIVE LEARNERS

The identification of creative children is essential because of the following reasons:
1. It is helpful in individual teaching.
2. It is helpful in getting classes for arranging remedial programmes.
3. It is helpful in understanding the human mind and personality.
4. It is helpful in guiding cognitive (intellectual) and aesthetic development.
5. It is helpful in the evaluation of programmes, products and processes.
6. It is helpful in emphasizing the need for guidance in future.

We can use both testing and non-testing techniques for the identification of creative children in different areas-academic, art, mechanical and scientific.

(1) By using Tests of Creativity:
1. Guilford and Merrifield Tests of Creativity for College Students: This test battery measures six important factors:
(i) Fluency, (ii) Flexibility, (iii) Originality, (iv) Sensitivity to problems, (v) Semantic elaboration, and (vi) Redefinition.
2. **Torrence's Minnesota Test of Creative Thinking:** This test measures fluency, flexibility, originality and elaboration with following sub-tests.
(i) Figure Completion Test, (ii) Circle Task, (iii) Product Improvement Task, (iv)

Unusual uses.

3. Tests by Getzels: They have used five different measures of creativity in

their research:
   (i) Word-association tests: Students are required to give as many definitions and the number of different categories into which they could be placed.
   (ii) Use of things tests: A student is asked to give as many uses as he can for a common object.
   (iii) Hidden shapes tests: A student is required to find a more complex form of figure shown on a card in a simple form.
   (iv) Three different endings: Here a student is required to suggest three different endings to incomplete short fables.
   (v) Make up problems: A student is required to make up as many mathematical problems as he can on the basis of information given in a complete paragraph.

   4. Tests by Wallach and Kogan: Wallach and Kogan designed a battery of tests which measure divergent thinking developed on the Guilford pattern.

   5. Creativity Test by Flangen: Flange developed a test which consists of a series of problem situations for which an ingenious solution can be found.

7.6.2 CHARACTERISTICS OF CREATIVE LEARNERS
The characteristics of Creative Learner can be listed as follows:
   1. Independent in judgment: Creative persons can take independent judgment in crucial matters.
   2. Independent in thinking: Creative children are independent in thinking about the problems of various types.
   3. Courageous in convictions: Creative children show strong convictions in their beliefs and values. They can go beyond socially conformist behavior.
   4. Curious: Creative children are curious to know more and more about their environment.
   5. Visionary: creative children have vision for future problems.
   6. Willing to take risk: Creative children have risk taking capacity.
   7. Unwilling to accept routine solutions: Creative children do not easily accept the routine solutions of problems. They are not conformists.
   8. Become preoccupied with tasks: When creative children start task, they completely absorb themselves in that task. They concentrate all their mental energies on the task in hand.
Other characteristics of creative children or people are:
   9. Originality in ideas and actions.
   10. High Degree of attentiveness and alertness.
   11. High degree of sensitivity towards problems.
   12. Abundant farsightedness
   13. Preference for complexity, asymmetry and open-mindedness.
   14. Fluency in expression.
   15. Rich imagination.
   16. Rich ability to see relationships and make decisions.
   17. Rich ability to elaborate i.e., to work out the details of a plan, idea outline.

18. Rich ability to transfer learning.

19. Rich aesthetic judgment and high aesthetic value.

20. More progressive, autonomous, bold, resourceful, self-assertive, self-sufficient, self-accepting, adventurous, spontaneous, alive to obligations and sensitive to environmental stimuli which means sensitive to loopholes and gaps in the environment.

Self Check Exercise-3

 Q.1 Enlist 02 characteristics of Creative students.

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 Q.2 What are the Methods of a creative learner?

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 7.7 Slow Learner

A "slow learner" is a term used to describe a student who learns at a slower pace than their peers. This is often due to various cognitive, developmental, or educational factors, but it does not necessarily indicate a learning disability or a lack of intelligence.

Meaning and Definition

Slow Learner: A student who requires more time and support to acquire and process information and skills compared to their peers. They typically face challenges in understanding new concepts, retaining information, and applying knowledge effectively, but they can learn given the right teaching strategies and environment.

7.7.1 Characteristics of Slow Learners

 1. Cognitive Characteristics
- **Difficulty in Comprehension:** Struggle to grasp new concepts or ideas quickly.
- **Slow Information Processing:** Takes more time to process information and respond to questions or instructions.
- **Memory Issues:** Have trouble retaining and recalling information, which affects

learning progress.
- **Concrete Thinking:** Tend to think in concrete terms rather than abstractly, making it harder to understand complex or theoretical content.

2. Academic Characteristics
- **Low Academic Achievement:** Consistently perform below grade-level expectations despite effort.
- **Difficulty with Basic Skills:** Struggle with fundamental skills like reading, writing, and arithmetic.
- **Limited Vocabulary:** May have a restricted vocabulary, affecting comprehension and expression.
- **Need for Repetition:** Often require repeated exposure to content and more practice to achieve mastery.

3. Behavioral Characteristics
- **Low Self-Esteem:** Often have lower self-confidence due to academic struggles and may show reluctance to participate.
- **Frustration and Anxiety:** May exhibit frustration, anxiety, or avoidance behaviors when faced with challenging tasks.
- **Dependence on Teacher:** Rely heavily on teacher support and guidance, needing more one-on-one attention.
- **Passive Learning Attitude:** Tend to be passive in learning, waiting for guidance rather than initiating problem-solving.

4. Social Characteristics
- **Difficulty in Social Interactions:** May struggle with social skills, leading to challenges in interacting with peers.
- **Preference for Routine:** Prefer structured routines and may resist changes or new situations.
- **Avoidance of Challenges:** May avoid challenging tasks or situations due to fear of failure or embarrassment.

5. Emotional Characteristics
- **Emotional Sensitivity:** Can be more emotionally sensitive and may react strongly to criticism or perceived failure.
- **Need for Encouragement:** Benefit greatly from positive reinforcement and encouragement to build confidence.

6. Physical Characteristics
- **Fine Motor Skills:** Some slow learners may also exhibit delays in developing fine motor skills, affecting writing and coordination.
- Health Factors: May have underlying health issues or sensory processing difficulties that impact learning.

Identifying a Slow Learner

1. **Observation:** Teachers and parents can observe the child's behavior and academic performance over time.
2. **Assessments:** Use informal and formal assessments to gauge the child's learning pace and difficulties.
3. **Comparative Analysis:** Compare the child's progress with typical developmental milestones for their age group.

Support Strategies for Slow Learners

1. **Differentiated Instruction:** Adapt teaching methods to meet their learning needs, using visual aids, hands-on activities, and simplified instructions.
2. **Repetition and Reinforcement:** Provide ample opportunities for practice and reinforcement of concepts.
3. **Scaffolding:** Break down tasks into smaller, manageable steps and provide support as needed.
4. **Positive Reinforcement:** Use positive reinforcement to encourage effort and build self-esteem.
5. **Small Group Instruction:** Offer additional support through small group or one-on-one instruction.
6. **Use of Technology:** Incorporate educational technology that offers interactive and engaging ways to learn.
7. **Regular Feedback:** Give regular, constructive feedback to guide learning and progress.

7.8 SUMMARY

In this chapter we have studied different type of learners and their characteristics. We have also discussed the identification and methods of their identification. Further we have also discussed the role of teachers in minimizing the individual differences.

7.9 Glossary

Gifted children may develop asynchronously: their minds are often ahead of their physical growth, and specific cognitive and social-emotional functions can develop unevenly. Some gifted children with exceptional aptitude may not demonstrate outstanding levels of achievement due to environmental circumstances such as limited opportunities to learn as a result of poverty, discrimination, or cultural barriers; due to physical or learning disabilities; or due to motivational or emotional problems. This dichotomy between potential for and demonstrated achievement has implications for schools as they design programs and services for gifted students.

Dyscalculia

A specific learning disability that affects a person's ability to understand numbers and learn math facts. Individuals with this type of LD may also have poor comprehension of math symbols, may struggle with memorizing and organizing numbers, have difficulty telling time, or have trouble with counting.

Creativity

A process of becoming sensitive to problem, deficiencies, gaps of knowledge, missing elements, disharmony and so on, identifying the difficulties, searching for solutions, making guesses or formulating hypotheses about the deficiencies; retesting and testing hypotheses and possibly modifying and testing them and finally commutating results & quot.

Gifted children may develop asynchronously: their minds are often ahead of their physical growth, and specific cognitive and social-emotional functions can develop unevenly. Some gifted children with exceptional aptitude may not demonstrate outstanding levels of achievement due to environmental circumstances such as limited opportunities to learn as a result of poverty, discrimination, or cultural barriers; due to physical or learning disabilities; or due to motivational or emotional problems. This dichotomy between potential for and demonstrated achievement has implications for schools as they design programs and services for gifted students.

Slow Learner

A "slow learner" is a term used to describe a student who learns at a slower pace than their peers. This is often due to various cognitive, developmental, or educational factors, but it does not necessarily indicate a learning disability or a lack of intelligence.

7.10 ANSWERS TO SELF CHECK EXERCISE

SELF CHECK EXERCISE-1
Ans 1 A gifted child is one who shows remarkable and outstanding performance in any worthwhile task. He possesses a superior central nervous system high degree of intellectual, creative and imagination.
A gifted child makes outstanding contributions to the welfare, quality of living and our society.
Ans 2 The second class of definitions of giftedness is in relation to social potentiality of the child. According to Witty, " gifted children are those whose performance is constituently remarkable in music, art, social leadership and other forms of expression" .According to R.W. Tyler "the gifted child is he who is exceptional in the
amount of his production, rate and quality of his production."

SELF CHECK EXERCISE-2
Ans 1 A specific learning disability that affects a person's ability to understand numbers and learn math facts. Individuals with this type of LD may also have poor comprehension of math symbols, may struggle with memorizing and organizing numbers, have difficulty telling time, or have trouble with counting.
Ans 2 A specific learning disability that affects reading and related language-based processing skills. The severity can differ in each individual but can affect reading fluency; decoding, reading comprehension, recall, writing, spelling, and sometimes speech and can exist along with other related disorders.

SELF CHECK EXERCISE-3

Ans 1 Independent in judgment: Creative persons can take independent judgment in crucial matters.
Independent in thinking: Creative children are independent in thinking about the problems of various types.
Ans 2 Wallach and Kogan**:** Wallach and Kogan designed a battery of tests which measure divergent thinking developed on the Guilford pattern.
 Creativity Test by Flangen: Flange developed a test which consists of a series of problem situations for which an ingenious solution can be found.

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7.12 TERMINAL QUESTIONS

1. Discuss the characteristics of gifted and creative learners.
2. Explain the methods of identification of creative learners.
3. Explain different types of learning disabilities.

Unit-8

THE ROLE OF TEACHERS TO MINIMIZE INDIVIDUAL DIFFERENCES

STRUCTURE

8.1 Introduction

In the diverse landscape of modern education, teachers hold a crucial responsibility in addressing and minimizing individual differences among students. These differences, which can include variations in learning styles, cognitive abilities, socio-economic backgrounds, and personal experiences, significantly impact how students engage with and absorb educational content. Effective teachers recognize that a one-size-fits-all approach to education is inadequate. Instead, they employ differentiated instruction, tailored support, and inclusive teaching practices to cater to the unique needs of each learner. By creating a supportive and adaptive classroom environment, teachers can bridge the gaps that individual differences often create. This paper delves into the essential role of teachers in mitigating these differences, emphasizing the importance of their strategies in fostering an equitable and inclusive educational experience for all students. Through their efforts, teachers not only enhance academic performance but also promote a sense of belonging and confidence among diverse learners.

8.2 Learning Objectives

After completing the lesson you will be able to identify:

- Understand the role of teachers in school to minimize individual differences

8.3 Role of Teachers in Minimizing the Individual Differences

During school hours, a teacher's primary responsibility is to focus on children and attend to their academic, social, emotional and physical needs. Teachers have the responsibility and privilege of planning and implementing the program in their classes on a daily basis. Part of this charger is making sure that adults always treat children in a way that is respectful and developmentally appropriate. Teachers are responsible for ensuring the welfare of the whole class as well as striving to meet the needs of individual children as much as possible within a heterogeneous classroom. Teachers are responsible for planning class configuration in a

way that meets the educational needs of both the individual and group. Teachers assign the use of classroom space in the way that best facilitates the creation of a positive learning environment. Teachers are responsible for creating a structure within which students can explore, learn, thrive, and create. Besides teaching to traditional academic objectives, teachers are responsible for facilitating the development of problem-solving and interpersonal communication skills. Educating Children demands that teachers continue to grow and develop professionally. To this end, teachers use both formal and informal opportunities to further professional growth. Such opportunities include, but are not limited to, reading professional books and journals, participating in Teachers Council, attending in-service training, visiting other schools, attending conferences, doing collegial coaching, participating in pilot programs, and obtaining fellowships or advanced degrees.

   a. He should conduct and participate in the screening of children with learning disabilities, determine their learning abilities and prepare a final report for referral.
   b. He should provide instruction in small groups and individually.
   c. He should prepare lesions for a child who cannot function in a regular classroom.
   d. He should provide resource room help till the child is fully integrated into regular class.
   e. He should provide consultation to the regular classroom teacher and parents.

Understanding Individual Differences

   1. Awareness: Recognize that students come with diverse backgrounds, learning styles, abilities, and interests.
   2. Assessment: Use various methods to assess students' strengths, weaknesses, and preferences, such as quizzes, observations, and discussions.

Strategies to Minimize Individual Differences

1. Differentiated Instruction

   Tailor Teaching Methods: Adjust teaching methods to suit different learning styles (visual, auditory, kinesthetic).

Vary Content Delivery: Use multiple approaches to explain concepts, such as lectures, videos, and hands-on activities.

Flexible Grouping: Group students by skill level or interest for certain activities to provide appropriate challenges.

2. Personalized Learning

Set Individual Goals: Work with students to set personalized learning goals based on their abilities and interests.

   Customized Resources: Provide different resources or assignments that cater to various learning needs.

3. Inclusive Practices

Create an Inclusive Environment: Foster a classroom atmosphere that values diversity and encourages respect and collaboration.

Universal Design for Learning (UDL): Apply UDL principles to create flexible learning environments that accommodate different learning preferences.

4. **Use of Technology**
 Adaptive Learning Tools: Utilize technology that adjusts to the learner's pace and level, such as educational apps and software.
Online Resources: Provide access to a range of online materials that students can explore at their own pace.

5. **Collaborative Learning**
Peer Tutoring: Encourage students to help each other through peer tutoring or group activities.
Cooperative Learning: Use group activities where students with diverse abilities can work together, leveraging each other's strengths.

6. **Feedback and Reflection**
 Regular Feedback: Provide constructive feedback regularly to guide students' progress. **Self-Reflection:** Encourage students to reflect on their learning and identify areas for improvement.

Specific Teaching Techniques

1. **Scaffolding**

Step-by-Step Support: Break down complex tasks into smaller, more manageable steps with guidance.

Gradual Release of Responsibility: Gradually shift the responsibility of learning from the teacher to the student as they become more competent.

2. **Choice and Autonomy**

Offer Choices: Allow students to choose from different activities or topics to foster engagement and ownership of learning.
Student-Led Learning: Encourage projects and presentations that allow students to explore topics of personal interest.
3. **Culturally Responsive Teaching**
 Incorporate Diverse Perspectives: Integrate different cultural backgrounds and perspectives into the curriculum.

Respect and Acknowledge Diversity: Create a classroom culture that respects and celebrates individual differences.

2. **Formative Assessment**
Continuous Assessment: Use informal assessments like quizzes, discussions, and observations to gauge understanding and adjust instruction accordingly. Feedback Loop:

Create a loop where students receive feedback, reflect, and have opportunities to improve.

Classroom Management Techniques

1. **Behavioral Strategies**
   Positive Reinforcement: Use praise and rewards to reinforce positive behavior and effort.

Clear Expectations: Set clear and consistent expectations for behavior and learning.

2. **Flexible Seating and Grouping**
Variety of Seating Options: Provide different seating arrangements that cater to various needs (e.g., standing desks, quiet corners).
Dynamic Grouping: Change groupings frequently to give students opportunities to work with different peers.

3. **Routine and Structure**
Consistent Routines: Establish*h routines that provide stability and predictability. **Structured Flexibility:** While maintaining routines, allow for flexibility to adapt to students' needs.

Building Relationships

1. **Know Your Students**
   Personal Connections: Learn about each student's interests, strengths, and challenges.

   Open Communication: Maintain open lines of communication with students and parents.

2. **Empathy and Support**
Show Empathy: Understand and empathize with students' individual circumstances and challenges.
 Provide Support Offer additional support or resources for students who may need it, such as tutoring or counseling.

Remedial Teaching (for learning disabled children)

Mildly and moderately learning disabled pupils can function satisfactorily in the regular classroom with these adjustments. The regular classroom curriculum may require little modification. These are some of the general techniques of remediation but a specific theoretical model should guide the practitioner.

(1) Cognitive Processing Approach: The cognitive processing approach provides a way of thinking about how a child learns and offers a framework for teaching. The developmental approach emphasizes a sequential approach for remediation. Test related approach identifies specific areas of deficiency, which can be taught.

(2) Specialized Techniques Approach: The specialized techniques indicate that the teacher would follow the prescribed order and fashion for a specified period of time. Hierarchies of skills are to be developed in the skill development approach using criterion referenced teaching. Published Materials can be used for remediation of learning disability.

(3) Behavioral Approach: the behavioral approach refers to behavior modification approach for manipulations of environmental conditions of learning. Apply reinforcement and change behaviour Psychotherapeutic approach should build feelings of success and establish a healthy psychodynamic relationship between teacher and student. The major cause of teaching failure is dyspedagogia i.e., lack of good teaching. Inadequacy in the child's teacher and the teacher environment are the answer to remediation. Has primary responsibility for specialized instruction and services required to meet the unique educational needs of her visually impaired students. Possesses the skills and abilities necessary to provide and coordinate this specialized instruction. Assists the student, parents, special and regular education personnel, and the students sighted peers in understanding the unique educational needs and learning characteristics of visually impaired students, Becoming aware of services and support available from local programs for visually impaired students, acquiring information regarding local, state, and national resources for the education of visually impaired students, and Interpreting the visually impaired students specific eye condition, the educational implications of the visual impairment, and the results of functional vision and learning media assessments. Consults regularly with the classroom teacher, other regular and special education personnel, parents, and others to coordinate programs and services for the visually impaired student. Assists the site administrator and teachers in making environmental adjustments for the student in the school.

Shares Responsibility with classroom teachers in the identification of instructional areas in which the student requires assistance. Assures that large-type or braille texts, supplementary materials, educational, aids, and equipment needed by the visually impaired student, and the classroom teacher, are provided in a timely manner to ensure the students maximum participation in all classroom activities (appropriate educational materials may be prepared or adapted by the VI teacher, or they may be obtained from educational, clerical, or transcriber services.)Provides instruction in the development and maintenance of skills to meet the students unique educational needs in the following areas, as indicated in the IEP: Low vision & amp; visual efficiency skills, Concept development & academic skills, Daily living skills, Career & vocational education skills, Communication skills (these skills include braille reading and writing as appropriate), Social/emotional skills and abilities, & sensory motor skills. Prepares sequential and meaningful instruction geared to the student & assessed needs, IEP goals and objectives, functioning, and motivational levels.

This instruction should be reflected in weekly or monthly lesson plans, as appropriate. Provides assistance to the classroom teacher in academic subjects and activities of the classroom that, as a direct result of the student; a visual impairment, require adaptation for the student. Provides initial and ongoing assessment: Consults with assessment team to determine appropriate testing materials and modifications needed, Assists with assessments when

needed, Interprets assessment results when needed. Conducts Functional vision/learning media assessments and produces written reports. Attends ARD and IEP meetings for students with visual impairments. Schedules time efficiently for assessment, instruction, planning, preparation of materials, travel, and conferences with relevant school and other key individuals. Maintains ongoing contact with parents to assist them in the development of a realistic understanding of their child's abilities, progress, and future goals. Provides in-service training programs for school personnel and students and education for parents regarding the needs of visually impaired students and adaptations, programs, and services for these students. Makes available pamphlets, films, and other public information materials that may be useful in developing realistic and unprejudiced attitude toward visually impaired students. Coordinates with other personnel, such as transcribers, readers, counselors, specialists, career/vocational education staff, and rehabilitation counselors. Maintains a current reference library of professional materials and resources. Acquires information and training about current research, development, and technology. Provides instruction in appropriate academic and non-academic content areas to the visually impaired student in the classroom.

Self Check Exercise

 Q.1 Enlist 02 classroom management techniques.
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 Q.2 What are the different strategies to minimize individual differences?
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 8.4 SUMMARY
In this chapter we have studied the role of teachers in minimizing the individual differences. We discuss that teachers play a crucial role in minimizing individual differences by employing strategies like differentiated instruction, tailored support, and inclusive practices. These efforts create an equitable and adaptive learning environment, helping all students succeed regardless of their diverse backgrounds, learning styles, and abilities.

8.5. GLOSSARY

Differentiated Instruction: A teaching approach that involves tailoring instruction to meet the diverse needs of students, allowing each student to learn at their own pace and in their own

way.

Inclusive Practices: Educational methods and strategies that ensure all students, regardless of their abilities or backgrounds, are given equal opportunities to participate and succeed in the classroom.

Adaptive Learning Environment: A classroom setting that is flexible and responsive to the varying needs of students, promoting effective learning for all.

Educational Content: The material and information that is taught to students in the classroom.

Student Engagement: The level of interest, motivation, and active participation a student demonstrates in their learning process.

8.6 ANSWERS TO SELF CHECK EXERCISE
1. Behavioral Strategies 2.Flexible Seating and Grouping

2. Differentiated Instruction, Personalized Learning, Inclusive Practices

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8.8 TERMINAL QUESTIONS
1. Discuss the role of teacher in minimizing the Individual differences.
2. Describe in detail that what kinds of approaches are used by teachers during remedial teaching?

Unit - 9

Social Development: Meaning, Stages and Factors affecting Social Development, Characteristics of Social Development during Childhood and Adolescence

Structure

9.1   Introduction

9.2   Learning Objectives

9.3   Concept of social development, stages, factors affecting social development   and characteristics during childhood and adolescence

        Self-Check Exercise - 1

9.4   Summary

9.5   Glossary

9.6   Answer to Self-Check Exercise 1

9.7   References/ Suggested Readings

9.8   Terminal Questions

9.1   Introduction

Dear learner, this lesson deals with the meaning, stages, factors affecting social development and characteristics of social development during childhood and adolescence.

9.2   Learning Objectives

After completing this lesson, you will be able to:

- discuss the meaning, stages, factors affecting social development and characteristics of social development during childhood and adolescence.

9.3 Concept of social development, Stages, Factors affecting Social Development   and Characteristics during Childhood and Adolescence

Social development refers to the process through which individuals acquire the knowledge, skills, behaviours, and attitudes necessary to function effectively within society. It is shaped by interactions with others and evolves over time through various social experiences. Social development encompasses learning to cooperate, communicate, and behave according to societal norms, as well as understanding one's own role within a community. It includes the development of social skills, the formation of relationships, and the cultivation of values such as empathy, respect, and responsibility.

Stages of Social Development

Social development unfolds across various stages throughout an individual's life, beginning in infancy and continuing through adulthood. These stages are typically characterized by the development of certain social behaviours and skills that enable individuals to interact successfully with others.

1. Infancy and Early Childhood (0–6 years)

- **Attachment and Bonding**: Social development begins in infancy when babies form primary attachments to their caregivers, particularly parents. This bonding is essential for emotional security and social engagement. Secure attachment fosters trust and a sense of safety, leading to better social interactions.
- **Socialization with Caregivers**: As infants grow, they start to interact with caregivers beyond mere bonding. They observe, mimic, and engage in basic social behaviours. The social skills learned in infancy lay the foundation for more complex social interactions later on.

2. Preschool and Early School Age (6–12 years)

- **Peer Relationships**: During the preschool years, children begin to form friendships, engage in cooperative play, and develop a sense of group dynamics. Peer relationships become more significant in shaping their social skills, such as sharing, negotiation, and conflict resolution.
- **Social Norms and Rules**: Children in this stage begin to understand societal norms, including concepts of fairness, justice, and empathy. They start internalizing rules and expectations for behavior, which helps them navigate social situations more effectively.

3. Adolescence (12–18 years)

- **Identity and Social Roles**: Adolescence is a time of intense social development, where individuals explore their identities and social roles. Peer influence becomes more significant, and adolescents may struggle to balance their personal identity with societal expectations. This is also when the development of romantic relationships becomes more prominent.
- **Social Independence**: Adolescents begin to seek more independence from their families and form more autonomous social networks. They experiment with different social roles and may experience conflicts as they try to establish their identity.

4. Adulthood (18 years and beyond)

- **Mature Relationships**: Social development in adulthood involves the deepening of relationships, such as romantic partnerships, friendships, and family bonds. Adults seek to establish meaningful, long-lasting social connections that contribute to their well-being and sense of purpose.
- **Parenting and Community Engagement**: In middle adulthood, many individuals focus on raising children and contributing to the broader community. Their social roles and responsibilities evolve as they care for others and become mentors or leaders within their social circles.

Factors Affecting Social Development

Several factors influence an individual's social development, including biological, environmental, and cultural elements. These factors interact in complex ways to shape how an individual forms relationships, understands social norms, and behaves in various social settings.

1. Biological Factors

- **Genetics and Temperament**: An individual's genetic predispositions, including temperament, influence their social behaviour. For example, children who are naturally more outgoing may find it easier to make friends; while more introverted children may need additional support in social situations.
- **Brain Development**: Brain development plays a crucial role in social development, particularly in areas related to empathy, emotional regulation, and social cognition. A developing brain enables individuals to better understand others' emotions and respond appropriately in social interactions.

2. Family and Parenting

- **Parenting Styles**: The style of parenting plays a critical role in shaping social development. Authoritative parenting, which is characterized by warmth and firm boundaries, tends to lead to the best social outcomes, fostering self-confidence and social competence. On the other hand, authoritarian, permissive, or neglectful parenting styles can lead to social difficulties, such as low self-esteem or problems with authority.
- **Family Dynamics**: The relationships and interactions within the family, such as sibling relationships, parent-child communication, and family structure, have a profound impact on social development. Supportive family environments encourage positive social behaviour, while dysfunctional family dynamics may contribute to social challenges.

3. Peer Influence

- **Peer Relationships**: As children grow, their peers increasingly influence their social development. Positive peer relationships promote social competence, cooperation, and empathy, while negative peer interactions (such as bullying or social exclusion) can hinder social development and lead to issues like social anxiety.
- **Peer Pressure**: During adolescence, peer pressure can significantly shape social development. While peer pressure can encourage positive behaviours, it may also lead adolescents to adopt unhealthy behaviours or engage in risky social activities in an effort to fit in.

4. Socioeconomic Factors

- **Socioeconomic Status (SES)**: The family's socioeconomic background influences access to resources, education, and social opportunities. Children from higher SES backgrounds may have more opportunities for social interaction and enrichment, while children from lower SES backgrounds may face greater challenges in socializing and developing appropriate social skills.
- **Cultural Differences**: Cultural norms and values play a critical role in shaping how social interactions are conducted. Different cultures emphasize varying aspects of social behaviour, such as individualism vs. collectivism, respect for authority, or the importance of community. Cultural contexts can influence the way children and adolescents engage in social relationships.

5. Environmental and Societal Factors

- **Community and Neighbourhood**: The community or neighbourhood in which a child is raised can influence their social development. Safe, supportive communities provide opportunities for positive social interaction, while environments marked by poverty, crime, or social instability may hinder social development.
- **Educational Systems**: Schools play a significant role in social development by providing a structured environment where children learn social rules, interact with peers, and engage in group activities. Educational settings also shape social skills like teamwork, communication, and conflict resolution.
- **Media and Technology**: In today's digital age, media and technology are increasingly important in shaping social behaviour. The internet, social media, and video games all provide new opportunities for social interaction, but they also introduce challenges like cyber bullying, social isolation, or unhealthy comparisons with others.

Characteristics of Social Development during Childhood and Adolescence

Social development during childhood and adolescence involves significant changes as children navigate different stages of growth. Below are the key characteristics of social development during these periods:

Social Development in Childhood

1. **Learning Social Norms**: In early childhood, children begin to understand the rules of behaviour in their social environment. They learn to follow rules, respect authority, and cooperate with others. This process is guided by interactions with caregivers, peers, and educators.
2. **Emergence of Empathy**: By preschool age, children start to recognize and respond to others' emotions. Empathy, the ability to understand and share the feelings of others, begins to develop, which is essential for building strong social relationships.
3. **Friendship Formation**: As children enter school, they start forming more complex peer relationships, based on shared interests and mutual respect. Friendships at this age help children develop social skills like negotiation, conflict resolution, and cooperation.
4. **Increased Peer Influence**: During middle childhood, peer groups become increasingly important. Children learn to navigate group dynamics, deal with peer pressure, and understand concepts like fairness, justice, and loyalty.
5. **Gender Roles and Social Expectations**: Children also begin to understand societal gender roles during this period, which influence how they interact with others. Boys and girls may form gender-segregated friendships, but as they mature, they become more flexible in their understanding of gender roles.

Social Development in Adolescence

1. **Identity Exploration**: Adolescence is a crucial period for the exploration of identity. Teenagers begin to question their roles in society, experiment with different social identities, and explore various interests and values.

2. **Peer Relationships and Social Networks**: Peer relationships become more complex during adolescence. Adolescents seek deeper connections with their peers, and friendships become more emotionally significant. They may also form romantic relationships, which contribute to their social development.
3. **Independence from Family**: While family continues to be important, adolescents seek greater independence and autonomy. This can lead to changes in family dynamics, with adolescents striving for more privacy and control over their own lives.
4. **Social Skills Development**: Adolescents refine their social skills, such as communication, negotiation, and empathy. They also develop the ability to manage conflicts, both with peers and authority figures.
5. **Social and Moral Awareness**: During adolescence, individuals develop a greater understanding of societal issues, ethics, and morality. They become more concerned with issues such as social justice, human rights, and environmental concerns, which often shape their social interactions and relationships.
6. **Adapting to Peer Pressure**: Adolescents experience significant peer pressure and may make social decisions based on the influence of their peer group. This is a time when social conformity and the desire to "fit in" can heavily impact behaviour and decision-making.

Social development is a lifelong process influenced by various factors such as biological predispositions, family environment, peer interactions, cultural norms, and societal influences. During childhood and adolescence, social development undergoes significant changes as individuals acquire the social skills necessary for meaningful relationships, identity formation, and societal participation.

By understanding the stages and factors affecting social development, we can better support individuals in their journey toward becoming socially competent and emotionally healthy members of society. Social development continues to evolve throughout life, shaped by experiences, personal growth, and the on-going interactions with the world around us.

Self-Check Exercise 1

What is social development?

9.4   Summary

In this unit we have studied the meaning, stages, factors affecting social development and characteristics of social development during childhood and adolescence.

9.5   Glossary

Agencies of socialization: Groups or social contexts within which processes of socialization take place. The family, peer groups, schools, the media and the workplace are all arenas in which cultural learning occurs.

Cultural pluralism: The coexistence of several subcultures within a given society on equal terms.

9.6   Answer to Self-Check Exercise 1

Answer: Social development is a lifelong process influenced by various factors such as biological predispositions, family environment, peer interactions, cultural norms, and societal influences. During childhood and adolescence, social development undergoes significant changes as individuals acquire the social skills necessary for meaningful relationships, identity formation, and societal participation.

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9.8   Terminal Questions

1. Discuss in detail characteristics of social development during childhood and adolescence.

Unit - 10

Emotional Development: Meaning, Factors affecting Emotional Development, Characteristics of Emotional Development during Childhood and Adolescence

Structure

10.1 Introduction

10.2 Learning Objectives

10.3 Concept and Factors affecting Emotional Development

10.4 Characteristics of Emotional Development - Childhood and Adolescence

10.5 Erik Erikson's Social Development Theory

Self-Check Exercise - 1

10.6 Summary

10.7 Glossary

10.8 Answer to Self-Check Exercise 1

10.9 References/ Suggested Readings

10.10 Terminal Questions

10.1 Introduction

Dear learner, this lesson deals with the concept of Emotional Development: Meaning, Factors affecting Emotional Development, Characteristics of Emotional Development during Childhood and Adolescence and Erik Erikson's Social Development Theory.

10.2 Learning Objectives

After completing this lesson, you will be able to:

- discuss the Concept and Factors affecting Emotional Development
- describe the characteristics of Emotional Development - Childhood and Adolescence
- describe Erik Erikson's Social Development Theory

10.3 Concept and Factors affecting Emotional Development

Emotional Development refers to the process by which individuals learn to understand, express, and regulate their emotions throughout life. It involves the ability to recognize and manage one's own feelings, as well as empathize with the feelings of others. Emotional development plays a critical role in building a person's mental health, social relationships, and overall well-being.

Factors Affecting Emotional Development

Several factors influence emotional development, including:

1. **Biological Factors**:
   o Genetics: Inherited traits and predispositions can affect emotional regulation.

- o Hormonal Changes: Hormonal fluctuations, particularly during adolescence, can lead to shifts in emotional responses.
- o Neurodevelopment: The development of the brain and nervous system can impact emotional processing and regulation.

2. **Environmental Factors**:
   - o Parenting Style: Supportive, responsive parenting fosters healthy emotional development, while neglectful or overly controlling parenting can hinder emotional growth.
   - o Socioeconomic Status: Children from disadvantaged backgrounds may experience more stress, which can affect emotional development.
   - o Cultural Influences: Cultural norms and values play a role in shaping emotional expression and regulation.

3. **Social Factors**:
   - o Peer Relationships: Positive relationships with friends and peers help develop emotional intelligence and empathy.
   - o School Environment: Supportive teachers and peers, as well as academic challenges, can influence emotional regulation and self-esteem.
   - o Family Dynamics: Strong family relationships provide emotional security, while conflict or dysfunction can impair emotional development.

4. **Life Experiences**:
   - o Trauma and Adversity: Stressful life events or traumatic experiences can hinder emotional development and may lead to mental health challenges.
   - o Positive Experiences: Positive social and emotional experiences help foster resilience and coping skills.

10.4 Characteristics of Emotional Development - Childhood and Adolescence

Characteristics of Emotional Development during Childhood

1. **Infancy (0–2 years)**:
   - o **Attachment**: Infants form emotional bonds, especially with primary caregivers, which provide security and emotional stability.
   - o **Basic Emotions**: Infants experience primary emotions like happiness, anger, fear, and sadness.
   - o **Emotional Expression**: Infants begin to express emotions through facial expressions, crying, and body language.

2. **Early Childhood (2–6 years)**:
   - o **Self-Regulation**: Toddlers begin learning to manage their emotions, but emotional outbursts (e.g., tantrums) are common due to limited emotional regulation skills.
   - o **Empathy**: By age 3-4, children start understanding and showing empathy towards others' emotions.
   - o **Emotional Understanding**: Children begin recognizing and labeling emotions, although their emotional responses may still be impulsive.

3. **Middle Childhood (6–12 years)**:
   - o **Improved Regulation**: Children gain better control over their emotions and can express themselves more appropriately.

- o **Complex Emotions**: Children begin to experience and understand more complex emotions, such as guilt, shame, pride, and embarrassment.
- o **Social Interaction**: Peer relationships become more significant, influencing emotional development through cooperation, sharing, and resolving conflicts.

Characteristics of Emotional Development during Adolescence

1. **Puberty and Hormonal Changes**:
   - o Adolescents experience dramatic shifts in their emotions due to hormonal changes during puberty. This can lead to mood swings, heightened sensitivity, and greater emotional intensity.
2. **Identity and Self-Concept**:
   - o Adolescents work on developing their identity and may experience emotional turmoil as they struggle with self-esteem and questions about their place in the world.
   - o Emotional independence from parents begins to emerge, and adolescents might seek out peer approval more than familial approval.
3. **Complex Emotional Experiences**:
   - o Adolescents are capable of understanding and reflecting on more complex emotions like existential distress, love, and moral dilemmas.
   - o Increased capacity for abstract thinking allows them to consider multiple perspectives, which can lead to deeper emotional insights and conflicts.
4. **Peer Relationships and Social Pressures**:
   - o Peer relationships become more influential during adolescence. Friendships and romantic relationships play an essential role in emotional development.
   - o Adolescents may also experience increased social pressures, including the desire for acceptance, peer competition, and navigating social expectations, which can influence emotional regulation.
5. **Increased Emotional Expression**:
   - o As adolescents strive for independence, they may express their emotions more openly, sometimes resulting in heightened emotional expression or conflict with authority figures like parents.
6. **Emotional Intelligence**:
   - o Adolescents develop greater emotional intelligence, learning to recognize, understand, and manage both their emotions and the emotions of others. This is key to fostering successful relationships and navigating the complexities of social and academic life.

In summary, emotional development is a dynamic process shaped by a combination of biological, environmental, social, and personal factors. During childhood and adolescence, individuals progress from basic emotional reactions to a more nuanced understanding of their emotions, emotional regulation, and empathy. Emotional development has a significant impact on social interactions, mental health, and overall well-being throughout life.

10.5 Erik Erikson's Social Development Theory

Erik Erikson's Social Development Theory, also known as Erikson's Stages of Psychosocial Development, is one of the most influential frameworks in understanding human development across the lifespan. Erikson, a German-American developmental psychologist, proposed that individuals pass through eight distinct stages of psychosocial development, each characterized by a central conflict that must be resolved for healthy psychological growth. According to Erikson, the resolution of these conflicts is influenced by social interactions, and each stage builds upon the success or failure of previous stages.

Erikson's theory emphasizes the role of social relationships and societal expectations in shaping an individual's psychological growth. The theory spans from infancy to late adulthood and suggests that development is lifelong. Each stage represents a critical period of development where individuals face key challenges or crises that must be navigated to move to the next stage.

The Eight Stages of Psychosocial Development

1. **Stage 1: Trust vs. Mistrust (Infancy: 0–1 year)**
   - **Central Question**: *Can I trust the world?*
   - **Description**: In this stage, infants learn to trust or mistrust their caregivers and the environment based on their early experiences. The primary caregiver's responsiveness and care are crucial in shaping the child's sense of trust. If the infant's needs are consistently met (e.g., feeding, comfort, attention), they develop a sense of trust in the world and other people.
   - **Positive Outcome**: Trust in others and the world.
   - **Negative Outcome**: Fear and suspicion toward the world.
2. **Stage 2: Autonomy vs. Shame and Doubt (Toddlerhood: 1–3 years)**
   - **Central Question**: *Is it okay to be me?*
   - **Description**: Toddlers begin to assert their independence and develop a sense of autonomy. During this stage, children start making choices (e.g., potty training, feeding themselves), and caregivers play a role in encouraging or discouraging their attempts. If parents are supportive and encourage autonomy, toddlers feel confident in their abilities. However, if parents are overly controlling or critical, children may develop shame and doubt about their own abilities.
   - **Positive Outcome**: Confidence and autonomy.
   - **Negative Outcome**: Shame, doubt, and lack of confidence.
3. **Stage 3: Initiative vs. Guilt (Preschool: 3–6 years)**
   - **Central Question**: *Is it okay for me to do, move, and act?*
   - **Description**: Pre-schoolers develop a sense of initiative as they begin to explore and engage in activities independently. They start to initiate projects, play with others, and ask questions. Encouragement from parents and caregivers is crucial. If children are supported in their efforts, they develop initiative. If their actions are overly restricted or punished, they may experience guilt for their curiosity or desire to initiate activities.
   - **Positive Outcome**: Initiative and leadership qualities.
   - **Negative Outcome**: Guilt and hesitation in taking on new challenges.
4. **Stage 4: Industry vs. Inferiority (School Age: 6–12 years)**
   - **Central Question**: *Can I make it in the world of people and things?*

- o **Description**: During this stage, children begin to develop a sense of competence and achievement as they engage in more structured learning environments (school, sports, hobbies). Success in these activities leads to feelings of industry and accomplishment, while failure or lack of support can lead to feelings of inferiority. Social interactions with peers and teachers play a significant role in shaping the child's self-esteem and belief in their abilities.
  - o **Positive Outcome**: Industry, competence, and a strong work ethic.
  - o **Negative Outcome**: Inferiority, failure, and lack of confidence.
5. **Stage 5: Identity vs. Role Confusion (Adolescence: 12–18 years)**
  - o **Central Question**: *Who am I and what can I be?*
  - o **Description**: Adolescents face the challenge of developing a personal identity. This is a period of exploration as they try to define who they are in terms of their values, beliefs, and goals. This stage is marked by the search for a sense of self. Positive outcomes arise when individuals are able to form a clear identity, while failure to do so may result in role confusion, insecurity, and an unclear sense of self.
  - o **Positive Outcome**: A strong sense of identity and direction.
  - o **Negative Outcome**: Confusion, instability, and lack of direction.
6. **Stage 6: Intimacy vs. Isolation (Young Adulthood: 18–40 years)**
  - o **Central Question**: *Can I love and be loved?*
  - o **Description**: During this stage, individuals focus on forming intimate relationships, both romantic and platonic. Successful resolution of this stage leads to deep, meaningful connections with others. Failure to establish these connections can result in isolation, loneliness, and difficulties with forming relationships in the future.
  - o **Positive Outcome**: Strong, healthy relationships and intimacy.
  - o **Negative Outcome**: Isolation, loneliness, and emotional withdrawal.
7. **Stage 7: Generativity vs. Stagnation (Middle Adulthood: 40–65 years)**
  - o **Central Question**: *How can I contribute to the world?*
  - o **Description**: In middle adulthood, individuals strive to contribute to society and future generations, often through parenting, work, or community involvement. Generativity refers to the desire to give back and leave a legacy. Failure to contribute or stagnation in one's personal life can result in feelings of purposelessness and self-absorption.
  - o **Positive Outcome**: A sense of contribution, productivity, and fulfillment.
  - o **Negative Outcome**: Stagnation, self-absorption, and lack of fulfillment.
8. **Stage 8: Integrity vs. Despair (Late Adulthood: 65+ years)**
  - o **Central Question**: *Is it okay to have been me?*
  - o **Description**: In the final stage, individuals reflect on their life. A sense of integrity arises when they feel they have lived a meaningful, fulfilling life, accepting both successes and failures. Despair results when individuals feel regret, dissatisfaction, and fear that their life has lacked meaning.
  - o **Positive Outcome**: Integrity, wisdom, and acceptance of life.
  - o **Negative Outcome**: Despair, regret, and fear of death.

Key Concepts of Erikson's Theory

1. **Psychosocial Crises**: Each stage is defined by a conflict or crisis that must be resolved. The resolution of this conflict influences how a person will develop in later stages. The resolution does not mean complete success or failure but rather a balance between the two outcomes.
2. **Positive and Negative Outcomes**: Erikson believed that each stage has both positive and negative outcomes depending on how the conflict is resolved. A positive outcome leads to healthy development, while a negative outcome can hinder future growth and adaptation.
3. **Lifelong Development**: Unlike many other theories of development that focus only on childhood, Erikson's model extends throughout life, suggesting that development continues through adulthood and even into old age.
4. **The Role of Social Interaction**: Erikson emphasized that social relationships, such as those with family, peers, and society, are crucial in shaping one's psychological development. For example, positive early relationships foster a sense of trust, while challenges in relationships can hinder development at later stages.
5. **Cultural and Historical Context**: Erikson recognized that cultural factors and historical periods could shape the way each crisis is resolved. The same stage may have different manifestations depending on the time and place in which an individual lives.

Erikson's theory has had a profound impact on psychology, particularly in areas related to identity development, social relationships, and the understanding of aging. However, some critics argue that his stages are overly rigid and do not account for the diversity of human experience. Others suggest that the theory overemphasizes the role of social influences and does not sufficiently account for biological or cognitive factors in development.

Despite these critiques, Erikson's theory remains widely used in fields such as education, counseling, and social work, where understanding individuals' psychosocial needs at different life stages can help improve interventions and support personal growth.

Self-Check Exercise 1

What is Genetics?

10.6   Summary

Dear learner, in this lesson we have studied the concept of Emotional Development: Meaning, Factors affecting Emotional Development, Characteristics of Emotional Development during Childhood and Adolescence and Erik Erikson's Social Development Theory.

10.7   Glossary

Emotional literacy - It made up of the ability to understand your emotions, the ability to listen to others and empathize with their emotions, and the ability to express emotions productively. To be emotionally literate is to be able to handle emotions in a way that improves an individual's personal power and improves the quality of life around them. Emotional literacy improves relationships, creates loving possibilities between people, makes co-operative work possible, and facilitates the feeling of community.

Interpersonal skills - The ability to interact with people through effective listening and communication.

Intrapersonal skills - the internal abilities and behaviours that help you manage emotions, cope with challenges, and learn new information.

10.8   Answer to Self-Check Exercise 1

Answer: Genetics are inherited traits and predispositions can affect emotional regulation.

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10.10 Terminal Questions

1. Discuss in detail Erik Erikson's Social Development Theory.

Unit – 11

Moral Development: Meaning, Stages (Kohlberg), Factors affecting Moral Development, Characteristics of Moral Development during Childhood and Adolescence

Structure

11.1 Introduction

11.2 Learning Objectives

11.3 Concept of Moral Development

11.4 Factors affecting Moral Development

11.5 Characteristics of Moral Development - Childhood and Adolescence

11.6 Jean Piaget's Theory of Cognitive Development

Self-Check Exercise - 1

11.7 Summary

11.8 Glossary

11.9 Answer to Self-Check Exercise 1

11.10 References/ Suggested Readings

11.11 Terminal Questions

11.1 Introduction

Dear learner, this lesson deals with the concept of moral development: meaning, stages (Kohlberg), factors affecting moral development, characteristics of moral development during childhood and adolescence and Jean Piaget's Theory of Cognitive Development.

11.2 Learning Objectives

After completing this lesson, you will be able to:

- discuss the concept of moral development
- list the factors affecting moral development
- describe the characteristics of Moral Development - Childhood and Adolescence
- describe Jean Piaget's Theory of Cognitive Development.
- describe Sigmund Freud's Theory of Psycho-sexual Development.

11.3 Concept of Moral Development

Moral Development refers to the process by which individuals acquire the ability to distinguish right from wrong, develop ethical reasoning, and adopt behaviors that align with societal or personal standards of good conduct. It is a key aspect of psychological development that involves changes in how people think about, interpret, and respond to moral issues, including their understanding of justice, fairness, rights, and responsibilities.

Moral development encompasses several dimensions:

1. **Moral Reasoning**: The cognitive process by which individuals decide what is right or wrong. It involves the ability to understand and apply moral principles in various situations.
2. **Moral Emotions**: These are the emotional responses associated with moral actions or violations, such as guilt, empathy, shame, and pride. They help reinforce moral behavior by making individuals feel positive or negative emotions depending on their actions.
3. **Moral Behavior**: This involves acting in accordance with one's moral understanding and values. Moral behavior includes things like honesty, kindness, fairness, and respect for others.

Key Theories of Moral Development

1. **Jean Piaget's Theory**:
   o Piaget suggested that moral development follows a specific progression. In early childhood, children see rules as absolute and unchangeable (heteronomous morality). As they grow older, they begin to understand that rules can be flexible and depend on mutual agreement (autonomous morality).
2. **Lawrence Kohlberg's Stages of Moral Development**:
   o Kohlberg expanded on Piaget's ideas and proposed a more detailed theory, outlining six stages of moral development that are grouped into three levels:
      ▪ **Pre-conventional Level**: Morality is based on external consequences (punishment or reward). Actions are judged as right or wrong depending on whether they lead to punishment or reward.
      ▪ **Conventional Level**: Morality is based on social rules and norms. Individuals are motivated by the desire to conform to social expectations and gain approval from others.
      ▪ **Post-conventional Level**: Individuals recognize universal ethical principles that transcend laws and societal rules. They may challenge societal norms if they conflict with their personal understanding of justice and fairness.
3. **Carol Gilligan's Ethics of Care**:
   o Carol Gilligan critiqued Kohlberg's theory for being overly focused on justice and argued that moral development also involves an understanding of care and relationships. She suggested that women, in particular, may prioritize the importance of maintaining relationships and taking care of others in moral decision-making.

Stages of Moral Development (Key Features):

- **Early Childhood**: Children follow rules mainly to avoid punishment or to gain rewards. They are often influenced by authority figures like parents and teachers.
- **Middle Childhood**: Children start considering fairness and reciprocity in social interactions. They begin to understand the importance of rules for maintaining social harmony and may start to challenge rules if they seem unfair.
- **Adolescence**: Adolescents begin to form their own moral codes, questioning societal norms and authority. They become more capable of abstract moral reasoning and are able to engage in more complex moral dilemmas.

In summary, moral development is a fundamental part of growing up, as individuals shift from external control of their behavior to internalized values that guide their decisions.

11.4 Factors Affecting Moral Development

Moral development is shaped by a variety of factors, including:

1. **Biological Factors**:
   - **Genetics**: Some researchers suggest that moral behaviors, such as empathy and fairness, may have biological underpinnings. For instance, studies show that even infants exhibit signs of fairness and empathy.
   - **Brain Development**: As the brain develops, particularly the prefrontal cortex (responsible for decision-making and self-control), moral reasoning becomes more sophisticated.
2. **Cultural Influences**:
   - **Cultural Norms and Values**: The culture a child is raised in can significantly impact what is considered "moral" behavior. For instance, some cultures emphasize collectivism and community well-being, while others emphasize individual rights.
   - **Family Influence**: Parents and family members play a crucial role in early moral development. Parenting styles (authoritative, authoritarian, permissive) affect how children understand right and wrong.
3. **Socialization**:
   - **Peer Influence**: As children interact with peers, they learn to negotiate and resolve conflicts, which can influence their moral development. Peer pressure can also encourage or discourage certain moral behaviors.
   - **Schools and Education**: Formal education, including the lessons taught about rules, fairness, and justice, has a significant role in moral development.
4. **Cognitive Development**:
   - **Piaget's Theory**: Jean Piaget's theory suggests that moral reasoning evolves through stages, from the early "heteronomous" morality (where children obey rules to avoid punishment) to more autonomous morality (where they consider the intentions behind actions).
   - **Kohlberg's Theory**: Lawrence Kohlberg expanded on Piaget's ideas, proposing six stages of moral development, ranging from obedience and punishment to principles of universal ethics.
5. **Emotional Development**:
   - **Empathy and Guilt**: Emotional development plays a significant role in moral behavior. The ability to empathize with others helps children understand the impact of their actions. Feelings of guilt can also motivate children to make morally sound decisions.
6. **Life Experiences**:
   - **Conflict and Resolution**: Experiences where children confront moral dilemmas or witness moral actions (such as helping others or witnessing injustice) can foster moral development.

- **Exposure to Diversity**: Interactions with people from different backgrounds or exposure to diverse ethical viewpoints can challenge children's moral reasoning, broadening their perspectives.

11.5 Characteristics of Moral Development during Childhood and Adolescence

Moral Development in Childhood

Infancy (0-2 years):

- At this stage, children have very basic reactions to right and wrong, usually dictated by immediate needs, and exhibit behaviors like crying for help or showing signs of empathy (e.g., comforting another child).

Early Childhood (3-6 years):

- **Heteronomous Morality**: As per Piaget's theory, young children in this stage view rules as fixed and unchangeable. They often see morality as defined by external authorities (e.g., parents or teachers).
- **Obedience and Punishment**: Children follow rules to avoid punishment or to gain rewards.
- **Developing Empathy**: Children begin to show more empathy, recognizing others' emotions, though their moral reasoning is often egocentric.

Middle Childhood (6-12 years):

- **Autonomous Morality**: Children start to understand that rules can be negotiated and are not always absolute. They develop a better sense of fairness and justice.
- **Concrete Operational Thinking**: According to Piaget, children begin to think logically and systematically about moral issues, which allows them to consider intentions behind actions, not just outcomes.
- **Conformity to Social Rules**: Children become increasingly influenced by their peers and social norms, with a growing sense of justice and fairness.

Moral Development in Adolescence

- **Adolescence (12-18 years)**:
  - **Post-Conventional Morality (Kohlberg's Theory)**: Some adolescents develop a deeper understanding of ethical principles and may begin to question societal rules. They are more likely to base their moral decisions on abstract principles like justice, equality, and human rights, rather than just conformity to authority.
  - **Development of Individual Ethics**: Adolescents may start to challenge or redefine rules, seeking to form their own moral codes based on reasoning.
  - **Greater Understanding of Moral Dilemmas**: Adolescents are better able to think about complex moral dilemmas and consider multiple perspectives.
  - **Identity and Peer Influence**: Peer influence is particularly strong during adolescence, and the desire to conform can lead to both moral growth and moral

conflict. Adolescents may experiment with different moral viewpoints and behaviors before solidifying their personal ethics.

In summary, moral development is a complex process influenced by biological, cognitive, emotional, cultural, and social factors. During childhood and adolescence, this development progresses from simple obedience to external rules to a more nuanced understanding of moral principles, justice, and empathy.

11.6   Jean Piaget's Theory of Cognitive Development

Jean Piaget devoted his life to epistemology, or how thoughts were transformed into a body of knowledge. His theories of cognitive development were inspired by observations of his three children from infancy. Piaget believed that children were active participants in learning. He viewed children as busy, motivated explorers whose thinking developed as they acted directly on the environment using their eyes, ears, and hands. According to Piaget, between infancy and adolescence children move through four stages of development. Piaget argued that knowledge developed through cognitive structures known as schemas. Schemas are mental representations of the world and how the individual interacts with it. As a child develops, his or her schemas develop as a result of his or her interaction with the world. All children are born with an innate range of schemas, such as a schema for sucking, reaching, and gripping. These are in turn modified as a result of experience; Piaget called this process of modification adaptation. He also argued children actively construct knowledge themselves as a result of their interaction with new objects and experiences. For this reason Piaget is also known as a constructivist. The child's interaction with new events and objects as well as the intermingling of these with existing knowledge cause him or her to develop cognitively.

Three Basic Components to Piaget's Cognitive Theory

1. **Schemas** (building blocks of knowledge).

2. **Adaptation processes** that enable the transition from one stage to another (equilibrium, assimilation and accommodation).

3. **Stages of Development:**

    - sensorimotor,

    - preoperational,

    - concrete operational,

    - formal operational.

Scheme: A scheme is an organized way of making sense of experience, and it changes with age. In other words, a scheme describes a thought, notion, or behavior that has been learned and ingrained into the child's mind. The child then uses this scheme and applies it to the external environment. For example, at 2 months an infant will grasp anything placed in his hand the same way, but at 4 months the infant adjusts his hand to open to the size of the object offered.

Adaptation: Adaptation is a dynamic process combining assimilation and accommodation.

Assimilation: is when a child changes/adapts something from the external environment so that it can "fit" into a pre-existing scheme. For example, if a child has developed a "dog scheme," she

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will call any furry, four-legged animal a dog until she develops a separate scheme for another animal.

Accommodation: It is when a child changes a pre-existing scheme or cognitive structure to better "fit"the external environment. For example, a child will notice the difference between a dog and cat. Thus, she may now call the cat a "funny dog."

Organization: Organization is the tendency to link schemes together in an interconnected system. For example, a child will link her schemes of a dog and cat together. This will enable her to pick out specific similarities and differences among them (i.e., cat's meow and dogs bark).

Piaget's Four Factors that Influence Cognitive Behavior

Note: A child's individual rate is determined by his/her innate intelligence and the four factors listed below.

1. Maturation of the nervous system

2. Experience

3. Social transmission of information or teaching

4. **Equilibration** (innate tendency for mental growth to progress toward increasingly complex and stable levels of organization)

Piaget proposed that any child moves through four stages in sequential order during cognitive development:

Stage 1   The sensory-motor (from birth 2/3 years of age)

Stage 2   Preoperational (2 – 7 years of age)

Stage 3   Concrete operation (7 – 11 years of age)

Stage 4   Formal operation (12 – adulthood)

The sensorimotor stage (0–2 years): This stage is characterized by the infant having no formal schema for the world or itself. It can only know the world via its immediate senses and the motor or movement actions it performs.

The pre-operational stage (2–7 years): Operations are logical mental rules and Piaget argued that, at this age, the child cannot internalize these disciplines and therefore still relies on external appearances rather than consistent internal logic (hence the label, pre-operational).

This stage begins with the establishment of object permanence and ends with the emergence of concrete operations. Pre-operational stage children have a lack of conservation – the realization objects can remain the same despite a change in appearance.

Piaget demonstrated this with glasses of water. A child is presented with two glasses containing the same quantity of water and then witnesses the contents of one of the glasses being poured into a taller, thinner container. Children at this stage will argue the taller, thinner container contains more water. This shows the child does not understand how objects can remain the same (in this case, the quantity of water is fixed) despite a change in appearance.

Piaget also argued that this stage is characterized by a third cognitive inhibitor, classification limitation. This refers to the early pre-operational child's inability to classify similar objects into the same groups. This ability begins around the age of four and appears in basic form, such as characterizing objects based on shape or colour.

The concrete operational stage (7–11 years): During this stage, the child develops definitive rules or schemas for ordering the world. These rules are termed operations, but they can only be applied to real objects in the real 'concrete' world. Piaget claimed the mental agility needed for carrying out logical operations without a real world object to aid them had not yet been developed.

An example of an operation the child has developed by this stage is conservation – the realization objects can remain the same despite a change in appearance. The pre-operational child lacks conservation.

The formal operational stage (11 years onwards): At this stage, the child's mental structures are so well developed that ideas and problems can be manipulated mentally without the need for physical objects. Children can think about possible occurrences and imagine themselves in different roles without the need for dolls or play acting. They can also think about hypothetical problems and abstract concepts they have never encountered before, such as:if A > B > C, then A > C (where > means 'is greater than').Piaget believed everyone reached this stage by the age of 20.

Educational Implications of Piaget's Theory

Piaget's theories have had a major impact on the theory and practice of education (Case, 1998). First, the theories focused attention on the idea of developmentally appropriate education—an education with environments, curriculum, materials, and instruction that are suitable for students in terms of their physical and cognitive abilities and their social and emotional needs (Elkind, 1989). In addition, several major approaches to curriculum and instruction are explicitly based on Piagetian theory (Berrueta-Clement, Schweinhart, Barnett, Epstein, and Weikart, 1984), and this theory has been influential in constructivist models of learning, which will be described in Chapter 8. Berk (2001) summarizes the main teaching implications drawn from Piaget as follows:

1. **A focus on the process of children's thinking, not just its products**. In addition to checking the correctness of children's answers, teachers must understand the processes children use to get to the answer. Appropriate learning experiences build on children's current level of cognitive functioning, and only when teachers appreciate children's methods of arriving at particular conclusions are they in a position to provide such experiences.

2. **Recognition of the crucial role of children's self-initiated, active involvement in learning activities**. In a Piagetian classroom the presentation of ready-made knowledge is deemphasized, and children are encouraged to discover for themselves through spontaneous interaction with the environment. Therefore, instead of teaching didactically, teachers provide a rich variety of activities that permit children to act directly on the physical world.

3. **A de-emphasis on practices aimed at making children adult like in their thinking**. Piaget referred to the question "How can we speed up development?" as "the American question." Among the many countries he visited, psychologists and educators in the United States seemed most interested in what techniques could be used to accelerate children's progress through the stages. Piagetian-based educational programs accept his firm belief that premature teaching could be worse than no teaching at all, because it leads to superficial acceptance of adult formulas rather than true cognitive understanding (May and Kundert, 1997).

4. **Acceptance of individual differences in developmental progress**. Piaget's theory assumes that all children go through the same developmental sequence but that they do so at different rates. Therefore, teachers must make a special effort to arrange classroom activities for individuals and small groups of children rather than for the total class group. In addition, because individual differences are expected, assessment of children's educational progress should be made in terms of each child's own previous course of development, not in terms of normative standards provided by the performances of same-age peers.

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

6. The teacher's role is to facilitate learning by providing a variety of experiences. "Discovery learning" provides opportunities for learners to explore and experiment, thereby encouraging new understandings.

7. Opportunities that allow students of differing cognitive levels to work together often encourage less mature students to advance to a more mature understanding.

8. Use of concrete "hands on" experiences to help children learn.

9. Provide concrete props and visual aids, such as models and/or time line

10. Use familiar examples to facilitate learning more complex ideas, such as story problems in mathematics

11. Use visual aids and models

12. Teach broad concepts rather than facts, and to situate these in a context meaningful and relevant to the learner.

Self-Check Exercise - 1

What is accommodation?

11.7   Summary

In this lesson we have studied the concept of moral development: meaning, stages (Kohlberg), factors affecting moral development, characteristics of moral development during childhood and adolescence and Jean Piaget's Theory of Cognitive Development.

11.8   Glossary

Behavioral genetics: study how individual differences arise through the interaction of genes and the environment

Clique: a group of individuals who frequently interact with one another and share similar interests

11.9   Answers to Self-Check Exercise 1

Self-Check Exercise 1

Answer: Accommodation means when a child changes a pre-existing scheme or cognitive structure to better "fit" the external environment. For example, a child will notice the difference between a dog and cat. Thus, she may now call the cat a "funny dog."

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11.11   Terminal Questions

1. Discuss Jean Piaget's Theory of Cognitive Development along with its educational implications

Unit - 12

Childhood and Adolescence: Meaning, Characteristics, Developmental Task of Adolescents, Problems of Adolescence Period

Structure

12.1   Introduction

12.2   Learning Objectives

12.3   Childhood: Meaning, Characteristics and Stages

12.4   Adolescence: Meaning, Characteristics and Stages

12.5   Needs and Problems of Adolescents

12.6   Concept of Developmental Tasks

          Self-Check Exercise - 1

12.7   Summary

12.8   Glossary

12.9   Answer to Self-Check Exercise

12.10 References/ Suggested Readings

12.11 Terminal Questions

12.1   Introduction

Dear learner, it is now an established fact that growth and development are not uniform at different ages, nor are the rate and growth of development the same all through life. Each child changes, grows and develops constantly. Growing up is a natural process and natural growth pattern takes place in human beings at different states of their development. The biological equipment with which we enter the world and the environmental forces, which exert themselves upon us, as we grow and develop, all serve to shape individuality. Educators and psychologists have pointed out different ways of describing the stages of development in the life: span of an individual, how an individual reacts to events, the mannerism, talents, interests, intelligence, aptitudes and other aspects of personality. Since many physical, emotional and mental changes are seen in different phases of life, in this lesson we propose to demarcate these stages with special reference to the adolescent phase and its chief characteristics and major directions of development along with the individual differences seen between two individuals. The purpose of this lesson is to familiarize you with the Adolescence stage, its important characteristics, the basic needs of adolescents, significance of this stage in human life.

12.2   Learning Objectives

After completing this lesson, you will be able to;

- describe the concept of childhood and its various stages.

- list the characteristics of childhood.

- define adolescence and describe characteristics of adolescence.

- explain needs and problems of adolescents in Indian context.

12.3 Childhood: Meaning, Characteristics and Stages

Every stage of development of human life has its own unique qualities and significance. Each stage is interlinked with the later one. The previous stage glides into another quietly and smoothly. But when we reach the end of one-stage, we find it different from that of the previous one. The stage of childhood is a sort of pseudo maturity, because at this stage, the child has achieved a good degree of adaptation to his or her environment as compared with the children of the early childhood stage. Childhood or late childhood stage covers the age group of 6 to 12 years, beginning with the child's entry into formal schooling and ending in the advent of puberty. This is the period of excellence and pseudo - maturity. New interests develop for the child and besides some maturity in sex; the child also develops certain amount of physical and mental growth. As regards sex, it remains dormant, but it emerges with great force at the end of this stage. This stage, is therefore, called 'latency period'. At both its beginning and end, childhood is marked by conditions that profoundly affect a child's personal and social adjustments.

Definition of Childhood

Coal and Bruce, "This is indeed a difficult period of child development for parents to understand".

Blair "Childhood is the time when the individual's basic outlooks, values and ideals are to a great extent shaped".

The beginning of childhood is marked by the child's entrance into first grade in school. For most of the young children, this is a major change in the pattern of their lives, even when they have had a year or more of experience in some pre-school institution. Entrance into first grade is a milestone in every child's life; therefore it is responsible for many of the changes that take place in terms of attitudes, values and behaviour. Although it is possible to mark off the beginning of late childhood fairly accurately, one cannot be so precise about the time when this period comes to an end because sexual maturity - the criterion used to divide childhood from adolescence - comes at varying ages. This is because there are marked variations in the ages at which boys and girls become sexually mature. As a result, some children have a longer - than - average late childhood, while for others it is shorter than the average. Parents, educators and psychologists apply various names to the childhood and these names reflect the important characteristics of the this period. Parents' name this period as – the troublesome age and quarrelsome age; educators call it as - elementary school age and critical period, and psychologists named the late childhood as - gang age, creative age and play age.

From above discussion it can be concluded that childhood stage

- Extends from 6 - 12 years.
- It is a period of excellence and Pseudo - maturity.
- It is called latency period
- It is marked by profound effect on child's personal and social adjustment.
- It is a stage of physical development.
- It is the entry stage in first grade in elementary school. It is also named as elementary school age.
- This period can be termed as troublesome age and quarrelsome age.

- This period can also be termed as - gang or creative or play age.

Characteristics of Childhood Stage

Childhood stage carries the major potentialities and prospects of an individual to make him fully grown up to manhood in the later stage. The distinguishing marks of such changes and developmental characteristics of childhood are as follows :

1) **Physical Development:** This is the period of slow and uniform growth. Physical growth follows a predictable pattern, although variations do occur. Body build affects both the height and weight of a child in late childhood. The bones harden; the height and weight increase at this stage and there is improvement in a child motor development, skill and endurance. A child at this stage is physically restless. He must engage himself in one or the other activity. The child develops skills like - self-help skills, social-help skills, school skills and play skills. Apart from doing his or her own works the child becomes able to help others in this stage. At school, the child develops the skills needed in writing, drawing, painting, clay modelling, sewing etc. The children also develop skills like - throwing, catching, riding a bicycle, swimming etc. By the end of the late childhood stage, a child normally has twenty - eight of the thirty - two permanent teeth. The last four - the wisdom teeth erupt during adolescence.

2) **Intellectual Development:** This is an age of intellectual advancement. Intellectual activities are clearly visible at this stage. The child is in a position to exercise his or her power of memory, attention, thinking and imagination and can solve problems intelligently. His knowledge and experience not merely remain receptive but gradually take the creative turn in the late childhood stage. The child is intellectually an alive and active individual. I.Q. at this stage developed considerably and by the end of this stage it becomes stable.

3) **Emotional Development:** Children at this stage discover that expression of emotions, especially the unpleasant emotions, is socially unacceptable to their age-mates. As a result they acquire a strong incentive to learn to control the outward expressions of their emotions. Characteristically, emotional expressions in late childhood are pleasant ones compared with the early childhood stage. A normal child at this stage believes in the sharing of love and affections. At this stage children also experience such emotions like - anger, fear, joy, anxiety etc.

4) **Social Development:** The late childhood stage is also a stage of socialization of the ego-centric nature of the child. The primary school provides an ideal situation for such socialization. The child's social environment and its functions are widening. Both the classroom and the playground situations train him how to feel, think and act together with others, share joy and sorrow with them. He also learns some of the social rules and norms through active participation in society. The child at this stage is engaged in social interaction and learns the spirit of sharing with others.

5) **Development of Creativity:** Late childhood is the stage then we can identify the creative talent in a child's individuality. The native talent, potentiality and prospect inherent in the child may find expression through the suitable outlets provided to him. He no longer remains a blind imitator but gives evidence of his creative ability in thought, feeling and action. He is now in a position to observe anything through the exercise of reasoning and understanding.

6) **Development of Concepts:** As children's world expands with their entrance into school, so does the children's interest. With the broadening of interests comes an understanding of people and things which formerly had little or no meaning. Children associate new meanings with old concepts on the basis on what they learn after starting school. In addition, they derive new meanings from the mass media, specially movies, radio and television. The concepts that change most and the new ones most commonly developed in late childhood are associated with- Life, Death, Bodily functions, Space, Numbers, Money, Time, Self, Sex Roles, Social Roles, Beauty, Discipline etc.

7) **Development of Interests:** At the time of entrance to the primary school the child does not have any specific interest in mind. In the late childhood stage he however, develops acquired interest and sentiment towards specific subjects and fields of activity. A growing sense of liking and disliking makes his choice somewhat critical. His interest in play also appears to be more selective at this stage.

8) **Development of Extrovert Nature:** Child's nature of behaviour, thought and activity at this stage can be described as extrovert or external minded. He is more attracted to external situations and takes pleasure in active participation in them. He has no occasion to feel bored, anxious or worried over any problems of his personal life. External world and its situations are extremely interesting and stimulating to him.

9) **It is a Play Age:** The extrovert nature naturally makes the child playful. The social situation provided in school develops his natural tendency to play. Group play and group activity make the child more social, loyal and disciplined. He is usually attracted to the school on account of the play situation provided by it. He begins to acquire social virtues like friendship, co-operation and competition in group play with his own age mates. His individualistic and ego-centric nature at this stage is substantially reduced at this stage and instead he would love to live in groups when the children engage themselves in play activities. For these reasons this stage is termed as "Play Age."

10) **It is a Gang Age:** Social senses urge the boys and girls to live an organized group life. They develop a strong sense of loyalty to the gang. They form certain rules and code of conduct of the gang and uphold them quite faithfully and obediently. They select their leader and owe the sense of subordination to him. In case the leader appears to be unacceptable, they discharge him and select a new leader. This sense of organized group life may be observed in children in the late childhood stage. As such, late childhood is often referred as "Gang – age."

11) **Development of Constructive Instincts:** The instinctive tendencies of a child are in the process of modification and development through training during late childhood. His sense of curiosity is largely satisfied by the formal education in school. Self-assertive instinct makes the child more competitive. Instinct of construction may take the creative turn through hand-work, craft-work, and drawing. Gregarious instinct may be satisfied through collective games and sports. The instinctive restlessness of the child is substantially removed at this stage.

12) **Development in Sex:** Role Typing - Sex - role typing, which begins when children are capable of doing things, now continues with new agencies playing important roles in the typing process. Sex-Roles are patterns of behaviour for members of the two sexes that are approved and accepted by the group with which the individual is identified. 'Sex Role Typing' means learning to conform to the approved roles for one's sex. Children learn to

play sex-roles by three common methods, viz. imitation, identification and child - training. Sex role typing has profound and far reaching effects on children's behaviour. The forces that play significant roles in the sex - typing process in late childhood are - teachers, school subjects, mass-media, books, peer groups etc. Sex - role typing influences in important ways both the behaviour and self-evaluation of the children. In appearance, clothing and even in mannerism, children try to create the impression of sex-appropriateness at this stage.

12.4 Adolescence: Meaning, Characteristics and Stages

The word 'adolescence' comes from the Latin word 'adolescere' which means 'to grow to maturity'. So the essence of the word adolescence is growth and it is in this sense that adolescence represents a period of intensive growth and change in nearly all aspects of a child's physical, mental, social and emotional life. Adolescence is the most crucial period of human development. In this stage, the children become sexually mature and reach the age of legal maturity. It is the period of rapid and revolutionary changes in the individual's physical, mental, moral, emotional, spiritual, sexual and social outlook. Human personality develops new dimensions. It is a very crucial period of one's life which covers roughly from 12-18/19+ years. The most important fact about adolescence is that it is a period of transition from childhood to adulthood. Transition from one period to another always is associated with some problems. Adolescence is not an exception and it is also associated with some problems.

Adolescence has been defined and explained differently by educators and psychologists.

1. According to J. A. Hadfiled (1962), "When we speak of Adolescent as growing up, we mean that the youth is leaving behind the phase of protective childhood and is becoming independent".

2. Jean Piaget defines adolescence as, "the age of great ideals arid the beginning of theories as well as the time of simple adaptation of life".

3. Stanley Hall describes the period of adolescence as "a period of stress and strain, storm and strife".

4. The World Health Organization (WHO) defines adolescence as "Progression from appearance of secondary sex characteristics (puberty) to sexual and reproductive maturity, development of adult mental process and adult identity and transition from total socio-economic dependence to relative independence".

5. Hurlock (1981), "Adolescence begins when children become sexually mature and when they reach the age of legal maturity".

6. Ambron (1975), "Adolescence is the bridge between childhood and adulthood. It is a time of rapid development of growing".

7. A.T. Jersield defines, "Adolescence is that span of years during which boys and girls move from childhood to adulthood, mentally, emotionally, socially and physically."

From the above definitions, we can say that adolescence is a process rather than a period, a process of achieving the attitudes and beliefs, learning how things and ambitions through which an individual moves from childhood to adulthood. It can be concluded that adolescence is the period of rapid changes in the individual's physical, mental, moral, emotional, social and sexual aspects. Human personality develops new dimensions. It is the period to learn new things. It is

also a period of anxieties and worries. It is the period of ambitions as well as of conflicts and complexities.

Characteristics of Adolescence

It is important for school, teachers and parents to understand the characteristics of adolescence, without which they cannot be expected to be able to deal effectively with them. The distinguishing characteristics of this period are:

1. **Physical Development:** Adolescence is first of all a period of physical changes and development. Physiological development primarily converts the boy into a man and the girl into a woman and provides the basic for emotional, social, intellectual and economic maturity. The most important changes occur in the glandular system which has great influence not only on the physical development but also in the behavior and personality development of the adolescents. Bio-chemical changes in the body make the endocrine glands more active and there is increase in height, weight, changes in voice muscular growth, appearance of pubic hair, growth of hair on the face arms, legs etc. The most striking physical change in this growth period is attainment of puberty which leads to development of reproductive capacity. Respiratory, circulatory and digestive system are also developed that give more physical energy and vigour. All these changes often lead to confusion, feeling of inadequacy, insecurity and in some cases abnormal behavior. We must understand the fact that all the aspects of adolescent development are basically conditioned by physical changes.

2. **Mental Development:** Mental development in adolescence accelerates in many intellectual fronts. As compared with children, adolescents develop greater insight, better understanding and can perceive relationship more easily. They develop the ability to generalize and can think of the solution of more difficult problems. This indicates that the thought process becomes more logical, scientific and systematic during adolescence. It is an accepted fact that the ability of intelligence reaches its maximum at the age of 16 and 17 years. Memory power also develops tremendously and adolescents can retain facts for a longer period. They can anticipate the future needs and can plan for it. Another important change in intellectual orientation is the adolescent's ability to identity with the circumstances and people outside his own immediate environment. The imitative tendency of childhood disappears during adolescence. The adolescents develop certain amount of independence in thinking and can critically examine the things to make their own decision.

3. **Emotional Immaturity:** We have already read that adolescence is a period of "storm and stress." Psychologists have regarded it as a period of heightened emotionality. Continuous physical changes mainly give rise to emotional uncertainty and instability. Emotions of anger, fear, shame, disgust give rise to variation in moods, nervousness, sensitiveness, stubbornness, disobedience etc. Sex drive is also a prolific source of emotional disturbance in adolescence. Beside these, adolescent's striving for independence gives rise to emotional conflicts. Their ideas and views often appear contradictory with that of their parents and other members of the society. At many times, therefore, the adolescent suffer from emotional detachment from their parents and other members of the society. So they are very pone to emotional maladjustment.

4. **Social Consciousness:** The period of adolescence is a period of social development and adjustment. The most important social development during this period is the increased influence of the peer group. The type of peer group shapes the behavior of the adolescent to a great extent. His interests, attitudes and values are influenced by his peers. The adolescent boys and girls become self-conscious about their place in society and they gradually enlarge their spheres of social activities and conducts. The adolescent tries to act in an independent manner but the parents often refuse to treat them like grownups which may lead to difficulties. An adolescent also develops sense of patriotism in his mind and wants to join any type of social services.

5. **Moral Consciousness:** The development of morality contributes a great to the general development of personality. Family is the main place where the adolescent receives the moral training and which exerts influence on his attitudes and behavior. As the child grows older his capacity for independent thinking develops. He can distinguish between right and wrong, true and false, virtue and vice and the desirable and the undesirable. Adolescents in general, cannot tolerate immoral or illegal activities. Interest in their own religion also develops. Their moral senses may make them God fearing but sometimes they also develop religions doubts, conflicts uncertainties regarding religious beliefs and practices etc. This may puzzle the thinking of the adolescents.

6. **Hero-worshipping:** Hero-worshipping is a tendency of the adolescent stage. It means that the adolescents start to identify themselves with an ideal hero, whom they obey and follow. They admire and respect him. They organize their thoughts and activities in conformity with the ideal of the hero. The hero becomes the source of inspiration for the adolescents to aim for their future. For this reason, the adolescent should be encouraged to study biographies of great man so that they can shape their own life following the ideals of these great men.

7. **Hetero-sexuality:** Hetero-sexuality is another important characteristic of the adolescents. It means the attraction for the opposite sex. Both the sexes develop greater interest for the opposite sex. Adolescents become very much eager to know about the opposite sex. But unfortunately the knowledge which they may receive be harmful for their mental and physical health. Many boys and girls suffer from worries because of the wrong information about sex and lack of proper guidance. All teachers, social workers and psychologists agree that sex education should be provided to the adolescents.

8. **Creative Imagination:** During adolescence the imaginative faculty of an individual undergoes considerable development. Imagination added with intellectual elements become artistic and creative and finds expression in literature, art, poetry, fiction and even musical and artistic creations, indicating the power of their creative imagination. Imagination thus enriches and transforms experience and contributes to artistic appreciation and production during adolescence. Adolescents' should be provided with opportunities for the development of their creative talents through music, dance, art and culture. Divergent thinking should be encouraged.

9. **Development of Personal Independence:** One of the most important things that an adolescent wants is independence from the adult authority. It becomes important for the young persons' to establish convictions about their identity. They develop faith in their own capability of doing things and demand self-respect from the elder members of the

society. They want psychological freedom and do not like adult interference in their own personal business and they want to take decision themselves. A sense of dignity, honour and freedom prevails in their thought, attitude and behaviour

The period of adolescence is considered as crucial and significant period of an individual's life. Psychologically, adolescence is the age when the individual becomes integrated into the society of the adults. It is the stage when the child no longer feels that he is below the level of his elders but rather an equal with them, at least in rights. This integration into the adult society has many aspects, more or less linked with puberty. It also includes profound intellectual changes. These intellectual transformations, typical of an adolescent's thinking, enable him to achieve his integration into the social relationships of the adults. This is the most general characteristic of this period of development. It is the period which begins with puberty and ends with the general cessation of the physical growth. It emerges from later childhood stage and merges into adulthood. It is difficult to assign definite years to it because they differ from country to country and culture to culture. Chronologically, age ranges are from 12/13 years to 18/19 years in India. In case of girls it begins about one year earlier than the boys.

12.5   Needs and Problems of Adolescents

Every child has certain needs. Adolescents also have certain basic needs. These needs are likely to be accompanied by potential difficulties and problems. It is a fact that the adolescent faces the same problems as faced by others. But the problems of adolescents vary in complexity and mode of expression. Problems which remained unsolved during early years appear again at this stage. During childhood the child's needs were met and his problems were solved mostly by parents and teachers. But during adolescent, period boys and girls have to solve their own problems. The basic needs and problems of adolescents are as follow, viz. need for Status, need for Approval, and Reorganization, need for Advice, need for Independence, need for Intimate friendship, need for Family life education, need for Recreation activities. Factors influencing adolescent's development are multidimensional and complex in nature. The web of social relationships with parents, Grandparents, siblings, peer groups and in their interpersonal attitudes, Economic conditions, culture, religion, educational, and occupational status of parents, impact of nutritional and health care also influences the development of adolescent. The Girl child especially adolescent girl in Indian social setup lives in a very peculiar socio-cultural Milieu. She is being protected more carefully then the boys. This outlook towards girls makes them feel more confused to use opportunities within fixed frame. Many girls feel a sense of rejection at their home environment because of either authoritarian or permissive attitude of the parents or the lack of the closeness between the parent and the child. Same adolescent girls have same kind of understanding with their mother but not with their father. Mother bridges the gap between father and daughter. Most of the girls have fear of parents and that compels them to tell lies to cover one lie more lies follow. So we should allow them to tell the truth and find a better solution then punishment to save them from the bad habit of telling lies. Most of the adolescent girls learned about sexuality and peer relationship from the immature classmates or books. Not a single incident was found where parents allowed comfortable opportunities for discussing such issue openly with their adolescent girls. Adolescents have needs similar to those experienced by the adults. But as they are subjected to different kinds of social expectations they fail to fulfil their needs. So there is a need to make them understand the situation and involve them in decision making. Adolescents crave for power, competence and significance and those who are deprived of those factors show behavior problems. In rural India most of the girls seem to jump straight

from childhood to adulthood. Many assume adults roles in the family even before the one set of puberty, taking responsibilities for household and child care tasks and in addition working in the fields. These girls experience the joys and pains of growing up. These may vary depending on geographic, location economic circumstances and most significantly, the social and cultural environment in which they find themselves.

Healthy development of adolescents depend on several complex factors via, social-economic circumstances, the environment in which they live and grow, the quality of relationship with their families, communities, peer groups and the opportunities for education and employment. For girls adolescence is a period of extreme stress and strain, menarche and menstruation are bound to elicit tremendous psychological and social response in them. In conservative society like ours where these matters are hardly discussed freely. There bond to be some practices customs and misbelieves which are detrimental during adolescence period. Let us discuss the basic needs of adolescence. In the adolescence period, the young adolescents have some basic needs which must be given due importance regarding their fulfilment. The basic needs of adolescents are divided into two groups -

(a) Physiological needs and (b) Psychological needs

(a) Physiological Needs:

Need for Activity: Activity of one kind or another is an integral part of the adolescent behaviour. The physical changes of puberty, the greater muscular power and the surplus of energy, all contribute towards strengthening the need for activity. This surging need must be controlled and guided into the proper channels such as, dancing, swimming, playing football or other types of games and sports.

Need for Sexual Satisfaction: Sex development is a fundamental fact of adolescence. The sex instinct which had been lying dormant during childhood is reawakened. In the adolescence stage the young adolescent repeats 3 stages of sexual development –

- Auto-eroticism: the adolescent takes interest in his own body and he/she handles his own sex organs.
- Homo-sexuality: during the early period of adolescence boys love to mix with boys and girls with girls.
- Hetero-sexuality: this type of sexuality is found at the later stage of adolescence. The boys and girls are attracted towards the opposite sex.

(b) Psychological Needs:

- Need for freedom - The young adolescents also need freedom in their life. They do not like to maintain a strict routine life. They do not like disciplined life which is imposed on them by their parents. They love freedom regarding taking decisions related to their life.
- Need for social life - This is an important need of the adolescent. They want the company of their equals. They love to live with their peers, which has a direct influence in their life. They want to talk, discuss and come to some conclusions. This goes a long way towards satisfying their social need. The young adolescent wants to be something among his friends and in the total social set up. They want the approval of their actions and

recognitions in any form by their parents, class fellows, teachers and the community at large.

- The security need - The adolescent depends on his parents for the satisfaction of these needs. He wants their affection and attention. He wants some ideals which may help him in the conduct of his life. He wants inspiration from a hero, whom he worships, and who can guide him. This need can be fulfilled if the adolescent is given opportunity of studying the biography of great men like Gandhi, Nehru, Tagore, Vivekananda, Lakshmibai, Sarojini Naidu etc. He will, derive strength and inspiration from them, imbibes ideals, formulates his life goal and strengthens his will and character.

- The adventure need - Thirst for adventure is strong at this age. The adolescent wants to do something so that he is remembered by all. The answer is exploring something which others do not know. Sometimes he is misunderstood and sometimes misdirected. In the absence of proper direction it takes the form of aimless wandering, vagabonding, unsocial acts like strikes and demonstrations. Even the sexual acts mean a thrill and adventure for them. But properly directed adventure can be very much helpful for the adolescent's social, mental, emotional and physical development.

- Need for a vocation - The young boys and girls want be independent at this stage. Boys and girls of high school age begin to think seriously about their future. Boys are usually more seriously concerned about an occupation than girls. Boys, typically, want glamorous and exciting jobs, regardless of the ability required or the chances for such jobs being available for them. They also want jobs with high prestige and of higher social status. But the girls, on the other hand normally show a preference for occupations with greater security and less demand on their time. In their vocational choice, they usually stress on service to others, such as teaching or nursing. By late adolescence, the adolescents are concerned about what they would like to do and what they are capable of doing. They are also concerned about how they can get the kind of job they want. Older adolescents have a growing realization of how much it costs to live and they also know what young people, just out of school, can expect to earn. As a result of this greater realism, they approach the choice of their careers with a more practical and more realistic attitude than they would when they were young.

Problems of Adolescent in Indian Context

G. Stanley Hall wrote in 1904 "The year from 8 to 12 constitute the unique period of human life. Height and weight are at their full-health is at its best. Activity is greater than even before. The child develops his own circle out of home-he develops peculiar endurance and resistance to fatigue. There is greater immunity to exposure, danger and accident. The development is salutatory. It is a period of storm and stress. Important functions previously non-existent arise-every step of the upward way is strewn with wreckage of body, mind and morals. Sex asserts its mastery in field after fields and works its havoc in the form of secret vices. The social instincts undergo sudden unfoldment and the new life of love awakens. Everything is plastic. Character

and personality take form. Self-feeling and ambitions are increased. It is all marvellous new birth."

Problems of Adolescence Stage

1. Emotional Problems: Heightened emotionality is a major problem of adolescence. Adolescents experience excessive emotion and they do not have sufficient control violence. Excitability and anger may find expression in its destructive from may lead to law and order problem. Emotion of love, suspicion, jealousy, frustration and revengefulness are very common among adolescents. Thus emotional immaturity is a major problem of adolescence.

2. Educational Problem: The environment of the school is also not conducive to meet the interests of the students. Defective method of teaching, curriculum, examination, repressive measures adopted by school, unattractive condition of the school campus are largely responsible for creating frustration among the students.

3. Problem of leisure: Lack of proper recreational facilities or having nothing to do in their free time leads the adolescents to involvement in some unsocial and criminal activities. Their thoughts and attitudes may turn to be destructive and create serious problem for the society.

4. Sex Problems: We have read that all the aspects of adolescent development are basically conditioned by physical changes. The onset of puberty gives the physical excitement never experienced before. The adolescent reacting to these experiences is excited, often without realizing what is happening to him. Some react with pleasure or excitement and some others experience shame, disgust, confusions, anxiety and guilt. They may lead to sexual maladjustment.

In contemporary India while adolescence is a comparatively new term, the word youth is better known and has been used at the levels of policy formulation and programming. However, even the ancient text of Dharamashastra recognized the crucial nature of adolescence and prescribed specific codes of conduct for the phase. These codes are deeply rooted in the Indian psyche and continue to influence cultural practices towards adolescents in a powerful manner. To contextualize the cultural milieu, in which adolescents grow in India, the relevant traditional cultural values and themes that shape and affect the environment of adolescents during growing years need to be described. The family universally is acknowledged as an institution of socialization; however, it plays a major role in the life of an Indian. Despite the fast pace of social change, it continues to have a direct bearing on adolescents' development, since most young people stay in family until adulthood or even later in the case of joint family set-up. Most Indian families observe sacred ritualistic ceremonies at various stages of life cycle. These are makers of progressive attainment of competencies both in social and behavioural aspects of life. The onset of puberty is acknowledged by the family and new code of conduct is prescribed both for boys and girls. Several studies have indicated that parents rarely provide the desired support to growing adolescents regarding biological and physiological changes as also the meaning

attached to these. Youth sexuality stands out as an important aspect which is inadequately understood; taboos to access information and lack of counselling services make youngsters turn to peers and other sources of information. We need to be aware that distorted information has consequences related to exploitation, abuse, mental health problems and risk of HIV/AIDS. Providing awareness services and strengthening capabilities of institutions like family, community and school to act as sources of correct information are thus important and need to be given attention.

12.6   Concept of Developmental Tasks

The term need has become so much confused in psychological literature that educationist and psychologists developed another concept in place of need-developmental task. The concept if developmental task was developed by Havighurst. It stands midway of child- centered and teacher centered education. It stands between basic needs and theory of determination of needs by the society.

The concept of developmental synthesis implies an objective toward which the synthesis moves. The student has certain ends that are special for adolescents, called developmental tasks.

Havighurst proposed a system of developmental tasks for American adolescents. He described in detail the developmental process and its relation to educational objectives. Developmental task has been defined by Havighurst as "A developmental task is a task which arises at or about a certain period in the life of the individual, successful achievement of which leads to his happiness and success with later tasks while failure leads to unhappiness in the individual, disapproval by the society and difficulty with later tasks."

He points out that any particular developmental task becomes appropriate for an individual when one or more of the following characteristics have developed:

1. Physical maturation.

2. The society expects certain behavior from the individual and the individual under cultural pressures learns these tasks as vocational preparation and preparing for family and married life.

3. The personal values, aspirations and psychological competence.

Importance of Developmental Tasks

• The concept of developmental task is very helpful in specifying the course content and its objectives in definite terms. They serve as guidelines to the individual.

• The second important purpose which the concept of the developmental tasks serves is to show the individuals what lies ahead and what will be expected when he reaches the next stage of development.

• It is also very important to the teacher to be prepared to avail the opportunity and preparing appropriate atmosphere to achieve the developmental tasks.

- The concept of developmental tasks reconciles between the needs of the individual and demands of the society.
- It makes the teaching learning process more functional to face the challenges of life effectively.

Developmental Tasks of Adolescence

1. Achieving new and more mature relation with age mate of both sexes.

2. Achieving a masculine and feminine role.

3. Accepting ones physique and using the body effectively

4. Achieving assurance of economic independence

5. Selecting or preparing for an occupation

6. Preparing for marriage and family life

7. Desiring and achieving socially responsible behavior

8. Acquiring a set of values as a guide to behavior

Strengths, Issues and Guidance for the Parent(S)

Adolescence, the transition between childhood and adult life, is one of the most dynamic stages of human development. Adolescence is a period in which physical, cognitive, social, and emotional changes present both opportunities and challenges for adolescents, families, educators, and communities.

Strengths during Adolescence

- Has good physical health and nutrition
- Maintains an appropriate weight
- Develops a positive body image
- Develops healthy habits and personal responsibility for health
- Receives regular oral health care
- Participates in physical activity regularly
- Has a positive attitude
- Develops anger management skills
- Engages in safe, age appropriate experimentation
- Has confidants and develops capacity for intimacy
- Exhibits social competence
- Experiences hope, joy, success, love
- Has high self-esteem and expects personal success

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- Learns stress management skills

- Demonstrates appropriate level of independence

- Develops individual identity

- Respects rights and needs of others

- Establishes educational and vocational goals

Issues during Adolescence

- School concerns (poor grades, underachievement, disinterest, truancy)

- Vocational concerns

- Behavioral concerns (acting out, aggression, violence)

- Social concerns (lack of friends, bullying, negative peer influence, and withdrawal from family)

- Emotional concerns (depression, anxiety, confusion about sexual orientation, low self-esteem, threat of suicide, attempted suicide)

- Difficulty in managing anger

- Early sexual activity, inappropriate sexual behavior, pregnancy, sexually transmitted diseases, HIV/AIDS, hepatitis

- Substance abuse (alcohol, drugs, inhalants, tobacco, steroids)

- Dangerous behaviors (drunk driving, failure to use safety belts or helmets)

- Excessive risk-taking

- Medical concerns (hypertension, scoliosis, menstrual problems, acne)

- Weight and height concerns, body image, poor nutrition, obesity, eating disorders

- Lack of regular physical activity

- Chronic illness

- Transitional challenges for adolescent with special health care needs

Guidance for the Parent(S)

- Enhance your adolescent's self-esteem by showing affection, praising positive behavior, and recognizing efforts and achievements.

- Continue to affirm and model family values such as respect for self and others.

- Respect your adolescent's need for privacy.

- Spend time with your adolescent.

- Decide with your adolescent when she can do things independently, including staying at home alone.

- Establish realistic expectations for family rules, giving your adolescent increasing autonomy and responsibility.

- Establish and communicate clear limits and consequences for breaking rules.

- Minimize criticism and avoid nagging, derogatory comments and other belittling or demeaning messages.

- Understand that your adolescent may be unwilling to participate in some family activities and may suddenly challenge parental authority.

- Emphasize the importance of school and demonstrate interest in your adolescent's school activities.

Self-Check Exercise – 1

List some developmental tasks of adolescence period.

12.7   Summary

Dear learner in this lesson you have studied the meaning of childhood, adolescence and concept of individual differences. Understanding the Adolescent phase of life span helps us in understanding the learning process of this phase and solving the related problems at the time of teaching and forming strategies to overcome them. The characteristics of adolescence have been described with the remarkable physical, emotional, cognitive and socio-cultural aspects at this stage. Every stage of development of human life has its own unique qualities and significance. Each stage is interlinked with the later one. The previous stage glides into another quietly and smoothly. But when we reach the end of one-stage, we find it different from that of the previous one.

12.8   Glossary

Information-processing perspective: derives from the study of artificial intelligence and explains cognitive development in terms of the growth of specific components of the overall process of thinking.

Intuitive thought: thoughts that arise from an emotion or a hunch, beyond rational explanation, and is influenced by past experiences and cultural assumptions.

12.9   Answer to Self-Check Exercise -1

The list of some of developmental tasks of Adolescence period are as under:

- Achieving new and more mature relation with age mate of both sexes.
- Achieving a masculine and feminine role.
- Accepting ones physique and using the body effectively
- Achieving assurance of economic independence
- Selecting or preparing for an occupation
- Preparing for marriage and family life
- Desiring and achieving socially responsible behaviour
- Acquiring a set of values as a guide to behaviour.

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12.11 Terminal Questions

1. Why it is said that "adolescence is a period of stress and strain, storm and strife".

Unit – 13

Cognitive Development: Meaning, Factors affecting Cognitive Development, Characteristics of Cognitive Development during Childhood and Adolescence

Structure

13.1   Introduction

13.2   Learning Objectives

13.3   Meaning of Cognitive Development and factors affecting Cognitive Development

Self-Check Exercise - 1

13.4   Characteristics of Cognitive Development during Childhood and Adolescence

13.5   Summary

13.6   Glossary

13.7   Answers to Self-Check Exercise

13.8   References/Suggested Readings

13.9   Terminal Questions

13.1 Introduction

Dear learner, this unit deals with the concept of cognitive development, factors affecting cognitive development, characteristics of cognitive development during childhood and adolescence period.

13.2 Learning Objectives

After completing this unit, you will be able to:
- explain the concept and factors affecting cognitive development.
- list and describe the characteristics of cognitive development during childhood.
- list and describe the characteristics of cognitive development during adolescence.

13.3 Meaning and Factors affecting Cognitive Development

Cognitive development is a field of study in neuroscience and psychology focusing on a child's development in terms of information processing, conceptual resources, perceptual skill, language learning, and other aspects of brain development. It is the developmental process by which an infant becomes an intelligent person, acquiring knowledge with growth and improving his or her ability to think, learn, reason and abstract. In other words we can say that, cognitive development is the emergence of the ability to think and understand. It is the process of acquiring intelligence and increasingly advanced thought and problem solving ability from infancy to adulthood. The term cognitive development refers to the process of growth and change in intellectual/mental abilities such as thinking, reasoning and understanding. It includes the acquisition and consolidation of knowledge. Jean Piaget was a main force in the establishment of this field, and he has formed his "Theory of Cognitive Development". He demonstrated the orderly sequence of this process early infancy through childhood. In his theory he has proposed

four stages of cognitive development: the sensorimotor, preoperational, concrete operational and formal operational period. In this unit under sub-heading 4.6 we have discussed his theory in detail. In recent years, new models have been advanced, including Information Processing Theory, Neo-Piagetian Theories of Cognitive Development, which aim to integrate Piaget's ideas with more recent models and concepts in developmental and cognitive science, theoretical cognitive neuroscience, and social-constructivist approaches. According to Piaget, his theory of Cognitive Development is a "Stage Theory" which has four stages of development, and in each stage of development, children faced many challenging situations which they must deal with and overcome through increased mental abilities. Once that particular challenge is successfully dealt in that stage, the children can move on to the next stage of cognitive development. This theory is based on cognitive challenges and cognitive advancements by the child who allows them to overcome the challenges. After each challenge and successful completion of the same, new stage is reached, there is a plateau during which the child is able to think in new and more advanced ways. For example, an infant can't think in abstract terms like you can because you have reached a more advanced stage of cognitive development.

Factors Affecting Cognitive Development

To date, there is compelling evidence to show that theory of cognitive development is influenced by different environmental and cognitive factors. However, despite our understanding of the different individual processes that facilitate theory of mind acquisition, what remains relatively unclear is how these processes operate together during development. There are many factors which play a role in cognitive development in childhood. A child's home environment, the amount of time taken to learn new skills, and how child interacts with others may all play a role. Children who have been abused or neglected may have average or even above average intelligence, but they may develop more slowly. Genetic factors also play vital role in cognitive development from infancy through adulthood. Children who are born to intelligent or highly skilled parents have a tendency to be intelligent themselves. This is not always the case, but families with "good genes" may be more likely to pass on intelligence or abilities. Following are some of the factors which affect cognitive development of the child.

(1) Biological Factors

(a) Sense organs: Senses are gateway of knowledge. So they are important because they receive stimuli from the environment. Their appropriate development helps in receiving correct stimuli and the correct concepts are formed among children. Defective sense organs collect defective stimuli and as a result wrong concepts can be formed and the cognitive development will not be perfect or proper cognitive development does not take place.

(b) Intelligence: It has been seen that cognitive development of intelligent children is better. Children with low Intelligence Quotient (I.Q.) are not able to receive stimuli from the environment properly, thus their cognitive development lags behind. Intelligence affects all mental capacities.

(c) Heredity: Cognitive development is also influenced by the hereditary traits; one gets from his parents. Their development is similar to their parent's cognitive development.

(d) Maturation: As the child gets matured he gets more interactive with his environment. For a good cognitive development interaction with environment is very necessary which the child does with the help of his mental and motor maturation. They help directly in the development of cognition.

(2) Environment Factors

(a) Learning opportunities: The opportunity a child gets to learn affects the cognitive development. The more opportunities he gets the better is the cognition, because he will be able to add to his mental capacities by learning through these opportunities.

(b) Economic status: Economic state of the family also helps in the development of cognition. Children from better economic status get more opportunities and better training and it helps in cognitive development.

(c) Play: Play is also quite important in developing cognition. Through play activities, the child interacts with the environment, receives stimuli and responds to them. Through this he learns new processes acquire knowledge. He forms new com Eighteen months-old draws irregular sketch with crayons when he sees some similar between the sketch and any object around him. He immediately understands and image is formed in his mind; e.g., he sketch a 'circle' and mother points out towards 'mi He is now able to recognise this shape, child while playing and while many his toys learns many new experiences, becomes imaginative and does drama holding a 'Gada' and becomes Lord Hanum He plays school-school. Chess and cards in increasing his mental abilities.

(d) Various types of stimuli: As child grows, he gets various stimuli from environment through his senses and perceives their meanings. These stimuli form concepts and symbols. Parents and other people around the child could assist him get the right meanings of stimuli. T1 instructions and motivation help in cognitive development of the child. The child gets these stimuli from his toys and activities like identifying different colour shapes, smell, and sounds, etc.

(e) Family and society: Family is very important from the point of view of providing the child hereditary traits, which are the of development family also providing opportunities to learn, good encourage atmosphere to the child if the family provides such atmosphere to the child in which he maximum stimuli from the environment, would be encouraged to learn and with his environment. His cognitive development will be good. The child learns observing and imitating others. He learns language, habits, by observing family and people around them. If society provide encouraging atmosphere, facilities gaining knowledge like good schools, librarian's healthy recreation facilities, health facilities etc. to the children, they will develop possibility and good cognitive capacity. So we see the family and society both play an important rot in the development of cognition of the child.

Self-Check Exercise - 1
List any two factors affecting cognitive development.

13.4 Characteristics of Cognitive Development during Childhood and Adolescence

(i) Characteristics of Cognitive Development during Childhood
Jean Piaget was the first psychologist to make a systematic study of cognitive development. His contributions include a theory of child cognitive development, detailed observational studies of cognition in children, and a series of simple but ingenious tests to reveal different cognitive abilities. The concrete operational stage is the third in Piaget's theory of cognitive development.

This period spans the time of middle childhood and is characterized by the development of logical thought. While kids at this age become more logical about concrete and specific things, they still struggle with abstract ideas. The concrete operational stage begins around age seven and continues until approximately age eleven. During this time, children gain a better understanding of mental operations. Children begin thinking logically about concrete events, but have difficulty understanding abstract or hypothetical concepts. The concrete operational stage is also marked by the disappearance of egocentrism. Piaget determined that children in the concrete operational stage were fairly good at the use of inductive logic (inductive reasoning). Before Piaget's work, the common assumption in psychology was that children are merely less competent thinkers than adults. Piaget showed that young children think in strikingly different ways compared to adults. According to Piaget, children are born with a very basic mental structure (genetically inherited and evolved) on which all subsequent learning and knowledge is based. The purpose of this segment is to help connect what is known about students' cognitive development. Piaget's theory differs from others in many ways like: It is concerned with children, rather than all learners. It focuses on development, rather than learning per se, so it does not address learning of information or specific behaviours. It proposes discrete stages of development, marked by qualitative differences, rather than a gradual increase in number and complexity of behaviours, concepts, ideas, etc. The goal of the theory is to explain the mechanisms and processes by which the infant, and then the child, develops into an individual who can reason and think using hypotheses. To Piaget, cognitive development was a progressive reorganization of mental processes as a result of biological maturation and environmental experience. Children construct an understanding of the world around them, and then experience discrepancies between what they already know and what they discover in their environment. Piaget considered the concrete stage a major turning point in the child's cognitive development, because it marks the beginning of logical or operational thought. The child is now mature enough to use logical thought or operations. Children in the concrete operational stage are typically ages 7 to 11. They gain the abilities of conservation (number, area, volume, orientation) and reversibility. Their thinking is more organized and rational. They can solve problems in a logical fashion, but are typically not able to think abstractly or hypothetically. During this stage cognitive development like conservation, classification, serration, reversibility, decentring took place. Conservation is the understanding that something stays the same in quantity even though its appearance changes e.g. The majority of children can conserve liquid, because they understand that when water is poured into a different shaped glass, the quantity of liquid remains the same, even though its appearance has changed. Five-year-old children would think that there was a different amount because the appearance has changed. Classification is the other ability to identify the properties of categories, to relate categories or classes to one another, and to use categorical information to solve problems. One component of classification skills is the ability to group objects according to some dimension that they share. The other ability to be order subgroups hierarchically, so that each new grouping will include all previous subgroups. The cognitive operation of serration involves the ability to mentally arrange

items along a quantifiable dimension, such as height or weight. One of the most important developments in this stage is an understanding of reversibility, or awareness that actions can be reversed serration.

(ii) Characteristics of Cognitive Development during Adolescence

Adolescence, in modern industrial societies, is the transition from childhood to adulthood. It lasts from age 11 or 12 years until the late teens or early twenties. The sociological, and psychological definitions of entrance into adulthood vary. Adolescence is full of opportunities for physical, cognitive, and psychosocial growth, but also of risks to healthy development. Risky behaviour patterns, such as drinking alcohol, drug abuse, sexual and gang activity, and use of firearms, tend to be established early in adolescence. About 4 out of 5 young people experience no major problems. Adolescence is a time for rapid cognitive development. Cognitive theorist Jean Piaget describes adolescence as the stage of life in which the individual's thoughts start taking more of an abstract form and egocentric thoughts decrease. This allows an individual to think and reason with a wider perspective. This stage of cognitive development, termed by Piaget as the formal operational stage, marks a movement from an ability to think and reason from concrete visible events to an ability to think hypothetically and entertain what-if possibilities about the world. An individual can solve problems through abstract concepts and utilize hypothetical and deductive reasoning. Adolescents use trial and error to solve problems, and the ability to systematically solve a problem in a logical and methodical way emerges. The constructivist perspective, based on the work of Piaget, takes a quantitative, state-theory approach, hypothesizing that adolescents' cognitive improvement is relatively sudden and drastic. The information-processing perspective derives from the study of artificial intelligence and attempts to explain cognitive development in terms of the growth of specific components of the thinking process. Improvements in basic thinking abilities generally occur in five areas during adolescence: attention, memory, processing speed, organization, and metacognition. Metacognition is relevant in social cognition, resulting in increased introspection, self-consciousness, and intellectualization. Adolescents are more likely to question others assertions and less likely to accept facts as absolute truths. Wisdom, or the capacity for insight and judgment that is developed through experience, increases between the ages of 14 and 25; however, the tendency toward risk-taking also increases during adolescence. There are two perspectives on adolescent thinking: constructivist and information-processing. The constructivist perspective, based on the work of Piaget, takes a quantitative, state-theory approach. This view hypothesizes that adolescents' cognitive improvement is relatively sudden and drastic. The information-processing perspective derives from the study of artificial intelligence and explains cognitive development in terms of the growth of specific components of the overall process of thinking. Improvements in basic thinking abilities generally occur in five areas during adolescence:

Attention*:* Improvements are seen in selective attention (the process by which one focuses on one stimulus while tuning out another), as well as divided attention (the ability to pay attention to two or more stimuli at the same time).

Memory: Improvements are seen in both working memory and long-term memory.

Processing Speed: Adolescents think more quickly than children. Processing speed improves sharply between age five and middle adolescence, levels off around age 15, and does not appear to change between late adolescence and adulthood.

Organization*:* Adolescents are more aware of their own thought processes and can use mnemonic devices and other strategies to think more efficiently.

Metacognition*:* Adolescents can think about thinking itself. This often involves monitoring one's own cognitive activity during the thinking process. Metacognition provides the ability to plan ahead, see the future consequences of an action, and provide alternative explanations of events.

13.5   Summary

In this unit we have discussed the concept of cognitive development, factors affecting cognitive development, characteristics of cognitive development during childhood and adolescence period.

13.6   Glossary

Psychology: It is the science of human and animal behaviour. It includes the application of this science to human problems.

Empirical observation: Observation based on experiment, rather than on argument, opinion, or belief.

Observation method: Observation method involves watching a participant in his or her natural setting and recording relevant behaviour for later analysis.

Clinical Psychology: It is that branch of psychology which deals with the assessment and treatment of mental illness and abnormal behaviour.

Thinking: A higher mental process is done with the help of symbols of one's language.

13.7   Answers to Self-Check Exercise

Self-Check Exercise – 1

Answer: The two main factors which affect cognitive development are
(1) Biological Factors
(a) Sense organs
(b) Intelligence
(c) Heredity
(d) Maturation
(2) Environment Factors

(a) Learning opportunities
(b) Economic status
(c) Play
(d) Various types of stimuli
(e) Family and society

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13.9 Terminal Questions

1. Explain the concept and factors affecting cognitive development.
2. List and describe the characteristics of cognitive development during childhood and adolescence.

Unit – 14
Theories of Cognitive Development (Piaget and Bruner)

Structure

14.1 Introduction

Dear learner, this unit deals with the theories of cognitive development (Piaget and Bruner) in detail.

14.2 Learning Objectives

After completing this unit, you will be able to:
- discuss cognitive development theory given by Piaget.
- describe cognitive development theory given by Bruner.

14.3   Theory of Cognitive Development by Piaget

Jean Piaget devoted his life to epistemology, or how thoughts were transformed into a body of knowledge. His theories of cognitive development were inspired by observations of his three children from infancy. Piaget believed that children were active participants in learning. He viewed children as busy, motivated explorers whose thinking developed as they acted directly on the environment using their eyes, ears, and hands. According to Piaget, between infancy and adolescence children move through four stages of development. Piaget argued that knowledge developed through cognitive structures known as schemas. Schemas are mental representations of the world and how the individual interacts with it. As a child develops, his or her schemas develop as a result of his or her interaction with the world. All children are born with an innate range of schemas, such as a schema for sucking, reaching, and gripping. These are in turn modified as a result of experience; Piaget called this process of modification adaptation. He also argued children actively construct knowledge themselves as a result of their interaction with new objects and experiences. For this reason Piaget is also known as a constructivist. The child's interaction with new events and objects as well as the intermingling of these with existing knowledge cause him or her to develop cognitively.

Three Basic Components to Piaget's Cognitive Theory

4. **Schemas** (building blocks of knowledge).
5. **Adaptation processes** that enable the transition from one stage to another (equilibrium, assimilation and accommodation).

6. **Stages of Development:**
   - sensorimotor,
   - preoperational,
   - concrete operational,
   - formal operational.

Scheme: A scheme is an organized way of making sense of experience, and it changes with age. In other words, a scheme describes a thought, notion, or behaviour that has been learned and ingrained into the child's mind. The child then uses this scheme and applies it to the external environment. For example, at 2 months an infant will grasp anything placed in his hand the same way, but at 4 months the infant adjusts his hand to open to the size of the object offered.

Adaptation: Adaptation is a dynamic process combining assimilation and accommodation.

Assimilation: is when a child changes/adapts something from the external environment so that it can "fit" into a pre-existing scheme. For example, if a child has developed a "dog scheme," she will call any furry, four-legged animal a dog until she develops a separate scheme for another animal.

Accommodation: It is when a child changes a pre-existing scheme or cognitive structure to better "fit" the external environment. For example, a child will notice the difference between a dog and cat. Thus, she may now call the cat a "funny dog."

Organization: Organization is the tendency to link schemes together in an interconnected system. For example, a child will link her schemes of a dog and cat together. This will enable her to pick out specific similarities and differences among them (i.e., cat's meow and dogs bark).

Piaget's Four Factors that Influence Cognitive Behavior
Note: A child's individual rate is determined by his/her innate intelligence and the four factors listed below.
1. Maturation of the nervous system
2. Experience
3. Social transmission of information or teaching
4. **Equilibration** (innate tendency for mental growth to progress toward increasingly complex and stable levels of organization)

Piaget proposed that any child moves through four stages in sequential order during cognitive development:

Stage 1   The sensory-motor (from birth 2/3 years of age)
Stage 2   Preoperational (2 – 7 years of age)
Stage 3   Concrete operation (7 – 11 years of age)
Stage 4   Formal operation (12 – adulthood)

The sensorimotor stage (0–2 years): This stage is characterized by the infant having no formal schema for the world or itself. It can only know the world via its immediate senses and the motor or movement actions it performs.

The pre-operational stage (2–7 years): Operations are logical mental rules and Piaget argued that, at this age, the child cannot internalize these disciplines and therefore still relies on external appearances rather than consistent internal logic (hence the label, pre-operational).

This stage begins with the establishment of object permanence and ends with the emergence of concrete operations. Pre-operational stage children have a lack of conservation – the realization objects can remain the same despite a change in appearance.

Piaget demonstrated this with glasses of water. A child is presented with two glasses containing the same quantity of water and then witnesses the contents of one of the glasses being poured into a taller, thinner container. Children at this stage will argue the taller, thinner container contains more water. This shows the child does not understand how objects can remain the same (in this case, the quantity of water is fixed) despite a change in appearance.

Piaget also argued that this stage is characterized by a third cognitive inhibitor, classification limitation. This refers to the early pre-operational child's inability to classify similar objects into the same groups. This ability begins around the age of four and appears in basic form, such as characterizing objects based on shape or colour.

The concrete operational stage (7–11 years): During this stage, the child develops definitive rules or schemas for ordering the world. These rules are termed operations, but they can only be applied to real objects in the real 'concrete' world. Piaget claimed the mental agility needed for carrying out logical operations without a real world object to aid them had not yet been developed.

An example of an operation the child has developed by this stage is conservation – the realization objects can remain the same despite a change in appearance. The pre-operational child lacks conservation.

The formal operational stage (11 years onwards): At this stage, the child's mental structures are so well developed that ideas and problems can be manipulated mentally without the need for physical objects. Children can think about possible occurrences and imagine themselves in different roles without the need for dolls or play acting. They can also think about hypothetical problems and abstract concepts they have never encountered before, such as:if A > B > C, then A > C (where > means 'is greater than').Piaget believed everyone reached this stage by the age of 20.

Educational Implications of Piaget's Theory

Piaget's theories have had a major impact on the theory and practice of education (Case, 1998). First, the theories focused attention on the idea of developmentally appropriate education—an education with environments, curriculum, materials, and instruction that are suitable for students in terms of their physical and cognitive abilities and their social and emotional needs (Elkind, 1989). In addition, several major approaches to curriculum and instruction are explicitly based on Piagetian theory (Berrueta-Clement, Schweinhart, Barnett, Epstein, and Weikart, 1984), and this

theory has been influential in constructivist models of learning, which will be described in Chapter 8. Berk (2001) summarizes the main teaching implications drawn from Piaget as follows:

13. **A focus on the process of children's thinking, not just its products**. In addition to checking the correctness of children's answers, teachers must understand the processes children use to get to the answer. Appropriate learning experiences build on children's current level of cognitive functioning, and only when teachers appreciate children's methods of arriving at particular conclusions are they in a position to provide such experiences.

14. **Recognition of the crucial role of children's self-initiated, active involvement in learning activities**. In a Piagetian classroom the presentation of ready-made knowledge is deemphasized, and children are encouraged to discover for themselves through spontaneous interaction with the environment. Therefore, instead of teaching didactically, teachers provide a rich variety of activities that permit children to act directly on the physical world.

15. **A de-emphasis on practices aimed at making children adult like in their thinking**. Piaget referred to the question "How can we speed up development?" as "the American question." Among the many countries he visited, psychologists and educators in the United States seemed most interested in what techniques could be used to accelerate children's progress through the stages. Piagetian-based educational programs accept his firm belief that premature teaching could be worse than no teaching at all, because it leads to superficial acceptance of adult formulas rather than true cognitive understanding (May and Kundert, 1997).

16. **Acceptance of individual differences in developmental progress**. Piaget's theory assumes that all children go through the same developmental sequence but that they do so at different rates. Therefore, teachers must make a special effort to arrange classroom activities for individuals and small groups of children rather than for the total class group. In addition, because individual differences are expected, assessment of children's educational progress should be made in terms of each child's own previous course of development, not in terms of normative standards provided by the performances of same-age peers.

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

18. The teacher's role is to facilitate learning by providing a variety of experiences. "Discovery learning" provides opportunities for learners to explore and experiment, thereby encouraging new understandings.

19. Opportunities that allow students of differing cognitive levels to work together often encourage less mature students to advance to a more mature understanding.

20. Use of concrete "hands on" experiences to help children learn.

21. Provide concrete props and visual aids, such as models and/or time line

22. Use familiar examples to facilitate learning more complex ideas, such as story problems in mathematics

23. Use visual aids and models

24. Teach broad concepts rather than facts, and to situate these in a context meaningful and relevant to the learner.

Self-Check Exercise - 1
List the stages of development according to Piaget**.**

14.4   Theory of Cognitive Development by Bruner

Jerome Bruner is a Harvard-educated psychologist who has been very influential among educators, particularly during the curriculum reform projects of the 1960s. Bruner is primarily in the cognitive tradition, although he is very heavily influenced by Piaget. Bruner views people as being active in the process of learning, continually structuring and restructuring their environment. Thus, he is quite opposed to the view of the passive learner mechanically associating stimuli and responses. Instead, Bruner believes that people selectively perceive certain aspects of their environment, represent those perceptions internally, and then act on those internal representations. Bruner has written about the course of cognitive development in which a child progressively develops three modes of representation: enactive, iconic, and symbolic. To be successful, the mode of instruction should match the mode that the learner is using. Because Bruner views learning as an active, involved process, he has been a prime proponent of the discovery learning approach. In this approach, students are presented with a problem and some evidence: they must seek to reconcile that information and "discover" the solution to the problem. Another theme in Bruner's writings is the structure of knowledge. Bruner believes that when the basic structure of a subject (consisting of the ideas, concepts, principles, and their relationships) is emphasized, the learners will be more able to improve their intuitive thinking. Bruner postulated three stages of intellectual development. The first stage he termed "Enactive", when a person learns about the world through actions on physical objects and the outcomes of these actions. The second stage was called "Iconic" where learning can be obtained through using models and pictures. The final stage was "Symbolic" in which the learner develops the capacity to think in abstract terms. Based on this three-stage notion, Bruner recommended using a combination of concrete, pictorial then symbolic activities will lead to more effective learning. Cognitive psychologist Jerome Bruner felt the goal of education should be intellectual development, as opposed to rote memorization of facts. This lesson will discuss Bruner's theory of development and his three modes of representation. Dear leaner, we will also explore his beliefs on learning, language, and discovery and differentiate his views from those of Jean Piaget. Bruner held the following beliefs regarding learning and education:

- He believed curriculum should foster the development of problem-solving skills through the processes of inquiry and discovery.
- He believed that subject matter should be represented in terms of the child's way of viewing the world.
- That curriculum should be designed so that the mastery of skills leads to the mastery of still more powerful ones.
- He also advocated teaching by organizing concepts and learning by discovery.
- Finally, he believed culture should shape notions through which people organize their views of themselves and others and the world in which they live.

Stages of Cognitive Representation

1. Enactive, which is the representation of knowledge through actions.
2. Iconic, which is the visual summarization of images.

3. Symbolic representation, which is the use of words and other symbols to describe experiences.

Enactive stage appears first. This stage involves the encoding and storage of information. There is a direct manipulation of objects without any internal representation of the objects.

For example, a baby shakes a rattle and hears a noise. The baby has directly manipulated the rattle and the outcome was a pleasurable sound. In the future, the baby may shake his hand, even if there is no rattle, expecting his hand to produce the rattling sounds. The baby does not have an internal representation of the rattle and, therefore, does not understand that it needs the rattle in order to produce the sound.

Iconic stage appears from one to six years old. This stage involves an internal representation of external objects visually in the form of a mental image or icon. For example, a child drawing an image of a tree or thinking of an image of a tree would be representative of this stage.

Symbolic stage, from seven years and up, is when information is stored in the form of a code or symbol such as language. Each symbol has a fixed relation to something it represents. For example, the word 'dog' is a symbolic representation for a single class of animal. Symbols, unlike mental images or memorized actions, can be classified and organized. In this stage, most information is stored as words, mathematical symbols, or in other symbol systems.

Bruner believed that all learning occurs through the stages we just discussed. Bruner also believed that learning should begin with direct manipulation of objects. For example, in mathematics education, Bruner promoted the use of algebra tiles, coins, and other items that could be manipulated. After a learner has the opportunity to directly manipulate the objects, they should be encouraged to construct visual representations, such as a drawing a shape or a diagram. Finally, a learner understands the symbols associated with what they represent. For example, a student in mathematics understands that the plus sign (+) means to add two numbers together and the minus sign (-) means to subtract. The concept of discovery learning implies that a learner constructs his or her own knowledge for themselves by discovering as opposed to being told about something. According to Bruner, the teacher should facilitate the learning process by developing lessons that provide the learner with information they need without organizing it for them. This idea of discovery learning is often referred to as constructivism, which emphasizes the active role of the learner in building understanding and making sense of information.

Educational Implications: Bruner emphasized four characteristics of effective instruction which emerged from his theoretical constructs.

- Personalized: Instruction should relate to learners predisposition, and facilitate interest toward learning.
- Content Structure: Content should be structured so it can be most easily grasped by the learner.
- Sequencing: Sequencing is an important aspect for presentation of material.
- Reinforcement: Rewards and punishment should be selected and paced appropriately.

Self-Check Exercise - 2

What is Enactive stage in Bruner theory?

14.5   Summary

In this unit we have discussed the theories of cognitive development (Piaget and Bruner) in detail.

14.6   Glossary

IQ: It stands for Intelligence Quotient. It measures an individual's cognitive ability in relation to other people of the same age group.

Epigenetic principle: This principle states that our personality develops through a predetermined order i.e., one stage after another only.

Schemas: Schemas are categories of knowledge that help us to interpret and understand the world.

Adaptation: Piaget saw adaptation as a fundamentally biological process. All living things adapt, even without a nervous system or brain. Assimilation and accommodation are the two sides of adaptation process.

Assimilation: The process of taking in new information into our previously existing schemas is known as assimilation.

Conservation: It refers to the idea that a quantity remains the same despite changes in appearance.

14.7   Answers to Self-Check Exercises

Self-Check Exercise - 1
Answer: Stages of Development are sensorimotor, preoperational, concrete operational and formal operational

Self-Check Exercise - 2
Answer: Enactive stage appears first. This stage involves the encoding and storage of information. There is a direct manipulation of objects without any internal representation of the objects.

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14.9 Terminal Questions
1. Discuss cognitive development theory of Piaget along with educational implications.
2. Discuss cognitive development theory given by Bruner along with educational implications.

Unit – 15

Personality Development: Meaning, Factors affecting Personality, Developmental Stages of Personality (Views of Sigmund Freud and Allport)

Structure

15.1   Introduction

Dear learner, this unit deals with the concept of personality, factors affecting personality, developmental stages of personality (views of Sigmund Freud and Allport) are also discussed in detail.

15.2   Learning Objectives

After completing this unit, you will be able to:
- discuss the meaning and factors affecting personality development.
- explain different developmental stages of personality development given by Sigmund Freud.
- explain different developmental stages of personality development given by Allport.

15.3   Meaning and Factors Affecting Personality Development

The term 'personality' is derived from the Latin word 'persona' meaning a mask. The actors wore the masks to play their role on the stage in Greek theatres during those days. Personality is all that a person is. Personality is the product of social interaction in group life. In society every person has different traits such as skin, colour, height and weight. They have different types of

personalities because individuals are not alike. It refers to the habits; attitudes as well as physical traits of a person which are not same but have vary from group to group and society to society. It is total behaviours of the individual and covers both overt and covert behaviour, interests, mentality and intelligence. It is the sum of physical and mental abilities and capabilities. Some of the definitions of personality put forward by the eminent psychologists are presented as below:

Definitions of Personality

Allport (1937) defined personality as "the dynamic organization within the individual of those psychophysical systems that determine his characteristic behavior and thought."

Funder (2004), "Personality refers to an individual's characteristic patterns of thought, emotion, and behavior, together with the psychological mechanisms – hidden or not – behind those patterns".

McAdams (2006), "Personality psychology is the scientific study of the whole person…psychology is about many things: perception and attention, cognition and memory, neurons and brain circuitry…We try to understand the individual human being as a complex whole…[and] to construct a scientifically credible account of human individuality".

Mayer (2007), "Personality is the organized, developing system within the individual that represents the collective action of that individual's major psychological subsystems".

Pervin, Cervone & John (2005), "Personality refers to those characteristics of the person that account for consistent patterns of feelings, thinking, and behaving".

N.L. Munn – 'Personality may be defined as the most characteristic – integration of an individual's structure, modes of behaviour, interest, attitudes, capacities, abilities and aptitudes'.

C.V. Good – "The total psychological and social reaction of an individual, the synthesis of his subjective, emotional and mental life".

In short personality means:
P- Perception capacity
E- Emotional maturity/ stability
R- Responsiveness to situations
S- Self-expression or sociability
O- Organized

N- Not permanent (Flexible)
A- Appearance
L- Leadership feeling/characteristics
I- Integrated
T- Tendencies, impulses, dispositions, innate & acquired
Y- Young, vital and unique

From the above definitions we can say that personality is a sum of the ideas, attitudes and values of a person which determine his role in society and form an integral part of his character. Personality is acquired by the individual as a result of his participation in group life. As a member of the group he learns certain behaviour systems and symbolic skills which determine his ideas, attitudes and social values. These ideas, attitudes and values which an individual holds comprise his personality.

Nature and Characteristics of Personality

Personality is a whole rather than a sum of parts. We cannot identify the personality of a person on the basis of his physique or his intellectual level or his character. But all these elements put together are made to function in harmony which makes his personality. The conduct, behaviour, activities, movements and everything else concerning the individual are known as personality. It is the way of responding to the environment. The way in which an individual adjusts with the external environment is personality. Let us discuss the following points regarding the nature of personality.

- **Personality is the result of both heredity and environment:** Heredity involves all those physiological and psychological peculiarities, which a person inherits from his parents. These peculiarities are transmitted to us through genes. Environment has a very significant effect on man. Its effect starts from his birth and continues almost till his death.

- **Personality is composed of traits, which are learned or acquired:** It is important to note that learning plays a very important role in the making of one's personality. In order to explain the dynamics of one's personality, it is sometimes convenient to refer to the various types of learning, which a person is able to exhibit in his behavioral range.

- **Personality implies an integration of various traits:** All the elements, which are ultimately identified as parts of personality structure, get integrated rather than assembled together. Thus, the integration of various traits results into a distinct whole which is known as personality of an individual.

- **Personality is a dynamic process:** Personality is the dynamic organization within the individual. Here, dynamic means that personality is undergoing a constant change but is still organized. Personality development is a reciprocal relationship between the ways in which a person views his experiences and his actual social and interpersonal experiences.

Characteristics of Personality

On the bases of above definitions following characteristics of personality can be derived:

- **Unique**: Each individual personality is unique and specific. No two persons, not even identical twins have exactly the same qualities and attributes.

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

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

- **Dynamic:** Although the personality of an individual remains stable to a large extent, it can't be said to be static, It is always dynamic and continuously in the process of change and modification.

- **Psychophysical systems**: Organization of personality entails the functioning of both 'body' and 'mind'. Psychophysical systems composed of habits; attitudes, sentiments etc. are the product of hereditary endowments and the acquired life experiences of the individual.

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

- Personality determines our thinking, reasoning and actions.

- Personality is both physical and psychological (outer and inner).

- Personality develops through social interaction.

- Every personality has some uniqueness.

- Personality has organized and integrated system.

- Personality refers to the process of adjustment to our environment.

Factors Affecting Development of Personality

- **Family and Home:** The child inherits some behavioural traits from his parents. Apart from this, the parents are the first teachers of the child and he learns a lot from them. The care and affection either materially or psychologically which the child enjoys helps him to have a sense of security, trust, respect for authority and so on. A child who enjoys no love from his parents is bound to develop hatred for others in his later life. Family atmosphere if disruptive will produce disrupted, delinquent, backward and maladjusted personalities. The number of members in the family, birth order of the child, emotional climate of the family, outlook of parents, cultural and economic conditions of the family has an important bearing in personality formation. Family life, aims ambitions, aspirations and attitudes of parents; their emotional stability or instability; their overprotection or under protection of children- all these factors are important in personality development of the individual.
- **The School:** The influence of the school in the personality development of the child is tremendous. The teacher's behaviour, attitude and reaction to his colleagues and pupils go a long way to influence the children's personality. Teachers should note that whatever they say or do are in most cases emulated by the pupils. If the teacher is friendly, warm, considerate, cooperative and well adjusted, his pupils will grow up to produce similar personality characteristics. School plays a vital role in the development of personality:
    - ✓ Teacher's personality, i.e. his attitudes, beliefs, ideas, habits, ambitions, aspirations, sentiments and emotional maturity affect the personality development of the child.
    - ✓ Curriculum of school i.e. richness or drabness of curriculum also affects the personality of an individual
    - ✓ Methods of teaching and co-curricular activities also influence personality development.
    - ✓ General atmosphere in school: congenial or uncongenial atmosphere influence personality development.
- **Personal Experiences:** Every child has his unique past experiences which might be pleasurable or un-pleasurable. If a child does not experience crises in the family like loss of beloved ones, failures, frustrations, serious illness, he will grow up to be happy and this will enhance a wealthy personality development. But for others who are less fortunate, their personality development will be the negative side.
- **Cultural Influence:** The moral and social values of a society also have strong influence on the personality development of the child. A child who grows in a society which lays emphasis on personal achievement tends to work hard without necessarily relying on others.
- **The Peer Group:** The influence of the peer group becomes more dominant on the child during the adolescent period. At that stage, parents' influence becomes very insignificant. Each peer group has its own code of conduct which every member must respect. This is why many parents become alarmed at the sudden changes in the behaviour of their children during the adolescent stage. What is responsible in most cases is the influence of the peer group.
- **The Child's Needs and Motives:** Every child has his own unique needs and motives and efforts are usually made to meet such needs. A child who takes interest in the game of football might later become a professional footballer. Our needs and motives which often direct our behaviour also influence our personality either in the positive or negative

way. It is, therefore, the duty of teachers to assist his children develop positive goals and work vigorously towards their achievement. Through an understanding of the physical, social, and psychological needs of their children, teachers are in a position to assist in promoting healthy personality development of their pupils.

- **Physique and Personality:** Physical differences i.e. differences in height, weight, complexion, bodily form or defects influence personality of the individual.
    - ✓ **Height**: The child who is short statured may develop a feeling of inferiority if other persons tease him.
    - ✓ **Weight:** Similarly if the person is overweight his playmates, class fellows and friends tease him and he will develop inferiority feelings.
    - ✓ **Physical Defects**: Physically handicapped children have no well-developed personalities as compared to normal children. For example, blindness or weak eyesight, deafness or dull hearing directly influences the development of personality.
    - ✓ **Health and Strength**: A person who has good health, strength, energy and vigour generally develops emotionally balanced attitude towards life and takes part in various types of competition. On the other hand, the person who is physically inferior develops an unbalanced personality and generally cannot take part in various competitions.
- **Intelligence:** There is definitely some relationship between intelligence and personality. Intelligence is mainly hereditary. Persons who are very intelligent can make better adjustment in home, school and society than those persons who are less intelligent.
- **Sex Differences**: Boys are generally more assertive, tough minded and vigorous. They have better need to succeed with regard to interest and aptitudes. Boys show interest in machinery and outdoor activities. They prefer adventures. But girls are less vigorous games. They are quieter, and interested in personal appearance. They have better sense of fine art. They are more injured by personal, emotional and social problems. Thus sex differences play a vital role in the development of personality of individual.
- **Nervous System**: Nervous system plays a vital role in the development of personality. Man's intellectual ability, motor ability, physical strength and ability to adjust upon the structure and modification of nervous system. Any injury to nervous system will affect the personality of the individual. Nervous system limits one's learning capacity. So it is evident that the development of personality is influenced by the nature of nervous system.
- **Chemical Organization**: Endocrine glands play an important role in the development of personality of individual. Their malfunctioning leads to various physical and mental defects.
    - ✓ **Adrenal Glands**: The malfunctioning of adrenal glands causes *Addison's Disease* which causes the impairing of judgment, loss of sleep, sex, interest and weakness. The over activity of this gland makes the individual energetic, persistent and vigorous. If this gland is under active the individual becomes indecisive, irritable and neurasthenic
    - ✓ **Thyroid Glands**: The over activity of thyroid glands makes the individual restless, irritable, worried and unstable. The under activity of this gland causes a disease known as *cretinism*. It makes the individual dull, sluggish, and lethargic.

- ✓ **Pituitary Glands**: Pituitary glands which are sometimes called master glands have their effect on personality and intelligences. They help in the growth of the body. Their under activity causes dwarfness and over activity causes giantness in size; physical and mental activities are impeded.
- ✓ **Sex Glands or Gonads**: They exert great influence on the sex life of the individual. If they are over active they will make the individual over sexed. On the other hand if they are under active the sex urge becomes weak.

Self-Check Exercise - 1

List any two prime factors which affect the development of personality of child.

15.4   Developmental Stages of Personality Development by Sigmund Freud

This theory is also known as Sigmund Freud's Theory of Psycho-sexual Development. Sigmund Freud (1856-1939) is well-known theorist when it comes to the development of personality. Freud's Stages of Psycho-sexual Development or personality development are, like other stage theories, completed in a predetermined sequence and can result in either successful completion or a healthy personality or can result in failure, leading to an unhealthy personality. This theory is best known as well as the most controversial; as Freud believed that we develop through stages based upon a particular erogenous zone. During each stage, an unsuccessful completion means that a child becomes fixated on that particular erogenous zone and either over– or under-indulges once he or she becomes an adult. Freud advanced a theory of personality development focussing on the effects of the sexual pleasure drive on a person's emerging personality. According to his theory, parts of the personality develop as we move through a series of psycho-sexual stages. Each stage is characterized by different demands for sexual gratification and different ways of achieving that gratification. If as growing humans, we do not receive an appropriate amount of gratification - receiving either too little or too much - we may become fixated in a particular stage. That is, we continue to have the same demand for gratification that we had at that stage throughout the rest of our lives. This condition is thought to produce a variety of adult behaviours.

Important Concepts of Freud's Theory

Id: It is the primitive, uncivilized impulses demanding pleasures at all costs. It refers to the biological component of the personality. The id is composed primarily of two sets of instincts, **Life Instincts** (**Eros** - Love and Self-preservation) and **Death Instincts (Thanatos** - death, hate, aggression or destruction).
Ego: It is rational, realistic and consciously cultivated by an individual.
Super Ego: It represents the moral frame of reference and transforms the Id to suit the culture and convention prevalent in society. It is the super ego that places constraints on behaviour, and uses the feelings of pride and guilt to achieve compliance.
Repression: is a process of pushing the unwelcome thoughts to the deeper region of the unconscious. The repressed thoughts form a cluster to become complexes and erupt upon the surface.

Catharsis: A catharsis is an emotional release. According to psychodynamic theory, this emotional release is linked to a need to release unconscious conflicts.
Libido: Freud uses the term Libido to represent the energy of instincts.
Sublimation: It is a process of channelling aggressive impulses toward socially acceptable and culturally valued activities.
Electra complex: refers to the attraction of daughter to father.
Oedipus complex: refers to the attraction of son to mother.

Psycho-sexual Stages of Development

1. Oral Stage (Birth to 2 years): During the oral stage, the child focused on oral pleasures (such as sucking, biting, and breast-feeding). In this stage of personality development the libido is centered in a baby's mouth. Too much or too little gratification can result in an Oral Fixation or Oral Personality which is evidenced by a preoccupation with oral activities. This type of personality may have a stronger tendency to smoke, drink alcohol, over eat, or bite his or her nails. Personality wise, these individuals may become overly dependent upon others, gullible, and perpetual followers. On the other hand, they may also fight these urges and develop pessimism and aggression toward others.

2. Anal Stage (2 to 4 years): The child's focus of pleasure in this stage is on eliminating and retaining faces. Through society's pressure, mainly via parents, the child has to learn to control anal stimulation. In terms of personality, after effects of an anal fixation during this stage can result in an obsession with cleanliness, perfection, and control (anal retentive). On the opposite end of the spectrum, they may become messy and disorganized (anal expulsive).

3. Phallic Stage (4 to 6 years): The pleasure zone switches to the genitals. Freud believed that during this stage boy develop unconscious sexual desires for their mother. Because of this, he becomes rivals with his father and sees him as competition for the mother's affection. During this time, boys also develop a fear that their father will punish them for these feelings, such as by castrating them. This group of feelings is known as Oedipus complex (after the Greek Mythology figure who accidentally killed his father and married his mother).Later it was added that girls go through a similar situation, developing unconscious sexual attraction to their father. Although Freud Strongly disagreed with this, it has been termed the Electra complex by more recent psychoanalysts. According to Freud, out of fear of castration and due to the strong competition of his father, boys eventually decide to identify with him rather than fight him. By identifying with his father, the boy develops masculine characteristics and identifies himself as a male, and represses his sexual feelings toward his mother. A fixation at this stage could result in sexual deviancies (both overindulging and avoidance) and weak or confused sexual identity according to psychoanalysts.

4. Latency Stage (6 to 12 years): It's during this stage that sexual urges remain repressed and children interact and play mostly with same sex peers. No further psycho-sexual development takes place during this stage (latent means hidden). The libido is dormant. Freud thought that most sexual impulses are repressed during the latent stage and sexual energy can be sublimated (defence) towards school work, hobbies and friendships. Much of the child's energies are channelled into developing new skills and acquiring new knowledge and play becomes largely confined to other children of the same gender.

5. Genital Stage (12 to 18 years): The final stage of psycho-sexual development begins at the start of puberty when sexual urges are once again awakened. Through the lessons learned during the previous stages, adolescents direct their sexual urges onto opposite sex peers; with the primary focus of pleasure is the genital. Sexual instinct is directed to heterosexual pleasure, rather than self-pleasure like during the phallic stage.

Stages	Ages	Major Development (& Focus of Libido)
Oral	0-2 Years	Weaning off of breast feed or formula (Mouth, Tongue, Lips)
Anal	2-4 Years	Toilet Training (Anus)
Phallic	4-6 Years	Resolving Oedipus/Electra Complex (Genitals)
Latency	6-12 Years	Developing defence Mechanisms
Genital	12- 18 Years	Reaching full Sexual Maturity (Genitals)

Educational Implications
- Freud gave an impetus to the movement of early childhood education, incorporating the giving of maximum freedom to children for expression of their biological urges and minimum interference in the course of their natural growth and development.
- The discovery of the unconscious and its importance in determining behavior has helped in determining the causes of behavioral deviations. In education, this has helped in understanding the children, and the taking of all possible precautionary measures for preventing their becoming maladjusted personalities.
- Freud's system of psycho-analysis has called for the provision of proper extra-curricular activities and suitable hobbies etc. in the school programmes for the release of repressed or blocked libidinal energy and pent-up feelings.
- Freud's emphasis on the role of sex in one's life has brought out the necessity of providing proper sex education to children.

Self-Check Exercise - 2

What is ID?

15.5 Developmental Stages of Personality Development by Allport

The study of personality has a broad and varied history in psychology with an abundance of theoretical traditions. The major theories include trait and type perspective, psychodynamic, humanistic, biological, behaviourist, evolutionary and social learning perspective. In this unit we will discuss in detail only trait theory by Allport.

Trait Theory by Allport

- Trait- Basic unit of personality

- A trait of personality refers to any distinctive character of a person's thoughts, feelings and actions, which makes him different from others.

- Among Trait Theories, classification made by G.W. Allport and R. B. Cattell deserves special attention.

Allport's Trait Approach

Allport reported that traits are the building blocks of personality as well as the source of individuality. He is known as idiographic trait theorist who has a strong belief that each person has some unique as well as some common characteristics that together form a unique combination of traits. For Allport, trait is something that exists but remains invisible. It is located somewhere in the nervous system (Ryckman, 1993). We infer the existence of a trait by observing consistencies in the behaviour of the person. Dissimilar stimuli tend to arouse a trait readiness within the person and then trait manifests itself through the varieties of different responses. All these responses are equivalent in the sense that they serve the function of expression of trait. Allport recognized two major categories of traits:

A. **Common traits**

B. **Individual traits**

Individual traits are further divided into three traits

i) **Cardinal Traits**

ii) **Central Traits**

iii) **Secondary Traits**

A. **Common Traits:** Common Traits are those traits which we share in common with many others in our culture. For example being quiet, showing due respect to seniors and making polite behaviour to others are the traits we share with others in Indian culture. This illustrates the common traits.

B. **Individual Traits:** Individual traits or also called personal dispositions are those traits which are unique to the person concerned. Allport regarded individual traits to be more important than common traits. According to him, there are three types of individual traits:

i) **Cardinal Traits:** A cardinal trait is a trait which is so pervasive, dominant and outstanding in life that every behaviour seems traceable to its influence. Most people do not have cardinal traits but those who have them, are well-known by those traits.

ii) **Central Traits:** These are the general characteristics that form the basic foundations of personality. Terms such as intelligent, honest, shy and anxious are considered central traits.

iii) **Secondary Traits:** These are the traits that are sometimes related to attitudes or preferences and often appear only in certain situations or under specific circumstances. Some example would be getting anxious when speaking to a group or impatient while waiting in line.

Educational Implications of the Trait Theory

- **Objectivity:** Perhaps the biggest strength of trait theory is its reliance on statistical or objective data. Unlike many other theories, the subjectivity or personal experience of the theorists plays no role in trait theory. Freud's relationship with his mother, Adler's childhood illness, or Jung's belief in mythology could be said to have influenced their theories. In that sense, subjectivity may have biased their ideas. Trait theory has no bias.

- **Ease of Use and Understanding:** Trait theory has been used to develop a number of assessment devices. It provides an easy to understand continuum that provides a good deal of information regarding a person's personality, interaction, and beliefs about the self and the world. Understanding traits allows us to compare people, to determine which traits allow a person to do better in college, in relationships, or in a specific career. We can help guide people toward a more agreeable future by knowing how they interact with the world. Trait theories seem to be more comprehensive to cover all aspects of an individual.

Self-Check Exercise - 3

What is Central Traits? : These are the general characteristics that form the basic foundations of personality. Terms such as intelligent, honest, shy and anxious are considered central traits.

15.6 Summary

In this unit we have discussed the concept of personality, factors affecting personality, developmental stages of personality (views of Sigmund Freud and Allport) in detail.

15.7 Glossary

Id: That part of personality which operates unconsciously. It deals with basic instincts, biological needs and aggressive impulses

Pleasure Principle: Tendency to avoid pain and seek pleasure.

Projection: Assigning our own undesirable qualities to others in exaggerated amounts

Oedipus complex: It involves sexual feeling of male child towards his mother, feeling of rivalry for the father, as well as a threat of getting punished by the father for having a desire for mother.

Electra complex: It is the counterpart of Oedipus complex. It is experienced by female child. It involves the sexual attraction for father, feeling of rivalry for mother and a threat of getting punished by the mother for having this feeling towards father.

15.8   Answers to Self-Check Exercises

Self-Check Exercise - 1

Answer: 1. Family & Home   2. School and Society

Self-Check Exercise - 2

Answer: It is the primitive, uncivilized impulses demanding pleasures at all costs. It refers to the biological component of the personality. The id is composed primarily of two sets of instincts,

Self-Check Exercise - 3

Answer: These are the general characteristics that form the basic foundations of personality.

Terms such as intelligent, honest, shy and anxious are considered central traits.

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15.10 Terminal Questions

1. Explain different developmental stages of personality development given by Sigmund Freud and Allport.

Adjustment: Meaning, Types and Factors affecting Adjustment, Symptoms of Maladjustment and Role of the Teacher

Structure

16.1   Introduction

Dear learner, this unit deals with the concept of adjustment its various types and factors affecting adjustment, symptoms of maladjustment and role of the teacher are also discussed in this unit.

16.2   Learning Objectives

After completing this unit, you will be able to:
- explain the meaning and types of adjustment.
- list the factors affecting adjustment.
- list the symptoms of maladjustment and describe the role of teacher.

16.3   Meaning, Types and Factors affecting Adjustment

The dictionary meaning of the word "adjustment" is, to fit, make suitable, adapt, arrange, modify, harmonize or make correspondent. Thus adjustment between two things means modify one or both of them to correspond to each other. For example: wearing of cloth according to the season. As we can't change the season so we have to modify our cloths. Adjustment is the process of arriving at a balanced state between the need of individual and their satisfaction. Adjustment may be defined as a process of altering behaviour to reach a harmonious relationship with the environment. When people say they are in an "adjustment period" they typically mean they are going through a process of change and are searching for some level of balance or acceptance with the environment, others, or themselves. According to the Darwin (1958) theory of evolution, those species which adapted successfully to the demands of living,

survived and multiplied while others, who did not, died out. Therefore adaptation or change in oneself according to the external environment is a basic need for survival. However the concept of adjustment is not as simple as adaptation. Psychologist and scholars differ considerably in interpreting its meaning and nature.

Definitions of Adjustment

Carter V Good , "Adjustment is the process of finding and adopting modes of behaviour suitable to the environment or the change in the environment."

James Drever defines, "Adjustment as the modification to compensate for or meat special condition."

Shaffer, L.S. "Adjustment is the process by which living organism maintain a balance between his needs and the circumstances that influence the satisfactions of these needs."

Coleman, James C., "Adjustment is the outcome of the individual's attempts to deal with the stress and meet his needs: also his efforts to maintain harmonious relationships with the environment."

"Adjustment" can be defined as a process of altering one's behaviour to reach a harmonious relationship with their environment. Adjustment problem starts right from the birth of and continues till death, various situations arise at home. School, college, and workplace where we need to give up a little of our demands and accept what is present. Home and school play pivotal role in the adjustment of an individual. Adjustment can be interpreted as both process and the outcome of the process in the form of some achievements. When a poor child studies in the corner of a playground because in home he has not proper place to study he is said to be in the process of adjustment. As a result of that adjustment he achieves good grades in examination. Thus adjustment meant as an achievement means how the effectiveness with which an individual can function in changed circumstances. The process of adjustment is continuous. It starts at one's birth and goes on without stop till one's death. A person as well as his environment is constantly changing as also are his needs in accordance with the demands of the changing external environment. Consequently, the process or terms of an individual's adjustment can be expected to change from situation to situation and according to Arkoff (1968), there is nothing like satisfactory or complete adjustment which can be achieved once and for all time. It is something that is constantly achieved and re-achieved by us (Mangal, 2006).

The term adjustment refers to the extent to which an individual's personality functions effectively in the world of people. It refers to the harmonious relationship between the person and the environment. In other words, it is the relationship that comes among the organisms, the environment and the personality. A well-adjusted personality is well prepared to play the roles which are expected of the status assigned to him with in given environment. His needs will be satisfied in accordance with the social needs. Psychologists have interpreted adjustment from two important points of view.

- Adjustment as an Achievement.

- Adjustment as a process.

Adjustment as an achievement means how effectively an individual could perform his duties in different circumstances. Business, military education and other social activities need efficient and well-adjusted men for the progress and wellbeing of the nation. If we interpret adjustment as achievement then we will have to set the criteria to judge the quality of adjustment. Adjustment as a process is of major importance for psychologists, teachers and parents. To analyse the process we should study the development of an individual longitudinally from his birth onwards. The child, at the time of his birth is absolutely dependent on others for the satisfaction of his needs, but gradually with age he learns to control his needs. His adjustment largely depends on his interaction with the external environment in which he lives. When the child is born, the world for him is a big buzzing, blooming confusion. He cannot differentiate among the various objects of his environment but as he matures he comes to learn to articulate the details of his environment through the process of sensation, perception, and conception.

Types of Adjustment
- Normal Adjustment
- Abnormal adjustment

Normal Adjustment: When a relationship between an individual and his environment is according to established norms then that relationship is considered as normal adjustment. A child who obey his parents, who is not unduly stubborn; who studies regularly and has neat habit is considered adjusted. Abnormal Adjustment: Abnormal Adjustment means problem behaviour or popular speaking maladjustment. Maladjustment takes place when the relationship between an individual and his environment is not according to established standards or norms. A delinquent child adjusts with his environment but he is a maladjusted child because he is violating certain moral codes.

Characteristics of a Well-adjusted Person

A well-adjusted person is supposed to possess the following characteristics:
- Awareness of his own strengths and limitations. A well-adjusted person knows his own strengths and weaknesses. He tries to make capital out of his assets in some areas by accepting his limitation.
- Respecting himself and others. The dislike of one-self is a typical symptom of maladjustment. An adjusted individual has respect for himself as well as for others.
- An adequate level of aspiration. His level of aspiration is neither too low nor too high in terms of his own strengths and abilities. He does not try to reach for the stars and also does not repent over selecting an easier course for his advancement.
- Satisfaction of basic needs. His basic organic, emotional and social needs are full satisfied or in the process of being satisfied. He does not suffer from emotional cravings and social isolation. He feels reasonably secure and maintains his self-esteem.
- Absence of critical or fault-finding attitude. He appreciates the goodness in objects, persons or activities. He does not try to look for weakness and faults. His observation is scientific rather than critical or punitive. He likes people, admires their good qualities, and wins their affection.

- Flexibility in behavior. He is not rigid in his attitude or way of life. He can easily accommodate or adapt himself to changed circumstances by making necessary changes in his behavior.
- The capacity to deal with adverse circumstances. He is not easily overwhelmed by adverse circumstances and has the will and the courage to resist and fight odds. He has an inherent drive to master his environment rather than to passively accept it.
- A realistic perception of the word. He holds a realistic vision and is not given to flights of fancy. He always plans, thinks and acts grammatically.
- A feeling of ease with his surroundings. A well-adjusted individual feels satisfied with his surroundings. He fits in well in his home, family, neighborhood and other social surroundings. If a student, he likes his school, school-mates, teachers, and feels satisfied with his daily routine. When he enters a profession, he has a love for it and maintains his zeal and enthusiasm despite all odds.
- A balanced philosophy of life. A well-adjusted person has a philosophy which gives direction to his life while keeping in view the demands of changed situations and circumstances. This philosophy is centered around the demands of his society, culture, and his own self so that he does not clash with his environment or with himself (Mangal, 2006).

Adjustment Mechanism: An adjustment mechanism is a device used by the individual to achieve satisfaction of the need indirectly. This helps reducing tensions and assists him in maintaining self-respect. With limits adjustment mechanisms are desirable and very helpful in dealing with frustration. Carried to extreme, they lead to behaviour disorders. Following are adjustment mechanisms:
- Compensation. Compensation is a concept where the individual attempts to cover up his weakness in one area by exhibiting his strength in another. A student deficient in physical activities may compensate himself in showing good results in the academic field and vice versa.
- Identification. Identification is a concept when an individual attempts to identify himself with some successful person. To hide his own failures, a student may identify himself with his father and talk about his success.
- Rationalization. Rationalization means shifting of responsibility for our failures to factors outside it i.e. many students attribute their failure to the stiff question paper.
- Projection. This is a tendency to 'push out' upon another person one's own unrealized, frustrated ambitions, or attribute to another one's own faults. For example, school learners are often the victims of their parents' projection of their former hopes for higher education and higher social status.
- Day-Dreaming. The imaginative fulfillment of needs is called day-dreaming. Day-Dreaming provides mental relief to an individual if it is done with limits. It becomes very detrimental when it is carried to excess (Aggarwal, 1995).

Factors Affecting Adjustment

Adjustment in the case of individual consisted of personal as well as environmental components. These two aspects of adjustment can be further subdivided into smaller aspects of personal and environmental factors. Broadly speaking there are three areas where an individual need to be adjusted to live and lead a balance life. These are: Family and home, School and Society. An individual is not born adjusted or maladjusted, it is his physical, mental and emotional potentialities that are influenced and directed by the factors of environment in which he found himself that adjustment or maladjustment gradually develop. The family is the oldest and the most important of all the institutions that man has devised to regulate and integrate his behavior as he strives to satisfy his basic needs. However, to understand the influence of the family on the child, it is important to understand the family and its functions. It has been confirmed through various studies that if family relationship has been good, not only during childhood but also during adolescence, the person will develop into a well-adjusted individual. One of the important roles of family is presumed to be the socialization of the child. Home is first social institution where a child needs to be adjusted. When a child becomes aware of other individuals who comprise his social environment at home he tends to regard them as a mean through which he may attain personal satisfaction. He needs to be trained to modify his purely self-centred interests and to cooperate in the activities of and for the welfare of others. From the very beginning he imitates the speaking and eating habits of his family and gradually reflects attitudes learned in the home toward elders. Good or bad behaviour that are exhibited at home are carried by the child into this relationship with persons outside the home. Thus the family attitudes become an important consideration in the adjustment of a child. Following are the important dimensions of adjustment in school.

- Adjustment to the building and school routine.
- Adjustment to academic, co-curricular activities.
- Psychological adjustment.
- Adjustment to and within the self.
- Social adjustment.

Factors Affecting Adjustment at School
- Proper training to Teachers: Teacher's training in educational psychology may help students in their adjustment. Teachers' personality and democratic attitude are also important factors which can promote adjustment in students.
- Adequate Curriculum: Curriculum should be planned, and transacted in such a way that it should fulfill psychological and social needs of students. Need fulfillment leads to better adjustment.
- Adequate Recreational Facilities: Facilities, such as sports, library, debate and excursion may help students in their adjustment.
- Classroom climate: If the classroom climate is affectionate and cooperative enough, it can facilitate better adjustment in students.
- Proper relationships between administrations: Cordial relations between the Principal and teachers, and teachers and teachers, and teachers and office staff also play an important role in creating harmonious and congenial environment in the school.

- Evaluation system of the school: Evaluation should be rigid cum flexible. Too much subjectivity and unreliability should be avoided. Numerical marking should he avoided and grades should be given to students. Due to low marks, students lose confidence in their life which then affects in their mental health. The world 'fail' should not be used by the teachers

16.4 Symptoms of Maladjustment and Role of the Teacher

Following are some of the symptoms of maladjusted child:
- Nervousness in the child is exhibited by habitual biting and wetting of lips, nail, biting, stammering, blushing, turning pale, constant restlessness, body rocking, nervous finger movements, frequent urination.
- The child shows undue anxiety over mistakes, marked distress over failures, absent-mindedness and excessive day-dreaming.
- Any child refuses to accept any recognition or reward, evades responsibility, withdraws from anything that looks new or difficult.
- Any child lacks in concentration, is unusually sensitive to all annoyances is suitable to work when distracted and has emotional tone in argument and feel hurt when others disagree.
- Any child who makes frequent efforts to gain attention of the teacher.
- The child, having emotional disorders, is unable to work alone, and rely on his own judgment; he is suffering from complexes; he is unusually self- conscious or over-critical of others, either too docile or too suggestive; such are his characteristic traits exhibiting his emotional in stability.
- The child who cannot adjust himself in the school environment shows exhibitionistic behaviour. He tends to tease, push and shove other pupils; he wants to be too funny or over-conspicuous; he is either found bluffing, or refusing to accept any lack of personal knowledge; he agrees markedly with whatever the teacher says or does and shows exaggerated courtesy.
- The maladjusted child has behaviour disorders which are generally seen in his antisocial behaviour. He is cruel to others, bullies them, uses obscene language, shows undue interest in sex, tells offensive stories, dislikes school work, resents authority, reacts badly to discipline, runs away from the class, and shows complete lack of interest in school work suddenly. He has psychosomatic disturbances also. When he is emotionally distressed, he begins to vomit or develops constipation and diarrhea or tends to overeat and shows other feeling disturbances.

From the above discussion we can conclude that many of these symptoms may be seen in normal children but frequent occurrence of a number of these symptoms indicates that the child is abnormal, mentally ill or maladjusted.

Traits of Maladjusted Child

Carelessness, Cheating and Cruelty   Heterosexuality and Imaginative lying

Unsocial withdrawing and Disobedience	Impertinence and Inquisitiveness
Destroying material	Interrupting and Profanity
Domineering and Fearfulness	Restlessness
Shyness and Silliness	Smoking and Stealing
Stubbornness and Suggestible Sullenness	Suspiciousness and Tardiness
Taunting and Temper Tantrums	Thoughtlessness and Truancy
Unhappiness and Unreliability	Untruthfulness and Whispering

Causes of Maladjustment: The main causes of maladjusted behaviour of students/adolescents are as follows:

(i) Family: The family is an institution has various functions to perform e.g. social, economic and psychological contribute immensely to maladjusted behaviour in children.

(a) Social Causes: Gibbon says that the social problem of one generation is the psychological problem of the next generation. Children coming from homes that have been broken due to death, divorce, separation etc., are often maladjusted in their behaviour. Such children feel insecure and become maladjusted. With the tremendous growth in population, it is extremely difficult for parents to provide even the basic necessities like food, clothing and shelter to their children. It invariably results in greater degree of frustration and hostility amongst them.

(b) Economic Causes: The occupational status of parent's, problems of unemployment, poverty and low economic status are some of the causes of maladjustment amongst children.

(c) Psychological Causes: If parents of the children become over-possessive, authoritative, not realistic in their approach and expectations, this will have definitely an adverse effect upon their children. When the psychological needs of the children are not met, they get frustrated and develop many problems e.g. like nail biting, fear of dark and lack of self-confidence.

(ii) Personal Causes: The children are who disabled react abnormally to the different situations. When they cannot perform/score well academically as well as in other activities compared to their peers, they develop an inferiority complex. This may result isolation among them and they indulge in day-dreaming.

(iii) School-related Causes: When the children's issues, needs and problems are not properly addressed or they do not find ways and means to channelize their energy in a purposeful manner in the school, this result in maladjusted behaviour.

(iv) Teacher-related Causes: If the teacher's is undemocratic, unfair, biased or not involved with the students it certainly affects the mental health of the children in the school.

(v) Peer-group Related Causes: Unhealthy relationship with their peer group also disturbs the psycho-equilibrium of students in the school.

Role of the Teacher

The class room teacher plays the most important and strategic role to bring improvement in the class room environment and help the students in adjustment. Teacher can perform the following multiple roles to make the healthy adjustment of his students in school as well as in the society:

- Provide a classroom environment where the children feel free to express themselves in front of class as well as in front of teacher and other authorities.

- Develop in youngsters a sense of confidence, self-respect and self-esteem by complements for work done.
- Respect and accept the individual differences of students.
- Develops comprehensive cumulative records by collecting information through classroom sitting.
- Practices how to maintain good mental health
- Behavoiur of teacher should be democratic.

Self-Check Exercise – 1

List four main causes of maladjusted behaviour among students/adolescents.

are as follows:

(i) Family: The family is an institution has various functions to perform e.g. social, economic and psychological contribute immensely to maladjusted behaviour in children.

(a) Social Causes: Gibbon says that the social problem of one generation is the psychological problem of the next generation. Children coming from homes that have been broken due to death, divorce, separation etc., are often maladjusted in their behaviour. Such children feel insecure and become maladjusted. With the tremendous growth in population, it is extremely difficult for parents to provide even the basic necessities like food, clothing and shelter to their children. It invariably results in greater degree of frustration and hostility amongst them.

(b) Economic Causes: The occupational status of parent's, problems of unemployment, poverty and low economic status are some of the causes of maladjustment amongst children.

(c) Psychological Causes

16.5   Summary

In this unit we have discussed that adjustment is not a simple term like adaptation or accommodation. It actually a behavioural process by which human and other animals maintain an equilibrium among their various needs or between their needs and the obstacles of their environments. The family is the oldest and the most important of all the institutions that man has devised to regulate and integrate his behaviour as he strives to satisfy his basic needs. Successful adjustment to school largely depends on past experiences at home. The class room teacher also plays the most strategic role to help the students in adjustment.

16.6   Glossary

Motivation: an internal state, dynamic rather than static in nature That propels action, directs behaviour and is oriented toward satisfying both instincts and cultural needs and goals

Needs: These are related to the biological states of cellular or bodily deficiencies that lead to drives.

Drives: It can be defined as the perceived states of tension that occur when our bodies are deficient in some need, creating an urge to relieve the tension.

Motive: It is something that actually drives an individual to take certain action and motivation is the process within which a motive drives an individual towards certain action.

Emotion: subjective state of being often described as feeling.

Basic emotions: These are a set of emotions that commonly appear in all the human beings. These are anger, disgust, happiness, fear, sadness and surprise. These emotions can be stated to be innate and are shared by all human beings.

16.7 Answers to Self-Check Exercises

Self-Check Exercise - 1

Answer: The four main causes of maladjusted behaviour among students/adolescents.
are as follows:
(i) Family (ii) Social (iii) Economic (iv) Psychological

16.8 References/Suggested Readings

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16.9   Terminal Questions
1. Explain the meaning, types, symptoms of maladjustment and factors affecting adjustment.