

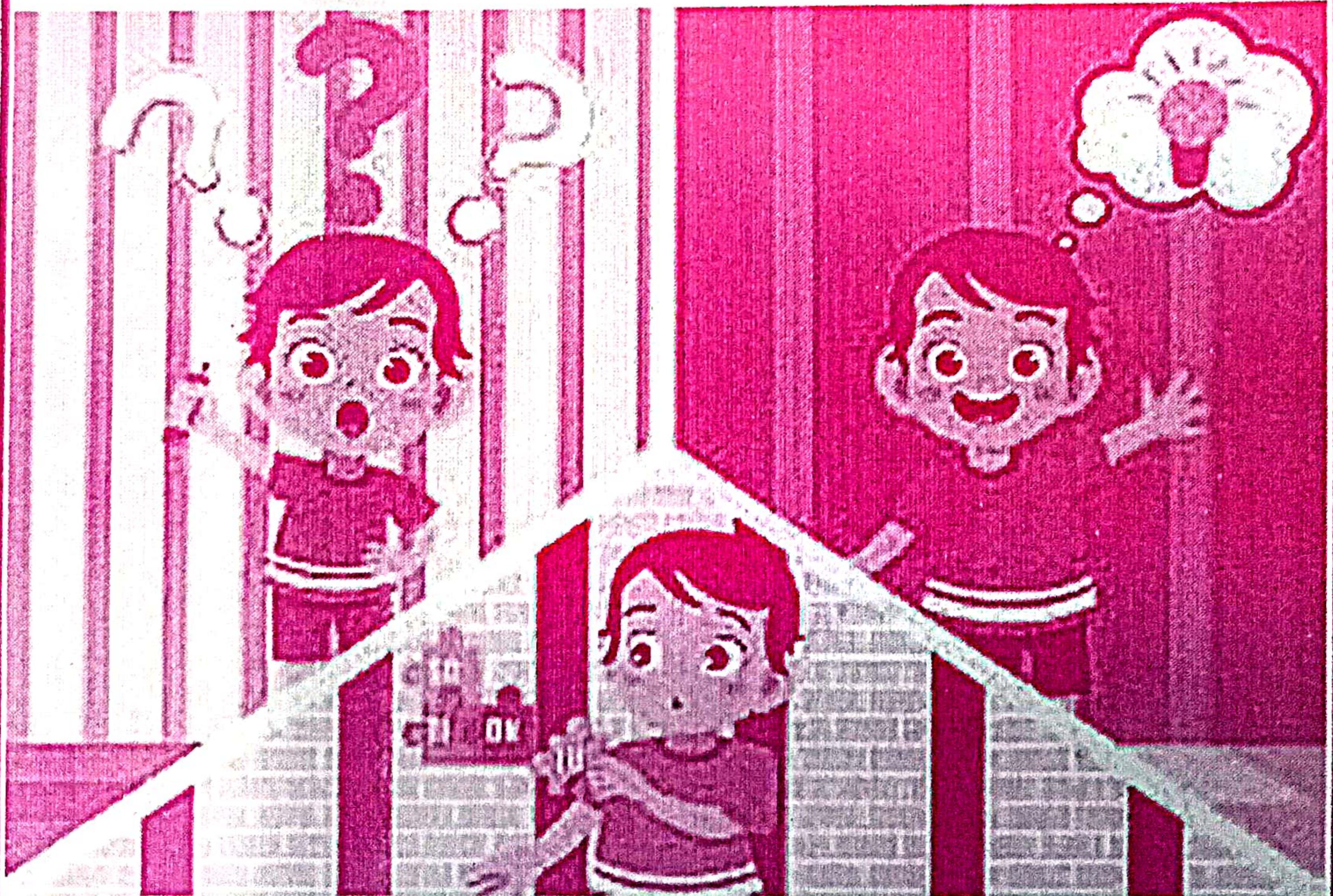
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FIRST YEAR - I SEMESTER

*PERSPECTIVES IN  
CHILD DEVELOPMENT*



**Course - II**  
**First Year - I Semester**

**PERSPECTIVES IN**  
**CHILD DEVELOPMENT**

*Authors :*

**Well Experienced Teacher Educators**

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**PERSPECTIVES IN CHILD DEVELOPMENT**

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**COURSE - II  
PERSPECTIVES IN CHILD  
DEVELOPMENT  
SYLLABUS**

**Unit 1: Approaches of Human Development**

- 1.1 Concept of Growth, Development and Maturation
- 1.2 Principles of Development
- 1.3 Stages of Growth and Development (Infancy Childhood, Adolescence)
- 1.4 Dimensions of Growth and Development (Physical, Cognitive, Emotional, Social, Moral, language)
- 1.5 Longitudinal and cross sectional approaches of understanding development

**Unit 2: Theories of Development**

- 2.1 Cognitive theory of Development (Piaget's)
- 2.2 Psycho-social theory of development (Erikson)
- 2.3 Theory of Moral Development (Kohlberg's)
- 2.4 Theory of psycho-sexual development (Freud)
- 2.5 Theory of Emotional Development (Goldstein).

**Unit 3 - Childhood as a period of Socialization**

- 3.1 Characteristics of childhood -developmental tasks
- 3.2 Child development - physical, cognitive, social, emotional, moral and language development during childhood
- 3.3 Child in different socio-cultural contexts.
- 3.4 Process of socialization - conflicts resolution and social development
- 3.5 Stages of Social development - Isolated play, parallel play and social play. Characteristics of socially matured person.

**Unit 4- Adolescence as a period of transition**

- 4.1 Characteristics and needs in Adolescence
- 4.2 Genesis of problems during adolescence- Physical, cognitive, emotional, social, moral and language development
- 4.3 Adolescent Groups - Gangs
- 4.4 Mechanisms of adjustment with special reference to defense mechanisms and holistic development
- 4.5 Leadership : Types of Leadership, Development of Leadership qualities in adolescents and its educational implications

**Unit 5- Individual Differences**

- 5.1 Dimensions of Individual differences cognitive - abilities, interests, aptitude, creativity, personality and values
- 5.2 Theory of multiple intelligence (Gardner) Implications for understanding differences in children
- 5.3 Difference in children based on learning styles and socio cultural context (home language and Instructional language)
- 5.4 Individual differences based on cognitive abilities - learning difficulties, slow learners and intellectually challenged, intellectual giftedness - implications for catering to individual variations in view of "differences" rather than "deficits" perspective
- 5.5 Fostering creativity among children

## UNIT - I

### APPROACHES OF HUMAN DEVELOPMENT

1. Define the term "Growth". What are its characteristics?  
(OR)

**What is Growth?**

**Ans:** Growth is generally taken to dimensional augmentation cellular multiplication or quantitative changes in size, weight and number.

**Growth refers to structural and physiological changes and development is concerned with growth as well as behaviour which results from environmental situations**

- **Crow and Crow (1962)**

**Characteristics of Growth :**

\* It is the product of maturation and learning. \* Similarly every child is a growing being \* The process of growth starts with conception from the single fertilized cell called zygote. \* These factors determine the speed and direction of growth process

2. **Write the meaning and nature of development.**

**Ans:** Mostly these two terms are used interchangeably and taken as synonymous terms.

**Nature and meaning of development :**

Development is a series of orderly progression of changes towards the goal of maturity. 'Orderly' refers to the arrangement of the changes. That is, one change cannot occur without the concurrence of a certain preceding change.

'Progression' refers to the directionality of changes. The direction of course is toward adaptation which is conducive to survival.

**Nature of growth and development:**

1. often used as synonymous terms
2. growth is cellular; development is organisational
3. growth discontinues: development is progressive
4. growth involves body changes; development involves changes from origin to maturity
5. joint product of heredity and environment
6. growth and development go hand in hand.

3. **What are the characteristics of development ?**

**Ans:** The characteristics of development are

- \* It is continuous and cumulative \*
- Though it is sequential it is non-uniform \*
- Development takes a rigid sequence or pattern \*
- It is unitary.

2)

4. **What is the difference between growth and development?**  
**Ans: Difference between growth and development:**

Growth	Development
<ol style="list-style-type: none"> <li>1. The term growth is used in purely physical sense. It generally refers to an increase in size, length, height and weight. Changes in the quantitative aspects come into the domain of growth.</li> <li>2. Growth is one of the part of developmental process. In strict sense development in its quantitative aspect is termed as growth.</li> <li>3. Growth may be referred to describe the changes which take place in particular aspects of the body and behaviour of an organism.</li> <li>4. Growth does not continue throughout life. It stops when maturity has been attained.</li> <li>5. The changes produced by growth are the subject of measurement. They may be quantified and are observable in nature.</li> </ol>	<ol style="list-style-type: none"> <li>1. Development implies overall changes in shape, form or structure resulting in improved working or functioning. It indicates the changes in the quality or character rather than in quantitative aspects.</li> <li>2. Development is a wider and comprehensive term. It refers to overall changes in the individual. Growth is one of its parts.</li> <li>3. Development describes the changes in the organism as a whole and does not list the changes in parts.</li> <li>4. Development is a continuous process. It goes from womb to tomb. It does not end with the attainment of maturity. The changes however small they may be, continue throughout the life span of an individual.</li> <li>5. Development, as said earlier, implies improvement in functioning and behaviour and hence brings qualitative changes which are difficult to be measured.</li> </ol>

5. **What are the principles involved in growth and development?**

(OR)

**Explain the principles of growth and development and their Educational Implications.**

**Ans:** The changes brought about in the individual by the process of growth and development, tend to follow some well defined principles. These are known as principles of growth and development. These principles are being described below.

**1. Principle of continuity:** Development follows continuity. It goes from womb to tomb and never ceases. An individual starting his life from a tiny cell develops his body, mind and other aspects of his personality through a continuous stream of development in the various dimensions.

**2. Rate of growth and development is not uniform:** Although development follows continuity, yet the rate of growth and development is not steady and uniform at all times. It proceeds more rapidly in the early years of life but slows down into later years of infancy. Again at the dawn of puberty there is a sudden rise in the speed of growth and development but it is not maintained for long. Therefore at no stage the rate of growth and development show steadiness. It rather takes place by fits and starts.

**3. Principle of individual differences:** According to this principle there exist wide individual differences among children with respect to their growth and development in various dimensions. Each child grows at his own unique rate.

**4. Uniformity of pattern:** Although development does not proceed at a uniform rate and shows marked individual differences, yet it follows a definite sequence or pattern and somewhat uniform in the offsprings of a species. For example all offsprings of human beings begin to grow from head downwards. Similarly the motor development and language development in all children seems to follow a definite sequence.

**5. Development proceeds from general to specific responses:** In all phases of child's development, general activity precedes specific activity. His responses are of a general sort before they become specific. For example the boy waves his arms in general, random

movements before he is capable of so specific a response as reaching. Similarly when a new born infant cries, the whole of the body is involved. With growth the crying is limited to the vocal cords, eyes etc. In language development, the child learns general words before specific. He uses the word daddy in greeting many men and it is only afterwards that he uses it for his father.

**6. Principle of integration:** Where it is true that development proceeds from general to specific or from whole to parts, it is also seen that specific responses or part movements are combined in the later process of learning or development. "Development," as Kuppuswamy observes, "thus involves a movement from the whole to the parts and from the parts to the whole. It is the integration of whole to the parts and from the parts to the whole. It is the integration of whole and its parts as well as of the specific and general responses that make a child developed satisfactorily in the various dimensions of his growth and development.

**Educational Implications:** ✽ To know and understand the learning readiness and maturation of his learners and to teach effectively ✽ To give proper guidance and counseling to the child ✽ To bring about harmonious development in the child ✽ To choose the right learning situation experiences for the child and enhance effective learning.

**6. Explain the factors which influence growth and development of an individual.**

**Ans:** The following are the factors which influence growth and development:  
**Exercises :** Physical exercises on regular basis promote healthy physical growth.  
**Proper diet:** There is a direct relation between diet and growth and development.

**Hereditiy:** It is the passing of traits to offspring.

**7. Discuss the different stages of growth and development.**  
 (OR)

**Write the various stages of human growth and development.**

**Ans: Stages of growth and development:**  
 Life begins with conception in mother's womb. The fetus spends

around a nine months period in womb. The period is known as the pre-natal period. The birth time that the fetus comes out from the womb is known as the ante-natal period.

Name of period	Approximate ages
Prenatal period	From conception to birth
Infancy	First two years
Childhood	3 - 12 years
Adolescence	13 - 19 years
Adult hood	20 - 59 years
Old age	From 60 years to death

**Infancy: (Birth - 2 years)**

During first two weeks Infants are neonates, by six months of age infants can discriminate between parents and strangers. By the age of nine months a baby cooperates with others.

**Child hood:**

**1. Early childhood (3-6 years)**

**a) Physical development:** Physical growth is at a slow rate. The baby teeth begin to be replaced by permanent teeth.

**b) Cognitive development:** The child begins to think symbolically. Imagination and creativity begin to grow.

**c) Emotional development:** child shifts its emotions very rapidly. Thus emotions are temporary.

**d) Social development:** Social environment expands beyond home.

**e) Language development:** Children's vocabularies increase rapidly as they learn new words.

**f) Moral development:** The children at this age think of good and bad only in terms of specific acts approved or disapproved by parents.

**II. Later childhood [7 - 12 years]**

**a) Physical development:** Later childhood is a period of slow, steady and uniform growth. The average height of the child at 12 is about 58 inches height and weighs between 95 and 100 pounds.

**b) Cognitive development:** In this stage child's logical thinking increases. Child has a very short span of attention.

3)

**c) Emotional development:** This is the period of stability and control. Emotions are expressed even in the absence of concrete objects.

**d) Social development:** This period is often called the gang age and the geographical instinct develops to the full.

**e) Moral development:** At this stage children develops tolerance, honesty and justice. The delinquent child at this age is easily noticed.

**f) Language development:** The 6 years old child should have command of nearly every kind of sentence structure.

**III. Adolescence [13-20 years]**

**a) Physical development:** During adolescence the physical growth and development reaches its peak. Adolescents regardless of their sex are conscious of their physical appearance.

**b) Cognitive development:** During this period the mental development reaches its climax. This is also a period of heightened imagination and therefore, there is a great increase in the aesthetic sensibility of the pupils.

**c) Emotional development:** Adolescence is the period of emotional imbalance, strain and stress. This emotional stress as evidenced by recent experiments is not inherent in the period.

**d) Social development:** Adolescence is period of social conformity. Social responsibility develops during this time.

**e) Moral development:** The following are important aspects of the moral development in an adolescent. 1. Development of conscience 2. Need of discipline 3. Moral maturity 4. Setting of higher moral standards.

**8. What do you mean by maturation ? (OR)**

**Explain the concept of maturation ?**

**Ans:** Maturation refers to the unfolding of biologically in herited potentialities as a function of time or in an age - related sequence. Example: We may try to teach a 6 months old child to walk but it is not possible because muscles of the child have not matured enough to learn walking.

\*It is measurable \* maturation is operational \* Maturation comes

out of growth, development and experience. **"Maturation includes any change with age in the conditions of learning which depends primarily upon organic growth factors rather than upon prior practice or experience"** - **MC Geoch**

According to the dictionary of psychology by J.B. Chaplin "Maturation refers to the ripening of the immature cells. Sharp distinctions were formerly made between behavior which is attributable to learning and that is attributable to maturation, or heredity. Maturation is a term, which was borrowed from Biology, where it referred to the ripening of the immature sex cells".

**9. Define and discuss the mechanism of development.**

**Ans: Definition: Development is a complex process, integrating many structures and functions - J.F. Anderson**  
**Mechanisms of Development :** \* Genetic and environmental factors often interact to cause developmental change \* Genetic factors are responsible for cellular changes.

**10. Write the characteristics of Maturation.**

**Ans: Characteristics :** \* Maturation is the process of unfolding the characteristics with which an individual is endowed. \* Biological maturation creates the means and conditions for the functions \* Maturation means all of the processes in the course of the development of an organism that lead it to a mature state.

**11. Write about longitudinal and cross sectional approaches of understanding development.**

(OR)

**What are the uses of Longitudinal and Cross Sectional approaches to understand human development ?**

**Ans:** There are two quite different approaches to the collection of normative data about children's behaviour and development - the cross - sectional and the longitudinal methods. In the cross - sectional approach different groups of subjects at different stages of development are studied simultaneously. The approach has been most widely used because the experimenter can, within a short period of time, study the behaviour that is typical of children at many different stages of development. In the longitudinal approach, data are obtained by studying the same children over a period of years, in their different

stages of development. In the longitudinal approach, data is obtained by studying the same children over a period of years, in their different stages of development. This method has been gaining in favour as shown by the large - scale longitudinal studies carried out in recent years at Harvard university. The longitudinal is a more difficult method to employ because the experimenter must wait several years for the developmental span of childhood to elapse, and during this time children may leave the community where the research is being conducted. Some of the advantages of the longitudinal approach are readily apparent.

**12. Compare Longitudinal and Cross Sectional studies.**

<b>Ans: Longitudinal</b>	<b>Cross Sectional</b>
Longitudinal studies make comparisons over a period of time.	Cross Sectional studies make comparisons at a single point of time
Longitudinal studies are time consuming.	Cross Sectional studies can be done more quickly compared to longitudinal studies.

**13. What are the principles of child development and learning?**

**Ans:** The principles of child development and learning are \* Learning and development follow sequences \* All areas of development and learning are important. \* Children develop best when they have secure relationships.

**14. What is emotional developmental ? Write its characteristics and educational implications.**

**Ans:** Emotion is an effective experience that accompanies generalised inner adjustment and mental and psychological stirred up status in an individual and that shows itself in his own behavior.

- crow and crow (1973)

**Characteristics :** \* Children's emotions are highly transitory \* Emotions start immediately after birth \* Emotional development is also determined by socio-economic development of the child.  
**Educational implications :** \* Children with poor health get

irritated easily. \* Counseling is provided to highly disturbed children.

15. **What is social development ? Write its characteristics and educational implications.**  
- B. Hurlock (1956)

**Ans:** Social development is adjustment training setting.

**Characteristics:** \* Social development is adjustment training.

\* It allows individuals to share love and joy.

**Educational implications:** \* Children learn to appreciate the diversity in human life. \* Effective social relations in the school motivate the child.



### PREVIOUS QUESTIONS

#### SHORT ANSWER QUESTIONS

1. Compare Cross Sectional and Longitudinal studies.  
(Krishna Uni- Jan-2016)
2. What is language development ? Write its features.  
SKU Jan-2019)
3. What are the educational implications of moral development ?  
(Krishna Uni Feb-2018)
4. Define and discuss the the mechanism of development.  
(Krishna Uni.Jan.2017)
5. What is maturation ? Write its characteristics. (Krishna Uni, Feb-2018)

#### ESSAY QUESTIONS

1. Write the differences between growth and development.  
(Rayalaseema - Jan, 2017)
2. Explain 'Cross Sectional Approach'. (Krishna Uni Jan-20)
3. Define the term 'Growth'. What are its characteristics?  
(Rayalaseema - Jan 16)
4. Explain the stages of growth and development.  
(Krishna Uni.Feb-2018)

4)

## UNIT - II

### THEORIES OF DEVELOPMENT

1. **What is meant by cognition ? Describe Piaget's theory of cognitive development.**  
(OR)

**Ans:** Jean Piaget (1896-1980), a Swiss Psychologist was the first to make a systematic study of how children develop understanding and thinking. In other words, what are the cognitive processes that enable a child to know about the world. From countless observations of the thought processes of the children at different ages, Piaget traced four concepts and four stages of cognitive development. Piaget's four stages of Cognitive Development are :

1. Sensory Motor Stage
2. Pre-Operational Stage
3. Concrete Operational Stage
4. Formal Operational Stage

1. **Sensory - Motor Stage (Birth to 2 years)**

Immediate experience through the senses is the basis of this sensory motor stage and the chief intellectual activity is sensory interaction of the environment. The child's activities are physical and without language, to label experiences. This stage is characterized by :

- i) Development of sensory, motor and perceptual skills.
- ii) Coordination of motor activities  
(For instance, a six month old infant will try to hold a ball by using all its four limbs where it does not i\* row that hands and legs can be moved separately) but an eight month old infant will try to hold the ball only with hands; a ten month old infant tries to hold a small objects like a lemon by a single hand and use both hands for object of big size).
- iii) At first, for a child an object 'out of sight' is 'out of mind'. But towards the close of the second year it learns 'Object permanence' in space and time.

(For instance, an infant of half a year old trying to reach a toy will stop its attempt immediately, if the toy gets covered and hid by a cloth. But a 18 month old child continues to search for it, thereby indicating that he knows that the object exists though it is not present to his sense.)

- iv) Development of rudimentary memory;
- v) Gradual progression from reflex behaviour to intentional behaviour;
- vi) Development of curiosity, and trial and error exploration of immediate surroundings;

able to differentiate itself from objects and this is the basis of self-concept.

vii) **Able to differentiate itself from objects and this is the basis of self-concept.**

2. **Pre-operational stage (2 to 7 years)**

The thinking of pre-operational child is characterised by :

i) **Ego-Centrism** : (Employing words which have unique meaning for the child, which limits the child's ability to comprehend the views of others);

ii) **Animism** : (Thinking and treating inanimate, lifeless things as if they are alive.);

iii) **Realism** : (Considering dreams as true and real (e.g. dolls as if they are alive). For example, children used to deal with their lifeless a living objects. For example, children used to deal with their lifeless dolls as if they are alive.);

iv) **Centring** : (the child can concentrate on only one aspect of a thing at a time.);

v) **Due to centring they can not understand that objects are conserved even if they change their positions or their shapes altered.**

3. **Concrete operational stage (7 to 11 years)**

The child begins to perform logical manipulations and masters various conservation concepts during this concrete operational stage.

Classification and seriation (organizing objects into ordered series as increasing size, etc.) become possible at this stage. He can also form a mental representation of a series of acts. But this's limited to those objects which are perceivable in the real world. The child cannot think beyond their self experiences. (For example, a child of 5 or 6 years age will be able to lead us to an address asked but may not be able to explain the route, though it is familiar with those routes).

4. **Formal operational stage (11 years to adulthood)**

Thought becomes increasingly flexible and abstract during this stage of formal operations. He can carry out systematic experiments and keep a record of the track of what has been done, consider hypothetical objects and events, understand abstract ideas and principles. Theorising and critical evaluation as well as "putting the possible against the real" are evident at this stage.

2. **Describe the stage of Eriksson's Psycho Social Theory which need to be taken care of in designing Learning experiences for primary school children.**

(OR)

**Explain Eriksson's Psycho-Social Theory of development. Write its Educational Implications.**

Ans: Eriksson was born in Germany to parents of Danish stock.

He was introduced to Freud in Vienna. After working there for sometime, he migrated to America. Erickson's living in the migrated land convinced that Freud, in giving over importance to sex instinct had undermined influences of social and cultural experience in shaping human behaviour. Another modification which he introduced in Freudian theory is related with the age extension of mature adulthood to 65 and beyond. For this reason, his theory is called psychosocial stages of development in contrast to Freud's psychosexual stages.

**Stages of Psycho social development**

The negative and Pathological aspects of emotional gusty,

Erickson directed the theory into a broadly context. He san development continuing throughout one's entire life and yet gave special significance to childhood (birth to six years). The Juvenile era (six to twelve years) and adolescence (twelve to eighteen years). In Erickson's perspective,

personality grows out of successful resolutions of dichotomies (like trust versus mistrust, etc.) The theory espouses, people adapt to the world of living by employing both the positive and negative qualities of a particular stage of development. However, the positive qualities have to out-weight the negative (weak) qualities for well adjusted behavioural development.

**Trust versus Mistrust (Birth to 1 ½ year)**

Infants basic impulses revolve around his/her oral satisfaction like taking in food and actions such as biting. These experiences are provided by the mother and lead to comfort and satisfaction for the infant. In case, the mother handles these need firmly, i.e., 'consistently, continuously, and with sameness of experiences' together with a sense of loving, then, the infant develops trust. This provides confidence in the outer world and forms the core of the infant's ego. However, if these oral needs are net with doubt, then, the infant develops a sense of mistrust.

**Autonomy versus shame and doubt (1 ½ to 3 years)**

Toilet training of the infant provides experiences in 'holding on and letting go.' The trust developed in the first stage can be violated, in case, the parents ignore ejection forms an outlet for the child to decide for him/her self how to execute these needs. A conflict develops whether to control bowels or to respond to parental pressure to eliminate on their request or not. Not to do so on parental command leads to a sense of shame.

**Initiative versus Guilt (3 - 7 years)**

It is a period of conflict development for the children of 3 to 7 years. The conflict arises due to children sexual and aggressive advances toward the parents because, they discourage these acts. Children who

are made to feel unworthy, immoral, and dirty, etc due to these overt behaviours tent to develop an enduring sense of guilt in coming years.

**Industry versus Inferiority (7-12 years)**  
 On entering the school system, children engage in a variety of play/ academic activities. Success in these activities leads to development of their competence. Failure negates it. Honest parental support leads to a sense of productivity among children. Non-supportive reprimands build a sense of despair and inferiority in them.

**Identity versus Role Confusion (12-18 years)**  
 With the onset of puberty, acquired security and identities are badly shaken among the adolescents, Sexual impulses and relations with others pose severe problems for them. The adolescents doubt about their feelings for others. The hunt for personal identity on the basis of their sex role. It also affects their career plans. All this creates floundering conditions in them. It deters them in moving in an assured direction of work-world. Those adolescents who come to the grip of an unique and integrated personality become better individuals. Those who fail in this, end in a sense of isolations, and hence, tread the path of frustrated being.

**Intimacy versus Isolation (18-30 Years)**

During this period a need to love some one of the opposite sex is intensely felt. This provides mutually satisfying state of affairs. However, it is no more tagged to sex alone. But instead of it, intimacy is extended to spheres like work, recreation, parenthood as well as to procreation process. This kind of intimacy is actually difficult to achieve, because of sexual inhibition S and adaptations to other interest/needs and life styles. If this is achieved, then, it leads to better adjustment by the person. If otherwise, then, conflict arise due to non-attainment of goal. Such persons, in general, feel as if they are not liked by anyone and feel isolated from the society.

**Generativity Versus self-Absorption (30-60 years)**

In terms of age span, no other stage has such a big range of development. In human life this stage is associated with the fulfilling of the ego with adult responsibilities largely of parenthood. The term 'generativity' encompasses meanings like the fostering and enriching of ones pursued interests promotion of welfare activities and rearing of ones children. Non achieved goals lead to frustrating situations in areas of self interest and hatred for work culture conditions. All these cause stagnation among persons. People who hold others responsible for their stagnation, feel miserable and also resort to this style of life.

**Integrity Versus Disgust 60 Yrs+**

During this stage the healthy person feels a sense of having led a whole some life He had meaningful perspective of living. Being a human

5)

and lived like it makes him happy. These are Persons who feel being self-actualized. Therefore they possess ego integrity Non actualized persons feel disappointment failure and loss. Ego integrated persons display positive view of death. Fear of death haunts those who manifest despair. For such persons it is already late to embark on a better style of living. For Erickson persons who display ego integrity have achieved emotional integration for better 65+ and beyond living In Indian parlance it is the Zinda dilee that clocks better living even after 65+.

**Educational implications:** \* The following are the important educational implications of Erikson's psychosocial development theory. \* The child in pre - school years encounter trust, autonomy and initiative. During this stage, teachers have to encourage children to select an activity or game. Teachers have to be tolerant of mistakes, especially when children are attempting to do something on their own. \* The children in elementary and middle school years encounter industry or inferiority. During this stage, the teachers have to make sure that students have opportunities to set and work toward realistic goals. The teachers have to provide support to students who seem discouraged.

**3. Explain the theory of Kohlberg's Moral development? (OR)**

**Explain Kohlberg's Moral development and write of Educational Implications.**

**Ans: Kohlberg's Theory of Moral development:**  
 Kohlberg's six stages can be more generally grouped into three levels of two stages each. Kohlberg defines moral development as the development of an individual's sense of justice.

**Level I: Pre-Conventional Level (4 -10Years)**

The Pre-conventional level consists of the first and second stages of Moral development and is solely concerned with the self in an egocentric manner. A child with pre-conventional morality has not yet adopted or internalized society's conventions regarding what is right or wrong but instead focuses largely on external consequences that certain actions may bring.

**Stage 1: punishment- obedience orientation rules are obeyed to avoid punishment.**

**Stage 2:Personal Reward orientation :**  
 Personal needs determine right and wrong

**Level 2: Conventional level [11 Years - 13 Years]**

In this stage judgement based on family expectations, traditional values, others approval etc

**Stages3: Good Girl - Good Boy orientation :**

Good is determined by what pleases aids and is approved by others

**Stage 4: Law and order orientation:**

It is important to obey laws, dictums, and social conventions because of their importance in maintaining a functioning society.

**Level 3: Post conventional level:**

The post conventional level also known as the principal level. People define their own values in terms of ethical principles they have chosen to follow.

**Stage 5: Social contract orientation :** Good is determined by socially agreed upon standards of individual rights.

**Stage 6: Universal Ethical principle orientation:** Moral reasoning is based on abstract reasoning using universal ethical principles.

**Educational implications:** \* There should be arrangement to provide healthy sex education \* The ideals of patriotism, naturalism, citizenship and self - sacrifice must be fostered in them.

4. **Explain the theory of Freud theory of Psycho-Sexual development ?**

(OR)

**Write the Theory of Freud Psycho-Sexual development?**

**Ans:** According to Freud sex is the life urge or fundamental motive in life. All Physical pleasures arising from any of the organs or any of the functions are ultimately sexual in nature. Sexuality is not the characteristic of only the grown-up. Children from the very beginning also have sexual desires. This, he termed as infantile sexuality. A Child passes through the following different stages with respect to his psycho sexual development:

**(a) The Oral stage:** According to Freud mouth represents the first sex organ for providing pleasure to the child. The beginning is made with the pleasure received from the mother's nipple or the bottle. Thereafter it is used to derive pleasure by putting any thing candy, stick, his own thumb, etc..

**(b) The Anal Stage :** At this stage, the interest of the child shifts from the mouth (as the erotogenic zone) to the organs shifts of elimination i.e. anus or the urethra. He derives pleasure by holding back or jetting go of the body's waste material through the anus or urethra. This stage, generally, ranges from two to three years.

**(c) Genital Stage :** This phase starts from the age of four years with the shifting of the child's interest from the eliminating organs to the genitals. At this stage children come to note the biological differences between the sexes and derive pleasure by playing and manipulating the genital organs. This stage, according to Freud, may give birth to a number of complexes like Deprivation and Electra complexes like Deprivation and Electra complexes in girls and Castration and Oedipus complexes

in boys. Deprivation complex is the result of the feeling generated in the minds of the little girls that they have been deprived of the male organs by their mothers. Castration complex is generated in boys through the fear of being deprived of the male organs certainly as a result of the threat received from the elders in the form of cutting off the organ if they did not leave the habit of playing with it. About Oedipus and Electra phases Freud says that they are the results of the sexual attraction or pleasure the children receive in the company of the opposite sex parent. In case the like sex parent frustrate the desire, expresses his or her resentment and is not friendly to the boy or girl, the child may be likely to develop Oedipus or electra complex by loving more the opposite sex parent and rather hating the like sex parent.

**(d) The Latency stage :** This period starts from six years in the case of girls and seven to eight years in the case of boys and extends upto the onset of puberty. At this stage, boys and girls prefer to be in the company of their own sex and even neglect or hate the members of opposite sex.

**(e) The Phallic stage :** Puberty is the starting point of the phallic stage. The adolescent boy and girl now feels a strange feeling of strong sensation in the genitals and attraction towards the members of the opposite sex. At this stage they may feel pleasure by self-stimulation of the genitals, may fall in love with ones own self by taking interest in beautifying and adorning their own body organs and may be drawn quite close to the members of the opposite sex even upto the indulgence of sex relations.

5. **What are the Educational Implications of Freud's theory?**

**Ans: Educational Implications:** \* The theory highlighted the importance of sex education. \* The theory stressed the importance of early childhood education. \* Freud systems brought in an era of child centered approaches to classroom practices. \* Parents and teachers became more vigilant towards mental illnesses among children \* It helped teachers to understand the causes of mal adjustments among students.

6. **Explain the theory of Goleman's emotional development theory.**

(OR)

**Write the Goleman's theory of Emotional development?**

**Ans:** Daniel Goleman a Journalist and Harvard University professor popularised Emotional Intelligence term in his book. "Emotional Intelligence : According to Goleman "Emotional Intelligence refers to the capacity of recognizing our own feelings and those of others for motivating ourselves and for Managing emotions

well in ourselves and in our relationships.  
The following steps describe the five components of emotional intelligence at work as developed by Goleman:

**The Five components of Emotional Intelligence :**

**1. Self - awareness :** The ability to recognize and understand personal moods and emotions and drives, as well as their effect on others. Self awareness depend on one's ability to monitor one's own emotion state and to correctly identify and name one's emotions.

**2. Self-regulation :** The ability to control or redirect disruptive impulses and moods. Halls Marks include trust worthness and Integrity; comfort with and ambiguity.

**3. Internal motivation :** A passion to work for internal reasons that go beyond money and status which are external rewards rewards. such as Inner Visson of what is important in life.

**4. Empathy :** The ability to understand the emotional make of other people. A skill in treating people according to their emotional reactions.

**5. Social skills :** Proficiency in Managing relationships and building net works and an ability to find common ground and build rapport.

**7. What is the role of teacher in moral development?**

**Ans: Role of the teacher in moral development :** \* The school practices must be fair. \* Teacher must be a role model for the students. \* Guidance must be provided to parents and students. \* Teachers must explain the consequences of deviant behaviours. \* Moral stories and patriotic stories are to be used as and when possible.

**8. What is emotional development?**

**Ans:** Emotions are the feelings that colour our lives and allow us to experience all of the joys and sorrows of life.

**Definitions: "Emotion is an effective experience that accompanies generalised inner adjustment and mental and psychological stirred up status in an individual and that shows itself in his own behaviours"**

**- crow and crow (1973)**  
*Emotion is the aroused psychological state of the organism marked by increased bodily activities and strong feelings directed to some subject*  
**- K.Young**  
Explain the educational significances of emotional development.

**(Or)**  
Write the educational implications of emotional development.  
**Ans:** Educational Implications : \* They motivate behaviour

\* Clarity of the lessons keep them away from worry. \* Emotions provide energy to face a situation or to adjust to situation. \* Affectionate, friendly and secure environment with positive feelings. \* Making them observe their emotions and what they cause in them helps to free them.

**10. Write about holistic development.**

**Ans:** Holistic development is a process of self-actualization and learning that combines an Individual's Physical, Mental, Social and Spiritual Growth.

**Five Aspects of Holistic Development** \* **Physiological** -

The physical attributes including the five physical senses.  
\* **Cognitive** - The intellectual functions of the mind: thinking, recognizing, reasoning, analyzing, projecting, synthesizing, recalling and assessing.

\* **Psychological** - How thinking, feeling and behaving interact happen in a person

\* **Social** - The manner by which an individual interacts with other individuals or groups of individuals.  
\* **Spiritual** - The attribute of a persons consciousness and beliefs including the values and virtues that guide and put menaing into a person's life.

**PREVIOUS QUESTIONS**

**SHORT ANSWER QUESTIONS**

1. Write about holistic development. (Krishna Uni Feb-2018)
2. Write the educational implications of Piaget theory. (Rayalaseema Uni - Jan 17)
3. Write the educational implications of Erikson's theory. (SKU -2018)
4. What are the educational implications of Freud's theory? (Krishna Uni-2016)

**ESSAY QUESTIONS**

1. Explain Piaget's theory of development. (Rayalaseema Uni - Jan 16)
2. Write about Erikson Psycho-Social theory of development. (SKU.Jan-19)
3. Explain Kohlberg's concept of moral development. (Krishna Uni. Jan.-2017)
4. Write the relation among Id, Ego and Super Ego. (Y.V.U. Jan. 19)

## UNIT - III

# CHILDHOOD AS A PERIOD OF SOCIALIZATION

22

1. What are the characteristics of childhood ?  
(OR)

Write about characteristics and developmental tasks of childhood.

**Ans:** "In the growth process from infancy to adulthood, there are three clear cut and discrete stages of growth when one is said to become suddenly different in one stage from the previous stage. "This means, the process of development never ends with the child's passing from one stage of development to the next. One stage merges with the next and that next with the forth - coming.

Scholars have held widely different opinions about the stages through which individual development passes. At this point, we are putting forward the classifications offered by some leading scholars.

The classification accepted by many scientists is the one given in the following lines. Their study of development is based upon this classification.

1. **Prenatal Period** : from conception till 250 to 300 days.
    - i) Germinal - 0 to 2 weeks
    - ii) Embryonic - 2 to 10 weeks
    - iii) Foetal - 10 weeks to birth.
  2. **Childhood** : from birth to the age of 12 years.
    - i) Infancy - from birth to an age of 2 years.
    - ii) Early Childhood - 3 to 6 years.
    - iii) Late childhood - 6 to 12 years
  3. **Adolescence** : 13 to 19 years.
  4. **Adulthood** : 20 years and above.
- For convenience of study, here we will classify the developmental process of an individual as follows:
- i) **Prenatal period - from conception till birth.**
  - ii) **Infancy - from birth to an age of 5 years.**
  - iii) **Childhood - 6 to 12 years of age.**
  - iv) **Adolescence - 12 to 19 years of age.**
- Pregnancy lasts for about 280 days. In some very exceptional cases it goes even upto 334 days or so. In some it may last even less than 280 days.

This period of development may be understood in the following three stages which we shall study below :

**1) The Ovum or germinal stage 2) The Embryo stage and 3) The Fetus stage**

1. In the first germinal stage the child comes into existence through the union of the sperm and the ova. In this stage, the first organ to grow is the head and then subsequently the other organs and limbs begins to sprout.

2. The embryonic stage is the second stage which lasts from the second to the tenth week during which various parts of the body grow.

3. The third stage is designated the foetal stage, which lasts till the child is born. In this period, the mother is aware of the movement of child's limbs. Studies in prenatal conditions begin to the 19th century.

**Some of the conclusions arrived at through these studies are :**

- i) In the first tow months, the side of the head is half the size of the entire body.
- ii) In the tenth month, the head is reduced to one-fourth the size of the body.
- iii) After the fourteenth week, the movement of the foetus becomes perceptible.
- iv) In four months, the movement as the foetus becomes faster and more complex. This action and reaction is fully influenced by the internal and the external environment.

Minkowsky and other studied the foetus after caesarean section at different stages of growth. It has been found that at the end of the second month contaneous stimulation elicits response and at 14 weeks a spontaneous reaction of organism as a whole. It is found that before birth, the organisms is capable of reacting to the internal as well as external stimulin in the appropriate environment'.

2. **Infancy** : The term "Infancy" is used to describe the period from the birth of the child till he attains the age of five years. In this period, the child attains a height of 20 inches and a body weight between 5 to 8 pounds. At this stage, the child is completely dependent upon others, his development depends almost entirely upon other members of the family. At this stage child grows at a faster rate. All sorts of development and growth take a rapid movement. In the field behaviour, smooth functioning occurs.
3. **Childhood** : Most scholars have used the term "childhood" for

the period extending from 6 years to 12 years. In this period, the child continues to undergo physical development. But, apart from child development, the child also experiences social, cultural and bodily development.

4. **Adolescence** : Adolescence is generally accepted as the period between 13 years and 19 years. Western scientists have also referred to it as the teen age. It is believed to be the most complex stage of development.

2. **Explain the concepts of physical, cognitive, social, emotional, moral and language development of childhood.**

(OR)

**Write the physical, cognitive, social, emotional, moral and language development of childhood?**

**Ans:** Early childhood: Early childhood is a period between 3 and 6 years. This period is labeled by parents as the toy age, troublesome age.

**Developmental characteristics of early childhood:**

a) **Physical development:** Physical growth is at a slow rate. It is found that 60% of the adult height is reached by girls at 3-4 years and by boys at 4-5 years. The average annual increase in weight is 3 to 5 pounds. There is a motor development and muscular coordination.

b) **Cognitive development:** This stage is marked by egocentrism. Animism is another characteristic of this stage. Children between 4-6 years of age regard everything to be alive unless it is broken. Children up to 7 years of age regard everything that moves to be alive.

c) **Emotional development:** It is at this stage that the emotions begin to show themselves up in differentiated form common emotions of children during early childhood are fear, anger, and jealousy.

d) **Social development:** According to Apeal children of 4 years of age quarrel more in comparison to those of two years of age. Green is of the view that boys are more combative while this tendency in girls is limited to oral quarrel only.

e) **Moral development:** The children at this age think of good and bad only in terms of specific acts approved or disapproved by parents. The children are also interested in the idea of God.

f) **Language development:** Children have strong motivation to learn to speak because learning to speak is an essential tool in socialization six year children speaks more like adults with a few errors.

**Later childhood (7-12 years)**  
Later childhood extends from the age of 7 years to the time the

individual becomes sexually mature. This period is labeled by parents as the troublesome or sloppy age.

**Developmental characteristics of later childhood:**

a) **Physical development:** The growth is slowest for girls between the ages of 9 and 10 years while the boys grow slowest between 10 and 11 years. This period of slow growth is called pre-puberty lag. The most important feature of this period is lengthening of limbs.

b) **Cognitive development:** In this stage child's logical thinking increases. A six to seven years old child can form concepts of concrete objects. Child has a very short span of attention.

c) **Emotional development:** Late childhood may be said to be a period of greater control and stability of emotions. Emotions are expressed even in the absence of concrete objects.

d) **Social development:** Child becomes an active member of a peer group. Children develop group consciousness.

e) **Language development:** Late childhood all areas of speech, vocabulary and sentence structure improve rapidly.

3. **Write the importance of child in different socio-cultural contents.**

**Ans:** Culture and society may mean different things to different people. For instance, society is defined as "an association with one's fellows the system of customs and organization adopted by a body of individuals, the aggregate of people living together in a more or less ordered community."

"Society refers to "the aggregate of people living together". Therefore, the society means the populations living in a area. Culture refers to "the distinctive customs, achievements, products, outlook, etc., of a society. By culturally - specific child rearing practices it means the consistent and similar child rearing practices adopted, such as feeding, toilet training, sleeping arrangement and discipline.

Children grow up in specific physical, social, cultural, economic and historical circumstances (their socio-cultural context) of which will influence their childhood. Researches has shown that children's socio-cultural context can have a large influence on their development. We know that culture influences how children develop; across different cultures, children develop in quite different ways. And we know that children who are deprived of contact with their mothers can often experience difficulties in later childhood because of poor attachment bonds.

Development involves a process of learning and improvement, and children can only learn when others are there to support them, like parents, teachers and siblings. This does not conflict with Piaget's stag

theory but does extend it to explain how some of the environmental experiences that children receive can allow them to move from one stage to another, in line with Vygotsky's socio-cultural approach.

According to socio cultural theories, child development differentiates in different social and cultural contexts. In each cultural context influence children's development in its unique way is useful to examine how children develop in academic knowledge.

4. **What is socialization ? Write the methods and process of socialization.**

**Ans:** Socialisation is the process of preparing the children to fit will in the society into which they are born. The family, the school, neighborhood, community, religion, media, cinema etc. are some of the chief agencies of society to socialise the human beings. It is a slow and continuous process. It starts at birth and ends with death.

**Definitions of socialization :** **According to Drever,** "Socialisation is a process by which the individual is adapted to his social environment and becomes a recognised cooperating and efficient member of it."

**Cook refers** socialization as a process as a result of which children take on themselves the various social roles, social learning and development tasks.

**Stages of Socialization :** Socialization is a continuous process, it has 4 stages. They are :

1. **Primary Socialization :** In this stage the family plays a major role. The church Temple, Mosque, neighbourhood influences socialization. The method of primary socialization informal.
2. **Social Development :** The individual has to move out of his family and neighbourhood. When he has to move with people of other religious, other cultures and other social classes. The age of 6 social development begins and continues throughout life.
3. **Anticipatory Socialisation :** In this process individuals develop aspirations about the future goals and try to learn behaviour appropriate to their anticipatory notes.

**Resocialisation :** An individual develops new behaviour temporarily for the acceptance of society to adjust there, again he avoids his behaviour and adopt old behaviour. But later, individuals have to resocialisation. In other words, he gets resocialised. Ex. Hostel life of the students behaviour with Roommets and family.

**Process of Socialisation :** Communication may be defined as the transmission of meaning through the use of symbols. One learns

and is taught through communication. Man has superiority over lower animals because of his speech and learning ability. Man use the methods of behaviour, observation and imitation and develops an insight and employs perceptual visual learning which leads to alternative kinds of behaviour. Man alone is expert in communicating through symbols, which he develops into systems of expression, exchange and thinking. Hence he is superior over animals. This superiority is learning lies in his ability to retain learning and to stimulate what he has learnt through symbols, numbers or diagrams. Culture & man's ability to learn and to communicate forms the basis of teaching - learning process. This also terms the basis of Teaching - Learning process and also the basis for inter personal relationships. These make possible social interaction which is the most basic social process in human behaviour.

Social Interaction is the way in which two or more people interact, stimulate and influence each other's behaviour. Communication, exchange and influence also involves social interaction.

Knowledge, status authority and experience are all involved in interaction process. This process repeats itself.

**Methods of socialization:**

According to sociologists, the effectiveness of teaching methods and techniques can be described with the effective usage of six principles.

1. The method of teaching is effective only in so far as the skills and knowledge acquired in the classroom are actually utilized by the individual in his adjustment to social situations.
2. The method of teaching must place primary emphasis on social behaviour outside of the classroom.
3. The teaching technique must seek to utilize the social forces cooperative in social life in order to develop capacity for social adjustment.
4. Personality development is one of the important aims of education, the method of teaching should help in forming a personality which is emotionally stable and socially acceptable.

**What are the characteristics of Socially Matured Person?**

**Ans: Characteristics of Socially Matured Person:**

1. A socially mature individual likes to mix up with people. He is capable of making and keeping friendships.
2. The area of his social interests and participation is very wide. He possesses refined tastes and adequate social etiquettes.
3. He possesses a strong desire to serve the cause of the society. He

feels for evils and malpractices in the society and tries to bring desirable reforms.

4. He possesses a greater degree of adaptability and adjustability. He is very much cooperative. He believes in maintaining relationships with others.
5. He is not self-centered. He is always ready to sacrifice.

**6. Explain stages of Social Development.**

**Ans: Isolated Play :** Children of age Group 1-2 years play lonely with different things. This is called Isolated play. The behaviour of child at this stage is selfish.

**Parallel Play :** Children crossing 2 years participate in the parallel play. In this stage children imitate other children. They will not give their things to others.

**Social Play :** Children crossing 3 years will participate in the cooperative play. They give their things to others and take things from others. They participate in the group activities.

**PREVIOUS QUESTIONS**

**SHORT ANSWER QUESTIONS**

1. Explain the process of socialization. (Rayalaseema-Jan16)
2. Write about physical development in child development. (Krishna Ui Jan.2017)
3. Write the concept of cognitive development. (Krishna Uni- 2018)
4. What is conflict ? Write its mature. (SKU -2019)

**ESSAY QUESTIONS**

1. Explain the characteristics of early childhood development. (Rayalaseema -Jan 2018)
2. What is language development? Explain. (SKU Jan-19)
3. Explain the position of children in different social cultural contexts. (Krishna Uni - Jan 2017)
4. What is socialization ? What is the role of teacher in the process of socialization ? (Rayalaseema - Jan 16)

**UNIT - 4**  
**ADOLESCENCE AS A PERIOD OF TRANSITION**

**1. What are the characteristics in Adolescence?**

**Ans: Characteristics of Adolescence Period :** According to "Ross" "Adolescence is best regarded as a recapitulation of the first period of Life, as agecond turn of the spiral of development."

**a) Physical development and changes :**

Physical growth and development reaches to its peak and human body finds its final shape. Boys and Girls develop the characteristic features of their respective sexes. There is a distinct change in voice among the two sexes.

**b) Emotional development and changes :**

Emotional development reaches its maximum during adolescence. It is the period of heightening of all emotions like fear, love etc. According to Ross the adolescents are not consistent in their emotional expressions.

**c) Social development and changes during Adolescence**

Adolescence is the period of increased social relationship and contacts. The social circle of an adolescent is very wide.

**d) Intellectual Development and adolescence :**

Intelligence reaches climax. during this period. Hero worship is most prominent in this period.

**e) Moral and Religions Development :**

It prepare a stage of proper moral development. The formation of strong sentiments during this period Intensities the process of moral development.

**f) Sexual development and the adolescence :**

Sexual development reaches its peak during adolescence. during adolescence, the sexual development like Infancy goes into 3 stages as described a head. a) stage of auto-erotism or self love b) stage of Homo-sexuality c) Hetero - sexual stage.

**2. Write about needs in Adolescence.**

**Ans: Special characteristics of Adolescence :** (With reference to the needs and problems of adolescents)

**1. Perplexity with regard to somatic variation :**

Every adolescent has more or less difficult task of adjusting to "Somatic Variation" which may occur during or after puberty.

**2. Intensification of self - awareness :**  
Adolescence can be described as an age of self-decoration.

**3. Intensification of sex-consciousness :**  
Sex consciousness becomes too intense at this time.

**4. Peer -Group relationship :**  
Peer group relationship plays a substantial role in the life of an adolescent.

**3. Write about different mechanisms. (OR)**

**Explain about Defence Mechanisms? What are the advantages of it?**

**Ans: Defense Mechanisms:**

**Definitions** "In psychoanalytic theory, methods used by the ego to prevent unconscious anxiety from reaching consciousness"

- **Wuade an Tavris**  
"Unconscious strategies used to avoid anxiety, resolve conflict, and enhance self-esteem."  
- **Morganet al.**

**Characteristics :**

- \* It helps in the process of adjustment.
- \* Defense Mechanism is to enhance self-esteem
- \* It is for developing adjustment in the new situations.
- \* It is an unconscious strategy used to resolve conflicts.

**Defense Mechanisms:**

Individuals use defense Mechanisms for reducing the shocks of normal failure in life. Defense Mechanisms help in the adjustment process.

**1. Rationalisation :**

Rationalisation is most commonly found after failure to achieve a goal. Through rationalisation an individual justifies his undesirable behaviour. For example, if a boy does not get any response from the girls whom he loves, he may say that she is of bad character or the boy who comes late to school thinks that the clock is slow.

**2. Repression :**

Repression is especially operative during early childhood. Repression is that part of a conflict situation which is most unacceptable to the EGO and Super ego and may be forced to the unconscious by the Ego. Repression is the process of complete exclusion from consciousness of impulses, experiences and feelings which are psychologically disturbing because they arouse a sense of guilt or anxiety. Repression always solves unconscious conflict. It must be distinguished from suppression. Suppression is the conscious control of undesirable impulses, feelings and experiences. Repression is also to be distinguished from inhibition. In inhibition the individual consciously and purposely refrains from any activity.

**3. Projection**

There is a tendency for all of us to seek our faults in others. This is projection. In projection the individual protects himself from awareness of his own desirable traits or feelings by attributing them to others. Projection is the inverse of introjection.

**4. Introjection**

Introjection is like identification except that in identification the individual wants to be like the object while in introjection he considers the individual a part of himself. In schizophrenic patients the individual believes that he has ability of others.

**5. Reversal formation**

Reversal formation means conscious attitudes which are partially repressed. For example, a girl who is of bad character will say that she is being teased by boys or a bride will become angry with her husband when the child arrives in the family too early.

**6. Aggression**

Aggression is a method of reducing tension. It is not an inborn drive. It springs only from frustration. It may also arise from being humiliated. This is a recent theory. Previously it was considered to be an inborn tendency. For example, war could never be abolished because of the aggressive drive. It does not follow either.

**7. Withdrawal**

The primary object of withdrawal is to remove oneself from a distressing situation. The process may take many different forms and may vary in extent and in degree of performance. Examples are forest rangers whose is a solitary occupation.

**8. Regression**

Regression is the mechanism whereby the individual returns to an earlier and less matured level of adaptation. It is a reversion of progressive sequence of development and a return to primitive form of personality structure. This happens in schizophrenic patients who regress from the adult world to infancy and are unable to dress, wash and feed themselves. The other example is of a first born child in the family. The first child get a lot of affection but when the second child arrives in the family he reverts to bed-wetting.

**9. Day Dreaming**

Day dreaming allows a person to achieve in infancy what he cannot achieve in reality. Day dreaming is always connected with specific frustrations. For example, a child, because of frustration by his parents, imagines that he is not their son or daughter but he is really the child of wealthy parents. Revery is a reaction to boredom of monotony while day dreaming is likely to be connected with a specific frustration.

**4. What is Leadership ? Explain its types. How do we promote leadership qualities in adolescents?**

**Ans:** Leadership is a very complex phenomena. Attempts have



## UNIT - V

### 1. What is Interest and Explain Differences

**Ans: Interest and Explain Differences**  
Interest refers to a desire for activities.

**Classification of Interests ?**  
Classification refers to selection of stimuli. Interest is a term used to Super has identified interest groups as follows:

#### 1. Expressed Interests :

Expressed interests are identified by asking a pupil to tell or write about the activities, vocational and avocational interests which a person most and least enjoys.

#### 2. Manifested Interests :

Manifested Interests : the pupil or by finding out about his hobbies and other activities.

**3. Interests inferred from tests :**  
From tests also, Interests, can be Inferred.

**Measurement of Interests :**  
Some of the Instruments employed in the measurement of interest are given below.

#### 1. Strong's Vocational Interest Blank (SVIB)

The test is used to infer vocational interest. It consists of 400 Items representing different activities.

#### 2. Kudar Preference Record :

It consists of 14 sets 3 choice items. There is no time limit scores are classifiable into 9 areas:

#### 2. What is a value ? How do you measure the values?

**Ans: Values :** The term "Value" is generally employed to designate a relatively generalized attitude. The word value conveys "values" rather than information.

**Examples :** Beauty, Truth, Love etc.

A value may be said to be an attitude which is dominated by the individual's Interpretation of the stimulus worth to him in the light of his goals.

**Measurement of values :** Value scale is designed to measure spranger's six values a) Theoretical : truth for its own sake; b) Economic; wealth for its own sake c) Aesthetic (Artists or composers) d) political (Power for its own sake) e) social f) Religious (Man's relationship with God).

#### 3. Write about Creativity.

**Ans: Creativity - Concept :** Creativity is the capacity of an individual to create, produce and discover a new idea or object including the rearrangement or reshaping of what is already known to him.

#### Definitions :

"Creativity is the capacity of a person to produce compositions".  
- Drevdahl

"Creativity is the capacity to produce ideas that are both new and useful through divergent thinking" - Guilford

**Types of creativity :** Taylor differentiates between various levels at which individual may be creative. According to Taylor 5 different levels which are in an ascending hierarchy. The first level, according to him, is expressive creativity, the second level is productive creativity, third level which is marked by the presence of ingenuity, fourth level is innovative creativity. The fifth and the highest level creativity is emergentive creativity.

#### 4. Write about aptitude.

**Ans: Aptitude concept :** Aptitude may be considered as a specific capacity or special ability.

#### Definition :

Aptitude is a present condition which is indicative of an individual's potentialities for the future". - Traxler"

**Types of aptitude :** General classification of aptitudes can be done as given below.

a) **Clerical aptitude :** It involves rapid and accurate perception of numbers or words.

b) **Numerical aptitude :** It is the ability to compute with speed and accuracy.

c) **Verbal aptitude :** It is the ability to deal with the words or skillful use of vocabulary and ability to find synonyms and antonyms.

#### Measurement of aptitude :

a) GATB (General aptitude test battery) GATB consists of 12 tests. 8 paper and pencil tests and 4 apparatus tests.

b) Clerical aptitude tests :

- a) Perceptual ability b) Intellectual ability c) Motor ability  
 c) DAT (Differential aptitude tests) : DAT developed by U.S. Psychological corporation. It includes tests for verbal reasoning, numerical ability, clerical speed.

**5. Define Personality. Explain the characteristics of Personality. Give an account of projective techniques of Personality assessment?**

**Ans: Personality concept :** The term personality has been derived from the Latin word "person a" meaning "Mask". Personality is the sum total of all the biological innate dispositions, Impulses and instincts of the individuals and the dispositions and tendencies acquired by experience.

**Definitions of personality :**  
 "Personality is that which permits a prediction of what a person will do in a given situation". - Cattell  
 "Personality is an individual's characteristic and distinctive patterns of thinking, feeling and behaving".

- Characteristics :**
- \* Personality is dynamic
  - \* Personality is organized
  - \* Personality is self-consciousness
  - \* Personality is unique and specific

**Assessment of personality :** (Projective and Non-projective techniques)  
**Projective Techniques**  
 Lawrence Frank in 1939 labeled the term "Projective techniques". The following are some of the commonly used projective tests.

**1. Rorschach Ink-Blot test :**

Hermann Rorschach, a Swiss Psychiatrist in 1921 developed the Rorschach Ink-blot test. This test is for the purpose of analyzing and understanding personality. Material of the test consists of 10 card on which we have Ink-blot. Five of them are in black and five are multi-coloured. These ink-blot are completely unstructured - the shapes of the blots do not have any specific Meaning.

**2. Thematic apperception Test (TAT) :**

It consists of 30 pictures which portray human beings in a variety of actual life situations. 10 of these cards are meant for males, 10 for females and 10 for both. In this way the maximum number of pictures used with any subject is 20. The test is usually administered in 2 sessions

using 10 pictures in each session.

**3. Children Apperception Test (CAT)**

TAT test works well with adults and adolescents but for children it is not suitable. For children between 3 to 10 years, the CAT was developed by D.L. Bellak. It consists of 10 cards. The cards have pictures of animals in various life situations. All ten cards are used for children of both sexes.

**Non-Projective Techniques**

**1. Interview :** Interview is a technique of elicitation information from the subject about his personality in face-to-face contacts. Interviews is of two types structured and unstructured interview.

**2. Personality Inventory:** Personality Inventory is specially designed to seek answers about the person and his personality.

**3. Rating scale :** Rating scale is used to know from others where an individual stands in terms of some personality traits.

**6. Describe Gardner's theory of multiple intelligences?**

**Ans: Gardner's Theory of multiple intelligences :**  
 Gardner 1993 believed that there are 7 different kinds of Intelligences that are independent of one another. They are

**Linguistic Intelligence :** The ability to use language effectively.

**This intelligence includes making convincing and persuasive arguments :** Writing poems and using appropriate vocabulary, observing subtle differences in meaning of words while communicating with others.

**Musical intelligence :** This is the ability for creating understanding and appreciating music. This includes ability to play musical instruments, composing and appreciating music.

**Logical-Mathematical intelligence :** This is the ability to reason logically, especially in mathematics and science. This includes : ability to solve mathematical problems : generating mathematical proofs; formulating and testing hypotheses about observed phenomena.

**Spatial intelligence :** This is the ability to notice details of what one sees and to imagine and 'manipulate' visual objects in one's mind. This includes : building up mental images in one's mind; drawing a visual likeness of an object, making fine discrimination among similar objects.

**Bodily-Kinesthetic intelligence :** This is the ability to use one's body skillfully; it includes; dancing, playing a game; performing pantomime.

**Intrapersonal intelligence :** (Knowledge of one's own feelings and desires). It includes; distinguishing emotions like sadness and regret; identifying the motive guiding one's own behavior; using self-knowledge to relate more effectively with others.

**Interpersonal intelligence :** (The ability to notice subtle aspects of other people's behavior). It includes reading other people's mood; detecting others underlying intentions and desires; using knowledge of others to influence their thoughts and behavior.

Gardner first identified and introduced seven different kinds of intelligence. He then identified an eighth intelligence, the naturalist intelligence that refers to the ability to recognize and classify plants, minerals and animals, including rocks and grass and all varieties of flora and fauna.

Like Sternberg's triarchic theory, Gardner's theory of multiple intelligence also suggests that we may find different forms of intelligence in different students. (For example one student may be strong in math while another may be in language still some other may be good in music in comparison with his classmates. Gardner, like Sternberg feels that intelligence is reflected differently in different cultures.

Sternberg and Gardner give us reason no believe that if intelligence is multifaceted, then we are likely to see intelligent behavior in many of our students - perhaps all of them, in on way or another. One may be good in mathematics; another may be exceptionally a creative writer; a third may be skilful in interpersonal relationship and a fourth may have talent in art or music.

**7. Define creativity. How do you foster creativity among the children?**

**Ans:** They psychologists define creativity in many ways. "Creativity is the capacity of a person to produce compositions".

- "Drevidahl"  
- Guilford

"Creativity is the capacity to produce ideas that are both new and useful through divergent thinking".  
**Fostering of creativity in school children :**  
The following suggestions are given for fostering and guiding creative children.

**Competitions :** Problem - solving, quiz competitions, painting etc provide creative thinking for children.

**Curriculum :** The curriculum for the child should be so designed as to have ample scope for creative thinking.

**Curiosity :** The curiosity of the child should be satisfied with affection and tolerance.

**Clubbactivities :** Science club, Nature club can be conducted in schools.

**Methods of teaching :** Heuristic and project method are some methods of teaching for promoting creativity among children.

**8. Write the difference in children based on learning styles and socio cultural context.**

**Ans:** Children grow up in specific physical, social, cultural, economic and historical circumstances (their socio-cultural context), all of which will influence their childhood. Research has shown that children's socio-cultural context can have a large influence on their development. We know that culture influences how children develop, across different cultures, children develop in quite different ways.

And we know that children who are deprived of contact with their mothers can often experience difficulties in later childhood because of poor attachment bonds.

Development of course involves a process of learning and improvement, and children can only learn when others are there to support them, like parents, teachers and siblings. This does not conflict with Piaget's stage theory but does extend it to explain how some of the environmental experiences that children receive can allow them to move from one stage to another, is line with Vygotsky's socio-cultural approach.

**9. Explain individual differences based on learning difficulties, slow learners and intellectually challenged, intellectual giftedness.**

**Ans:** A child with special needs is one who requires some form of special care due to physical, mental, emotional or health reasons. Children with special needs are also commonly referred to as a children with disabilities.

**Minuses and Pluses :** "Special needs" are commonly defined by what a child can't do by milestones unmet, food banned, activities avoided, experiences denied.

**Types of childhood disabilities other special needs :**  
According to the National Dissemination Center for Children with Disabilities, types of childhood disabilities are :

- 1) Autistic Disorder
- 2) Attention Deficit/Hyperactivity Disorder
- 3) Briefing Paper on Attention Deficit/Hyperactivity Disorder
- 4) Cerebral Palsy
- 5) Deafness/Hearing Loss
- 6) Down Syndrome
- 7) Emotional

Disturbance 8) Epilepsy 9) Learning Disabilities 10) Mental Retardation  
 11) Pervasive Developmental Disorder 12) Reading and Learning  
 Disabilities (Briefing Paper) 13) Severe and/or Multiple Disabilities 14)  
 Speech and Language Impairments 15) Spina Bifida 16) Traumatic  
 Brain Injury 17) Visual Impairments

**Exceptional Children**

Exceptional children refers to those children which deviate from the normal in Physical, mental, emotional or social characteristic to such a degree that they require special and educational services to develop their maximum capacity.  
 \* The exceptional children quite different from the average normal children.

\* The difference from the normal may fall on either side positive or negative in any dimension or aspect of their personality - physical, mental, social, emotional and moral etc.

**Types of Exceptional Children :** 1) Physically handicapped

- 2) Mentally disabled children 3) Gifted children 4) Creative children 5) Socially handicapped 6) Emotionally handicapped 7) Backward children 8) Learning disabled

**MENTAL RETARDATION**

Mental retardation can be severe, moderate, or mild. Children with such problems were called 'slow' or 'retarded,' but the society being sensitive towards disabilities, evolved a better way to address these children - 'mentally handicapped' and 'intellectually impaired'.

According to British Mental Deficiency Act (1981) "Mental Retardation is a condition of arrested or incomplete development of mind existing before the age of 18 years whether arising from inherent causes or induced by disease or injury". They are not mentally diseased.

**Identification of Mental Retardation :**

- \* I.Q. scores on any standardized intelligence test.
- \* Observation of their behaviour with inabilities to adjust.
- \* Inabilities to deal with the environmental and personal needs and demands.

**Types of mental Retardation ;**

- 1) Mildly Retarded Children 2) Moderately Retarded Children 3) Severely Retarded Children

**Parents can identify the problem with the following signs:**

- \* Difficulty in eating \* Unable to learn fast \* Doesn't follow basic instructions \* Appears to be lost in his own world

**Causes for mental retardation in children :** 1) Endogenous Factors (Heredity) 2. Developmental Defects

**Characteristics of educable mentally handicapped children are :** 1) They have poor concentration. 2) Learning process is very slow. 3) They have poor memory. 5) They have poor understanding. 5) Slow response is seen.

**Education for mentally retarded :** Education of mentally retarded in planned according to the severity of the condition.

**A) Mild Retarded/Educable Mentally Retarded :**

- \* Learning should be facilitated by their first hand experience. Opportunities for learning by doing should be encouraged.
- \* Visual aids, visual cues, in teaching helps in clear and fast learning.
- \* Repetition of the lesson or deed helps in strengthening the subject for easy recall.

**B) Education for Trainable Retarded Children :**

- \* Travelling is to be given to acquire social skills like greeting people, following road rules etc.

**VISUAL IMPAIRED**

\* Mental and social influences of blindness are of two kinds : Objective effects and subjective effects. Father Thomas Carol identified 20 kinds of loss due to blindness.

**Visually impaired are of three categories.**

- a) Those whose visual defects can be corrected through medical treatment or optical aids.
- b) Those who have defective vision even after correction. They instructional compensations as they use their eyes to a lesser deg the average child.
- c) They require instruction through other senses. They are

- \* Loss of physical integrity, \* Lack of confidence in the remaining sense organs, \* Natural relationship with the surroundings, \* Visual background \* Safety of light \* Loss of primary locomotors skills and skills relating today to day life

**Causes of Visual Impairment :** \* Developmental anomalies in structure of the eye. \* Defects of muscles function that controls the movements of the eyes. \* Diseases and defects of the eyes- due to infection of one or more of its parts. \* Injuries to the eyes in play or accidents, explosions or cutting instruments.

### Education for visually impaired children :

special equipment for teaching and learning for the blind. Braille is the such as talking books, record players, wooden relief maps. Equipments boards and cubes are used for teaching the blind children.

\* The teachers of the blind have extensive specialized training in anatomy and physiology of the eyes, remedial and preventive training to correct use of typewriters, operation of talking books, thorough knowledge of how to read, write and teach Braille.

### HEARING IMPAIRED

The sense of hearing plays a crucial role in the understanding of speech and in providing the cues needed for the acquisition of speech and language in the normally developing child. The hearing impaired children lack them.

### Classification of hearing impaired children :

a) **Congenitally deaf** : Those who are born deaf.

b) **The adventitiously deaf** : Those who are born with normal hearing but in whom the sense of hearing becomes non-functional later through illness or accident

c) **The hard of hearing** : Those in whom the sense of hearing although, defective, is functional with or without a hearing aid.

### Hard of hearing children have been classified as follows:

1) **Children with mild losses** : They have 20 to 30 decibel loss. Their speech develops spontaneously through the use of the ear and such children require special attention.

2) **Children with marginal losses** : They have 30 to 40 decibels loss. They show hardness of understanding the speech by ear at normal distances. They require instruction and training in speech and the use of hearing aids.

3) **Children with moderate losses** : They have 40 to 60 decibels loss. They have enough hearing to learn language and speech by using hearing aids.

4) **Children with severe losses** : They have 60 to 75 decibels loss. They can learn only with special technique and hearing aids.

5) **Children with profound losses** : They have greater than 75 decibels loss. They require specialized instruction.

**Education of hearing impaired:** Instruction in the use of hearing aids is given carefully in the tutoring session under the supervision of the speech teacher for short periods at the beginning and the periods are gradually increased.

Auditory training to the child to listen to and discriminate between different sounds.

Lip reading lessons are given to hearing impaired children to sharpen their understanding of what is said to them.

Speech training is given, as they tend to speak too loudly and have articulating defects speaking with sound substitutions.

### PHYSICALLY DISABLED/LOCOMOTOR HANDICAPPED CHILDREN

Some children are crippled, deformed or otherwise physically handicapped :

**Physical disability** is defined in the persons with Disabilities Act 1995 as, "Disability of the bones, joints or muscles leading to substantial restriction of movement of the limbs or any form of cerebral palsy." They have a wide distribution of intelligent quotients, but they lack motivation. They are capable of learning very well, if facilitated.

### Characteristics of Physically Disabled Children :

- \* They have a wide distribution of intelligent quotients
- \* They lack motivation
- \* They are capable of learning very well, if facilitated.

### Reasons for the Loco-Motor Handicap :

Congenital anomalies such as dislocated hips or joints, club foot, spine bifida due to defects of nerves, bones or muscles. Infantile paralysis due to virus, which is some cases attach the gray matter of the spinal cord and paralyzes the individual.

- \* Infectious diseases like tuberculosis of the bone, osteomyelitis and arthritis have crippling effects.

### Education for locomotor handicap :

Special equipment according to the specific requirements is selected on individual basis rather than on group basis.

- \* Individualized instruction to motivate them in understanding their difficulty.
- \* Providing for physical security in mobility.
- \* Special chairs and supported tables are common classroom equipment.

### GIFTED/ TALENTED

The fifty-seventh year book of the National Society for the study of Education (1958) defined a gifted child as :

"A talented or gifted child is one who shows consistently remarkable performance in any worth while line of endeavour. Thus

we shall include not only the intellectually gifted but also those who show promise in music, the graphic art, creative writing, dramatics, mechanical skills and social leadership."

**Characteristics of gifted children :**

☼ Physically better than average children ☼ Have mental superiority ☼ Trustworthy and sincere ☼ They receive high grades

**Identification of gifted children :**

- 1) Learns rapidly and easily.
- 2) Performs difficult mental tasks
- 3) He is alert, keenly observant and responds quickly.
- 4) Use a great deal of common sense and practical knowledge.

**Education of Gifted/Talented children :** ☼ Admitting gifted children to kindergarten or first grade according to mental age rather than chronological age. ☼ Skipping grade such as promoting the gifted child. ☼ Programmes to cover 5 year curriculum in 3 years. ☼ Early admissions to secondary schools or colleges.

**LEARNING DIFFICULTIES**

Learning disability is general or partial underachievement or inadequate performance below the individual ability and developmental level.

**Characteristics of hearing disable children :** ☼ They have powerful imagination and thoughts, but unable to express them or exact them. ☼ No coordination between intellectual abilities and motor activities. ☼ Retentive ability is poor due to poor attention span and quick shifting from one thing to another. ☼ Unable to express idea and opinions due to lack of clarity of concepts.

**Causes for learning disabilities in children :**

1. **Visual and auditory impairment :** Impaired vision or impaired hearing leads to inadequate visual and auditory perception which results in lack of learning.
2. **Ill-health :** Impaired health causes irregular attendance which makes the child to fall behind in their learning abilities.
3. **Low mental ability :** When mental age is lower than the chronological age, the child shows average or below average educational progress.

**Education for learning disabled children :**

The fundamental reading abilities and skills are to be developed with great care. They are:

- 1) Word recognition skills
- 2) Skills is knowing the meanings of the words
- 3) Comprehension and interpretation skills
- 4) Skill in reading silently as suitable speed.

**PREVIOUS QUESTIONS**

**SHORT ANSWER QUESTIONS**

1. What are the causes of Individual differences ?  
(Kirshna Uni, Jan 2016)
2. What is creativity ? How do you foster creativity in the class room? (SKU Jan- 19)
3. What are the causative factors for mental retardation ?  
(Rayalaseema - Jan.16)
4. Write a short note on the different learning styles.  
(Kirshna Uni-2107)

**ESSAY QUESTIONS**

1. Write and two dimensions of individual differences.  
(Kirshna Uni Feb-2018)
2. Discuss the educational programmes of gifted children.  
(Kirshna Uni Jan-2016, 2017)
3. Explain about the Gardner multiple intelligence thoery.  
(SKDU-2018)

# MODEL PAPER

B.Ed. Degree Examination,  
(Regular/Supplementary)  
First Semester

## Paper II - PERSPECTIVES IN CHILD DEVELOPMENT

(W.e.f. 2015-2016 batch)

**Maximum : 80 Marks**

**Time : Three hours**

### PART A. (10 x 5 = 50 marks)

Answer TEN questions following internal choice. Each question carries 5 marks. The candidate is expected to answer each question in about 1 1/2 page or 30 lines.

1. (a) Write the importance of maturation for development.  
Or  
(b) What are the basic principles of development?
2. (a) What is the nature of growth and development?  
Or  
(b) Write about the Adolescence stage.
3. (a) Explain Piaget's theory of cognitive development.  
Or  
(b) Explain Erickson's theory of psycho-social development.
4. (a) Explain Freud's theory of psycho-sexual development.  
Or  
(b) What are the Kohlberg's stages of moral development?
5. (a) What is the Socialization process ?  
Or  
(b) Write the characteristics of childhood.
6. (a) Discuss the developmental tasks of childhood  
Or  
(b) Briefly explain stages of social development.
7. (a) What are the genesis of problems during Adolescence.  
Or  
(b) What are the characteristics in Adolescence?

8. (a) Write about the Adolescent groups.  
Or

(b) Explain different types of leadership.

9. (a) Discuss the holistic development.  
Or

(b) Write about factors affecting or individual differences.

10. (a) Explain the multiple intelligence theory.  
Or

(b) How does culture influence on child's development?

### PART B. (2 x 15 = 30 marks)

Answer TWO questions by following internal choice. Each question carries 15 marks.

The candidate is expected to answer the question in about 4 pages or 80 lines.

11. (a) Explain various stages of Human Growth and Development.  
Or  
(b) Discuss the physical, social, cognitive and emotional development of Adolescents.
12. (a) How individual differences take place based on personality development?  
Or  
(b) What is meant by Adjustment? Explain the adjustment mechanisms with example.

# EXTRAMATERIAL

## UNIT -3

1. **What is conflict ? Write its nature.**

Ans : Conflict is a normal part of any healthy relationship.

**Nature:**

- \* Individuals respond to conflicts based on their perceptions of the situation.
- \* A conflict is more than just a disagreement.

## UNIT -4

1. **As a teacher, what are your suggestions to improve leadership qualities in students?**

Ans. **Suggestions to improve leadership qualities:**

- \* Teamwork must be encouraged
- \* leadership qualities are to be indentified early
- \* Creative thoughts, ideas and actions of the children must be appreciated
- \* Teachers must be role models in the leadership development process.

## UNIT -5

1. **What are the causative factors for Mental retardation?**

Ans. **Causative factors:**

- \* Premature births
- \* Tumors in the brain
- \* Malnutrition of the child
- \* Blood relationship among parents.