
PERSPECTIVES IN CHILD DEVELOPMENT

UNIT - 1 APPROACHES OF HUMAN DEVELOPMENT

1. **What is growth and development? What is the difference between growth and 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.

Meaning of growth:

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

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.

Difference between growth and development:

Growth	Development
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.	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.
2. Growth is one of the part of developmental process. In strict sense development in its quantitative aspect is termed as growth.	2. Development is a wider and comprehensive term. It refers to overall changes in the individual. Growth is one of its parts.
3. Growth may be referred to describe the changes which take place in particular aspects of the body and behaviour of an organism.	3. Development describes the changes in the organism as a whole and does not list the changes in parts.
4. Growth does not continue throughout life. It stops when maturity has been attained.	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.

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| 5. The changes produced by growth are the subject of measurement. They may be quantified and are observable in nature. | 5. Development, as said earlier, implies improvement in functioning and behaviour and hence brings qualitative changes which are difficult to be measured. |
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2. What do you mean by maturation?

Ans: Maturation refers to the unfolding of biologically inherited 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.

3. What are the principles involved in growth and development?

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 Kuppusswamy 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.

4. Write about longitudinal and cross sectional approaches of understanding development?

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.

Q5. Discuss the different stages of growth and development.

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:

I. 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.

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.

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UNIT - 2

THEORIES OF DEVELOPMENT

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

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 know 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;
- 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 living objects. For example, children used to deal with their lifeless dolls as if they are alive.)
- iii) **Realism** : (Considering dreams as true and real (e.g. children at this stage pretend stuffed toys are real, have imaginary friends etc.)
- 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 is 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 stages of Erikson's Psycho-social theory which need to be taken care of in designing learning experiences for primary school children.

Ans : Erik Erickson 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 Psychosocial development

The negative and Pathological aspects of emotional gusty, Erickson directed the theory into a broadly context. He saw 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-weigh 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 met 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 tend 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 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 one's 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 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+.

3. Explain the theory of Kohlberg's Moral development?

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 (4Years-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 [11Years - 13 Years]

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

Stage3: Good Girl - Good Boy orientation :

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

Stage4: 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.

4. Explain the theory of Freud theory of 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 genial organs. This stage, according to Freud, may give birth to a number of complexes like Deprivation and Electra complexes like Deprivation and Electracomplexes in

girls and Castration and Oedipus complexes in boys. Deprivation complex is the result of the feeling generated into 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. Explain the theory of Goleman's Emotional development theory.

Ans : Daniel Goleman a journalist and Havard 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 - 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.

UNIT - 3
CHILDHOOD AS A PERIOD OF
SOCIALIZATION

1. Explain the concepts of physical, cognitive, social, Emotional, moral and language development of childhood?

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 $3\frac{1}{2}$ years and by boys at $4\frac{1}{2}$ 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 ego-centrism. 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 Appeal 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.

2. Discuss the main characteristics of childhood?

Ans : Childhood period significant changes in the sphere of physical, intellectual, emotional and social aspects take place.

The main characteristics of development during this stage can be named as follows:-

1. **Period of slow and steady growth:** Development rate, although continuous and uniform, is very slow at this stage.
2. **Independence:** The child at this stage desires independence.
3. **Emotional stability and control:** Childhood in the emotional aspect is the period of stability and control.
4. **Developing social tendency:** The child at this age, develops social tendencies and picks up so many social virtues.
5. **Realistic attitude:** Child at this stage begins to accept and appreciate the hard reality of life.
6. **Sexual development:** With regard to sexual development, this stage is called latency period.

3. Explain the childhood developmental tasks.

The tasks of infants thru 18 month - olds

*learning to trust their environment. *believing that their needs are important. *exploring their world.

The tasks of 18 month-olds thru 3 years-olds

*becoming more independent *continuing to explore their world *beginning to see themselves as separate from the parent.

The tasks of 4 and 5 years old:

*learning how to plan out and engage in a task *learning how to use power *learning that behaviours have consequences

The tasks 6 thru 11 year-olds

*mastering difficult tasks *increasing the independence
*becoming more cooperative.

The tasks 12 thru 18 year-olds

*establishing their own identity *separating emotionally from
parents *learning about how to relate to the opposite sex.

4. 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.
5. He is very much cooperative. He believes in maintaining relationships with others.
6. He is not self-centered. He is always ready to sacrifice.

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UNIT - 4
ADOLESCENCE AS A PERIOD OF
TRANSITION

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

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 ahead. a) stage of auto-erotism or self love b) stage of Homo-sexuality c) Hetero - sexual stage

2. Write about needs in Adolescence ?

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.**Defense Mechanisms:****Definitions**

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

- **Wuade an Tavis**

"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 been made by various psychologists to define this term. Some of the definitions on leadership are presented below.

"Leadership is the exercise of authority and the making of decision".
- **Dubin**

- "Leader is one who succeeds in getting others to follow him".
- "**Cowley**"

Leadership Types : Leadership styles are classified into various ways according to their functions in a group.

1. Dominant Leadership : They lead the group due to an urge to dominate. They are autocrats and dictators. Ex : Napoleon, STALIN.

2. Persuasive Leaders : They do not aim to dominate and dictate the group but to persuade the members to help them and follow them. Ex : Gandhi, Lincoln

3. Charismatic Leadership : A charismatic Leadership style can seem similar to transformational leadership, because these leaders inspire lots of enthusiasm in their terms and are very energetic in driving others forward.

4. Laissez Faire leadership : Here the leader is only a stimulator and provides mainly materials and information. The

leader tries to exercise a minimum of control.

Training for leadership : The following suggestions may work well in helping these potential leaders.

1. These children should be given opportunities for playing the role of leaders in curricular or extra - curricular group situations. They can be made monitor of the class or assigned leadership role in the hobbies groups, games or other extra curricular group situations.

2. The biographies and auto biographies of National heroes, political, social and religious leaders and other great men educate and inspire the youngsters. Thus they should be encouraged and provided opportunities of reading stimulating and inspiring literature.

3. Example is better than precept. Therefore the teachers and headmaster should produce a living example of successful leadership before children. Student leaders belonging to higher grades of the school may also stimulate and educate the would be leaders belonging to the lower grades.

4. Religious and moral education and the organization of social services may also help in the cultivation of proper social and moral traits as well as group tendencies among these children.

5. Cooperation of the parents and other social agencies should also be secured in the proper cultivation of desirable leadership traits among these children.

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UNIT - 5 INDIVIDUAL DIFFERENCES

1. What is interest and explain classification and measurements of interests ?

Interest :

Interest refers to selection of stimuli. Interest is a term used to refer to a desire for activities.

Classification of Interests :

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 may be identified by directing and observing 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. Kuder 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.

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.

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 in 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". - Bootzin

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-blots. Five of them are in black and

five are multi-coloured. These ink-blots 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?

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 motive 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 eight 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".

- "Drevdahl"