

## SEMESTER-1

### EDUCATIONAL PSYCHOLOGY

**Unit-1 Psychology: Meaning and Definition-Educational Psychology: Meaning, Scope and Significance –Dimensions of human growth and development: physical, cognitive, emotional, social, moral and language-Phases of developmental and developmental tasks-infancy, childhood and adolescence.**

### WHAT IS PSYCHOLOGY

Psychology has become a separate and well organized field of knowledge in all fields of social life. Previously to study human behavior and mind there was a separate study subject, which was known as the mental philosophy. So we can say that today's psychology is the offspring of philosophy.

### Literal Meaning of Psychology

The word psychology has been derived from the two Latin words: Psyche and logo.

**Logo.** Logo stands for a rational discourse or a study of something.

**Psyche.** The answer to this question evolved through different stages of intellectual, social, and material progress. The word Psyche used to be defined: The study of human soul, the study of human mind, the study of human consciousness, the study of human behaviour respectively.

### PSYCHOLOGY IN MODERN CONTEXT

In the modern context the word study has been replaced by the word science which focuses on behaviour. Now in the modern context psychology is considered the science of behaviour ( be that of humans or animals).

### DEFINITIONS OF PSYCHOLOGY

**According to Walter Bowres Pillsbury, “Psychology may be most satisfactory defined as the science of human behaviour.”**

**According to N.M Munn, “Psychology today concerns itself with the scientific investigation of behaviour.”**

### WHAT IS BEHAVIOR

“Any manifestation of life is activity, says Wood worth (1948), and behavior is a collection of the following activities:

- *Conative (Motor)* activities like walking, swimming, playing, etc.
- *Cognitive (Mental)* activities like thinking, reasoning, imaging, etc
- *Affective (feelings)* activities like happy, sad, angry, etc.

## **Is PSYCHOLOGY a Science?**

While answering this question it can be proved that psychology is systematic in findings and application. Psychology is a science because:

- It believes in cause and effect relationship,
- It search for truth and fact about behavior and describes the causes governing them ,
- It believes in systematic inquiry and rational approach,
- It has pure and applied aspects too.

## **EDUCATIONAL PSYCHOLOGY**

Hence it includes the study of the behavior of the learner in the educational environment. It also includes the topics and content which are specifically meant for improving the process and products of education mainly centered around the teaching learning process.

Therefore, this study includes:

1. In knowing the learner.
2. Enabling the teacher to know their self-strengths, limitations and to acquire essential teaching skills.
3. Selection and organization of proper learning.
4. Experiences suited to the individuality and developmental stages of the learner.
5. Suggesting suitable methods and techniques for providing the desired learning experience.
6. In arranging proper learner situation.

## **MEANING AND DEFINITION OF EDUCATIONAL PSYCHOLOGY**

Educational Psychology consists of two words Psychology and Education. While General Psychology is a pure science, Educational Psychology is its application in the field of education with the aim of socializing man and modifying his behavior. According to Crow and Crow, Educational Psychology describes and explains the learning experiences of an individual from birth through old age. Skinner defines Educational Psychology as —that branch of Psychology which deals with teaching and learning. Educational psychology is an applied branch of psychology in educational setting. In other words, it implies the application of the principles and practices of psychology to the various dimensions of education.

## **DEFINITION OF EDUCATIONAL PSYCHOLOGY**

The following definitions of well known psychologists will clarify the relation between education and psychology.

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

**Judd – —Educational Psychology is the Science which explains the changes that take place in**

individuals as they pass through the various stages of development.

**Peel- —Educational Psychology is the science of Education.**

**”Educational psychology is that branch of psychology which deals with teaching and learning and also covers the entire range and behavior of the personality as related to education.”**

*Skinner*

**While general psychology is pure science, educational psychology is its application in the field of education with the aim of socializing an individual and modifying his behavior.”** *Anderson*

**“Educational psychology is the systematic study of the educational growth and development of a child.”** *Stephen*

Educational psychology is one of the branches of applied psychology concerned with the application of the principles, techniques and other resource of psychology to the solution of the problems confronting the teacher attempting to direct the growth of children toward defined objectives. More specifically, we can say educational psychology is concerned with an understanding of: The child - his development, his need and his potentialities .The learning situation including group dynamics and its effect on learning The learning process-its nature and the ways to make it effective. Stated differently, the Central theme of Educational Psychology is Psychology of learning.

#### **SCOPE OF EDUCATIONAL PSYCHOLOGY**

Scope of educational psychology tells us the areas of application. In other words, it can be called the subject matter of educational psychology.

- 1. Human Behaviour.** It studies human behaviour in the educational context. Psychology is the study of behaviour and education aims at modification of behaviour. Hence the influence of Educational Psychology has to be reflected in all aspects of education.
- 2. Growth and development.** It studies the principles governing growth and development. The insight provided by the study will help in scientifically planning and executing learner oriented programmes of education.
- 3. The Learner.** The subject-matter of educational psychology is knitted around the learner. Therefore, the need of knowing the learner and the techniques of knowing him well. The topics include – the innate abilities and capacities of the individuals, individual differences and their measurements, the overt, covert, conscious as well as unconscious behaviour of the learner, the characteristics of his growth and development and each stage beginning from childhood to adulthood.
- 4. The Learning Experiences.** Educational Psychology helps in deciding what learning experiences are desirable, at what stage of the growth and development of the learner, so that these experiences can be acquired with a greater ease and satisfaction.
- 5. Learning process:** After knowing the learner and deciding what learning experiences are to be provided, Educational Psychology moves on to the laws, principles and theories of learning. Other items in the learning process are remembering and forgetting, perceiving, concept formation, thinking and reasoning, problem solving, transfer of learning, ways and means of effective learning etc.
- 6. Learning Situation or Environment.** Here we deal with the environmental factors and learning situations which come midway between the learner and the teacher. Topics like classroom climate and

group dynamics, techniques and aids that facilitate learning and evaluation, techniques and practices, guidance and counselling etc. For the smooth functioning of the teaching-learning process.

**7. Evaluation of learning process:** Some forms of evaluation inevitable in teaching. Also in all fields of activity when judgments used to be made, evaluation plays an important role. Even when we want to cross a road we make a judgment whether it is safe to cross the road. Effectiveness of learning process always depends on the evaluation as it gives the knowledge of result which helps the learner as well as the teacher to modify or correct oneself. Educational psychology guides are by explaining the different methods of assessment contributing to the effectiveness of learning process. Knowing the learner, acquiring the essential skill in teaching and evaluation are the focal points in the study of educational psychology.

**8. Individual differences.** It is universally accepted that every individual differs from every other individual. This idea has been brought to light by Educational Psychology.

**9. Personality and adjustment.** Education has been defined as the all-round development of the personality of an individual. If educational has to fulfil this function all instructional programmes have to be based on the principles governing the nature and development of personality.

**10. The Teacher:** The teacher is a potent force in any scheme of teaching and learning process. It discusses the role of the teacher. It emphasizes the need of 'knowing thyself' for a teacher to play his role properly in the process of education. His conflicts, motivation. Anxiety, adjustment, level of aspiration etc. It throws light on the essential personality traits, interests, aptitudes, the characteristics of effective teaching etc. so as to inspire him for becoming a successful teacher.

**11. Guidance and Counselling.** Education is nothing by providing guidance and counselling required for the proper development of the child. This is very true, especially in the light of the extremely complex and problematic situation one has to face in the fast growing world. Educational psychology has come to the rescue by developing principles and practical measures helpful for providing effective guidance and counselling.

### **SIGNIFICANCE OF EDUCATIONAL PSYCHOLOGY FOR TEACHERS**

Educational psychology has contributed considerably to the creation of the modern system of education. The knowledge of educational psychology helps the teacher in the following ways:

1. **To understand the Stages of Development:** Psychology has clearly shown that human life passes through different stages of development before it reaches adulthood. They are infancy, childhood, adolescence and adulthood. Psychologists have also thoroughly studied the characteristic behaviour patterns in these different periods of life. Identification of these periods with different sets of characteristics and attributes as regards physical, mental and emotional development greatly help educationists to design curriculum and determine appropriate methods of teaching for students at different stages.

2. **To Know the Learner:** The child or the learner is the key factor in the teaching-learning process. Educational psychology helps the teacher to know his interests, attitudes, aptitudes and the other acquired or innate capacities and abilities; to know the stage of development linked with his social, emotional, intellectual, physical and aesthetic needs; to know his level of aspiration, his conscious and unconscious behaviour; his motivational and group behaviour; his conflicts, desires and other aspects of his mental health. So that perfect guidance and help can be provided and positive attitude towards the learner can be formed.

3. **To Understand the Nature of Classroom Learning:** Educational Psychology helps the teacher to adapt and adjust his teaching according to the level of the learners. A teacher is teaching in a class but a large number of students do not understand the subject-matter which is being taught. To deal with the

students effectively in the class the teacher must have the knowledge of the various approaches to the learning process, principles, laws and factors affecting it then only he/she can apply remedial measures in the learning situation.

**4. To Understand the Individual Differences:** No two persons are exactly alike. Pupils differ in their level of intelligence, aptitudes, likes and dislikes and in other propensities and potentialities. There are gifted, backward, physically and mentally challenged children. Thus, psychology tells the teacher about the individual differences among the students in the class and the procedure, methodology and techniques to be adopted for them.

**5. To Solve Classroom Problems:** There are innumerable problems like truancy, bullying, peer pressure, ethnic tensions, cheating in tests etc. Educational Psychology helps to equip the teacher by studying the characteristics of the problem children, the dynamics of the group, behavioural characteristics and adjustments.

**6. To develop Necessary Skills and Interest in Teaching:** Educational psychology helps the teacher to acquire and develop necessary qualities and skills to deal with the problems created by the pupils, maintain a healthy atmosphere in the classroom and show concern regarding the progress of the child.

**7. To Understand Effective Methods of Teaching:** Educational Psychology has discovered several new approaches, principles, methods and techniques of teaching which are very helpful in today's teaching-learning process. Educational psychology tells us how significant play and recreation are for the children and how play-way methods turn learning into an interesting task.

**8. To Understand the Influence of Heredity and Environment on the Child:** Educational psychology helps the teacher to know that the child is the product of heredity and environment. They are the two sides of a coin. Both play a prominent part in the all-round development of the child. While the child is born with a number of hereditary qualities, environment helps them to be modified according to the requirements of the society.

**9. To Understand the Mental Health of the Child:** Educational Psychology helps the teacher to know what are the factors responsible for the mental ill-health and maladjustment of a student and to suggest improvement thereof. Besides this, it also provides the teacher with necessary insight to improve his own mental status to cope up with the situation.

**10. To Understand the Procedure of Curriculum Construction:** Curriculum is an integral part of the teaching-learning process. Curriculum should be child-centred and fulfil the motives and psychological needs of the individual because child capacities differ from stage to stage. Educational psychology helps the teacher to suggest ways and means to curriculum framers to prepare sound and balanced curriculum for the children.

**11. To Provide Guidance and Counselling:** Today guidance to a child at every stage of life is needed because psychological abilities, interests and learning styles differ from person to person. Similarly, what courses of study the child should undertake in future is also a vital question. All these can be answered well if the teacher knows the psychology of children.

**12. To Understand Principles of Evaluation and Assessment:** Evaluation is an integral part of the teaching-learning process. How to test the potentialities of the child depends upon the evaluation techniques. The development of the different types of psychological tests for the evaluation of the individual is a distinct contribution of educational psychology.

**13. To inculcate Positive and Creative Discipline:** The slogan of the traditional teachers was "spare the rod and spoil the child." Flogging the child was the chief instrument. Educational Psychology has replaced the repressive system with the preventive system. Now teachers adopt a cooperative and scientific approach to modify the behaviour of the students. Emphasis is laid on self-discipline through creative and constructive activities.

**14. Educational Psychology and Research:** Educational psychologists conduct research to improve the behaviour of human beings in the educational situation. For this purpose it helps in developing tools and devices to measure the performance and suggest remedial measures thereof.

**15. To Know Himself/Herself:** Educational Psychology helps the teacher to know about himself/herself. His/her own behaviour pattern, personality characteristics, likes and dislikes, motivation, anxiety, conflicts, adjustment etc. All this knowledge helps him in growing as a successful teacher.

**16. Educational Psychology Helps in Professional Growth, Changing Attitude and Innovative Thinking:** Inside the classroom, educational psychology has enabled the teacher to achieve proper conditioning of pupils by achieving and directing classroom programmes on human lives. Not only this, educational psychologists are busy in finding out innovations in the field of education. These innovations will bring about professional growth of the teacher.

## **STAGES AND DIMENSIONS OF DEVELOPMENT**

### **MEANING OF GROWTH AND DEVELOPMENT**

Growth terms represent a purely physical sense of a person, i.e height, weight, size and length etc. Growth is quantitative in nature. It starts with conception but ends at some particular age.

Development implies the overall change in shape, form or structure, along with the function of the organ. Development is both quantitative and qualitative in nature. It is a continuous process starting from the Womb and end with the tomb.

### **INTRODUCTION**

Birth is not beginning of life. Instead, it is merely an interruption in the developmental pattern that began at the time of conception. It is the time when the individual must make a transition from the internal environment of the mother's uterus to the world outside the mother's body.

The time when the transition is being made – the prenatal experience – and the necessary adjustments to it are known as 'infancy' – a term suggesting complete helplessness.

Infancy is divided in two periods.

Period of parturition → the time when the birth process is actually taking place.

Periods

Period of neonate → derived from the Greek word, 'neos', meaning 'new' and the past participle of the Latin verb, 'nascor' meaning 'born'.

Period of the parturient: The period covers the first 15 to 30 minutes after birth

Period of the neonate: The period covers the remainder of the infancy period.

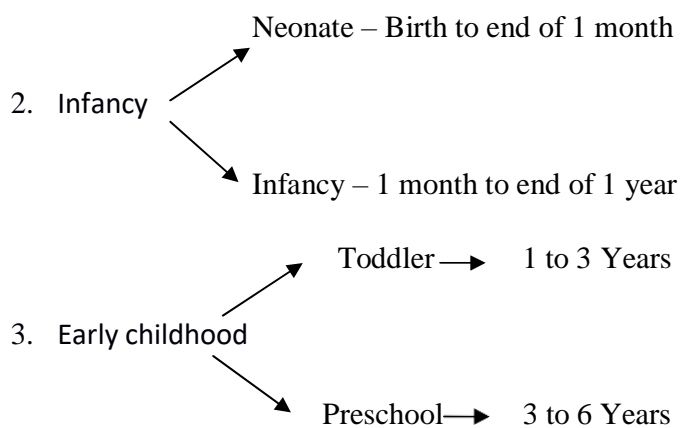
According to the medical criteria, it ends with the falling off of the umbilical cord, about 2 weeks after birth.

According to the psychological criteria, it ends with the regaining of lost birth weight and indications of resumption of development.

## STAGES OF GROWTH AND DEVELOPMENT

Researchers usually use the following age periods, as each brings new capacities and social expectations that serve as important transitions in major theories.

1. The prenatal period: From conception to birth. In this 9 month period, the most rapid time of change, a one-celled organism is transformed into a human baby with remarkable capacities for adjusting to life in the surrounding world.



4. Middle childhood – school age → 6 to 12 Years.

5. Late childhood – Adolescent – 13 Years to approximately 18 Years.

### 1. Prenatal Period

With conception, the story of prenatal development begins to unfold. The vast changes that take place during the 38 weeks of pregnancy are usually divided into three period.

- a) The period of zygote
- b) The period of embryo and
- c) The period of the fetus

### **a. The Period of Zygote**

The period of zygote last about two weeks, from fertilization until the tiny mass of cells drifts down and out of the fallopian tube and attaches itself to the wall of the uterus. The zygotes first cell duplication is long and drawn out; it is not complete until about 30 hours after conception. Gradually, new cells are added at faster rate. By the fourth day, 60 to 70 cells exist that form a hollow, fluid-filled ball called a blastocyst. The cells on the inside of the blastocyst called the embryonic disk, will become the new organism; the thin outer ring of cells, termed the trophoblast, will become the structures that provide protective curing and nourishment.

### **b. Period of Embryo**

The period of the embryo lasts from implantation through the eighth week of pregnancy. In the first week, the embryonic disks forms three layers of cells.

- a) The ectoderm, which will become the nervous system and skin
- b) The mesoderm, which will develop the muscles, skeleton and circulating system.
- c) The endoderm, which will become the digestive system, lungs, urinary tract and glands.

At 3 ½ weeks, the top swells to form the brain. At the end of first month the curled embryo - only ¼ inch long - consists of millions of organized group of cells with specific functions.

In the second month, eyes, ears, nose, jaw and neck form. At 7 weeks, production of neurons begins deep inside the neural tube at the astounding pace of more than 250000 per minute. At the end of this period, the embryo about 1 inch long and 1/7 ounce in weight.

### **c. Period of the Fetus**

The period of the fetus, from the ninth week to the end of pregnancy, is the longest prenatal period. In the third month, the organs, muscles, and nervous system start to become organized and connected.

Prenatal development is sometimes divided into trimesters or three equal time periods.



At the end of third month, the first trimester is complete.

By the middle of the second trimester, between 17 and 20 weeks, the new being has grown large enough that the mother can feel its movements. At the end of the second trimester, many organs are well – developed. Brain weight increases tenfold from the twentieth week until birth.

During the final trimester, a fetus born early has a chance of survival. The brain continues to make great strides. The fetus gains more than 5 pounds and grows 7 inches.

## **2. Infancy**

Infancy extends from birth to 1 year. It is a time of extreme dependence on adults. Many activities, such as language development, symbolic thought, sensory motor coordination, and social learning are, just beginning.

### **Neonate**

Infancy is divided into two periods i.e. period of parturition and the period of neonate. The period of parturition covers the first 15 to 30 minutes after birth. The period of neonate covers the period of birth to end of one month.

Physical Development	Cognitive Development	Social And Emotional Development
<p>Physical development refers to physical changes in the body and involves changes in bone thickness, size, and weight, gross motor, fine motor, vision, hearing, and perceptual development.</p> <ul style="list-style-type: none"> <li>• Proceeds from head to foot and central part to extremities</li> <li>• Develop basic reflexes needed to survive</li> <li>• Keep their hands clenched in fists most of the time.</li> <li>• Cannot organize their hands and eyes to work together.</li> </ul>	<p>Cognitive development refers to the ways children reason, develop language, solve problems, and gain knowledge.</p> <ul style="list-style-type: none"> <li>• Watch an object about 12 – 15 inches away.</li> <li>• Smiles selectively at mother’s voice.</li> <li>• Shows startle reflex to sudden noise</li> <li>• Distinguish smells and taste. They may prefer sweet – tasting liquids and will recoil from unpleasant smells.</li> </ul>	<p>Learning to relate to others is social development. The expression of feelings about self, others, and things describe motional development. Social and emotional development are often described and grouped together because they are closely interrelated growth patterns.</p> <ul style="list-style-type: none"> <li>• Neonate will sleep, on average, between 17 and 19 hours a day.</li> <li>• Begin to recognize their primary caregivers.</li> </ul>
<b>Infancy</b>		
<ul style="list-style-type: none"> <li>• Smile at familiar faces and voices.</li> </ul>	<ul style="list-style-type: none"> <li>• Move their heads toward different colors and changes in lighting.</li> </ul>	<ul style="list-style-type: none"> <li>• Infants respond with a smile when someone smiles at them.</li> </ul>

<ul style="list-style-type: none"> <li>• Infants begin to keep their hands open.</li> <li>• Focus their eyes and track a moving object or caregiver</li> <li>• Move their arms and legs in a squirming fashion and kick their legs out.</li> <li>• Their first teeth (milk teeth or deciduous teeth) many come</li> <li>• Turn their head towards sound and movement.</li> <li>• They can support a bottle on their own during a feeding.</li> <li>• With a little help, they can hold a sitting pose.</li> <li>• Touch genitals</li> <li>• They can turnover on their own when on a flat surface</li> <li>• Put everything in their mouth</li> <li>• Begin to creep, crawl on their bottom.</li> </ul>	<ul style="list-style-type: none"> <li>• Attracted to people's voices</li> <li>• They reach toward the sound of toys that make noise.</li> <li>• Infants anticipate being fed and may open their mouth when food is in sight.</li> <li>• They start to copy the expressions or movements of caregivers.</li> <li>• They may be able to focus on only one toy at a time.</li> <li>• Infants will imitate spoken words or sounds made by their caregivers.</li> <li>• They speak their first words</li> <li>• Aware of their caregiver's name and react when it is called</li> <li>• Begin to interact verbally with their caregivers.</li> </ul>	<ul style="list-style-type: none"> <li>• They enjoy being gently tickled and jiggled.</li> <li>• A familiar voice can soothe them when they are upset.</li> <li>• Infants have a strong attachment to their primary caregivers.</li> <li>• They understand that they are separate from their caregivers.</li> <li>• Start to show stranger anxiety around unknown adults.</li> <li>• Respond negatively if a toy is taken from them.</li> <li>• Infants will try to keep their primary caregiver in sight</li> <li>• Become attached to favourite toy</li> <li>• May show separation anxiety crying when a caregiver leaves.</li> <li>• They may share belongings with other infants.</li> <li>• More demanding and assertive, emotionally volatile</li> </ul>
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<ul style="list-style-type: none"> <li>• Manage to drink from a cup with a little help.</li> <li>• They can sit up by themselves</li> <li>• They can crawl on stairs and flat surfaces.</li> <li>• They can walk while being supported by someone else</li> <li>• Pass objects from hand to hand</li> <li>• Uses index and middle fingers with thumb in pinur grip to pickup small items.</li> <li>• The infant will double his /her birth weight by 4 – 5 months and triple it by 10 – 12 months or age (2.5 to 3.5kg)</li> <li>• Height increases about 3 cm during the 1-3 months, then it increases 2 cm at the age 4 – 6 months, further it increases 1 ½ cm during the 7 – 12 months (47.5 - 53. 75cm)</li> </ul>		<ul style="list-style-type: none"> <li>• Will play alone</li> <li>• Temper tantrums may start.</li> </ul>
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### 3. Early Childhood (Pre –School Years)

Early childhood extends from the end of infancy to about 6 years. During this period, children become more sufficient, develop school – readiness skills, and spend many hours with peers.

## Toddler (1 to 3 years)

Physical development	Cognitive Development	Emotional and Social Development
<ul style="list-style-type: none"> <li>• Walks alone</li>   <li>• Stoops and stands up again</li>   <li>• Climbs up on furniture</li>   <li>• Feeds self with fingers</li> <li>• Chews most foods well</li>   <li>• Runs stiffly</li>   <li>• Asks for food and drink by vocalizing and gesturing</li> <li>• jumps in place</li>   <li>• Holds pencil with thumb and forefingers.</li>   <li>• Builds tower of 6 – 8 cubes</li> <li>• Dresses with supervision</li> <li>• Eat with fork and spoon</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the word 'no'</li> <li>• Points to picture in books</li>   <li>• Enjoys simple stories</li>   <li>• Speaks 50 or more words</li> <li>• Verbalizes toilet needs</li> <li>• Points to body parts.</li>   <li>• Gives full name when asked</li> <li>• Recognizes familiar people at 6 metres.</li>   <li>• Matches two or three primary colors.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows strong dependence on primary caregiver with increasing difficulty separating.</li>   <li>• Wants to have caregiver nearly all the time.</li> <li>• Imitate adult activities</li> <li>• Plays alone or beside other children.</li> <li>• Enjoys role playing</li> <li>• Claims and defends ownership of own things</li> <li>• Likes praise</li>   <li>• Has auditory fears</li>   <li>• Shows sympathy, pity, modesty and shame.</li>   <li>• Enjoy other children's company but reluctant to share toys.</li> </ul>

### Pre-school (3 – 6 Years )

Physical development	Cognitive Development	Emotional and Social Development
<ul style="list-style-type: none"> <li>• Growth during the period is relatively slow.</li> <li>• Preschooler gains approximately 1.8 kg / year.</li> <li>• Doubles birth length by 4 -5 years of age.</li> <li>• Pulse: 80 – 120 beat /min</li> <li>• Respiration: 20 - 30 C /min</li> <li>• BP: 100/67 +24/25</li> <li>• Can brush own teeth</li> </ul>	<ul style="list-style-type: none"> <li>• Copy a circle and a cross</li> <li>• Use scissors, colour within the borders</li> <li>• Write some letters and draw a person with body parts</li> <li>• Building with small blocks</li> <li>• Playing a board game</li> <li>• Matches two or three primary colours</li> <li>• Knows time of day for basic activities</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to be able to give reasons for this belief and actions, but not true cause – effect relationship</li> <li>• Fears the dark</li> <li>• Expresses aggression through physical and verbal behaviors</li> <li>• Shows signs of jealousy of siblings</li> <li>• Tolerates short separation</li> <li>• Less dependent on parents</li> <li>• Attachment to opposite sex parent</li> </ul>

<ul style="list-style-type: none"><li>• Hit a ball with a bat</li></ul>	<ul style="list-style-type: none"><li>• Matches symbols, letters, and numbers.</li><li>• Imitates adult speech</li></ul>	<ul style="list-style-type: none"><li>• According to Erikson theory the preschooler is in the stage where he/she develops a sense of initiative, where</li></ul>
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		he/she wants to learn what to do for himself, learn about the world and other people.
<ul style="list-style-type: none"> <li>• Most toilet trained</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions like What? Why? and How?</li> <li>• Form letters and writes own name.</li> </ul>	<ul style="list-style-type: none"> <li>• Inability to perform self-care tasks, hand washing, simple dressing, daytime toileting.</li> <li>• Lack of socialization</li> <li>• Able to form firm friendship</li> <li>• Self-directed in many activities.</li> </ul>

#### 4. Middle Childhood – School Age (6 -12 Years)

Between the ages of 6 and 12, the child's world expands outward from the family as relationships are formed with friends; teachers, caregivers and others. Because, their experiences are expanding, many factors can alter children's actions and impact how they learn to get along. Some situations can create stress and affect self- esteem. The middle childhood period is a time to prepare for adolescence.

Physical development	Cognitive Development	Emotional and Social Development
<ul style="list-style-type: none"> <li>• Growth is slower than in preschool years, but steady</li> </ul>	<ul style="list-style-type: none"> <li>• Names all colors</li> </ul>	<ul style="list-style-type: none"> <li>• Has poor ability to modulate things</li> </ul>
<ul style="list-style-type: none"> <li>• School – age child gains weight about 3– 8 kg/year</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies similarities and differences among pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Shows jealousy of others</li> </ul>



<ul style="list-style-type: none"> <li>• School – age child gains height about 5 cm/year</li> <li>• Pulse: 90 +15/min</li> <li>• Respiration: 21 + 3cm/min</li> <li>• BP: 100/60 + 16/10</li> <li>• Ties own shoes</li> <li>• In the later stages of middle childhood body changes indicate approaching puberty.</li> <li>• Has well developed hand – eye coordination.</li> <li>• Has well – developed small muscles.</li> </ul>	<ul style="list-style-type: none"> <li>• Matches words</li> <li>• Uses simple measurement</li> <li>• Speaks fluently</li> <li>• Understands cause-effects relationships</li> <li>• Learns to solve addition and subtraction combinations.</li> <li>• Likes to use big words.</li> <li>• Shows various enjoyment of reading.</li> <li>• Prefers silent reading</li> <li>• Likes to read for facts and information</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently frustrated</li> <li>• Becomes quiet and sullen when angry</li> <li>• Frequently disappointed by own performance.</li> <li>• Anxious to please others</li> <li>• Appears emotionally more stable</li> <li>• Enjoy sharing secrets and discussing mysteries with friends.</li> <li>• Believes friends over parents</li> <li>• Shows frequent anger</li> <li>• Tends to have sincere, trusting, and physically affectionate relationship with mother.</li> </ul>
<ul style="list-style-type: none"> <li>• Rides bicycle</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in discussion of social</li> </ul>	<ul style="list-style-type: none"> <li>• Tends to have positive, adoring, admiring</li> </ul>

	and world problems	relationship with father <ul style="list-style-type: none"> <li>• Often resolve conflict through peer judges who accept or reject their actions</li> </ul>
<ul style="list-style-type: none"> <li>• Becomes interested in competitive sports</li> <li>• Girls and boys tend to be even in size and sexual maturity.</li> <li>• Baby teeth will come out and permanent one will come in</li> <li>• Eyes reach maturity in both size and function.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys memorizing</li> </ul>	<ul style="list-style-type: none"> <li>• To win, lead, to be first is valued. Children try to be the boss and are unhappy if they lose.</li> </ul>

### 5. Adolescence

Adolescence is a transition period from childhood to adulthood and it begins around ages 13 and ends around 18. It begins with the appearance of secondary sex characteristics and ends when somatic growth is completed and the individual is psychological mature.

Physical development	Cognitive Development	Emotional and Social Development
<ul style="list-style-type: none"> <li>• Pluses: 60 – 80 beats/min</li> </ul>	<ul style="list-style-type: none"> <li>• Through formal operational thinking adolescent can deal with a problem.</li> </ul>	<ul style="list-style-type: none"> <li>• This period is accompanied usually by changes in emotional control.</li> </ul>
<ul style="list-style-type: none"> <li>• Respiration : 16 – 20 c/min</li> </ul>	<ul style="list-style-type: none"> <li>• Developing ability to think abstractly.</li> </ul>	<ul style="list-style-type: none"> <li>• Adolescents exhibit alternating and recurrent episodes of disturbed</li> </ul>

		behavior with periods of quite one. He may become hostile or ready to fight, complain or resist everything.
<ul style="list-style-type: none"> <li>• <b>Secondary sex characteristics in boys</b></li> <li>• Increase in size of genitalia</li> <li>• Growth of pubic, axillary, facial and chest hair</li> <li>• Change in voice</li> <li>• Rapid growth of shoulder breadth</li> <li>• Production of spermatozoa</li> <li>• <b>Secondary sex characteristics in girls</b></li> <li>• Increase in transverse diameter of the pelvis</li> <li>• After initial breast budding around the age of 10, girls breasts gradually begin to swell</li> <li>• Change in the vaginal secretions</li> </ul>	<ul style="list-style-type: none"> <li>• Becoming more globally aware</li> <li>• Choices relating future education and careers being thought about</li> <li>• Fluid intelligence peaks in 20s declines thereafter.</li> <li>• Crystallized intelligence improves until 30s, then declines slowly afterwards</li> </ul>	<ul style="list-style-type: none"> <li>• He needs to know “who he is” in relation to family and society i.e. he develops a sense of identity.</li> <li>• Adolescents shows interest in other sex</li> <li>• He looks for close relationships</li> <li>• Body changes can upset self esteem</li> <li>• Some are more assured about changes in settings.</li> <li>• Wants to spend more time with friends than family</li> <li>• Psychologically distance self from parents</li> <li>• Identity with peer group</li> <li>• Social acceptance depends on conformity to observable traits</li> <li>• Ambivalent about sexual relationships</li> </ul>
<ul style="list-style-type: none"> <li>• Pubic and axillary hair begin to grow darken and become curlier.</li> </ul>		<ul style="list-style-type: none"> <li>• Sexual behavior is exploratory</li> </ul>
<ul style="list-style-type: none"> <li>• First menstruation occurs between 12 to 13 years.</li> </ul>		<ul style="list-style-type: none"> <li>• Friendships based on loyalty, understanding, and trust</li> </ul>

		<ul style="list-style-type: none"> <li>• Self-conscious about physical appearance</li> <li>• Engage in activities for intense emotional experience</li> <li>• Rely on peer group for support.</li> <li>• Blatant rejections of parental standards.</li> <li>• Examination of others values, beliefs.</li> </ul>
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## DEVELOPMENTAL TASKS

Analyze the differences between the various stages of human life – prenatal, toddler, early and late childhood, adolescence, early and middle adulthood and old age

### Key Points

- The stages of human development are: prenatal development, toddler, early childhood, late childhood, adolescence, early adulthood, middle adulthood, and old age.
- Prenatal development is the process in which a human embryo gestates during pregnancy, from fertilization until birth. From birth until the first year, the child is referred to as an infant. Babies between ages of 1 and 2 are called “toddlers”.
- In the phase of early childhood, children attend preschool, broaden their social horizons and become more engaged with those around them.
- In late childhood, intelligence is demonstrated through logical and systematic manipulation of symbols related to concrete objects.
- Adolescence is the period of life between the onset of puberty and the full commitment to an adult social role
- In early adulthood, a person must learn how to form intimate relationships. Middle adulthood refers to the period between ages 40 to 60. The final stage is old age, which refers to those over 60–80 years.
- In early adulthood, the person must learn how to form intimate relationships, both in friendship and love.
- Middle adulthood generally refers to the period between ages 40 to 60. During this period, middle-aged adults experience a conflict between generativity and stagnation.
- The last and final stage is old age, which refers to those over 60–80 years.

### Key Terms

- **Prenatal development:** Prenatal development is the process in which a human embryo gestates during pregnancy, from fertilization until birth.
- **Diurnal:** Happening or occurring during daylight, or primarily active during that time.

The dimensions of human development are divided into separate but consecutive stages in human life. They are characterized by prenatal development, toddler, early childhood, late childhood, adolescence, early adulthood, middle adulthood, and old age. Prenatal

development is the process during which a human embryo gestates during pregnancy, from fertilization until birth. The terms prenatal development, fetal development, and embryology are often used interchangeably. The embryonic period in humans begins at fertilization and from birth until the first year, the child is referred to as an infant. The majority of a newborn infant's time is spent in sleep. At first, this sleep is evenly spread throughout the day and night but after a couple of months, infants generally become diurnal.

**Human Embryogenesis:** The first few weeks of embryogenesis in humans begin with the fertilizing of the egg and end with the closing of the neural tube.

Babies between ages of 1 and 2 are called “toddlers.” In this stage, intelligence is demonstrated through the use of symbols, language use matures, and memory and imagination are developed. In the phase of early childhood, children attend preschool, broaden their social horizons and become more engaged with those around them. In late childhood, intelligence is demonstrated through logical and systematic manipulation of symbols related to concrete objects. Children go through the transition from the world at home to that of school and peers. If children can discover pleasure in intellectual stimulation, being productive, seeking success, they will develop a sense of competence.

Adolescence is the period of life between the onset of puberty and the full commitment to an adult social role.. In early adulthood, the person must learn how to form intimate relationships, both in friendship and love. The development of this skill relies on the resolution of other stages. It may be hard to establish intimacy if one has not developed trust or a sense of identity. If this skill is not learned, the alternative is alienation, isolation, a fear of commitment, and the inability to depend on others

Middle adulthood generally refers to the period between ages 40 to 60. During this period, middle-aged adults experience a conflict between generativity and stagnation. They may either feel a sense of contributing to the next generation and their community or a sense of purposelessness. The last and final stage is old age, which refers to those over 60–80 years. During old age, people frequently experience a conflict between integrity and despair.

## **PHASES OF DEVELOPMENT**

There are three broad stages of development: **early childhood, middle childhood, and adolescence.** They are defined by the primary tasks of development in each stage.

### **What are Developmental Tasks?**

**Developmental Tasks:** the broad “jobs” of childhood that need to be accomplished in each stage in order for children to learn life skills at the appropriate times. The tasks of one stage do not need to be completely mastered before a child begins the tasks of the next stage. However, the sooner he masters a task, the easier it will be to tackle the tasks of the next stage. Children continue to work on most tasks throughout childhood, even though there is usually one stage at which any one task is most prominent.

Why is Knowing this Important?

When you know what tasks your children are working on:

- You can model and teach the skills that will help them to successfully complete the “jobs” of their age.
- You can be more patient
- You will be less likely to blame yourself or your children when they behave in frustrating yet developmentally appropriate ways, such as:
  - all the “no’s” and not sharing of toddlerhood
  - the strict adherence to rules on one hand mixed with breaking rules at other times of school age children
  - the defiance, opposition and criticalness and peer focus of teens
- You can affirm your children for practicing/mastering their developmental tasks.

#### Tasks of Infants - 18 Months

- believing that their needs are important
- feeling loved and worthy of being cared for
- establishing a bond with their caretakers
- exploring their world

#### About Babies

Babies and very young children depend on adults to meet all their needs. They do not see themselves as separate people from their parents. They form opinions (for good or bad) by taking in the caretakers’ feelings about them.

Support your young children’s development by:

- Offering calm and consistent care.
- meeting their needs whenever possible. Know that it is important to hold and cuddle your babies when they cry.
- maintaining schedules and rituals. For example, at bedtime, bath time, mealtime in order to help them feel secure.
- talking to them even though they may not understand the words. They will understand the attention and the warm feelings which are communicated non-verbally.
- providing a safe environment for them to explore.

#### Tasks of 18Months -3Years

- becoming more independent
- beginning to see themselves as separate from the parent
- “owning things” – this age group does not like to share (even things that are not their own!)
- continuing to explore their world
- beginning to identify feelings and express them in appropriate ways

#### About 18 months - 3years

Children this age are very active and move back and forth between wanting to be independent and wanting the security of their parents.

One moment they will be negative and use their favourite word “no” (even for things they actually do want) as a way to express their power and show that they have their own opinions; and the next moment they will be clamouring for their parents’ love and attention.

They become frustrated easily, and their frequent inability to communicate their thoughts, complete tasks on their own, and have things on their own terms. Their frequent tantrums are an expression of that frustration.

Help your 18months to 3years accomplish these tasks by:

- baby-proofing your home so that they can explore and do things on their own with safety and without you having to oversee everything they do.
- setting firm limits around safety issues.
- recognizing that ‘no’ is the beginning of separation and self-assertion.
- offering acceptable choices as a way to gain cooperation.
- giving them two “yesses” for every time you have to say “no” to them.
- choosing your battles, letting go of many issues that do not put them in danger to avoid unnecessary power struggles.

Encouraging Emotional and Cognitive Development

- allowing them to “own” their things and not expect them to share graciously – they need to fully experience “owning” before they can genuinely share their things.
- accepting positive and negative feelings.
- Teaching the difference between their feelings and their behaviour; helping them recognize and express their feelings in appropriate ways while setting limits on unacceptable behaviour.
- Permitting and encouraging them to do whatever they are capable of as long as it is safe to do.
- providing a variety of things for your children to experience.

Tasks of the 4 and 5 Years

- learning how to plan out and engage in a task
- continuing to explore their world and discover how it works
- learning how to use power
- learning that behaviours have consequences
- acquiring socially appropriate behaviour

About 4 to 5 years

Children this age are active and on the move. They ask a lot of questions (how, why, when, how long) as they try to understand the world. They like to try on different identities by role playing and playing “make-believe.”

They also like to be involved in many different activities and some are beginning to be quite social.

They may resist listening to their parents' instructions as they experiment with power in relationships.

Help your children accomplish the tasks of this age by:

- following through with appropriate consequences to teach about cause and effect and to teach children to be accountable for their choices.
- allowing them to make decisions about things that impact them so they gain a sense of control over their lives.

Encouraging Emotional and Cognitive Development

- Teaching them words to name and ways to express their feelings.
- Encouraging their "make-believe" play while helping them to distinguish between fantasy and reality.
- Supporting their involvement in activities that interest them.
- Providing information about the world.
- Correcting misinformation.
- Answering their many questions.
- Giving them freedom to explore and experiment as long as it is safe.

Supporting Social Development

- Encouraging relationships with peers.

Tasks of 6 - 11 Years

- mastering difficult tasks
- accepting and following rules and internalizing them
- developing responsibility
- learning many new skills, including social skills (especially same-sex peer relationships)
- selecting adult role models of the same sex
- continuing to learn how the world works
- increasing their independence
- enhancing their ability to reason
- becoming more cooperative

About 6 -11 years

6 – 11-year-olds ask a lot of questions as they gather information about the world and how it works. They are also eager to learn new skills, including social skills.

They are very interested in rules and why they exist. They want people to obey rules even though they do not necessarily abide by them. They may test rules, disagree with them, break them, or try to set them as they learn to make the rules their own.



They use their more mature reasoning abilities to understand the reasons why the rules exist and to differentiate between wants and needs. Along with exploration of rules and the beginnings of a cooperative spirit, games become prominent in their play.

Support your child in accomplishing the tasks of this age by:

- allowing children to see the results of their behavior by imposing appropriate consequences and following through with the consequences you set.
- setting negotiable and non-negotiable rules.
- letting them make decisions about things that effect them, to the degree that their judgment allows.
- pointing out what is real versus fantasy and encouraging children to report events accurately. Young children may lie or steal. Without thinking they are doomed to a life of crime and without blaming or humiliating them, you can confront children with the facts and help them to tell the truth and make amends.
- Assigning chores to encourage cooperation, responsibility, and feeling that they are part of and are needed in the family.

Encouraging Emotional and Cognitive Development

- helping them to understand their feelings and identify the feelings of others.
- teaching them to solve problems so they can deal with conflict and life's challenges.
- encouraging activities that reflect their interests, build skills, and increase their confidence and sense of accomplishment.
- allowing, encouraging, and helping them to finish tasks.
- praising them for trying to do things.
- being a reliable source of information.

Supporting Social Development

- Providing time with friends.
- Introducing them to role models other than their parents.

Tasks of 12 - 18 years

- establishing their own identity
- separating emotionally from parents
- experimenting with different values and deciding their own values
- learning about how to relate to the opposite sex
- beginning to renegotiate relationships with family members

About 12 -18 years

Many teens weather the storms of the age with little stress. Although parents often approach their children's adolescent years with concern, most teens experience these adolescent years with great enthusiasm for and healthy involvement in all aspects of a well-rounded life.

Teens can be delightful and fun to have around. They can be very creative, energetic, idealistic, compassionate, altruistic, and engaging. Teens often use their new intellectual ability to think abstractly. This is the age when passionate involvement in ‘causes’ often becomes a prominent focus of a teen’s life.

Some teenagers are moody.

They may suffer from anxiety as they confront the many changes they are experiencing socially, emotionally, intellectually, and physically.

Many teens become very critical of everything their parents do.

In efforts to separate from their parents and become their own person, they become very judgmental about things their parents say and believe in.

The peer group becomes very important in their lives now.

- It serves as their new “security blanket”. To help them with this separation, their friend connections allow them to partially cast off the family that has cared for them until now and to forge their own way in the world.
- The peer group also serves as a testing ground for relating to the opposite sex and for belonging to groups. Teens’ social relationships help them to learn to navigate relationships now and throughout their lives.

They often re-connect with parents in late adolescence/early adulthood.

At that point in their development, they become less dependent on their peers and more sure of themselves and their identities.

Support your teen in accomplishing the tasks of this age by:

#### Setting Limits

- Gradually turning over decision-making to your teens: allowing them to make decisions about things that effect their lives to the extent that their judgment permits.
- Matching their increased judgment and responsibility with increased privileges.
- Continuing to set firm rules and limits about safety matter and important values – you are still the parent and have the ultimate authority in your home.
- Setting and following through with consequences.
- Choosing your battles – you might let issues about clothing or appearance go.
- Continuing to monitor friendships, academic performance, and internet/technology use; step in if you feel your children need guidance or limits.

#### Encouraging Emotional and Cognitive Development

- Remembering that even if your teens are pushing you away, they really do still want your input; find new ways to stay connected.
- Continuing to let your teens know what your values are.
- Being a good role model.
- Celebrating their growing up and growing independence.

### Supporting Social Development

- Encouraging healthy peer involvement; make your home teen-friendly without compromising your values.
- supporting involvement in activities that interest your teen

**Note: Dear students, i have given the content in a detailed way. Revise and go through properly. Understand the concepts clearly and reproduce the answers in your own creative way with mind maps and simple diagrammatic representations. Based on the maximum marks in question paper decide the answers and write.**