DIPLOMA IN ELEMENTARY EDUCATION

COURSE - 1

CHILDHOOD, CHILD DEVELOPMENT AND LEARNING

BLOCK 1

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UNIT 1 : Childhood (Part-I)
UNIT 2 : Childhood (Part-II)
UNIT 3 : Perspectives in Development
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UNIT 5 : Social and Emotional Development
REFERENCES : (For All Units)
Subject Experts

Prof. M. Srivastava, Distance Education Council, IGNOU, New Delhi  
Prof. P.K. Biswas, STRIDE, IGNOU, New Delhi  
Dr. P. Bhusan, Asso. Professor, School of Education, IGNOU, New Delhi  
Dr. B. Deka, Retd. Principal, Nirmal Haloi College, Patacharkuchi, Barpeta  
Mrs. P. Deka, Retd. Professor, Banikanta College of Teachers Education, Guwahati  
Mr. S. Dowerah, Former Senior Academic officer, SEBA, Guwahati

Course Co-ordinators : Devajani Duarah & Tarali Pathak, KKHSOU

SLM Preparation Team

UNITS CONTRIBUTOR

1, 2, 3, 4, 5 Prof. Prabir Kr. Biswas, Professor of Distance Education, Staff Training and Research Institute of Distance Education (STRIDE), IGNOU, New Delhi, India

Editorial Team

Format : Devajani Duarah & Dopati Choudhury, KKHSOU

January, 2016

Cover Designer : Chayanika Senapati, KKHSOU

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Printed and published by Registrar on behalf of the Krishna Kanta Handiqui State Open University.
This course on “Childhood, Child Development and Learning” is the first course of the D.El.Ed. programme. As the name suggests, this course aims at developing your understanding of children, the various aspects of their development and the processes underlying development and learning of various types of skills and concepts by them.

The course comprises of two blocks. The first block consists of five units. Rest of the units are presented in the second block.

There are five units in the first block of the course. The first two units of the block introduces you to the general concept about child and childhood. The first unit throws light on the concept of childhood and socialisation, role of family in socialization process of children, effect of child rearing practices etc. The second unit of the course deliberates on the role of school, peers and friends in socialization process of a child. The unit has also touched upon the effect of poverty in childhood and the role of family and school in child abuse. The third unit discusses various perspectives of development, highlights some important issues related to development and presents some techniques that are used to collect data with regard to development of children. The fourth unit deals with some important aspects related to physical-motor development of children. After going through this unit, you will acquire knowledge on kinds of motor development that take place in young children and your role as a teacher in this regard. In a similar way, the fifth unit describes the process of socio-emotional development of children and focuses on the roles of teachers and parents in providing opportunities for these developments.

While going through a unit, you will notice some boxes marked with “ACTIVITY” which have been included to help you apply your own thoughts. Again, in some units we have included some relevant concepts in “LET US KNOW” along with the text. And, at the end of each section, you will get “CHECK YOUR PROGRESS” questions. These have been designed to self-check your progress of study. It will be better if you solve the given problems in these boxes immediately, after you finish reading the section, in which these questions occur and then match your answers with “ANSWERS TO CHECK YOUR PROGRESS” given at the end of each unit.
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UNIT 1: CHILDHOOD (PART-I)

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1.1 LEARNING OBJECTIVES

After reading this unit, you will be able to -

- discuss what is meant by childhood
- discuss the concept of socialization
- describe the role of family in socializing children
- discuss the importance of parent-child relationship in socialization
- describe this effect of child rearing practices in different societies.

1.2 INTRODUCTION

This is the first unit of the course childhood, child development and learning. In this unit we shall discuss about the constructs of childhood. We shall also discuss some of the important topics like the concept of
childhood, concept of socialization, role of family in socialization process of children, parenting style and parent-child relationship. Lastly, we shall discuss various child rearing practices. We shall touch upon some other aspects related to childhood in the second unit.

1.3 CONSTRUCTS OF CHILDHOOD

1.3.1 What is childhood?

Let us start with the concept of childhood. When a person crosses a particular age, say for example 16, s/he thinks that s/he has crossed childhood and has enough experiences about childhood. From this point of view each individual has her/his own theory and constructions of childhood.

From academic and professional point of view people have different views about childhood. For example, child Psychologists may have different views than Anthropologists or Sociologists.

Before you start reading this unit, you may write on a piece of paper about your own views about childhood. How do you perceive a child and her/his childhood? Do you think it is important to study the commonalities and diversities within the motion of childhood? I think, you will agree as you would see that different societies treat childhood differently, and even different families in a particular society treat children differently.

Childhood is the age span ranging from birth to adolescence (Macmillan Dictionary for students, Macmillan Pan ltd. 1981).

According to development psychologists, childhood is divided into the stages of infancy and toddlerhood (first 2 years), early childhood (2 – 6 years), middle childhood (6 – 12 years) and adolescence (developmental transition between childhood and adulthood).

It is stated by the eminent authors in this field that childhood as an idea has changed over time (Cunningham, 1998). The concepts of childhood appear to evolve and change shape as
lifestyle changes with the passage of time.

Childhood is a time of learning playing, socializing and exploring things without much interference from the adults.

James and James (2004) developed the notion of the cultural politics of childhood – the combination of national and therefore, cultural contexts, social practices and political process through which childhood is uniquely constructed in different societies at different times.

### 1.3.2 Commonalities and Diversities of Childhood

Commonalities of childhood mean those things that are common to children everywhere by virtue of their structural position.

Diversities of childhood mean in terms of their lived experiences, children's childhoods differ enormously within any given society.

How a person experienced a childhood differs from society to society, culture to culture, place to place. A childhood experienced by an individual in developed countries differs significantly from the one experienced in developing or an under developed country. Moreover, there are poor families in developed counties and rich families in developing counties. So, the variations in childhood experiences always persist whether it is developed or developing countries. Research on children's perspectives of economic adversity states that children are not very much concerned about their lack of resources, per se, but exclusion from activities that other children take for granted together with embarrassment and shame about not being able to participate on equal terms with other children (Words worth, McPeak & Feeny, 2005; Redmond, 2008; cited in Marrow, 2011).

Marrow (2011) opined that we need to respect the dignity and self-worth of all children. We always should try to understand the lives of the children from their own view points. Childhood is not the same for all children. It is always better and meaningful to
speak of a diversity of children’s experiences rather than a single universal phenomenon of children.

### 1.3.3 Changing Views about Childhood

According to famous French social historian Phillipe Areis (1979) childhood is socially constructed. Childhood has different meanings. Children from different historical periods and cultures have played different roles and have undertaken different activities. You must have noted form history how children in early days worked with their parents and helped in cultivation, building huts and houses, selling goods in the market, making and or repairing handicrafts, preparing tea in the tea stalls, washing utensils and so on. This is still visible in many countries including our country. Children have worked as wage labourers as they were not sent to schools.

Marrow (2011) noted that industrialized western societies demand school work as they perceive children as future members of the labour force. However, this is a common view now all over the world. Children are over burdened with their school work. The adults concentrate on the future of the children not the present. As a result the children have little time to enjoy and experience childhood.

You may have observed in many families the girl child works continuously in home, take care of younger brother and sisters and even parents especially working parents. They have little or no time to think about their childhood and concentrate on their studies.

There are examples how construction of childhood changes in different societies, families and places and above all over time.

### 1.4 CHILDHOOD AND SOCIALIZATION

Childhood studies provide an interdisciplinary approach to the study of children and childhood (Marrow, 2007). Children studies challenge to consider many question like, how can we understand the complexities of
children’s everyday lives while respecting their different circumstances?

How can we draw on the diverse disciplinary perspectives and latest thinking about children and childhood to best progress their interest and well being? (Marrow, 2007).

Marrow (2007) states that social polices in many countries perceive children as future beings. There is a need to shift focus from ‘the child’ towards children. This emphasizes the idea of children as a social group. It is also important to remember that there are differing childhoods e.g. structured (like adulthood) by social class, gender, ethnicity, disability, and urban/rural location.

### 1.4.1 Concept of Socialization

Socialization is the set of events and processes by which we acquire the beliefs and behaviours of the particular society and subgroup into which we are born (Maccoby, 1980). Socialization depends upon cognitive and language skills of the children and also biological factors and physical environment.

According to Lerner and Shea (1982) individuals needed the group for their survival and the group needed individuals. Children born into a society were always instructed in the rules and tasks of that society i.e. they were socialized in order to ensure their eventual contribution to maintenance of the society. Socialization depends on the contexts and settings in which it occurs (Bronfenbrenner, 1979). Any individual is associated and influenced by many units viz., a family, a local culture, an ethnic culture, national culture, and so on. Each of these units play a significant role in the socialization process.

Socialization is the process by which individuals learn the culture of their society (Haralambos and Holborn, 2002). They reiterated that it is through socialization that an individual bears resemblances to another human being, and as such he/she is defined as normal based on the standards of his/her society. It is society that defines norms, values, morals, culture and mode of
interpretation of events to which an individual normally subscribes in order to be socially accepted by his/her peers.

**Agents of socialization:**

There are various agents of socialization which are classified in two main groups namely *primary* and *secondary*. The family and peer groups are considered to be primary, whereas, the school, religious institutions (e.g. the churches) and mass media are seen as secondary because of their positioning in the socialization process of the children. Primary agents of socialization are probably the most important in the socialization process of an individual.

**ACTIVITY 1.1**

Ask your parents, uncle, and other members of your family and relatives about their experiences in childhood.

Compare your experiences in childhood with their experiences.

**1.4.2 Role of Family in Socialization**

The family plays several roles in a society. One of the important roles is the care and socialization of new generation.

If you study the form of family in various societies, you will find the form of family various from one society to another. You will also find that the form of family changes due to passage of time.

In Indian society, you will find joint family and nuclear family as well. Few decades before, the number of joint family was more in comparison to present decade. Whatever the form of a family, it has some influence on the developing child. Parents are considered the primary agents of socialization because their influence begins early in life of a child.

The influence depends upon the family configuration. Family configuration is a term that refers to the number of adults and children in a nuclear family (Liebert et.al., 1986). You may notice different configurations e.g., both parents are present in a family,
only mother or father present in a family, single child, boy has brothers but no sister, girl has one or more brothers, and so on. Spacing of siblings in a family also has an effect in socialization.

In some families, there are siblings whose age difference is more than 15 years, that means, brother may be more than 15 years older than the sister or younger brother.

**First born child:**

Whether there is any significant difference in the socialization process of the first born and later born children? This question inspired many psychologists to study the importance of the first born and later born children in the family and parents perception towards them.

Parents place more importance on their first child, hold high expectations for them and give them lots of attention and affection (Jacobs and Moss, 1976). First born is given more responsibility and power in the family.

What is your opinion? Have you seen any example of this kind in your family or locality?

**Younger siblings:**

Researchers have noticed that boys of preschool age exhibit more feminine behaviour when they have older sisters in home and more masculine behaviour when they have older brothers (Sutton- Smith & Rosenberg, 1970).

Researchers also found that older siblings in between 8 and 14 months age showed more friendly behaviour to their new brothers and sisters if both children were of same sex than if they were of the opposite sex (Dunn & Kendrick, 1981).

**One child:**

You many have heard about ‘one child problem’ in a family. You will listen many to express opinion that one child becomes selfish, egocentric, dependent and so on. It may be true in some cases, but not all. Though there is no influence of older siblings in the family, parental influence is there. In many cases, the only child
becomes independent and does better than other children.

**Mothers:**

Mother in any society is the prime caretaker of the children. Mother provides nourishment during the first one to two years of life through her milk, warmth and protection. Mother plays various games with the children through which she provides inputs for cognitive, emotional and social development.

In recent times a large percentage of mothers are working outside the home. In some societies around one-third of mothers of infants and young children work in schools, offices and other places. Some have their own business or work in the fields.

Researchers noticed that the daughters of working mothers follow their mothers as model and become outgoing, independent, and motivated to work. However, some children suffer from psychological stress and depression due to mother’s absence in home especially during early years of their lives.

**Fathers:**

Fathers generally do not share the daily responsibilities child rearing. However, in many societies a good number of fathers play an active role in child rearing, and socialization of their children.

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**ACTIVITY 1.2**

Interact with the parents of the following family configuration, and collect information about the children's behaviour patterns, attitude, interest, and so on.

(i) Both parents are present and more than 2 siblings are there in the family.

(ii) Either father or mother is present and 2 siblings are there in the family.

(iii) Single child family, both parents are present.

**Note:** You may use Questionnaire, interview schedule for this purpose.
1.4.3 Parenting Style

Different parenting styles are related to social, emotional and personality development of children. Most important aspect is the type and degree of control parents exercise over children's behaviour.

Some psychologists have studied parental-control in the children for several years. You have come to know about authoritarian parenting style. The Parents who come under this category are strict in the traditional and old-fashioned sense. They lay down the rules for their children and expect that these would be followed in true letter and spirit, and without any argument. They want that their children will be hard working, respect others and become obedient to elders they expect the children shall perform some household chores on regular basis, as a matter of duty, e.g. cleaning house and furnitures, washing clothes, gardening etc.

Authoritative parents are reasonably firm, but favour giving explanations for rules they lay down for their children, and encourage interaction and discussion. Their children are responsible and friendly.

Permissive parents on the other hand, place few restrictions on the children. Permissive parents often are not very involved with the children, their needs and expectations. As a result the children display little or self control.

Authoritative parenting style gives adolescents opportunities to strengthen their independent decision making skills but retain the benefit of their parents' guidance and advice. It creates an atmosphere in which teenagers confide in their parents, and parents therefore, do not have to spy to monitor where their children are and who they are with (Kerr & Stattin, 2003; cited in Sigelman & Rider, 2003).
1.4.4 Parent-child relationship

Many people argued that adolescents lose respect for their parents and feel less close to them than they did as children. Researchers reported that the parent-child relationship does change during adolescence. Time spent together decreases, and this can make adolescents feel less emotionally close to their parents (Collins & Laursen, 2006).

Conflicts bring about changes in the parent-child relationship. As children reach puberty and become more physically and cognitively mature, they assert themselves more. Parents turn over more power to them. Parent-child relationship changes from one in which parents are dominant to one in which parents and sons/daughters are on a more equal footing (Steinberg, 2002; cited in Sigelman & Rider, 2003). The causes of conflicts are disobedience, non-completion of home work, household chores, and so on.

It is has been observed that across cultures, adolescents are more likely to become autonomous, achievement oriented, and well adjusted if their parents consistently enforce a reasonable set of rules, involve their teenagers in decision making, recognize their need for greater autonomy, monitor their comings and goings, gradually loosen the reins, and continue to be warm, supportive, and involved throughout adolescence (Collins & Laursen, 2006; cited in Sigelman & Rider, 2003).

CHECK YOUR PROGRESS

Answer the following question in about 80 words.

Q 1: Which parenting style do you think better for the development of the children and why?

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1.5 CHILD REARING PRACTICES

Child rearing practices or methods of disciplining children varied through the years.

In ancient times parents used to give severe punishment to the children to teach them discipline which is visible in few places now-a-days. Parents used to say stories of monsters, demons and ghosts to make them disciplined. Now-a-days, parents generally do not use that tactics, instead they make them deprived of some interesting food or watching T.V., play, and so on.

Parental attitude towards children vary across cultures as well as family size and structure. In many cultures the family was large which was composed of grand parents, parents and children. Large family with members of three generations is less in number now-a-days. In this type of family all share similar type of work, especially, in a store, agriculture land, farm and even in home. In a large family, sometimes parents have to work outside home. The responsibility of child rearing depends upon the elder daughter or brother. The younger children learn about social norms, roles, values, etc. from elder child.

Generally, the younger children develop strong bond with the elder child due to less contact with parents.

You have observed that in case the family has only one or two children of almost similar age, they are often cared for by the outside family member on payment basis. When the children are cared for outside family members they may not find enough warmth as parents may give.

The attitudes, values and expectations of children in these two groups will often be quite different (Craig, 1983).

You may have observed or have heard about some peculiar questions parents asked with regard to child rearing. For example, some modern mother asked whether she would breast-feed the baby or bottle-feed after one year or so, whether she should pick up baby on her arm
immediately the baby start crying, whether she should start toilet training at the age of 5 or after that, and so on.

Though child rearing practices vary from one culture to another, there are some similarities in most of the common questions come to the mind of the parents. The patterns of child rearing have an enormous influence on child’s personality development.

Take a look at child rearing practices at your own society. You may see the child rearing practices may differ from other societies.

Do you think parents in your society perceive the infant as dependent or independent. You may observe that whether parents keep their infant in their own room, share a bed while sleeping, or put them in a crib in the room.

You may also observe whether parents pick up the baby immediately while the baby cries, or wait for few minutes and then pick him/her.

Around the end of the second year infants experience increased emotional conflict between their greater needs for autonomy and their obvious dependence and limited skills. You may have observed any infant around 18 months old expresses desire to stay close to his/her mother by pulling the hand of the mother at the same time want to reach to an object. Whenever, the infant sees any stranger wants to reach to his/her mother. Sometimes shows a different way of dealing with the feelings, either crying or suppressing the need to cry (Craig, 1983).

Sometimes parents are harsh in toilet training. They demand that the child must have early and total control of bowl and bladder. They can not tolerate any unmindful release of bladder and bowl.

These types of parents generally become very rude when the child breaks something like cup or plate, or play in a dirty place etc.

In some culture infants receive much more physical contact and affection from mother than other cultures. This behaviour is directly related to concern about physical dangers.

In some culture father spends more time with their children than the other cultures. Parents give more attention to develop obedience and self-discipline. The preschool children learn to take care of themselves.
Generally, at 18 months of age they become capable of controlling their bladder and bowl and also learn to dress themselves. Parents feel that it is their responsibility to praise the children for showing obedience and to punish for disobedience. Punishment does not mean physical punishment, it can be withdrawing any interesting activity, not allowing to continue any play, or ignoring the child for some time.

CHECK YOUR PROGRESS

Q 2: Answer the following question in about 80 words.

i) In what way the child rearing practices vary over the years?

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Note: You may consult the previous section for answering this question. No answer has been provided at the end.

1.6 LET US SUM UP

- Childhood is the age span ranging from birth to adolescence. How a person experienced a childhood differ from society to society, culture to culture, place to place. We always should try to understand the lives of the children from their own view points. Childhood is not the same for all children. It is always better and meaningful to speak of a diversity of children’s experiences rather than a single universal phenomenon of children.

- Social polices in many countries perceive children as future beings. There is a need to shift focus from ‘the child’ towards children. This emphasizes the idea of children as a social group. It is also important to remember that there are differing childhoods e.g. structured (like adulthood) by social class, gender, ethnicity, disability, and urban/rural
location.

- The family plays several roles in a society. One of the important roles is the care and socialization of new generation.

- There are various agents of socialization which are classified in two main groups namely primary and secondary. The family and peer groups are considered to be primary, whereas, the school, religious institutions (e.g. the churches) and mass media are seen as secondary because of their positioning in the socialization process of the children.

- The influence of family depends upon the family configuration i.e. the number of adults and children in a nuclear family. You may notice different configurations e.g., both parents are present in a family, only mother or father present in a family, single child, boy has brothers but no sister, girl has one or more brothers, and so on. Spacing of siblings in a family also has an effect in socialization.

- Different parenting styles are related to social, emotional and personality development of children. Most important aspect is the type and degree of control parents exercise over children’s behaviour.

- Parental attitude towards children vary across cultures as well as family size and structure.

1.7 FURTHER READING

1.8 MODEL QUESTIONS

A) Very Short Questions
Q 1: How do you define socialization?
Q 2: Why mother is called the prime caretaker of the children?
Q 3: When the first friendship with peers occurs?
Q 4: At what stage the friendship helps to develop intimacy and self-disclosure?
Q 5: How the child defines friend at elementary school?

B) Short Questions (Answer in about 150 words)
Q 1: Why family is accepted as most important agent of socialization?
Q 2: What are the differences between authoritarian parenting style and authoritative parenting style?
Q 3: Do you think child rearing practices vary from culture to culture? Give examples.
Q 4: What type of environment a child may face in a day care or crèche?
Q 5: How the preschool children express friendship?
Q 6: Why relationship with a teacher is important for socialization?

C) Long Questions (Answer in about 300-500 words)
Q 1: Discuss the role family in socialization.
Q 2: How conflicts take place in a family? How does it affect parent-child relationship?
Q 3: What kind of problem may arise in a child if s/he is separated from parents?
Q 4: What kind of developmental shifts are visible between childhood and adolescence stage?

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UNIT 2: CHILDHOOD (PART-II)

UNIT STRUCTURE

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2.4 Poverty and Childhood
2.5 Role of Family and School in Child Abuse
2.6 Let us Sum up
2.7 Further Reading
2.8 Model Questions

2.1 LEARNING OBJECTIVES

After reading this unit, you will be able to -

● discuss the role of school in socialization process of children
● describe the importance of healthy relationship with teachers
● discuss the nature of peer preferences and friendship and their importance in socialization process
● highlight the effect of poverty in childhood and
● discuss the role of family and school in child abuse.

2.2 INTRODUCTION

This is the second part of the unit childhood. In the first part (unit 1) you have learned concept of childhood, concept of socialization, role of family in socialization process of children, effect of child rearing practices and so on. In this unit we shall discuss in brief role of school, peers and friends in socialization process of a child. How the child selects friends is an important aspect of study. You will learn the interesting developmental shifts in various stages. We shall also touch upon the effect of poverty in childhood and discuss the role of family and school in child abuse.
2.3 SCHOOLING AS A CONTEXT OF SOCIALIZATION

A child’s upbringing not only depends on family socialization (as you have learned in unit 1) but also equally as a result of formal schooling and social institutions s/he is attached. The child as a student at elementary school may be actively involved in some activities and learn disciplines that help him/her in his/her future perception, development and decisions. These activities may include anything starting from prayer in the morning standing in a queue in front of the school or classrooms, taking part in group activities in the class, drawing, painting, doll making or playing in the school playground.

In secondary school system, the child goes through a structured atmosphere. There are people to maintain discipline and proper functioning in the school environment. Besides the school authority, managers, teachers, there are other structures like, class captain, head boy or head girl, etc. These forms of authority groups within the school system are specifically designed so that they reflect the various positions in our society. Formal schooling provides the background for children to capture the norms, values, beliefs prevail in the society.

2.3.1 Relationship with Teachers

Relationship with teachers is very important. Generally, motivation declines during the elementary school years, but many students stay motivated (Pressley & McCormick, 2007).

Researchers have observed that the students were more motivated when they perceived that their teachers were supportive and friendly. When the students see that their teachers are warm and supportive, they are also likely to perceive that their efforts will pay off.

Teacher’s expectation from the students is important. Extremely engaging teachers left their students know that they can do what is asked of them and then support students appropriately so that success is likely. Engage teachers flood their classroom
with motivating instructions, do something to motivate the students constantly (Pressley & McCormick, 2007).

Motivation must be a part of your daily classroom teaching. In your session plan, you must include steps for providing motivation to the students or regular basis and also gauge the effect of motivation by observing their behaviour and providing a situation say for example ‘test’.

**ACTIVITY 2.1**

List the activities you have done as a student in your school which you think helped you to learn discipline.

Collect information from fellow participants about the activities they were involved during their school days.

List some innovative activities which will be suitable for your students keeping the advancement of technologies now-a-days.

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### 2.3.2 Peer Preferences

In this section we shall discuss the preferences in peers and friendship changes with the increase of age.

Generally, a preference for same-sex peers is evident by the end of the preschool period. You may have observed that children below 18 months generally do not show any sex preferences. Around 27 months, children begin to show preference in same sex and this preference increases with age. Girls share with girls a preference for certain toys, engage in relatively less rough play and more responsive than boys to the requests and verbal prohibitions of other girls. Such compatibility may arise from socialization and/or biological sex differences (Libert et al., 1986). Again, around 10-12 years children start showing preferences to opposite sex.

### 2.3.3 Friendship

This is a natural tendency of human beings to search friends with whom they can share thoughts, feelings, and the meaning of
their lives. Friendship may be defined as close and lasting relationships between two people.

Friendship with peers can occur as early as first year of life. Social recognition is observed even in six months old infant. You may have observed that six months old infant smiles while seeing another infant smiling, she touches her, and responds to her voice.

During preschool years, children begin to share toys and copy each other’s motor actions and also interact verbally. However, the friendship begins to become more stable during elementary school period. The child in elementary school say that another child is their friend because they study in the same class, or because they share food, toys etc.

During childhood friendship helps to develop intimacy and self-disclosure. According to Chelune (1979) self-disclosure is a process of communicating personal information about oneself to someone else. You must agree that we like to tell someone put own thoughts and feelings if s/he tells us about his/her thoughts. Cohn and Strassberg (1983) reported that children do reciprocate when intimate disclosures are offered by other children.

**Developmental shifts in dealing with friends**

Researchers have observed an interesting developmental shift between childhood and adolescence stage in the way the children deal with friends. It has been observed that up to about fourth grade, children do not show more interest to share their thoughts and feelings with the friends. When the children reach around eighth grade, they show more interest to share their thoughts with the friends. They are more likely to define their friendships in terms of loyalty and trust as well as shared desires (e.g., both like to play chess, eat ice-cream, and so on).

During adolescence friendship gets a special importance. You must have observed that adolescent boys and girls go on talking to their friend hours after hours. They feel very happy to talking to others. Researchers felt that the adolescents are more capable than
young children to understand the feelings, thoughts of their friends. Researchers also felt that the adolescents have strong need for intimacy in friendship. This is the time when they break away from the strong ties to home and parents that was special in childhood. Adolescents are much more likely than children to share their intimate feelings to friends (Berndt, 1982). Furthermore, sex differences in close friendships become more pronounced during adolescence. Girls are more likely to have very intimate relationships than boys, and they are more likely than boys to have one exclusive best friend.

In school children’s friendship often shows clear status hierarchies. Higher status families have greater access to resources such as games, toys, books, internet, and so on. Higher status children tend to be friend those of a higher status, while low status children likely to have friends of lower status (Feldman, 2010).

**ACTIVITY 2.2**

You may study the attitude and preferences of the children in your class, and note the reasons for selecting friends by the children.

Developmental psychologists and researchers have reported that friendship change qualitatively with age, being based on (i) enjoyment of common activities in early childhood, (ii) mutual loyalty and caring in late childhood, and (iii) intimacy and self-disclosure (Collins & Madsen, 2006).

Hamm (2000) observed that most high school students choose friends of the same ethnic background. On the other hand, adolescents choose friends whose psychological qualities like interests, attitudes, values and personalities match their own.

### 2.4 POVERTY AND CHILDHOOD

In this section, we will shift our attention to an important issue i.e. poverty in childhood. Children living in poverty (are those who) experience
deprivation of the material, spiritual and emotional resources needed to survive, develop and thrive, leaving them unable to enjoy their rights, achieve their full potential or participate as full and equal members of society. According to UNICEF, this definition suggests that the poverty children experience with their hands minds and hearts in interrelated (UNICEF, 2005).

It is observed that many children coming from poor families lack in proper nourishment. Poverty in a family influences the quality of home life which in turn influences children’s education. When parents remain anxious, frustrated and depressed due to low income, they do not get enough scope to talk to their children and guide them proper way. The children do not perform well as their intelligence affects due to malnourishment and often drop out from the schools.

Children coming from rich family get more help in all round development. The parents of high socioeconomic families emphasize self-direction, and self control. Their expectations from the children are high. They communicate their expectations through interaction with the children and encourage to achieve the goal.

Some parents in poor families may have aspirations from their children, but cannot afford to send a high standard school. If you get a group of students from poor family and another group from rich family in your class, how do you treat those students? Do you think individual support needs to be provided to the students? You must prepare a systematic session plan so that need of all the students can be fulfilled without any bias.

Wordsworth, McPeak & Feeny (2005) reported that children experiences poverty in three interrelated domains: (i) deprivation due to lack of essential material conditions and services; (ii) exclusion on the basis of age, gender, class, caste etc; and (iii) vulnerability with regard to the changing array to threats in their environments.

2.5 ROLE OF FAMILY AND SCHOOL IN CHILD ABUSE

Child abuse

The family is supposed to care for and socialize the children.
Sometimes this does not happen. Children are neglected physically and psychologically and they are abused that means they are physically harmed. They are slapped, hit with something, kicked, beat up, and threatened and so on. Sometimes confrontation occurs at home. The cause for confrontation may be liking for boy child and disliking for girl child. Poverty may be another reason. In many cases alcoholic parents abuse their children. You may have observed this sometimes in your life. You may have also observed that a particular child is always abused in a family. Other children do not become victim of abuse. Some children may be less intelligent in comparison to children of their age living in the neighbourhood. They may whine or cry a lot and may be victim of abuse. Large family size, low income, low educational levels and unemployment may be the reasons for children’s abuse at home. Social isolation and marital conflict are often related to abuse (Friedman et al., 1981).

Preventative measures should be taken to stop abuse at home. Parents must be educated, trained, provide mental support and counseling to stop child abuse. The teachers mainly the school counsellors must play an important role to help family members to care for and socialize their children properly.

### 2.6 LET US SUM UP

- A child’s upbringing not only depends on family socialization but also equally as a result of formal schooling and social institution she is attached.
- Researchers have observed that the students were more motivated when they perceived that their teachers were supportive and friendly. Motivation must be a part of daily classroom teaching.
- Peer interactions begin in infancy. These interactions increase in frequency, complexity and also in diversity with increasing age. The maximum peer interaction takes place during adolescence. Parent-
child and child peer interactions are complementary to one another.

- Friendship with peers can occur as early as first year of life. The friendship begins to become more stable during elementary school period.
- During childhood friendship helps to develop intimacy and self-disclosure. During adolescence friendship gets a special importance. In school children’s friendship often shows clear status hierarchies.
- Poverty in a family influences the quality of home life which in turn influences children’s education.
- The family is supposed to care for and socialize the children. Preventative measures should be taken to stop abuse at home. The teachers mainly the school counsellors must play an important role to help family members to care for and socialize their children.

### 2.7 FURTHER READING


### 2.8 MODEL QUESTIONS

**A) Very Short Questions**

**Q 1:** Do you think peer preferences change as the children grow?

**Q 2:** When the first friendship with peers occurs?
Q 3: At what stage does the friendship help to develop intimacy and self-disclosure?
Q 4: How does the child define a friend at elementary school?

B) Short Questions (Answer in about 150 words)

Q 1: How do preschool children express friendship?
Q 2: Why is the relationship with a teacher important for socialization?

C) Long Questions (Answer in about 300-500 words)

Q 1: Discuss the role of family and school in child abuse.
Q 2: How does poverty affect childhood?
Q 3: Why does friendship gain special importance in adolescence?

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UNIT 3: PERSPECTIVES IN DEVELOPMENT

UNIT STRUCTURE

3.1 Learning Objectives
3.2 Introduction
3.3 Concept of growth, development and maturation
3.4 Major Theoretical Perspectives
   3.4.1 The Psychodynamic Perspective
   3.4.2 The Humanistic Perspective
   3.4.3 The Contextual Perspective
3.5 Influence of Nature and Nurture on Development
3.6 Development: Continuous Change versus Discontinuous Change
3.7 Gathering Data about Children
   3.7.1 Naturalistic Observation
   3.7.2 Case Study
   3.7.3 Survey Method
   3.7.4 Clinical Methods
3.8 Let us Sum up
3.9 Further Reading
3.10 Answers to Check Your Progress
3.11 Model Questions

3.1 LEARNING OBJECTIVES

After going through this unit, you will be able to -

- discuss the concept of growth, development and maturation
- discuss important theoretical perspectives of development
- describe the influence of nature and nurture on development and
- explain the techniques of gathering data about children.

3.2 INTRODUCTION

The main aim of this unit is to provide you a broad foundation for
understanding child development.

In your personal and professional life you must observe and work with children in day-to-day life. You have observed children after their birth, during preschool years, in schools and so on. You have observed their physical and motor development, their emotion in various situations, their likings in play, art and other activities. We assume that you have some knowledge and experiences about the nature of development of children. However, you may not have deep understanding of the development of children. A deep understanding of development requires familiarity not only with phenomena but also with theories that provide coherent interpretation of the facts, allowing you to anticipate the consequences of various courses of actions.

The optimal development of children is very important to society, so it is important to understand the physical, social, emotional and educational development of children.

In this unit, you will learn the concept of growth, development, and maturation, make yourself familiar with the views and studies of different psychologists and researchers who have contributed a lot in the field of child development. Here, we shall highlight three perspectives of development: the psychodynamic, the humanistic and the contextual perspective. We shall touch upon the important issues related to the influence of nature and nurture on development, and continuous and discontinuous change in development. We shall also discuss in detail some important techniques of gathering data about children. We hope, this unit will help to add some more information into the basket of your knowledge with regard to child development and you will be able to observe the children more systematically and contribute to their development in a better way.

### 3.3 CONCEPT OF GROWTH, DEVELOPMENT AND MATURATION

**Growth**

Growth is the physical process of development, particularly the process of becoming physically larger. It is quantifiable or it can be
measured, and it is mostly influenced by genetics.

Physical growth refers to an increase in body size. It may be in length or height and weight and in the size of organs. From birth to about age 2 years, children grow rapidly. After this period, growth slows. During the preschool and school years, growth in height and weight is steady. Children tend to grow in almost similar amount each year until the next major growth spurt occurs in early adolescence.

Different organs do not grow at same rate. For example, the brain grows almost exclusively during the early years of life but the reproductive organ has a brief growth spurt just after birth, then changes very little before puberty.

Children’s physical, intellectual, and emotional development is rapid up to the age 13. However, the rate of physical, intellectual, emotional, and social development varies considerably from child to child. Development depends partly on heredity, nutrition, environment, physical problems etc.

Children’s development is usually continuous. However, temporary pauses may occur in the development of a particular function, such as speech.

**Development**

Physical growth is an increase in size, whereas, *development* is growth in function and capability. You may take any child for observation. You may have observed that the child grew into a kid, she learned how to walk, run, and jump. Later, she started talking and learned how to express her thoughts.

At later stage, she learned more complex things, like how to calculate, how to solve problems and so on. In other words, you may have observed the child has become more capable of doing things in different ways.

These are few examples of development in the child. The development takes place at all stages of an individual’s life. There are many aspects of development e.g. physical, emotional, social, and intellectual.

Physical growth and development depend on a combination of
facts, including genetics, nutrition, and the environment.

**Maturation**

Sometimes we use the words growth and maturation interchangeably. However, growth and maturation have different meaning. In the previous paragraphs, you have learned the meaning of growth. Maturation is the physical, intellectual, or emotional process of development. Maturation is often not quantifiable. You may have observed some one to say that this child is mature, or the child is more mature in comparison to her age.

You have learned that growth is physical. Maturation is physical, intellectual, or emotional. When an individual’s brain physically develops, she is able to understand intellectually what others are going through and how they might feel. When a person becomes mature she does not behave like a child.

### 3.4 MAJOR THEORITICAL PERSPECTIVES

Human development refers to the biological and psychological changes that occur in human beings between birth and death.

People who study development of human beings approach the field form different perspectives. Each perspective encompasses one or more theories. In the following sub-sections, we shall discuss few major theoretical perspectives.

Psychologists who study development in human beings are concerned about two fundamental questions. The first one is whether the development best understood as a continuous process of change or as a series of transformations in the organization of an individual’s behaviour. The second question is related to heredity and environment, whether the development is primarily guided by the genetic programme locked into the body’s cells or fundamentally directed by forces in the external environment. Psychologists differ on many aspects of these two fundamental issues.

The concern about continuity beings more specific questions like how similar or how different are we from our near neighbors in the animal kingdom? Are there distinct stages of development? Are there critical

Concerns about sources of development have given rise to various theories about contributions of biology and the environment to the process of development. According to biological–maturation perspective the sources of development are primarily endogenous, arising from the organisms’ biological heritage.

According to environment–learning perspective the developmental change is primarily caused by exogenous factors (Clarke and Clarke, 1986).

According to interactional, perspective development arises from the active adaptation of the organism to the environment. Biological and environment factors play an equal role in development (Piaget, 1973).

According to cultural – context perspective the interactions out of which development emerges are crucially shaped by the prior history of the group as embodied in its culture (Vygotsky, 1978).

### 3.4.1 The Psychodynamic Perspective

The psychodynamic perspective is closely associated with Sigmund Freud, a Viennese physician.

**Freud’s Theory**

Freud’s theory of psychosexual development is one of the best known, and controversial as well. Freud believed that personality develops through a series of childhood stages during which the pleasure-seeking energies of the id become focused on certain erogenous areas. This energy, or libido, was described as the driving force behind behaviour.

If these stages are completed successfully, the result is a healthy personality. If certain issues are not resolved at the appropriate stage, fixation can occur. A fixation is a persistent focus on an earlier stage. Freud opined that until this conflict is resolved, the individual will remain ‘stuck’ in that stage.

**Age Range: Birth to 1 year**

**(Oral stage)**

During the first year of life, the infant’s primary source of
interaction occurs through the mouth, so the rooting and sucking reflex is especially important. The mouth is vital for eating, and the infant derives pleasure from oral stimulation through gratifying activities such as testing and sucking.

The primary conflict at this stage is weaning process. The child must become less dependent upon mother or caretakers. If fixation occurs at this stage, the individual would have issue with dependency or aggression. Oral fixation can result in problems with drinking, eating, smoking or nail biting, which are observed in many people at later stages, Freud claimed.

**Age Range: 1 to 3 years**

(Anal stage)

According to Freud during this stage the primary focus of the libido was on controlling bladder and bowel movements. The major conflict at this stage is toilet training. The child has to learn to control his or her bodily needs. Developing this control leads to a sense of accomplishment and independence.

Freud believed, success during this period is dependent upon the way in which parents approach toilet training. Parents who utilize praise and rewards for using the toilet at the appropriate time encourage positive outcomes and help children feel capable and productive. Freud believed that positive experiences during this stage served as the basis for people to become competent, productive and creative adults.

If parents take an approach that is too lenient, Freud believed that children develop a messy, wasteful or destructive personality. If parents are too strict or begin toilet training too early, Freud believed they develop stringent, orderly, rigid and obsessive personality.

**Age Range: 3 to 6 Years**

(Phallic stage)

During this period, the primary focus of the libido is on the genitals. At this age, children also begin to discover the differences
between males and females.

Freud also believed that boys being to view their fathers as a rival for the mother’s affections. A complex describes these feelings of wanting to possess the mother and the desire to replace the father. However, the child also fears that he will be punished by the father for these feelings, a fear Freud termed castration anxiety.

A different type of complex has been used to describe a similar set of feelings experienced by young girls.

**Age Range: 6 to Puberty**

(Latent stage)

During the latent period, the libido interests are suppressed. The development of the ego and superego contribute to this period of calm. The stage begins around the time that children enter into school and become more concerned with peer relationships, hobbies and other interests.

The latent period is a time of exploration in which the energy is directed into other areas such as intellectual pursuits and social interaction. This stage is important in the development of social and communication skills and self-confidence.

**Age Range: Puberty to Death**

(Final stage)

During the final stage of development, the individual develops a strong sexual interest in the opposite sex. This stage begins during puberty but last throughout the rest of a person’s life.

It is believed that in earlier stages the focus was solely on individual needs, interest in the welfare of others grow during this stage. If an individual completes the other stages successfully, the individual should now be well-balanced, warm and caring. The goal of this stage is to establish a balance between the various life areas.

The latent period is a time of exploration in which the energy is directed into other areas such as intellectual pursuits and social interaction. This stage is important in the development of social
and communication skills and self-confidence.

CHECK YOUR PROGRESS

Q 1: Answer the following question in about 40 words each.

(i) What may be the results of oral fixation of an infant?
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(iii) Why toilet training is important?
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(iii) In what way the latent stage is important?
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3.4.2 The Humanistic Perspective

The main focus of humanistic perspective is the unique qualities of human being. People who advocate humanistic perspective suggest that people have a natural capacity to make decision about their lives and to control their behaviour. According to them each individual has the ability and motivation to reach more advanced levels, of maturity.

The humanistic approach suggests that people need positive regard which results from an underlying wish to be loved and respected. As positive regard comes from other person, we become dependent on them. Our view of ourselves and our self worth is a reflection of how we think others views on us (Rogers, 1971).

However, humanistic perspective could not have a major
impact on the field of human development, primarily, due to its inability to identify any sort of broad developmental change that is the result of increasing age or experience (Feldman, 2010). Some concept drawn from the humanistic perspective like self—actualization, have helped describe important aspects of human behaviour. Self—actualization is a state of self—fulfillment in which people achieve their potential in their own unique way (Maslow, 1970).

### 3.4.3 The Contextual Perspective

The contextual perspective suggests a broad approach to development. The contextual perspective considers the relationship between individuals and their physical, cognitive, personality and social world. Psychologist Urie Bronfenbrenner’s bio-ecological approach and Vygotsky’s socio-cultural theory are the two important theories under this perspective.

**A. The bio-ecological approach**

The bio-ecological approach suggests that five level of the environment simultaneously influence individuals (Bronfenbrenner, 2000).

- **Microsystem:** It is the everyday and immediate environment of child’s daily life. Parents, teachers, caregivers, all influence child’s behaviour. However, child is not a passive recipient, s/he actively help construct the microsystem, shaping his/her immediate world.

- **Mesosystem:** It connects various aspects of microsystem. The mesosystem binds children to parents, students to teachers, friends to friends, and so on.

- **Exosystem:** It represents broader influences of social institution such as school, community, local media etc. Each of these institutions can have an immediate and major impact on personal development.

- **Macrosystem:** It represents the larger cultural influences on
an individual including society, religious and political value system, and so on.

e. **Chronosystem:** It underlies each of the previous system. It involves the way the passage of time including historical events affects child’s development. For example, a massive earthquake, a terrorist attack in a city may affect child’s development.

The bio-ecological approach emphasizes the interconnectedness of the influences on developments. As the various levels are related to one another, a change in one level of the system affects other levels. Bio-ecological approach stresses the importance of cultural factors that affect development.

**B. Vygotsky’s Socio-cultural Theory**

The socio-cultural theory stresses how cognitive development proceeds as a result of social interactions between members of a culture (Vygotsky, 1979). Vygotsky argued that children's understanding of the world is acquired through their problem solving interaction with adults and other children. While children play with others, they learn what is important in their society and as the same time develops cognitively. Socio-cultural theory emphasizes that development is a reciprocal transaction between the people and the child.

### 3.5 INFLUENCE OF NATURE AND NURTURE ON DEVELOPMENT

Nature refers to traits, abilities, and capacities that are inherited from one’s parents. It encompasses any factor that is produced by the predetermined unfolding of genetic information – a process known as maturation. These genetic, inherited influences are at work as we move from the one – cell organism created at conception to the billions of cells that make up a fully formed human (Feldman, 2010). Due to the influence
of nature your eyes are brown or blue, have thick hair or thin hair, and so on.

Nurture, on the other hand, refers to environmental influences that shape our behaviour.

The ways parents discipline their children, the ways peer pressure effects on children, and the socioeconomic circumstances of a family etc. are some of the environmental influences that shape the behaviour of the individuals.

However, neither nature nor nurture stands alone in most developmental matters.

Although our genetic background orients us toward particular behaviour, this behaviour will not necessarily occur without an appropriate environment. People with similar genetic background e.g. identical twins may behave in different ways. People with different backgrounds may behave quite similarly. Psychologists differ with their opinion with regard to influence of heredity and environment or intellectual development. Heredity plays an important role, but environmental factors like exposure to good reading materials, schools, intelligent people etc. play important role.

CHECK YOUR PROGRESS

Q 2: Answer the following question in about 40 words each.

(i) What are the five levels of environment that influence individuals?
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(ii) According to socio-cultural theory, how children acquire understanding of the word?
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3.6 DEVELOPMENT: CONTINUOUS CHANGE
VERSUS DISCONTINUOUS CHANGE

Most developmentalists are of the opinion that while many types of
developmental change are continuous, others are relatively discontinuous
(Heimann, 2003).

In continuous change, development is gradual. Achievements at
one level build on those of previous levels. Continuous change is
quantitative and the underlying developmental process remains same
throughout the life span. According to this view changes are a matter of
degree, e.g. changes in an individual’s height (Feldman, 2010).

In discontinuous change development occurs in distinct stages.
Each stage brings about behaviour that is assumed to be qualitatively
different from behaviour at earlier stages.

3.7 GATHERING DATA ABOUT CHILDREN

In this section we shall discuss how the psychologist and
developmentalists gather data about the development of children.

Psychologists have developed a variety of techniques for gathering
information about child’s development. These include naturalistic
observations, experiments, clinical interviews, and so on.

Let us discuss the technique of naturalistic observation.

3.7.1 Naturalistic Observation

In the nineteenth century, many scientists started to write
baby biographies i.e. diaries to record observations of their children
(Kessen, 1965).

The goal of naturalistic observation is to obtain detailed
evidence on children as they behave in the real world settings they
inhabit, including home, the school and the community.

Observational studies are crucial source of date about
children’s development. However, there are some limitations.
Observers enter the scene with expectations about what they are going to see and there is a natural tendency to observe selectively in line with those expectations. It is not possible for an observer to write down everything he observes, so information is incomplete. Video recording is very useful, but may be expensive in some cases.

If a child knows that his/her behaviour is being observed, the child may try to manipulate his/her behaviour. So, the observers should be very careful at the time of observation.

Naturalistic observation is a research method commonly used by psychologists and other social scientists. This type of research is often utilized in situations where conducting lab research is unrealistic, cost prohibitive or would unduly affect the subject’s behavior.

**Advantages and Disadvantages of Naturalistic Observation**

**Advantages**

i. It allows you to directly observe the subject in a natural setting.

ii. It allows you to study things that cannot be manipulated in a lab due to ethical concerns.

iii. It can help support the external validity of research.

**Disadvantages**

i. It can be difficult to determine the exact cause of a behavior and the experimenter cannot go for outside variables.

ii. People may behave differently when know they are being watched.

iii. People may try to behave in a certain way in order to conform with, what they think the research expects to see.

iv. Different observers may draw different conclusions from the same witnessed behavior.

**Data Collection Methods Used in Naturalistic Observation**

You may utilize a number of techniques to collect data from naturalistic observation. This might involve writing down the number of times certain behaviour occurred in a specific period of time, or making an actual video-recording of the subjects of interest.
- **Tally counts:** You may write down when and how many times certain behaviours occurred.
- **Observer narratives:** You may take notes during the session and then go back later to try to collect data and discern behaviour patterns from these notes.
- **Audio or Video recordings:** Depending upon the type of behaviour being observed, you might also decide to make actual audio or video-taped recordings of each observation session.

**How Often Data can be Collected?**

Because it is rarely practical or even possible to observe every moment of a subject's life, you may use sampling to gather information through naturalistic observation. The goal is to make sure that this sample of data is representative of the subject's overall behaviour.

Obtaining a representative sample can occur in a few different ways:
- **Time sampling:** Involves taking samples as different intervals of time, which may be random or systematic.
- **Situation sampling:** Involves observing behaviour in a variety of different situations and settings.

**ACTIVITY 3.1**

After studying the naturalistic observation as a technique of data collection, let us take an example how to study a particular behaviour of the child. Imagine that you want to study differences in risk-taking behaviour between 9-10 years boys and girls. You might choose to observe behaviour in a few different settings, such as on a rock-climbing wall, a bumper cycle ride. First, you define what is meant by “risk-taking behaviour”. Then observe teens in these settings and record every incidence of what you define as a risky behaviour.
3.7.2 Case Study

When a researcher follows the progress of a subject over an extended period of time, you may say that he is conducting a case study. In this method, the researcher records the behaviour of an individual and examines all background information available at that time.

The researcher may conduct interview to collect information and also may check the medical records or past history of the individual. Sometimes, if needed, the researcher can administer psychological testing also.

Case study method has both advantages and limitations. It yields a large amount of data about a child if you study child development using this method. However, you can not be sure that the child being studied is similar to other children who are in the same age or who have a common behavioural pattern.

3.7.3 Survey Method
If you want to find out how parents in your state are satisfied with the performances of their children, or how they respond to specific demands of the children, you may use survey method. For doing a survey, you may prepare a questionnaire and distribute the same to selected sample to collect information. You may conduct interview also with the help of an interview schedule. After collecting information, you may tabulate the data, analyze and prepare your report.

Though the survey method is an important tool, it has some limitations. It is often difficult to ascertain that the parents you have selected for the study are representative of the parents across the state. It is difficult to ascertain that the parents have told the truth. It is well known fact that all the questionnaires sent for data collection in a survey are not returned. The views of those who have refused to respond may be different from the views of others. Sometimes, it is difficult to prepare an effective questionnaire. You must be very careful about wording of the questionnaire.

### 3.7.4 Clinical Methods

The clinical methods are used to investigate the problems of an individual who is unwell. The most famous application of clinical methods in developmental psychology may be the work of Sigmund Freud. Freud considered that the early family history of the child to be essential to later personality development. He used to identify crucial events from the patient’s account using clinical methods that produced the difficulty from which the person was suffering.

Jean Piaget often used clinical methods to explore the reasons behind the answers given by the children when he asked them to solve intellectual problems. A classic example of clinical interview has been reported in the literature (Piaget, 1965 a, P.164). He put 20 wooden beads into a small box while a 6–year old child watched. Two of the beads were white, the rests brown. Piaget kept
the lid of the box open so that the boy can see old the beads.
Piaget asked the boy: *Are there more wooden beads or more brown beads?*

The child answered: *More brown beads because there are two white ones.*
Piaget asked: *Are the white ones made of wood?*

The child answered: *Yes,*
Piaget asked: *Are there more brown ones or more wooden ones?*

The child answered: *More brown ones.*
Then Piaget asked: *What colour would a necklace made of the wooden beads be?*

The child answered: *Brown and white.*

The boy knew all the beads are made of wood. He also understood the concept of more or less. However he failed to answer the first question related to the class of beads. The boy could not simultaneously concentrate on the whole and its parts, he maxed the logic.

Piaget's careful probing using clinical method revealed how the two systems of logic became confused in the boy’s attempt to answer the initial question.

### 3.8 LET US SUM UP

- In this unit we have discussed the concept of growth, development, and maturation.
- Physical growth refers to an increase in body size and in the size of the organs. Development is growth in function and capability. Maturation is the physical, intellectual or emotional process of development.
- We have discussed major theoretical perspectives in development. Each perspective encompasses one or more theories.
- The psychodynamic perspective is closely associated with Sigmund Freud who believed that personality develops through a series of childhood stages during which the pleasure-seeking energies of the id become focused on certain erogenous areas. During the first year of life, the infant’s primary source of interaction occurs through the mouth.

- The infant derives pleasure from oral stimulation through gratifying activities such as testing and sucking. If fixation occurs at this stage, the individual would have issue with dependency or aggression.

- During one to three years of age the child has to learn to control his or her bodily needs. Developing this control leads to a sense of accomplishment and independence.

- During three to six years period, the primary focus of the libido is on the genitals. The children begin to discover the differences between males and females.

- The latent period is a time of exploration in which the energy is directed into other areas such as intellectual pursuits and social interaction.

- The goal of the last stage i.e. puberty to death is to establish a balance between the various life areas.

- People who advocate humanistic perspective suggest that people have a natural capacity to make decision about their lives and to control their behaviour. According to them each individual has the ability and motivation to reach more advanced levels of maturity.

- The contextual perspective considers the relationship between individuals and their physical, cognitive, personality and social world.

- The bio ecological approach suggests that five level of the environment simultaneously influence individuals. These are microsystem, mesosystem, exosystem, macrosystem and chronosystem.

- Most researchers are of the opinion that while many types of developmental change are continuous, others are relatively discontinuous.

- Psychologists have developed a variety of techniques for gathering
information about child’s development. These include naturalistic observations, experiments, clinical interviews, and so on.

- The goal of naturalistic observation is to obtain detailed evidence on children as they behave in the real world settings they inhabit, including home, the school and the community.
- The clinical methods are used to investigate the problems of an individual who is unwell.

### 3.9 FURTHER READING


### 3.10 ANSWERS TO CHECK YOUR PROGRESS

**Ans to Q No 1:**

(i) Fixation occurs at oral stage, the child would have issue with dependency or aggression. Oral fixation can result in problems with drinking, eating, smoking or nail biting, which are observed in many people at later stages.

(ii) Positive experiences of toilet training in children serve as the basis for people to become competent, productive and creative adults.
If parents take an approach that is too lenient, children develop a messy, and destructive personality. If parents are too strict or begin toilet training too early, they develop stringent, orderly, rigid and obsessive personality.

(iii) The latent stage is a time of exploration in which the energy is directed into other areas such as intellectual pursuits and social interaction. This stage is important in the development of social and communication skills and self-confidence.

Ans to Q No 2: (i) Microsystem, Mesosystem, Exosystem, Macrosystem, and Chronosystem.

(ii) According to sociocultural theory children’s understanding of the world is acquired through their problem solving interaction with adults and other children. While children play with others, they learn what is important in their society and as the same time develops cognitively.

Ans to Q No 3: i. (a) It allows you to directly observe the subject in a natural setting.

It allows you to study things that cannot be manipulated in a lab due to ethical concerns.

ii. (a) Tally counts

(b) Observer narratives

(c) Audio or Video recordings

3.11 MODEL QUESTIONS

A) Very Short Questions

Q 1: Name the person whose name is closely associated with the Psychodynamic perspective of development.

Q 2: Which perspective of development gives main focus to the unique qualities of human being?
Q 3: What is the difference between nature and nurture? Write your answer in one or two sentence.

Q 4: What is meant by situation sampling?

B) Short Questions (Answer in about 150 words)

Q 1: Differentiate between growth, development and maturation.

Q 2: Write short notes on any one of the following:
   i. The Psychodynamics Perspective
   ii. The Contextual Perspective

Q 3: Write the advantages and disadvantages of Naturalistic Observation.

Q 4: What are Clinical Methods? Write briefly.

C) Long Questions (Answer in about 300-500 words)

Q 1: What is Development? Explain its theoretical Perspectives.

Q 2: Discuss the influence of Nature and Nurture on development.

*** ******* ***
UNIT 4: PHYSICAL - MOTOR DEVELOPMENT

UNIT STRUCTURE

4.1 Learning Objectives
4.2 Introduction
4.3 Patterns of Physical Development
4.4 Principles of Physical Growth
4.5 Motor Development in Infancy
4.6 Motor Development in Preschool Children
4.7 Importance of Play
4.8 Role of Parents and Teachers
4.9 Let Us Sum Up
4.10 Further Reading
4.11 Answers to check your progress
4.12 Model Questions

4.1 LEARNING OBJECTIVES

After going through this unit, you will be able to -

● discuss patterns of physical development
● describe the principles of physical development
● explain what kinds of motor development take place during infancy and preschool age
● discuss importance of play and
● explain role of parents and teachers with regard to motor development of children.

4.2 INTRODUCTION

In the previous unit, we have discussed concept of growth, development, maturation, and various perspectives of development. We have highlighted the important issues related to development, and presented some techniques that are used to collect data with regard to development of children. In this unit, we shall discuss some important aspects related to physical - motor development of children. We shall discuss patterns of
physical development, highlight important principles of physical growth, and also discuss what types of motor development take place in infancy and preschool children. You must know play is very important for physical development. We shall discuss the role of parents and teachers with regard to motor development of children.

4.3 PATTERNS OF PHYSICAL DEVELOPMENT

Biologically oriented developmental theorists argue that new behaviour arise from old behaviour owing to district maturational changes in the physical structures and physiological processes of the organism.

The growth of a young child's physical abilities is amazing. Isn't it? You may think of all the physical abilities a child develop to adjust to the world such as, learning to see and recognize others, holding a bottle or cup, crawling around objects, differentiating sounds from one source to another, and so on.

All these physical tasks require strength, coordination, perception, and normally developed organs of the body.

Physical development provides children with the abilities they need to explore and interact with the world around them.

A child's physical growth first begins as muscles gain strength with use and s/he gradually develops coordination. The development of muscular control is the first step in this process.

Physiological growth in human follows standard, orderly pattern. The growth proceeds in two directions: from the top down and from the centre outward.

Growth occurs through approximately the first twenty years of life in humans. Growth is more rapid and more likely to show spurts during both the infancy to early childhood period and the adolescent period.

Different parts of the body show different growth patterns. The nervous system is almost fully developed by the age of 6. Body size/ which includes skeleton, muscles and internal organs shows moderate early growth and then slows down until adolescence, and then increases again. The reproductive system grows very slowly until adolescence, and then
Physical-Motor Development

Childhood, Child Development and Learning

Unit 4

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A number of principles regarding physical growth can be helpful in understanding a child’s physical development (Brotherson, 2006). We have

4.4 PRINCIPLES OF PHYSICAL GROWTH

A number of principles regarding physical growth can be helpful in understanding a child’s physical development (Brotherson, 2006). We have
discussed these principles briefly in the following paragraphs.

(i) **Directional Growth**

The growth of a child’s body follows a directional pattern in three ways. The patterns of development are:

(a) **Large to small muscle or gross to fine motor development:**

Large to small muscle development means large muscles develop in the neck, trunk, arms and legs before the small muscles in the fingers, hands, wrists and eyes develop. You have observed that children can walk before they can write or scribble.

(b) **Head to toe or top to bottom:** Children’s muscles develop from head to toe. This is why babies can hold up their heads long before they can walk.

(c) **Inside to outside or center to outside:** Muscles develop from the center of the body first and then toward the outside of the body. Muscles around the trunk of the body develop earlier and are stronger than muscles in the hands, feet, etc.

(ii) **General to specific growth**

You are aware that large muscle movement begins with waving of the arm and legs of infants, and it then develops into the more specific movements of an older child who can walk and draw a picture. Muscle growth begins with more general abilities and becomes more specific and refined as children get older.

(iii) **Variations in growth**

You know that children vary in their physical abilities at different ages. Different parts of the body grow at different rates. Physical skills that are expected in gross or fine motor development are different in preschool children than infant.

(iv) **Optimal tendency in growth**

If growth in children is slowed for a particular reason, such as malnutrition, the body will try to catch up later when it is able to do so. Because grown in human tries to fulfill its potential in different stages.
(v) **Sequential growth**  
Development is orderly and occurs in a pattern. Children must be able to stand before they can walk. This pattern is evident in a number of ways, as evident in milestones of development (see section 2.4).

(vi) **Growth during particular period**  
Growth in certain areas of a child’s physical development may be more important at particular times during childhood. For example, the first few years of life are very important in the development of the brain’s growth. The critical time for the development of motor skills is between 18 and 60 months of age.

Research suggests children go through four physical growth cycles: two of which are slow and two rapid growth cycle. The first period of rapid physical growth goes from conception to the age of 6 months. The rate of growth gradually slows during the toddler and preschool periods. The second period of rapid growth is during puberty in the years of preadolescence and adolescence. Another period leveling off occurs after puberty until adult growth is achieved.

### CHECK YOUR PROGRESS

Q 1: Read the following statements and write whether these are true or false.

I. Physiological growth in human follows standard, orderly pattern.
II. Different parts of the body show different growth patterns.
III. Children’s muscles develop from toe to head.
IV. First few years of life are very important in the development of the brain’s growth.

### 4.5 MOTOR DEVELOPMENT IN INFANCY

Infants grow at a rapid pace over the first two years of their lives. By the age of 5 months, the average infant’s birth weight has doubled to around 15 pounds and by the first birth day, the baby’s weight has tripled to about 22 pounds. The pace of weight gain slows during the second year, though still continues to increase (Feldman, 2010). By the end of the
second year the average child weight around four times as much as he did at birth.

There is a relation between weight gain and increased height. By the end of the first year an average baby grows almost a foot and is about 30 inches tall. By the second birthdays, children become around 3 feet in height. All parts of the human body do not grown in same rate. At the time of birth the head remains around one fourth of the infant’s whole body size. By the end of the second year the head of the baby is only one fifth of the body length.

There are gender differences in height and weight. Girls are slightly shorter and weight less than the boys. Similarly, there are ethnic differences too. Asian infants are generally slightly shorter than North American Caucasian infants (Feldman, 2010).

Motor development

Motor development relies on changes in the neuromuscular system. Motor functions follow a predictable pattern. Infants cannot walk before they sit. Gross motor control involving large areas of the body is achieved more easily than fine motor control involving smaller muscle groups. As the time passes the mass movement becomes specific or differentiated.

Posture and locomotion

By 13 to 14 months time significant changes in posture and locomotion take place. The nature of these changes and the approximate times at which they are achieved have been reported in the literature. Frankenburg and Dobbs (1969) reported the following motor milestones for posture and locomotion of 75% of the babies they tested.

Lift head 45° at 1.9 months

Holds chest up, arm support of 3.5 months
Sits supported, head steady of 3.6 months
Sit without support at 6.5 months

Stands holding on at 8.5 months
Crawls at 10 months

Walks holding on to furniture at 10.2 months

Stands alone momentarily at 12.1 months
Walks alone well at 13.5 months

According to Shirley, who studied the growth of upright locomotion, suggested that it occurs in five fundamental stages.

**Stage I:** The infant achieves control of the upper body.

**Stage II:** The infant achieves control of the entire trunk.

**Stage III:** The infant makes an effective effort toward locomotion.

**Stage IV:** The infant is able to crawl.

**Stage V:** The infant can control posture and coordination for walking.

The infant must first be able to control his or her new body posture in a static position, and then movement concerned with that posture. For example, before the infant start walking, he would have a posture of standing with good control.
Manual skills

The new born has no control over the arms, hands and fingers. Slowly flailing of the arms begins and gradually it comes under control. By 4 months of age infants are interested in observing the movement of their hands and in touching the objects. As the coordination of the hand and fingers increase, most infants are able to produce precise pincer movement which allows the infants to manipulate objects with greater precision.

By 18 months most of the infants can scribble spontaneously and build a house with few blocks. Before they go to kindergarten, most babies can reasonably copy a circle and square, draw rough human figure and use crayons with confidence (Frankenburg and Dobbs, 1969).

Fine motor skills

While infants develop gross motor skills for example, rolling over, sitting without support etc., they develop some fine motor skills also. For example, by the end of three months, infants show some ability to coordinate movements of their limbs. The motor skills become more sophisticated by the time the infants reach eleven months. They are able to pick up the ground objects as small as marbles. By the end of the two years, children can hold a cup carefully, bring it to their lips and take a drink without spilling a drop (Feldman, 2010).

Nutrition and motor development

There is a positive relation between rapid physical growth and nutrition. Infants cannot reach their potential without proper nutrition. Malnourished children show a slower growth rate by the age of six months. Chronically malnourished children score lower on IQ test and perform below average in school.

Factors of motor development

To what extent is motor development a function of physical maturation, and to what extent does it rely on experience? Maturation refers to an unfolding of the capacities of the organism that is relatively independent of training or experience (Liebert, wicks – Nelson and Kail, 1986).

Motor behaviour is initially controlled by the lower centers of the
As the cerebellum and the cortex continue to develop during the first year of life, the cortex starts controlling voluntary movement. Research studies showed that practice facilitate the development of walking (Zelazo, Zelazo and Kolb, 1972).

You must keep in mind that the landmark of motor development of children is based on norms. Norms represent the average performance of a large sample of children of a given age (Feldman, 2010). Norms are useful only to the extent that they are based on data from a large, heterogenous, culturally diverse sample of children. Differences exist in the timing of development in children from different cultural, racial and social groups.

**CHECK YOUR PROGRESS**

Q 2: Answer the following question in about 40 words.

(i) How nutrition is related to motor development of children?

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4.6 MOTOR DEVELOPMENT IN PRESCHOOL CHILDREN

During the preschool years children rapidly develop physical abilities, their height and weight increase remarkably. However, average differences between boys and girls increase during the preschool years. The boys start becoming taller and heavier, on average, than girls.

During the preschool years, the shape of the body also changes. They become less round and more slender. The arms and legs lengthen, and the head becomes more adult like. The proportions of the body become similar to those of adults. Muscle size increases and children become stronger.
Motor Skills

Gross motor skills

Around the age of 3, children mastered a variety of skills like jumping, skipping and running. In between the age of 4 and 5, they gain increasing control over their muscles, so their skills become more refined. For example, at the age of 3, children can throw a ball but with less accuracy. At the age of 4 to 5, they can throw a ball with more accuracy, so that their father can catch it. They can learn how to ride bicycles, climb ladder and so on.

Due to differences in muscle strength boys and girls differ in certain aspects of motor coordination. Boys can jump higher and throw a ball greater than girls. Girls generally do better in balancing act.

Fine Motor Skills

Fine motor skills mean the skills which involve more delicate and smaller body movements such as using a spoon, cutting with scissors, tying shoelaces etc. These skills require practice.

You know that of the age of 3, children can draw a circle and square, can fit blocks of different shapes into matching holes without much precision. By ages 4 to 5 they can do these activities better with more precision.

4.7 IMPORTANCE OF PLAY

You must know play is very important for child development. At about 12 months babies begin to play with objects in ways that are increasingly similar to the ways these objects are conventionally used by adults. Between the ages of 15 and 18 months, babies investigate objects before doing anything with them. Between the ages of 18 and 24 months, babies begin to treat an object as if it were another. They comb the doll’s hair with a scale or something else. This kind of behaviour is called symbolic play (Cole and Cole, 1989). During the second year, symbolic play becomes more complex and elaborate. Malcom, Watson and Kurt Fischer (1980) observed four kinds of pretending that differed with respect to how the action was carried out. (see table 2.1).
Table 4.1 four steps in the developing of agent use in pretending

<table>
<thead>
<tr>
<th>Type of Agent use</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Self an agent</td>
<td>The baby puts his head on a pillow to pretend to go to sleep</td>
</tr>
<tr>
<td>2. Passive other agent</td>
<td>The baby puts a doll on a pillow to pretend that it goes to sleep</td>
</tr>
<tr>
<td>3. Passive substitute agent</td>
<td>The baby puts a block on a pillow to pretend that it goes to sleep</td>
</tr>
<tr>
<td>4. Active other agent</td>
<td>The baby has the doll lie down, on the pillow and go to sleep, as if the doll were actually carrying out the action itself</td>
</tr>
</tbody>
</table>

Developmental psychologists believe that play serves important function for the developing organism. Early forms of infant play provide practice in activities that will become important later.

Play allows exploration and invention without the possible negative consequences of the “real thing”.

Smith (1982) reported four major types of play that provide practice for later functions:
1. Locomotor play e.g., action that involve running, jumping etc.
2. Object play, which includes pulling, shaking things etc.
3. Social play which can be divided into two types: (a) play that involves physical contact, such as chasing and wrestling and (b) play that does not involve physical contact, such as building with blocks.
4. Fantasy play, in which the meanings of objects and action are transformed to fit an imaginary situation.

Vygotsky (1978) opined that social nature of symbolic play is important to development.

Play is very important as it helps the children develop physically, mentally and socially.

At the beginning of the preschool years, children engage in functional play. This kind of play is simple and repetitive activities e.g., pushing an object or can on the floor, jumping etc.

By age of 4, children like more sophisticated and constructive form
of play. In this kind of play children manipulate objects to build something, e.g. building a house using wooden blocks.

Constructive play given children a chance to practice their physical and cognitive skills and fine muscle movements.

Many a time children are engaged in parallel play, that is, the two or more children are engaged in play with similar kind of toys or objects. For examples, they may be engaged in building houses using similar wooden blocks, but there is no interaction between them.

Children may be engaged another type of play i.e. onlooker play, in which a child simply watch other children at play, but do not participate actively.

In another type of play, children may interact with one another by sharing toys, although they do not perform the same act. This type of play is called associative play.

While children play with one another, it is called cooperative play.

**4.8 ROLE OF PARENTS AND TEACHERS**

It has been observed that normally significant physical growth and motor development occur in the preschool years. Children become taller, stronger, and their muscles become more coordinated. They acquire gross motor skills, i.e. develop abilities to use the large muscles and fine motor skills i.e. small-muscles abilities in a predictable sequence.

Teachers, parents and others have important role to play. They should provide opportunities for children to exercise large muscles every day. They should create areas or space in the house and in the school. These might include low climbers, tossing games, a balance beam, and so on.

Preschool children should be engaged in games that involve running and walking, such as open-ended chasing on the playground, follow-the-leader, and giant steps.

Preschool children should be given small balls and toys for catching and throwing, such as soft, large balls, and other objects, both in the classroom and on the playground.
Balance materials should be available for preschool age children. Low balance beams, tires, and line on the sidewalk or classroom floor are some of the important materials that help developing motor skills.

You should appreciate the importance of rough-and-tumble play. Safe areas for rough play, such as soft mats and grassy hills, can be identified. Rules for rough-and-tumble play, such as taking your shoes off when wrestling on the mat, can be instituted. If you monitor carefully rough play will not lead to injury.

You can offer a range of activities like drawing, painting, sculpting, cutting and making collages and materials such as blocks, puzzles, books, stringing beads etc. which promote fine motor development in children.

Children’s motor development varies from culture to culture in children. Some cultural group acquire certain abilities quickly, others more slowly. How newly learned motor behaviors are used also differs significantly across cultures. Some children play tag, others fly kites, and still others chase cows or chickens. However, all these activities promote the same basic motor abilities.

You must understand and appreciate cultural differences in motor development. You must recognize that some children will be more rough or active and that other will be quieter or less advanced in terms of motor developing. You should always keep in mind that you should not compare the development of the children in one culture with the children of another culture and think their slow development is a deficit.

You can create a multicultural motor curriculum in the classroom by interviewing families about motor activities and games played in the home. This information can be used to integrate traditional games of diverse cultural groups into classroom play activities. Children will gain motor skills as well as cultural understanding when playing such games.

You should integrate the arts – including drawing, painting, and sculpture – into all learning activities and projects.

Girls and boys show different pattern of physical growth motor activity. Some of these differences are related to genetics, others to experience.
You must understand and appreciate gender diversity in motor play. Difference in activity level, accuracy or strength in movement, and play preference must not be construed as deficits that need to be remediated.

Advancements in motor development allow preschoolers to perform self-help skills and family chores. The kinds of family tasks young children will be assigned vary by culture. Children in same culture are often given tasks, such as cleaning their own rooms or helping wash dishes. In some culture they may be asked to garden, heard livestock, and care for younger siblings.

You can plan classroom activities around caring for oneself and helping family members with chores. Children can be encouraged to reflect on ways they assist their family and friends. Such activities will inspire a desire to contribute to family life and the classroom community.

You can plan daily chores to be assigned to all children in the classroom. Caring for plants and animals, cleaning up after snack, putting away blocks, or helping a friends with a puzzle with give children a sense of responsibility and belonging.

You must be aware of the characteristics of children who have physical challenging conditions and who suffer from malnutrition. Early identification of exceptionalities is one of the most important responsibilities of professionals working with young children.

You can support the motor play of children with special needs. You can adapt classroom, equipment, and materials so that all children have access to games and activities. You can guide children with physical challenges in exercising small and large muscles.

You must ensure that children get exercise every day. It is an incorrect assumption that children will get all the exercise they need after school at home or at child care.

You should redesign organized games so that all children should move all the time while playing them. Again, you can also modify some games in which less competent children are quickly eliminated and have to sit out e.g., musical chairs. Select games in which all can take part continuously for reasonable period of time.
CHECK YOUR PROGRESS

Q 3: Answer the following question in about 40 words.

(i) Mention two important activities of the teacher to provide better play environment for the children.

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(Note: Answer from section 4.7. No answer has been provided for this question at the end of the unit.)

ACTIVITY 4.1

By this time you have understood that play and activities are very important for the children as these help to develop their physical abilities.

We have listed few activities below. Attempt these activities. For collecting some information, you may discuss with your parents/spouse/other family members/friends/colleagues, and so on.

1. What was your favourite indoor and outdoor play or activity during childhood?
2. If you have any child in your home, what kind of play and activity you suggest for him/her?
3. In your opinion, what are the benefits of indoor play and outdoor play?
   (You may list the name of the play and benefits from your own experience.)
4. What are the problems you face for allowing your children (if any) to play indoor games and outdoor games? What should be the solution?
4.9 LET US SUM UP

- In this unit we have discussed patterns of physical development, important principles of physical growth, various types of motor development take place in infancy and preschool children, and also the importance of play for motor development.
- You have learned that a child’s physical growth first begins as muscles gain strength with use and s/he gradually develops coordination. The development of muscular control is the first step in this process.
- Physiological growth in human follows standard, orderly pattern. The growth proceeds in two directions: from the top down and from the centre outward. You have also learned that different parts of the body show different growth patterns.
- The concept of development includes two major categories: normative development and dynamic development.
- Normative development concerns the typical (normal) capabilities, as well as limitations, of most children of a given age within a given cultural group.
- Dynamic development concerns the sequence and physical changes that occur in all aspects of a child’s functioning with the passage of time and increasing experience, how these changes interact.
- You have seen that infants grow at a rapid pace over the first two years of their lives. Motor functions follow a predictable pattern. Infants cannot walk before they sit. Gross motor control involving large areas of the body is achieved more easily than fine motor control involving smaller muscle groups.
- We have discussed motor milestones for posture and locomotion that have been reported in the literature. We have also discussed the nature of motor development in infancy and preschool children.
- You have learned that the landmarks of motor development of children are based on norms. Norms represent the average performance of a
large sample of children of a given age.

- Developmental psychologists believe that play serves important function for the developing organism. We have discussed various types of play the children remain engaged in different stages and also the role of parents and teachers in providing opportunities for play.

4.10  FURTHER READING


4.11  ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: (i) T,  (ii) T,  (iii) F,  (iv) T

Ans to Q No 2: (i) Infants cannot reach their potential without proper nutrition. Malnourished children show a slower growth rate by the age of six months. Chronically malnourished children score lower on IQ test and perform below average in school.

4.12  MODEL QUESTIONS

A) Very Short Questions

Q 1: What are the various factors on which the expectations of parents depend with regard to their children’s physical development?
Q 2: Fill up the gap: Muscle growth begins with more ______ abilities and becomes more ______ and refined as children get older.

Q 3: How many physical growth cycles are there through which children have to pass?

Q 4: Is there any difference in height and weight between girls and boys?

Q 5: At what age a baby should be able to sit without any support?

Q 6: What do you mean by fine motor skills? Give one example.

Q 7: Give an example of symbolic play.

Q 8: What is the meaning of cooperative play?

Q 9: Does culture plays any role in the motor development of children?

B) Short Questions (Answer in about 150 words)

Q 1: What are the two major categories of development? Write briefly on them.

Q 2: Describe the three directional patterns of the growth of a child’s body.

Q 3: Write a short note on motor development in preschool children.

Q 4: Describe some of the play activities for children in preschool age.

C) Long Questions (Answer in about 300-500 words)

Q 1: Discuss on the patterns of development.

Q 2: Describe the principles of physical development.

Q 3: Explain what kind of motor development takes place during infancy.

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UNIT5: SOCIAL AND EMOTIONAL DEVELOPMENT

UNIT STRUCTURE

5.1 Learning Objectives
5.2 Introduction
5.3 Emotional Development
   5.3.1 Emotional Development in Different Stages
   5.3.2 Fear of Strangers
   5.3.3 Separation Anxiety
   5.3.4 Controlling Emotion
   5.3.5 Functions of Emotion
5.4 Social Development
   5.4.1 Infant’s Social Skills
   5.4.2 Preschool Stage
   5.4.3 Gender Identity: Social Learning Approaches
5.5 Development of Friendship
5.6 Building Relationships
5.7 Erikson’s Theory of Psychosocial Development
5.8 Let us Sum up
5.9 Further Reading
5.10 Answers to Check your progress
5.11 Model Questions

5.1 LEARNING OBJECTIVES

After going through this unit, you will be able to -

● discuss the nature of emotional development of children in different stages
● describe the two situations i.e. fear of strangers and separation anxiety in children
● discuss the functions of emotions
● discuss the nature of social development in infancy and preschool stage and
● explain Erikson’s theory of psychosocial development.
5.2 INTRODUCTION

After studying the various aspects related to physical and motor development of a child, you need to have a basic understanding of the child’s emotional and social development. Emotional development takes place at various stages of a child. The first two years are particularly important. You must have observed various emotional expressions of a child at various stages like the first four months, twelve months, eighteen months, and so on. Here, we shall highlight the different types of emotions the developmental psychologists have observed in children. We shall also highlight how the infants react to a stranger and the impact of separation of the child from his/her mother.

Social development starts at infancy. You will learn in this unit how social skills are developed in infancy and preschool stage and how friendship and relationships are developed.

At the end part of this unit, we have discussed Erikson’s theory of psychosocial development. You will learn how developmental changes occur throughout people’s lives in different stages.

5.3 EMOTIONAL DEVELOPMENT

Human beings experience spontaneous emotions. Emotional reaction differs from one situation to another, from one person to another. How do these differences in emotion develop? How is this emotional development related to social development? In the last four decades Psychologists and Developmentalists have studied emotional development in children and have developed different theories about the causes of emotional development and offered different accounts of its chronology. However, the following land marks one passed at roughly the following ages (Giles, 2002).

The development of emotion in infancy and childhood is one of the key aspects of individuality. Emotions contain biological and physiological components. When the infant is angry or experiences fear his/her heart rate and blood pressure increase, behavioral pattern changes. While playing
with a toy, if an infant hears a bizarre and loud sound he/she drops the toy immediately and starts crying, because he/she is frightened.

Researchers have studied the nature of emotional development with the help of ‘observation’ as a technique. They observe facial expressions of the infants following their exposure to some sort of stimulation that is known to arouse specific emotions in adults (Giles, 2002).

5.3.1 Emotional Development in Different Stages

Birth to four months:

After birth the only method of communication of a baby is crying. Generally, three different types of cries are noted. When ever the baby feels hungry, he/she cries. The baby cries due to pain and anger too. If parents respond to the cry of the baby immediately during this stage it fosters the development of a strong sense of trust. Social smiling begins during this period, and also anger and surprise.

Four to eight months:

During this period, the infant begins to express a wider range of emotions. The infant learns to express pleasure, fear and frustration through physical movement such as smiling, arm waving, rocking and kicking. Emotions of fear, joy, surprise etc. are called primary emotions. The reasons for these emotions are difficult to understand all the times. An infant cries due to various reasons, e.g., hunger or pain. Infant can’t say why he/she is crying. By observing facial expressions it is not easy to find out why he/she is crying.

Eighteen months:

During this stage, the infants develop more complex emotion known as secondary or social emotions. Around this age, the infant starts to develop a sense of self, he/she can recognize his/her image in a mirror as himself/herself. He/she begins to become independent of parents. The baby at this age has a broad range of emotional states. The emotional reactions fluctuate significantly. One minute
the baby may be playing happily, the next moment lying on the floor crying. Emotions at this stage include shame, guilt and embarrassment.

**Two year onwards:**

From two years onwards most children become able to communicate their feelings in words. However, they do not always express the actual feelings. Sometimes they may say something, what they really think or feel, but sometimes they may say something what others may want to listen to. Again, the words they use may not convey their true meaning accurately as the baby has very limited number of words in his/her stock.

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**LET US KNOW**

**Mood and Emotion**

- Mood is a state of mind rather than a feeling and may last for a considerable period.
- Emotion is a feeling state which is spontaneous and short-lived.

The feeling state motivates the individual to carry some sort of action.

In early childhood, children learn to control their emotions. They learn this through social interaction with other people, especially parents, siblings and peers. Parents differ in the extent to which they love their children, and the degree to which they try to control behaviours. Parenting styles have important implication for the children’s development.

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**5.3.2 Fear of Strangers**

Around twelve to eighteen months, the infants react to stranger with fear manifested by crying. During the four to six months of infancy the infants often smile seeing the strangers. Slowly they develop fear and anxiety seeing a stranger. This stage may last up to middle of the second year. However, the infant’s responses to strangers depend on the stranger and on the context. Infants do not
show fear seeing other children, probably due to the small size of the children. If the infant faces a stranger in his own home along with mother, he shows less anxiety. But if the infant faces a stranger in an unfamiliar place, he may show more anxiety.

### 5.3.3 Separation Anxiety

Seperation anxiety appears in around twelve months. If you take the infant for an outing leaving the mother at home, the infant will cry. This anxiety may continue for eight to twelve months i.e. almost second year of life. But the anxiety reduces slowly. If mother makes an arrangement to take the child in day-care centre, or leave the child with the caregiver daily since morning to evening, the infant becomes acquainted with the substitute caregivers. The seperation becomes predictable to the child. But if there is any unpredictable situation, with which the child is not familiar with, he may be anxious and frightened.

What is the psychological impact of seperation? You may observe various kinds of reaction, if you study attentively any child during seperation with his/her mother.

At the initial stage, the child may protest by crying loudly or not allowing any other person to take care of him/her.

In the next stage, the child may become apathetic to play and other activities. If the seperation continues the child may develop a feeling of detachment and may slowly develop various emotional disturbances, which may affect his social, emotional and cognitive development.

### 5.3.4. Controlling Emotion

Once the child starts experiencing emotions, he/she needs to control them. How the children regulate emotion is one of the keys to understanding the emotional as well as social development in infancy and childhood. If emotions are well regulated, the children
can enjoy social interactions with others. Through interactions the children learn new and important skills.

When the children start attending schools, they are able to self-control most of the emotions, although they continue to need some help.

They get help from their parents, teachers or members of their peer groups.

You may recall that, even in adult age, you need to speak or consult with parents, siblings, or friends when a particular situation makes you angry or sad. The interaction with others helps you regain control of those emotional reactions easily.

Generally, two situations commonly contribute to fear and anxiety in infants. They are - (i) fear of strangers and (ii) anxiety of separation.

### 5.3.5 Functions of Emotion

Can you think of your life without emotions? Our emotions play important functions in our life. Emotions are necessary due to the following functions they play.

**(i) Emotions communicate information to others**

Your emotions communicate to others how you feel in a particular time, particular place and after particular incident. Infants communicate their emotions to adults through non-verbal language (facial expressions, movement of feet, hands and body etc.). Adults communicate emotions to others with verbal and non-verbal language.

When you go to the classroom you may see a student’s face looking sad. After inquiry you may come to know that he is feeling sad for the last two days or so, as his father is ill. Similarly, you may observe other emotions like joy, anger, surprise, fear and so on expressed through bodily gestures or through verbal language.
(ii) Emotions provide information about our environment and motivate us to take action

When you experience or feel fear, you are given information that there is some danger in the environment, so you must leave the place. As soon as you sense danger, you may start running to a safer place or environment.

Again, you may see that a child is walking through the middle of the road and a speedy vehicle is coming towards him. You will be prompted to take immediate action.

(iii) Emotions help to become psychologically more mature

You must agree that human life without any emotion will be extremely boring. If there is no expression of joy, sadness, anger, surprise and so on, how do you come to know about others’ feelings about you, other persons and objects? Similarly, how do we communicate our emotions to others?

ACTIVITY 5.1

(i) Note how a child’s joy, sadness and anger influence you.

(ii) Write about a situation where an emotion prompted you to take immediate action before thinking about the situation.

CHECK YOUR PROGRESS

Q 1: When does an infant cry?

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Q 2: At what stage, can an infant recognize his/her image in a mirror?

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Q 3: Generally, infants do not show fear seeing other children, why?

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5.4 SOCIAL DEVELOPMENT

Social Development is the way in which individuals’ interactions and relationships with others grow, change, and remain stable over the course of life (Feldman, 2010). A specialist in social development might examine the effects of poverty, divorce or racism on human development.

To address social development, we should highlight personality development also, as they are interlinked. We should focus on how children form a sense of self during the pre-school years, how they develop their self concepts including their concept of gender; how in the preschool they play in a group; how parents and others help children to maintain discipline and behavioral norms; how the children develop the notion of right and wrong etc. These are some important topics for our understanding and discussion.

5.4.1 Infant’s Social Skills

In a study T.Berry Brazelton and his colleagues observed a mother and an infant in natural, face-to-face interactions. They reported that long before the infants are able to speak, they are capable of taking turns in their interactions with their mothers. The face-to-face interaction between mother and infant involving smiles, surprises, lip movements and different sounds like cooing has a conversational quality. As the infants grow, they become much more skilled at give-and-take interactions. The researchers opined that this quality of interaction is a central part of the infant’s developing social skills (Giles, 2002).

Around the end of the first year of life, mother and infant are able to include objects, people, loud noise etc. into their conversation.
You have observed that while playing with the baby, mother looks at the infant, smiles, picks up a toy, makes sound by shaking the toy and asks the baby ‘is it not nice?’ the infant becomes attentive to the sound of the toy, looks at it, smiles and try to grasp it.

When the infants grow further, they develop ability to act on the other objects and individuals and learn the social rules of communication.

Infants develop expectations about social behaviour of other people surrounding them. If their expectations are not fulfilled, they may show sign of frustration or anger.

If you sit face-to-face with a baby and interact with him/her by making eye contact, talking, smiling and cooing, the baby will make eye contact, smile and make pleasing sounds. If you change your facial expression, or there is no expression at all, you will observe immediate change in the baby’s facial expression. He/she may show a sign of frustration or anger and also may start crying. The baby will understand that the expected social behaviour has been broken. The baby will not be interested in your changed behaviour and look will away. If you establish the initial interaction once again by smiling, taking and making pleasant sound, the baby will resume face-to-face interaction.

Developmental theorists believe that social smiling is essential to the formation of a strong and secure attachment relationship (Giles, 2002). The baby enjoys interacting with parents and others through smiling.

5.4.2 Pre-school Stage

In the first part of the pre-school years, children enter the initiative-versus-guilt stage. Children face conflicts between the desire to act independently of their parents and the guilt that comes, if they do not succeed. They start to see themselves as individuals in their own right and also make decisions on their own (Feldman, 2010). Children in the preschool period start thinking about their self.
They develop a self concept, a separate identity or a set of beliefs about what they are like as individuals. If you ask a child at this age in what way he is different from his friends or brothers, he may respond by saying he can throw a ball more forcefully than his friends or brothers or he can run faster than them and so on. These answers reflect his self concept—the way he thinks about himself.

Development of self concept is related to the culture of the children. In Indian culture, the children tend to regard themselves as parts of a larger social network which are interconnected with and responsible to others. In Western culture they perceive themselves as self-contained and autonomous.

Childrens’ awareness of their ethnic identity is influenced by the attitudes of the people, schools and other cultural organisations with which they come into contact.

5.4.3 Gender Identity: Social Learning Approaches

Children learn gender-related behaviour by observing parents, teachers, siblings, relatives and others. A boy child may like to be a cricket or football player and becomes interested in that sport.

A girl child may like her teacher and may want to be a teacher herself.

Media play an important role in perpetuating the traditional views of gender-related behaviour. Media, television in particular, generally presents male and female in their traditional gender roles.

Sometimes training received from parents or other family members help shaping a particular behaviour.

For example, parents may teach a girl to behave politely and the boy to become tough and strong.
5.5 DEVELOPMENT OF FRIENDSHIP

The social contact of an infant starts from his/her family. During preschool age the children begin to develop friendships with other children. These friendships are based on the desire for companionship, play and fun. During this stage the focus of friendship is the playing jointly and getting pleasure of doing things together with the friends. Play serves a very important role in friendships.

In the previous unit, we have discussed the various types of play the children remain engaged in. You will find the children at the age of 3 engaged in simple, repetitive play such as skipping, jumping or pushing a toy again and again. Within another year the children would engage themselves in constructive play, for example, building house using wooden blocks. Through constructive play children learn to cooperate with others, which in turn helps to develop friendship. Slowly, they become engaged in another type of play called associative play, in which two or more children interact with one another by sharing toys. In cooperative play, children play with one another. In pretend games children use their knowledge of themselves and others. For example, children act as ‘mother’ or ‘father’ and play with their dolls.

5.6 BUILDING RELATIONSHIPS

The birth of a baby in a family brings a significant change in attitude, behaviour and perception of parents. Parents should start building a relationship with their baby from the beginning. If there is any older children they must be taught to adjust with the newborn baby.

The process of social development during infancy is crucial. The bonds that grow between infants and their parents, siblings and others, provide the foundation for a lifetime’s worth of social relationship (Feldman, 2010).

Psychologists believe that the most important aspect of social development that takes place during infancy is the formation of attachment or a positive emotional bond that develops between a child and a particular individuals e.g., mother. If a child is attached to his/her mother, he/she feels
satisfied when mother is with him/her. According to Freud the attachment of a baby grew with his/her mother as mother is able to satisfy a child’s oral needs. Bowlby suggested that attachment is based primarily on infant’s needs for safety and security. The infant learns that mother can provide the best safety and security.

Mother understands the child’s needs, feelings and emotions. Mother is responsive and always provides feeding whenever the child feels hungry. In infancy, the role of father is secondary. However, his warmth, affection and concern are important for the children’s emotional and social development.

How do you know whether the infant is sociable to other children or not? An infant can express sociability in various ways: smile, vocalization, eye movements etc. Infants show more interest in other infants than any inanimate objects. After one year of age, infants start playing social games including other infants, parents and others.

CHECK YOUR PROGRESS

Q 5: Why is social smiling essential?

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Q 6: From where does a social contact of infant start?

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Q 7: When should parents start building relationships with the baby?

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5.7 ERIKSON’S THEORY OF PSYCHOSOCIAL DEVELOPMENT

Psychosocial development encompasses changes in individual’s understanding of themselves and of others’ behaviours.

Erikson (1963) developed a theory to explain how individuals come to understand themselves and the meaning of others’ and their own
behaviour. His theory suggests that developmental change occurs throughout people’s lives in eight distinct stages, the first of which occurs in infancy (Feldman, 2010).

**Trust-versus-mistrust stage**

According to Erikson, during the first 18 months of life, the infant passes through this stage. Infant develops a sense of trust or mistrust, mainly on the basis of their needs fulfillment. If the mother and others fulfill his/her needs successfully, the infant develops trust and sense of hope and in later stage can form close bond with others.

Feeling of mistrust, on the other hand, leads the infant to perceive the world as unfriendly. The infant may face difficulties in later stages in forming close bond with others.

**Autonomy- versus-shame-and-doubt stage**

According to Erikson’s theory, at the end of infancy, children enter a new stage called *autonomy-versus-shame-and-doubt stage*. This stage lasts from around 18 months to 3 years. If parents encourage freedom and provide scope for exploration, children may develop independence and become autonomous. On the other hand, if children are over protected and restricted from doing things independently, they may develop self-doubt, unhappiness and shame.

**Initiative-versus-guilt stage**

Around the age of 3 the children enter into another stage called *initiative-versus-guilt stage*. This stage lasts upto 6 years. Erikson believes that children face conflicts between the desire to act independently and the guilt that develops if they don’t succeed doing so. During the last part on this stage, the children learn to see themselves as persons in their own right and begin to make decisions on their own. At this stage parents should allow the children to act independently and at the same time should give them guidance and direction when necessary.

**Industry-versus-inferiority stage**

The industry-versus-inferiority stage starts around 6 years of age and lasts upto 12 years. This stage is characterized by efforts to meet the challenges presented by parents, teachers, peers and others.
During this stage children may direct their energies to mastering huge information presented in school and making a place for themselves in their social environment. If the children are successful in doing so, they develop a feeling of mastery and a sense of competence. On the other hand, if the children face difficulties in mastering information, they may develop a feeling of failure and inadequacy. They may show less interest in academic activities at home and in school, and may stop interactions with peers and others.

Researchers have found that the children who were most industrious and hardworking as children were most successful as adults, both professionally and personally (Vaillant 2 Vaillant, 1981).

### 5.8 LET US SUM UP

The development of emotion in infancy and childhood is one of the key aspects of individuality. Emotions contain biological and physiological components. After birth the only method of communication a baby uses is crying. During this period, the infant begins to express a wider range of emotions. Around this age, the infant starts to develop a sense of self, he/she can recognize his/her image in a mirror as himself/herself. From two years onwards most children become able to communicate their feelings in words. In early childhood children learn to control their emotions. When the children start attending schools, they are able to self-control most of the emotions, although they continue to need some help. Around twelve to eighteen months, the infants react to stranger with fear manifested by crying. Separation anxiety appears in around twelve months. If you take the infant for an outing leaving mother home, the infant will cry. This anxiety may continue for eight to twelve months i.e. almost second year of life. Social Development is the way in which Individual’s interactions and relationships with others grow, change, and remain stable over the course of life. Long before the infants are able to speak, they are capable of taking turns in their
interactions with their mothers. As the infants grow, they become much more skilled at give-and-take interactions. Around the end of the first year of life, mother and infant are able to include objects, people, loud noise etc. into their conversation. When the infants grow further, they develop an ability to act on the other objects and individuals and learn the social rules of communication. Developmental theorists believe that social smiling is essential to the formation of a strong and secure attachment relationship. In the first part of preschool years, children enter the initiative-versus-guilt stage. Development of self concept is related to the culture of the children. In Indian culture the children tend to regard themselves as parts of a larger social network which are interconnected with and responsible to others. Children learn gender–related behaviour by observing parents, teachers, siblings, relatives and others. The social contact of an infant starts from his/her family. During the preschool age the children begin to develop friendships with other children. The process of social development during infancy is crucial. The bonds that grow between infants and their parents, siblings and others, provide the foundation for a lifetime’s worth of social relationship. Psychologists believe that the most important aspect of social development that takes place during infancy is the formation of attachment or a positive emotional bond that develops between a child and a particular individuals e.g., mother. An infant can express sociability in various ways: smile, vocalization, eye movements etc. Infant develops a sense of trust or mistrust, mainly on the basis of their needs fulfillment. If the mother and others fulfill his/her needs successfully, the infant develops trust and sense of hope and in later stages can form close bond with others. If parents encourage freedom and provide scope for exploration, children may develop independence and become autonomous. Around the age of 3 the children enter into another stage called initiative-versus-guilt stage. The industry-versus-inferiority stage starts around 6 years of age of the child and lasts up to 12 years. This stage is characterized by efforts to meet the challenges presented by parents, teachers, peers and others.
5.9 FURTHER READINGS


5.10 ANSWERS TO CHECK YOUR PROGRESS

**Ans to Q No 1:** The baby cries when he/she feels hungry, anger and pain.

**Ans to Q No 2:** Around the age of 18 months, the baby recognizes his/her image in a mirror.

**Ans to Q No 3:** Infants do not show fear seeing other children, probably due to the small size of the children.

**Ans to Q No 4:** (a) The infant may protest by crying loudly or not allowing any other person to take care of him/her.
(b) The infant may become apathetic to play and other activities.

**Ans to Q No 5:** Social smiling is essential to the formation of a strong and secure attachment relationship.

**Ans to Q No 6:** The social contact of an infant starts from his or her family.

**Ans to Q No 7:** Parents should start building a relationship with their baby from the first part of infancy.

5.11 MODEL QUESTIONS

A) Very Short Questions

**Q 1:** What are the two components of emotions?
Q 2: Give some examples of primary emotions.
Q 3: At what age, are the secondary or social emotions developed in infants?
Q 4: Which two situations generally produce fear or anxiety in children?
Q 5: At around what age, separation anxiety appears in babies?
Q 6: What are the various ways in which infants express sociability?
Q 7: How do infants develop a sense of trust or mistrust?
Q 8: What role should parents play during the Erikson’s Initiative-versus-guilt stage?

B) Short Questions (Answer in about 150 words)

Q 1: Write a brief note on emotional development of children of age two years onwards.
Q 2: Write about the functions of Emotion.
Q 3: What is Social Development?
Q 5: Write briefly on ‘Industry - versus - inferiority stage’ of children.

C) Long Questions (Answer in about 300-500 words)

Q 1: What is Emotional Development? Discuss the development of Emotions at different stages.
Q 2: Write a note on the ‘Erikson’s Theory of psychological Development’.

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REFERENCES

UNIT 1

cliffs, N.J.: Prentice – Hall.


UNIT 2

UNIT 3


UNIT 4


UNIT 5