

*C*hildhood and *G*rowing Up



Dr. Mabel Basil Pimenta

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Childhood and Growing Up

(As Per the Revised Syllabus of F.Y. B.Ed., 2015-16, Semester I,
University of Mumbai)



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PREFACE

The book is written on 'Educational Psychology' titled as 'Childhood and Growing Up'. Basically, the book is written as per the curriculum of Course 1 of Two Years' B.Ed. Course of the University of Mumbai and other Universities in Maharashtra. It will also be useful for the students of other universities. The book contains a total of eight chapters, which are allotted to different aspects of child growth and development. Social perspectives of growth and development were incorporated in the 'Two Years' B.Ed. Course', hence the need to author this was aroused. It is essential to broaden our views pertaining to the growth and development on a global and national level. Growth and development are no longer merely a psychological process, but has a great sociological impact.

The stages of development are the same, but the age is being preponed in terms of the onset of maturity. Adolescence arrives at a tender age of nine or ten. It is due to an integrated impact of diet, changing lifestyle, gadgets and media. The problems faced by a child are enormous and varied in Indian society due to socio-cultural differences. Adolescents face emotional crises and the effects of it are long lasting. Hence, the parenting styles play an important role. Parents get a direction, whether they are playing a right role or need to change their parenting style. All these concepts and issues are discussed in Chapters 1, 2 and 3.

Many researches are undertaken on child development using various methods and approaches of psychology. Teachers have to be aware of these research studies to update themselves about progress in the subject and issues across the world. Theories are developed by psychologists on social, ecological, cognitive and moral aspects of child development. Chapters 4 and 5 are allotted to methods, approaches and theories of development.

In the Indian context, child development is obstructed due to marginalization, diversity and stereotyping. It is necessary to study these concepts and its impact on growth and development. Many times, a changing family structure becomes a barrier to child development. Broken families lack attachment and bonding which give rise to trauma in childhood, may it be child abuse or violence. So, intervention in terms of life skills is the need of the hour in the modern society, which is discussed in Chapter 6.

In this modern era, every individual needs to delve deeper and search for 'self-identity'. They need to be trained to resolve identity crises and overpower the negative impact of it. The child needs to know his own emotions and understand others too. It is possible to train him to develop emotional skills and cope up with stress using them. The concepts and psychological theories related to identity and emotions are described in Chapter 7.

It is a challenge before children to establish their identity in this influential world of media. The children need to know the positive and negative impact of media. Their life is full of competitions and pressure from peers. It is necessary to get a clear picture about false depictions of children, men and women. Influence of mass media on various factors of the society and peer relations, with greater emphasis on its negative influence, are discussed in Chapter 8.

Dr. Mabel Pimenta

ACKNOWLEDGEMENTS

Since 2015, the Two Year B.Ed. course has been implemented in the majority of the states in India. The syllabi of various courses/subjects have been drafted as per the guidelines of the Curriculum Framework meticulously drawn by the National Council for Teacher Education. The course 'Childhood and Growing Up' has been drawn to assist the journey of future teachers to cope with the learners and their development with reference to the pluralistic Indian society. I sincerely hope that this book will facilitate this journey.

For the successful compilation of this book, I am indebted to many people. First of all, I acknowledge the grace of god in this endeavor. I am very grateful to the Management-Manager Sr. Sushila, Principal, Dr. Mariamma Joseph, my colleagues and librarian of Pushpanjali College of Education for their support. I am grateful to my guide for imbibing in me the spirit of exploration and sustained learning. My husband Basil, daughters, Belinda and Christbel and son Ernest have always been the source of my inspiration.

I thank Himalaya Publishing House Pvt. Ltd. for their contribution. I do hope that the book will be useful to teacher-educators and teacher trainees to promote understanding of the subject.



Dr. Mabel Pimenta

SYALLBUS

University of Mumbai Syllabus of Course I B.Ed. Semester 1

Course Name- Course 1

Subject : Childhood and Growing Up

Total Credits: 4

Total Hours: 60 (72 lectures of 50 minute duration)

Total Marks: 100 (Internal – 30 marks, external – 70 marks)

OBJECTIVES:

1. To develop an understanding of the principles of development.
2. To develop an understanding of the concept of development within a pluralistic society.
3. To develop an appreciation of the child development in the socio-cultural context.
4. To apply the knowledge of the methods and approaches of child development.
5. To examine the theoretical perspectives of child development.
6. To develop an appreciation towards the life sketch of great psychologist.
7. To develop an understanding of growing up in a pluralistic society.
8. To analyze the issues and implications of changing family structure and parenting on growing up in a pluralistic society.
9. To develop an understanding of looking at one's own self, feelings and emotions.
10. To reflect on how we relate to the world through emotions.
11. To examine the factors responsible for establishing identity in a real world.

MODULE 1 : PRINCIPLES OF DEVELOPMENT

Unit 1: Growth and Development of a Child

- (A) Meaning of growth and development and its difference.
- (B) Stages of growth and development
 - Early childhood
 - Later childhood
 - Adolescence.
- (C) Role of the school in growth and development of a child.

Task/Assignment: Case study of any school, which has had a positive impact on the overall growth and development of its students.

Unit 2: Process of Development

- (A) Genetic background and development.
- (B) Trends in development – developmental direction, differentiation, integration and cumulative influence
- (C) Maturation and learning.

Task/Assignment: Prepare a report of three research studies, results of which suggest that genetic factors make a considerable contribution to individual's development and behaviour.

MODULE 2 : FUNDAMENTALS OF DEVELOPMENT

Unit 3: Context of Development

- (A) Child Development as a multidimensional concept within a pluralistic society
 - Physical
 - Emotional
 - Social

- (B) Impact of different parenting styles on child development
- (C) Child development in a socio-cultural context: Interplay of poverty, Caste, Gender and Tribal communities.

Task/Assignment: Select any one socio-cultural context in India and write a 1000 word essay on their parenting styles, or make a scrap book to depict child development in any one tribal community in India.

Unit 4: Methods and Approaches of Studying Child Development

- (A) Methods:
 - Observation (Participatory and Non-participatory)
 - Clinical.
- (B) Approaches: Cross-sectional, Cross-cultural, Longitudinal.
- (C) Merits and Limitations of the above methods and approaches.

Task/Assignment: Observe an adolescent and conduct a case study on his overall development.

MODULE 3 : PERSPECTIVES OF DEVELOPMENT IN PSYCHO-SOCIAL CONTEXT

Unit 5: Theoretical Perspectives

- (A) Social cognition: The social formation of the mind – Vygotsky
- (B) Ecological systems: Urie Bronfenbrenner
- (C) Constructivist: Piaget’s theory of cognitive development
- (D) Moral: Kohlberg’s Theory of Moral Development

Task/Assignment: Present the Biography of any one psychologist using any creative technique.

Unit 6: Growing Up in a Pluralistic Context

- (A) Childhood and growing up in the context of:
 - Marginalization
 - Diversity
 - Stereotyping
- (B) Issues and implications of changing family structure and parenting on growing up with respect to:
 - Attachment and bonding,
 - Experiences of trauma in childhood (child abuse, violence and death of a parent)
- (C) Interventions for life skills in the areas of – coping with stress, communication and interpersonal skills

Task/Assignment: Prepare a programme for life skill intervention for any one issue mentioned above.

MODULE 4 : DEVELOPMENT OF IDENTITY

Unit 7: Understand Self and Emotions

- (A) Formation of self:
 - Self-concept
 - Self-esteem
 - Self-efficacy
- (B) Emotions: Goleman’s Theory of Emotional Intelligence
- (C) Identity crisis – Marcian Theory

Task/Assignment: Prepare a reflective Journal on one’s own self.

Unit 8: Establishing Identity in a Real World

- (A) Influence of Media: Depiction of children, and men and women in television and cinema, social networking
- (B) Peer relations: competitions, cooperation and peer pressure
- (C) Role of a teacher in establishing identity with respect to media and peer relations.

Task/Assignment: Review a film related to any of the above mentioned issues and submit a report.

PAPER PATTERN

University of Mumbai

(Time: $2\frac{1}{2}$ Hours)

Total Marks: 70

- N. B.:**
- (1) Attempt any six questions of the following out of which Q.9 is compulsory.
 - (2) Marks are indicated against each question.
 - (3) Students answering in regional language should refer in case of doubt, to the main text of the paper in English.

Q. 1 to Q. 8 Attempt any 5

50 Marks

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.



Q. 9 Questions (answer in brief) Attempt any 4

20 Marks

- (a)
- (b)
- (c)
- (d)
- (e)
- (f)

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Module 1 : Principles of Development

1 Chapter Human Growth and Development

Objective

- To identify the importance of growth and development.
- To define growth and development.
- To differentiate between growth and development.
- To identify the stages of development.
- To describe the aspects of each stage of development.
- To describe the importance of stages of development.

Structure

- 1.1 Meaning of Growth
- 1.2 Characteristics of Growth
- 1.3 Meaning of Development
- 1.4 Characteristics of Development
- 1.5 Difference between Growth and Development
- 1.6 Implications of Growth and Development
- 1.7 Stages of Development
 - 1.7.1. Infancy and Toddlerhood
 - 1.7.2. Early Childhood
 - 1.7.3. Later Childhood
 - 1.7.4. Adolescence
- 1.8 Current Issues Pertaining to Adolescence

When we look at a bonsai tree, what do we notice? Sometimes we come across overgrown trees that do not bear any fruits, but what do we notice in the case of the bonsai? So in one example development is prominent, on the other hand, growth is significant in the other example. Let us understand human growth and development and also the difference between the two.

The terms growth and development are used interchangeably. The meaning of the two overlap many times. But there are some basic differences in the two terms. The difference between growth and development is given below:

1.1 MEANING OF GROWTH

The term growth denotes a net increase in the size, or mass of the tissue. It is largely attributed to the multiplication of cells and increase in the intracellular substance. The term growth implies an increase in size. When a body or any of its parts is described as having grown, it usually means that it has become large and heavy. It is thus that we speak of the growth of arms, brain, muscles or the body in general. Growth means an increase or addition in size, height, length or weight and can be measured. It is due to cell division.

- The **Encyclopedia Britannica** defines “growth” as an increase in the size or the amount of an entity. The word growth is used for all those structural and physiological changes that take place within individuals during the process of maturation.

For example, the increase in weight, height, length of limbs, limbs and size different organs is called growth. It is a biological process and continues from birth to adulthood. When a child eats food, it becomes a part of his body. During this time new cells are produced, which results in physical increase. This physical increase is called growth.

- According to **Hurlock (1959)**: “Growth is change in size, in proportion, the disappearance of the old features and acquisition of new ones”. i.e. growth in height, falling of milk teeth and acquisition of permanent teeth.
- According to **Crow and Crow (1962)**: “Growth refers to structural and physiological changes.” It means any change in size and proportion of limbs indicates structural change, whereas, an increase in the internal organs are physiological changes.

1.2 CHARACTERISTICS OF GROWTH

- Changes in the quantitative aspects come into the domain of growth. Growth is used in purely physical terms; it generally refers to change in size, length, height, weight and shape of body organs like the brain etc. of an individual.
- Growth is one of the aspects of the developmental processes. Growth describes the changes which take place in a particular aspect of the body and behavior of an organism.
- Growth does not continue throughout life, it stops when maturity has been attained. The changes produced by growth may be quantified.
- Growth may or may not bring development. A child may grow (in terms of weight) by becoming fat, but his growth may not bring any functional improvement (qualitative change) or development.

1.3 MEANING OF DEVELOPMENT

Development means a change in shape, form or structure so as to improve its working or functioning. Human development is the progression and regression that occur within human beings over the life span. Development implies certain qualitative changes or changes in character leading to maturity or improvement in functioning. For example, when the muscles of the legs become strong, a child begins to crawl, then stand, and then starts walking. So, this crawling, standing and walking is called development.

Children grow, but they also develop by undergoing certain changes, which equip them for better work. Development is a progressive change the child undergoes, which increases the physical, social, mental and emotional capacities of the child. In the early stages of life these changes are constructive. After middle age, there are destructive changes in the body, which lead to old age.

- The **Encyclopedia Britannica** defined the word 'development' as the progressive change in size, shape, and function during the life of an organism by which its genetic potential (genotype) is translated into functioning adult systems (phenotype). This means that development includes the increase not only in the size, but also in the function of an organ.
- According to **J.E. Anderson** (1950): "Development is concerned with growth as well as those changes in behavior which results from environmental situations".
- According to **Hurlock** (1959): "Development means a progressive series of changes that occur in an orderly, predictable pattern as a result of maturation and experience."
- According to **Crow and Crow** (1962): "Development is concerned with growth as well as those changes in behavior which results from environmental situations".
- According to **Liebert, Poulos and Marmor** (1979): "Development refers to a process of change in growth and capability over time, as a function of both mature and interaction with the environment. Thus, the development includes Growth Capability Maturation Interaction with the environment".

1.4 CHARACTERISTICS OF DEVELOPMENT

- Changes in the child that occur over time. The changes follow an orderly pattern that moves toward greater complexity and enhances survival.
- Development implies overall changes in shape, form or structure, resulting in improved working or functioning.
- It indicates the changes in the quality or character rather than in quantitative aspects.
- Development is a wide and comprehensive term; it refers to overall changes in the individual. Growth is one of its aspects. It can be observed by maturing behavior.
- Development describes the changes in the organism as a whole and does not list changes in parts.
- Development is a continuous and lifelong process.
- Development implies improvement in functioning and behavior and hence brings qualitative changes.

- Development is also possible without growth as we see in the cases of some children. They do not gain in terms of height, weight or size, but they do experience functional improvement or development in Physical, Social, emotional or intellectual aspects. Development deals with all the aspects of personality and has a vast scope.

These two terms have different meaning and characteristics, but they are interdependent. Growth cannot be separated from development and development is comprised of growth. Thus limited growth hampers development, whereas balanced growth promotes development.

1.5 DIFFERENCE BETWEEN GROWTH AND DEVELOPMENT

Areas	Growth	Development
Meaning	Net increase in size due to multiplication of cells	Change in body structure resulting into functioning
Examples	Increase in height, weight Growth of limbs and organs	The child develops skills in writing, reading, drawing, communicating etc.
Aspects	More emphasis is on the physical aspect. Physical development is referred to as growth	It includes physical, cognitive, emotional, social and moral aspects
Measurability	It is quantitative in nature, so measurable in various units	Qualitative in nature. It cannot be measured, but observed in terms of implications
Age limit	Growth is limited up to a certain age. i.e. 17-18 years It stops at maturity	It is throughout human life, from birth through old age Development continues through experiences
Inclusiveness	Growth does not include development. But it has an impact on development, i.e. due to adequate growth in height and weight a child gains confidence	Development is a broad term. Growth is one aspect of development. It is an integrated concept comprised of many aspects.
Scope	Growth may or may not bring development. I.e. Obesity	Development is possible without growth, i.e. a person may not grow physically, but functional progress is observed

1.6 IMPLICATIONS OF GROWTH AND DEVELOPMENT

Nutrition: Implementation of mid day meals in schools needs to be done as per the guidelines of the government. The quality of food grains and other food items need to be maintained by the school. The teachers need to make sure the students are benefitted by the midday meals. There is increasing evidence that nutrition interventions in school age children can have a positive effect on cognitive function, learning and classroom behavior. Guide the students about the importance of balanced diet and intake of calories as per the age group. Teachers can alert them about the ill effects of consumption of fast food and unhygienic food from roadside vendors.

Medical checkups: Medical checkups can be regularly organized in the school by availing of sponsorships from organizations like Lion's Club, Rotary Club, etc. Early interventions can help in the diagnosis of various diseases and helps the children with prescription of supplementary vitamins and minerals, which act as a precaution for further prolonged illnesses.

Organization of sports: Organize a sports competition among school houses and at interschool level. The school's role is to teach human growth and development and to facilitate communication between home and school. The school needs to provide facilities for sports during breaks and periods of physical education. Various school teams for outdoor games – football, cricket, kho-kho, kabbadi etc. can be organized which can participate in intra and inter-school competitions.

Organization of physical activities: physical activities promote health and fitness. It builds healthy bones and muscles. It also reduces the risk of developing obesity and risk factors for diseases such as diabetes and heart disease. It reduces the symptoms of anxiety and depression. It can positively affect concentration, memory, and classroom behavior. Activities that can be part of unstructured play are climbing trees, playing tug-of-war etc. Activities that can be structured are pushups, pull-ups, working with resistance bands and lifting weights. Make use of low or no-cost resources like public parks, community fields, courts and recreation areas. Replace inactivity with activity whenever possible. Example: walk or bike to school instead of riding a car or scooter.

Social programs: Social service camps, interaction with children in orphanages, visits to home for the aged and cleanliness drives can be organized to promote socialization of children. Methods of teaching, learning, like cooperative learning, group projects, game techniques, brainstorming, etc. help students to gel and interact with the group

Counselling cell: A counselor guides the students and helps solve emotional problems like depression, anxiety, nervousness etc. to ensure emotional development. Behavioral problems like aggressiveness, lying, bullying, stealing and truancy can be tackled by the counselors and teachers. Inclusive attitude towards handicapped and impaired students can be developed among the regular students due to the efforts of the counselling cell.

1.7 STAGES OF DEVELOPMENT

There are five major stages of development:

- Prenatal period: from conception to birth
- Infancy and toddlerhood: birth to 2 years
- Early childhood: 3 to 5 years
- Later childhood: 6 to 12 years
- Adolescence: 13 to 19 years

The stages are marked by psychologists to facilitate studies, but they overlap in real life. Later childhood begins in the second session of early childhood, puberty sets in sometime during the last two years of later childhood and maturity of adulthood is gained at the age of eighteen years. Hence, one may not find significant difference in twelve and thirteen years old. Though the stages of development are categorized into different aspects as physical, cognitive, social and emotional, they affect and interact with other aspects. For example, physical development allows them to acquire academic skills like performing experiments; language development leads them to better interpersonal relationships and social development.

1.7.1 Infancy and Toddlerhood

Raising a child in a family is exciting and challenging at the same time. A child's life has to begin with bonding and attachment. It lays the foundation for the relationship between parents and the child on which self-esteem and self-concept are built in future life. It is a time when parents explore who this new person is.

Physical Development during Infancy

There is rapid growth in height and weight from birth to two years. The head is the most noticeable part of the body of a newborn since it forms the highest proportion, which is 22% the height of the body. The proportion of the head to the body gradually decreases in infancy. Milk teeth appear from 6 to 7 months. The child's bones contain a great amount of water and smaller quantity of mineral matter as compared to an adult. The bones are softer and more flexible than adults. Therefore, parents need to be careful in handling the infant to avoid bone deformities and infection. The nervous system undergoes major development during first four years after birth.

Cognitive Development during Infancy

In the beginning, the child's sense organs are not developed, so he lacks in sensation as well as perception. When an infant starts focusing on bright by colored toys, lamps, moving objects, colored clothes, etc. that is the beginning of his perceptual growth. 'Object permanence' is an important milestone of cognitive development at 7-8 months. When an infant goes around and searches for a hidden toy. A one year old child can understand and answer simple questions like where is mama? Later on the child differentiates between known people and strangers.

At the same time the child starts perceiving objects in a familiar environment. Based on the perception a child begins to form wrong concepts leading to the correct ones. i.e. All four legged animals are called as cows or goats as per his/her familiarity. All women are identified as mothers. Uttering crying sound is a natural instinct. By the age of one, the child may learn a few words and gradually learns language by imitation, a couple of words or short sentences. As per the developmental schedule by Hurlock and Schwartz, "During the first and second years, the memory is stronger for persons and objects than for situations."

Emotional Development during Infancy

The infant cries, from the child's very birth and the bodily movements give evidence of the presence of emotions in him. The child's emotions can be seen through his simple responses that suggest pleasure and displeasure. Certain stimuli like loud noise, hot or cold water, hungry and uncomfortable feelings etc. bring unpleasant responses. In infancy the emotions are aroused by the conditions which are related to his well-being. The emotions are intense and expressed through crying, yelling etc.

Social Development during Infancy

At birth the child's behavior is not social at all. The child is self centered and concerned about satisfaction of physical needs. Due to the dependency on parents for the satisfaction of bodily needs, the first social contact is with parents, or caretakers. As Erickson has mentioned in his theory, if an infant gets pleasant social experiences trust is built, else mistrust develops that proves to be a risky foundation for child's further stages.

1.7.2 Early Childhood

It is rightly said that the early years are learning years and early care is education. According to Early Years Learning Framework childhood is about:

Belonging- being connected to family, culture, community and place

Being- to be, to seek and make meaning of the world

Becoming- shaping new understanding, identities, capacities and relationships

According to Copple and Bredekamp (2008) “young children are born learners. Although individual differences are present at birth, most set out to explore their world with unbridled eagerness and curiosity. Perhaps, more than any other time life, early childhood is a period of never ending possibilities”. It means at the early childhood stage, children explore the world with unlimited eagerness and curiosity.

Physical Development during Early Childhood

In early childhood, developmental changes occur in a relatively slower pace as compared to infancy. During this time the child loses his baby fat, legs grow longer, and the relation of head size to body size becomes more adult-like. Thus cephalocaudal trend changes to be more adult-like proportions. As middle childhood is reached, the rate of growth slows until adolescence. The brain and nervous system grow rapidly and important parts of the brain attain their mature form.

Locomotor skills (Preschool): The manner of walking becomes smoother gradually, also running and jumping become easier and balance improves. While stair climbing—both feet brought to the same step before moving upward or downward. Eye-hand and eye-foot coordination improves hence can acquire skills like string beads, button large buttons, zip a zipper etc.

Fine Motor Development: Some activities which depict this development are - Using small muscles to draw, zip, cut with scissors, snap (break), tie and mold with clay. Some examples of fine motor skills milestones are they learn to hold a pencil, write letters, draw a picture, and eat neatly with minimum chaos.

Gross Motor Development is seen in activities like running, jumping, balancing, climbing, throwing and catching. Developmental Milestone for Preschoolers:

- Stop, start and change directions
- Walk up and down stairs with alternating feet.
- Balance on a beam.
- Hop 10 times on one foot.
- Swing on a swing.

Fine motor skills: at this age, they require greater precision and control. By 2-3 years of age, they begin stacking blocks, molding clay, scribbling, etc. Four years old can copy a circle and draw different types of lines.

Writing Skills: 3-4 year olds more accurately perform tasks such as writing alphabets with an adult-like grip, cutting with blunt scissors, open screw-top containers, etc. BY age 4 they can use scissors, color within the borders and by age 5 write some alphabets and draw a person with body parts.

Physical Activities required at this stage:

- Vigorous exercise for 60 minutes each day for all the children
- Play with peers provides opportunity for social, language and cognitive development
- Activities within the family like biking, hiking, swimming, going for short strolls, marketing, etc. help to gain stamina gradually.
- Parents need to make efforts to reduce sedentary time, e.g. using a computer, playing video games, watching TV by providing various physical activities and motor skills

Cognitive Development during Early Childhood

At this age children are capable of using symbolic thought to perform mental tasks like use of blocks for simple mathematical operations. According to Piaget's views, children lack the ability to operate on mental tasks in Mathematics and Geometry. Children at this age can talk in endless sentences, but are keen listeners when an interesting story is being told. Their Span of attention is very small, hence need a change in activity every ten to fifteen minutes. Preschoolers up to 4 years of age are in the pre-conceptual phase (as per Piaget's Theory) when they begin to be able to give reasons for their belief and actions, but not a true cause-effect relationship.

The child is able to use language and art to represent symbols. Drawings tend to be more realistic as the child progresses across the early childhood years. He can recollect the sequence of a story and so recognizes when stories are told out of order. It is very common to use play to model roles and objects that they love to imitate teachers, mothers, police and other social figures. They can use inanimate objects to represent real objects like they often use the broom as a horse.

Emotional Development during Early Childhood

They have a fear of dark places and overall darkness. Children tend to be impatient and selfish when it comes to sharing toys or other belongings. They express aggression through physical and verbal behavior without any inhibition. Their behavior shows signs of jealousy of siblings, especially aggressive behavior towards a new infant which may be prolonged indefinitely. Egocentrism at this stage results into failure to take others' perspectives is often observed at this stage. Animistic thought, which means to attribute animate qualities to inanimate objects is a typical feature of the stage. i.e., call a broom as a horse. Stranger anxiety develops by age 2 ½ to 3 years and continues for a couple of years depending on their socialization. Most of the temper tantrums disappear by age 3. The habit of thumb sucking becomes a child's safety valve to release emotional pressure. i.e. Mother of a two and half years old boy visited Europe for about a month, leaving the child with the father and other members of the family. The child developed a thumb sucking habit due to the insecurity that was stretched on for eight years. As per Erikson this is the period of Toilet Training when the children need to be trained with adequate patience.

Social and Moral Development during Early Childhood

This is the age when a child begins to develop self concept. The child can identify feelings of self and others and also feel empathy. He learns to manage and express emotions and therefore, can establish relationships. His dependency on parents is reduced with age, thus tolerates short separation. i.e. attends play school for a short time. Due to increased tolerance, he becomes more cooperative with playmates, thus can continue to play for a long time.

The preschooler at this stage develops a sense of initiative, where he wants to learn what to do for himself, learn about the world and other people. Using the mechanism of negativism the child refuses to accept a real life situation. At this stage child needs help to learn to accept 'No' from others. His most favorite response to adults is through unconscious gestures. By the age of 3, the child shows definite aggressive behavior. However, with the increase in age, there is a decrease of aggressiveness. Sometimes aggressive behavior takes the form of quarrels, teasing and bullying. Teasing consists of a mental attack on other children and evokes their anger e.g. calling names. In bullying, sometimes there is involvement of physical pain e.g. pulling hair, pushing, etc. Bullying is proving to be very harmful, both emotionally and physically, in the case of handicapped children.

Competition for prestige is apparent at the age of four years. By the age of six years, most children have a well developed competitive spirit. The signs of cooperative behavior appear sometimes when the child is about four years of age, whereas the co-operative group work is not understood before the age of six years. With increase in age the child strives for the social approval of others, first of adult and then of the members of his group. They develop own theories about the world around them based on experiences. Despite of growing independence and self awareness they need assistance from adults up to approximately four years.

Educational Importance of Early Childhood

- During early childhood the child gets the initial experiences of school life. He can memorize catchy tunes and rhyming words of nursery rhymes. In the tech era the child can coordinate visuals and tunes in videos with words. While watching action songs they enact it spontaneously. All these multisensory experiences need to be provided in the school. At this junction child acquires physical maturity, hence writing is introduced in the school by way of lines, circles and other geometrical shapes.
- Alphabets can be introduced using blocks and pictures. Undue stress on reading and writing can be avoided, instead V-A-K-T (Visual, Auditory, Kinesthetic and Tactile) skills are beneficial as it gives better output. Clay molding helps in making alphabets.
- The child learns to tolerate separation for short periods and tend towards socialization. Activities and games increase his/her interaction with the group. Joyful atmosphere of the Kindergarten sustains the interest in learning through actions.
- Early school education needs to be activity based. As children acquire new motor skills at this age, they have an innate need to practice it. Games that involve psycho motor activities like 'hop-skip-jump' are enjoyed by them. They also enjoy repetition and drill, which can be used fruitfully by the teachers.

1.7.3 Later Childhood

Later childhood is marked by conditions that profoundly affect a child's personal and social adjustments. The beginning of late childhood is marked by the child's entrance into first grade in school. This is a major change in the pattern of their lives. Entrance into first grade is a milestone in every child's life; therefore it is responsible for many of the changes that take place in terms of attitudes, value and behavior.

Although later childhood begins at the same age, one cannot be so precise about the time when this period comes to an end because of physical maturity. As a result, some children have a longer -

than - average late childhood, while for others it is shorter than the average. This stage extends from six to twelve years. The stage is called the elementary school age. It is the period of excellence and pseudo-maturity. It is marked by the profound effect on a child's personal and social adjustment. This period can be termed as a troublesome and quarrelsome age. It is also known as gang or play age.

Aspects of Development during Later Childhood

Physical Development

This is the period of slow and uniform growth. Compared with the swift growth during the first five years, physical growth is slow but steady. So it looks stagnant overtly. Physical growth follows a predictable pattern, although variations do occur. This is the only time during the life span when girls are, on average, taller than boys. Height and weight variations can be affected by poor nutrition and racial or ethnic background. In this stage lengthening of the limbs occur. The legs grow very fast and children appear long legged. Muscle tissues increase and coordination improves, Involvement in physical activities increase. The bones are hardened; the height and weight increase at this stage and there is improvement in a child's motor development, skill and endurance. By the end of the late childhood stage, a child normally has twenty eight of the thirty two permanent teeth. The last four - the wisdom teeth emerge during adolescence.

Cognitive Development

Intellectual activities are clearly visible at this stage. The child is in a position to exercise his or her power of memory, attention, thinking and imagination and can solve problems intelligently. His knowledge and experience gradually takes the creative turn in the late childhood stage. The child is intellectually alive and active. I.Q. at this stage is developed considerably and by the end of this stage it becomes stable.

A period of capacity to learn: The child acquires mental readiness to learn at this stage. He can pay attention to and develop an interest in reading, writing and arithmetical activities. He shows awareness and sense of subordination to the school rules, laws and discipline. A sense of discipline and some sense of responsibility to school work are acquired by him. He tries to gain new knowledge and experience through imitation.

A period of development of concepts: As the children's world expands with their entrance into school, so does their interest. Understanding of people and things help them to form concepts. Children associate new meanings with old concepts on the basis of what they learn after starting school. They derive new meanings from the mass media, especially movies, radio and television.

Development of constructive and creative instincts: His sense of curiosity is largely satisfied with the formal education in school. Self assertive instinct makes the child more competitive. Instinct of construction may take the creative turn through handwork, craft-work, and drawing. The native talent and potentiality inherent in the child may find expression through the suitable outlets provided to him. Gregarious instinct may be satisfied through collective games and sports.

A period of development of interests: In the later childhood stage, the child develops acquired interest and sentiment towards specific subjects and fields of activity. A growing sense of liking and disliking makes his choice somewhat critical. His interest in play also appears to be more selective at this stage.

Social Development and Moral Development in Late Childhood

The late childhood stage is also a stage of socialization of the egocentric nature of the child. The primary school provides an ideal situation for such socialization. The child's social environment and its functions are widened. Both the classroom and the playground situations train him how to feel, think and act together with others, share joy and sorrow with them. He also learns some of the social rules and norms through active participation in society. The child at this stage is engaged in social interaction and learns the spirit of sharing with others. They tend to have some definite rules of morality which depends on the perspectives of others. However, their moral thinking is not always reflected in their behaviour.

It is a play age: The social situation provided in school develops his natural tendency to play. Group play and group activity make the child more social, loyal and disciplined. He is usually attracted to the school on account of the play situation provided by it. He begins to acquire social virtues like friendship, cooperation and competition in group play with mates of his own age. For these reasons this stage is termed as "Play Age".

It is a gang age: Social senses urge the boys and girls to live an organized group life. They develop a strong sense of loyalty to the gang. They form certain rules and code of conduct of the gang and uphold them quite faithfully and obediently. They select their leader and owe the sense of subordination to him. So, late childhood is often referred as "Gang Age".

Emotional Development

Children at this stage discover that the expression of emotions, especially the unpleasant emotions, is socially unacceptable to their age-mates. As a result, they acquire a strong incentive to learn to control the outward expressions of their emotions. Emotional expressions in late childhood are pleasant ones compared with the early childhood stage. A normal child at this stage believes in the sharing of love and affections. At this stage children also experience such emotions like - anger, fear, joy, anxiety, etc. The child's nature of behavior, thought and activity at this stage can be described as extrovert or external minded. He is more attracted to external situations and takes pleasure in active participation in them. He has no occasion to feel bored, anxious or worried over any problems of his personal life. The external world and its situations are extremely interesting and stimulating to him. He devotes all his energy and attention to them.

Educational Implications of Later Childhood

- A child at this stage is physically restless. The children also develop skills like - throwing, catching, riding a bicycle, swimming, etc., so he can be engaged in games and other sports activities.
- The child develops skills like - self-help skills and social-help skills; Apart from doing his or her own work the child becomes able to help others at this stage. Hence social service camps, interaction with deprived children in orphanages and visits to orphanages can be organized.
- At school, the skills needed in writing, drawing, painting, clay modeling, sewing etc. can be developed.
- Energy of gangs during later childhood can be channelized towards constructive activities like social service camps, organization of co-curricular programs, exhibitions, excursions etc.

- Workshops can be organized to promote the creative talents of the students in fine arts and physical training.

Parents' name this period as – the troublesome age and quarrelsome age; educators call it as - elementary school age and critical period, and psychologists named the late childhood as - gang age, creative age and play age.

1.7.4 Adolescence

Meaning

It is the group of children from between the ages 13-19. WHO identifies adolescence as the period in human growth and development that occurs after childhood and before adulthood, from ages 10 to 19

The term adolescence has its origin in the Latin verb 'Adolescere', which means to go into adulthood. Thus, it is the transition or bridge between childhood and adulthood. Adolescence is the period of rapid physical, cognitive, social, moral, sexual and emotional changes. It is an adjustment period with the parents, siblings, teachers and peers. It is the stage identified with dramatic changes in the body along with changes in psychology and entry into a new career.

It is the period of human development during which a young person must move from dependency to independence, autonomy and maturity. The young person moves from being part of a family group to being part of a peer group and to standing alone as an adult. Thus, it is a phase of life that begins in biology and ends in society. It means that physical and biological changes are universal and take place due to maturation, but the psychosocial and behavioral manifestations are determined by the meaning given to these changes within a cultural system. The experience of adolescents during teen years would vary considerably according to the cultural and social values of the network of social identities they grow in.

Aspects of Development during Adolescence

Physical Development in Adolescence

The stage is identified by rapid growth in height and weight. The nature of weight gain differs as it means muscle for boys and fat for girls. Girls mature about two years earlier than boys. The stage is identified with secondary sexual characteristics like growth of pubic and underarm hair, increased production of oil and sweat glands, change in voice for boys, facial hair growth in boys. Hormonal changes take place due to changes in the glands like the beginning of the menstruation cycle in girls.

Teens frequently sleep more due to these changes, about 9-9.5 hrs. Often they feel awkward because of growth spurts. Some girls may become sensitive about their weight and try to lose weight resulting in eating disorders. Teens are concerned if not physically developing at the same rate as peers, thus early or late maturation cause problems; they need is to "fit" in.

Cognitive Development in Adolescence

In adolescence, changes in the brain interact with experience, knowledge and social demands and produce rapid cognitive growth. Cognitive development means the improvement in a child's ability to think and reason. Brain is not completely developed until late adolescence. Adolescents can take

others' perspective and try to understand it. They can think about non-concrete things like faith, trust, beliefs, and spirituality

Improvements in basic thinking abilities generally occur in the following areas during adolescence:

Attention: Improvements are seen in selective attention, as well as divided attention. Thus he learns to focus on one stimulus and also to pay attention to two or more stimuli at the same time.

Memory: Development is seen in both short term and long term memory.

Information processing speed: Adolescents think faster than children. Processing speed increases between age six and middle adolescence.

Organization of thoughts: Adolescents are more aware of their thoughts and can use mental devices to think more efficiently.

Metacognition: Adolescents can think about thinking itself. This often involves monitoring one's own cognitive activity during the thinking process. It provides the ability to plan ahead, see the future consequence of an action, and provide alternative explanations of events. Metacognition is relevant in social cognition and results in increased introspection and self-consciousness. Adolescents are much better able to understand that people do not have complete control over their mental activity.

Developing abstract thinking: Adolescents move from being concrete thinkers, who think of things that they have direct contact with, to abstract thinkers, who can imagine things not seen or experienced. This allows adolescents to have the capacity to love, think about spirituality, and participate in more advanced mathematics.

Thinking and reasoning: This means forming new ideas or questions. Adolescents develop more advanced reasoning skills, including the ability to explore a full range of possibilities inherent in a situation. It enables an adolescent to think hypothetically and use a logical thought process.

From ages 12 to 18, children grow in the way they think. They move from concrete thinking to formal logical operations. Some children may be able to use logical operations in schoolwork long before they can use them for personal problems.

It is important to note that each child moves ahead at his or her own rate, to think in more complex ways.

A child in late adolescence develops the following cognitive characteristics:

- Uses complex thinking to focus on less self-centered concepts and personal decision-making
- Has increased thoughts about more global concepts such as justice, history, politics, and patriotism
- Often develops idealistic views on specific topics or concerns
- May debate and develop intolerance of opposing views
- Begins to focus thinking on making career decisions
- Begins to focus thinking on emerging role in adult society

Social Development in Adolescence

Need for age appropriate independence and freedom increases. Though they move towards more mental autonomy parental support is still necessary. Relationship with parents changes in three ways:

- As cognitive ability increases, they look at the parents as individuals as well as parents. In short, they interpret relationship with parents rationally.
- Less time is spent with the family and parents
- More conflicts and arguments with parents

More intimate relationships are developed with peers as they spend more time with them. They try to reason in adult terms about moral issues and values. They also question social and political beliefs of adults. With the world becoming a global village through increased communication has led to the emergence of a world youth community, resulting in two commonalities in the interest of adolescents across cultures such as style of dressing up, eating habits and music preferences.

Moral Development in Adolescence

They develop own view of the world. The ability to consider possibilities and facts may affect decision-making. This can occur in either positive or negative ways. Adolescents begin to form his or her own code of ethics For example, is it right to think in this direction? They also think about different possibilities and begin to develop their own identity, For example, he asks himself questions like who am I? Begins to systematically consider possible future goals and make own plans, for example questions arise like, What do I want in life?

Emotional Development in Adolescence

Adolescents always struggle with a sense of identity therefore Erikson has named the stage as 'Identity Crisis'. So they have a tendency to return to childish behavior. Due to deviation in pattern of growth and development, they are often nicknamed by peers. i.e. A child who does not get hoarse voice or facial whiskers is nicknamed a girl. Their mood keeps on swinging at this stage. They develop an improved ability to express self. They express their views and feeling in cliques due to higher involvement. They show less overt affection towards parents and complaint about parental interference. It is very occasional with them to experiment with alcohol, cigarettes and drugs.

Implications of Adolescence

Health education programme need to be organized for adolescent to get a clear concept of structural and physiological changes in the body. They can be trained to take care of their hygiene so that it transforms into a habit. Adolescents can be involved in physical activities such as sports, Creative arts and developing hobbies.

Outdoor activities like excursions and camps are encouraged so that boys and can work together and their strong need to belong to peer group and communicate with each other can be fulfilled. Students can be trained into yogasanas, breathing exercises and other relaxation techniques to overcome stress.

They can be encouraged to participate in open communication, so they will not hesitate to discuss topics like sex. Opportunities can be provided in volunteering, participating in a student exchange

program and seeking out new friends. In India schools can have the program across rural and urban settings.

Appropriate career guidance needs to be provided as per the needs of the employment sector. Students can choose out of routine careers to ensure a bright future and avoid waste of time. Students at this stage can opt for part-time job and increase their involvement in community activities. 'Earn and learn' policy is beneficial for needy students to finance their higher education. Knowledge about changes and behaviors during adolescence are normal and can go a long way in helping both teens and adults to manage the transition successfully.

Troubleshooting behavior should be controlled like gang violence, use of weapons, bullying and stealing. Use of drugs and alcohol, running away from school, involvement in sexual activity are some red flags that should be taken care of. In the modern period of a global village the students face various issues as discussed below:

1.8 CURRENT ISSUES PERTAINING TO ADOLESCENCE

Adolescence is considered the stage in a person's life between childhood and adulthood. The experience of adolescents during teen years would vary considerably according to the cultural and social values of the network of social identities they grow in. The physical and psychological characteristics of adolescents and the nature of developmental tasks which they are expected to perform, often pose certain challenges and problems of adjustment which causes stress. Following are some of the major issues pertaining to development of adolescents sometimes result in high amounts of stress.

1. Peer Pressure

During adolescence, peers play a large part in a young person's life. At this age, family as the center of a teen's social and leisure activities is replaced by peer groups. Teenagers interact with many peer groups. Their involvement with peers and attraction of peer identification increases. Some kids give in to peer pressure because they want to be liked or to fit in the group. Sometimes they worry that other kids may make fun of them if they don't go along with the group. Others may go along because they are curious to try something new that the others are doing. The idea that "everyone's doing it" may influence some kids to leave their better judgment, or their common sense, behind. As children move into Pre-adolescence they begin to question adult standards and the need for parental guidance. They find it reassuring to turn for advice to friends who understand and sympathize.

Types of Peer Groups

Large peer groups: Examples of large peer groups are: school, youth group, or home group. This is the setting that gets the most attention. The large group exerts a general pressure on its members. It directs the trends in clothing, music, entertainment, and political correctness. The pressure can be avoided by keeping quiet or by putting on the appearance of conformity.

Small peer groups: It leads to close relationship with one or several best friends. This is the setting that is sometimes overlooked. The pressure which takes place among close friends is not so easy to escape. One can't fake it with them; they know what you stand for and what you really believe. This pressure is personal and forceful.

The dual influence of peer group: Scientists say facing the influence of friends represents an important developmental step for teens on their way to becoming independent-thinking adults. Peer influence during adolescence is normal and tends to peak around age 15, then it declines. According to Laurence Steinberg, a psychology professor, teens get better at setting boundaries with peers by age 18. Peer pressure is often seen as a negative, and indeed it can coax kids into unhealthy behavior like smoking or speeding. But it can also lead to engage in more useful social behaviors. If peers value doing well in school or excelling at sports, it might encourage kids to study or train harder. And both peer pressure and learning to resist it are important developmental steps to self-reliance, experts say

Role of a Teacher/Effective Strategies for Coping with Peer Pressure

- 1. Nurture teens' abilities and self-esteem:** Adolescents with positive self-concept and self-worth will be less likely to be easily swayed to follow others' negative influences. It is essential that these aspects of positive development should be encouraged in youth.
- 2. Encourage positive relationships between significant adults and teens:** Parents, teachers, school counselors, other relatives and professionals should try to have constructive and positive relationships with teens. Youth should know that they can go to these caring adults for help or advice about their peer relationships.
- 3. Support parent education programs for families with teenagers:** Parents need to be better informed about the dynamics of adolescent peer groups and expectations teenagers face in peer relationships. Seeking information and showing interest in these issues might actually show your teens that you are concerned about them. Parents should be guided that listening to the same music and dressing in the same way as friends doesn't necessarily add up to doing the same antisocial or risky things. It's worth remembering that you have an influence over your child too, especially over the longer term. If your child has a strong sense of himself and his values, it's more likely he'll know where to draw the line when it comes to the risky stuff.
- 4. Equip youth with the skills necessary to resist negative behaviors:** Teens will be able to confront situations where they will have to make a decision whether or not to engage in certain behaviors. It is essential that youth are given the necessary skills to analyze the situation and make the appropriate decision. i.e. 'costs vs. benefit analysis — teaching them to look at both the negative and positive sides of a decision.
- 5. Teaching youth exit strategies or ways to say 'no' to negative pressures:** It is best to try to deal with peer pressure before it even happens. Talk to youth about potential scenarios, and think through strategies together on how to deal with these scenarios if they arise. This could be done by role-playing or participating in skits.

Peer pressure can lead youth towards unhealthy and unsafe behaviors. To minimize the negative effects of peer pressure, youth, parents, school and community leaders must come together to establish workable and effective strategies to guide teen behavior and to support their transition from children to mature, responsible adults.

2. Substance Abuse

The abuse of drugs and alcohol is a global problem, which affects almost every country in the world, both developed and developing. Statistics point to an increase of drug abuse in India, particularly among young people. Drug abuse can be described as the self-administration of a drug for nonmedical reasons, in quantities and frequencies, which may impair an individual's ability to function effectively and which may result in social, physical or emotional harm. Because of their ability to produce dependence, these drugs compel the person to take the drug on a periodic basis. Initial or experimental drug use may result from a combination of peer pressure, curiosity, price and availability. Progression to greater involvement may be attributable to other factors, such as anxiety and stress associated with achievement failure, lack of confidence etc.

Adolescents are more vulnerable: Adolescents and young people with their penchant for experimentation and exploration of new ideas and activities are especially vulnerable to drug-abuse. In India, it is estimated that most drug users are in the age group of 16-35 years, with a bulk of them in the 18-25 group.

Adverse Impact

Drug abuse has multiple detrimental effects. Prolonged use of drugs affects almost all the systems of the body, leading to high mortality. Drug abuse increases the risk of contracting HIV/AIDS by sharing of the common needles and syringes. Moreover; a person under the influence of drugs is more likely to adopt risky sexual behavior. Apart from the direct effect on health and life expectancy, drug abuse is associated with suicide, accidents, absenteeism, delinquency, higher crime rates and antisocial behavior.

Role of a Teacher to Help Adolescents to Reduce Substance Abuse

Adolescents and young adults constitute one of the groups at greatest risk of becoming entangled in substance abuse for which early preventive intervention is most appropriate. The classroom is a convenient place to contact young people and school based programmes are the most widespread drug-education schemes in the world today.

1. **Change in attitude:** Manpower in the educational system is being perceived as the main resources for primary prevention programs. They could be trained to communicate information and influence attitudes of the students.
2. **Drug education programmes:** It may be made a part of compulsory courses. Teachers should undergo regular skill building training programmes, which should sharpen their attitudinal, motivational and communication skills and thus foster them to fulfill the roles efficiently. As the school curriculum is already crowded, it can be offered in the form of special sessions ensuring credibility. Audience impact may be solved by involving the students themselves. The school may call outsiders (celebrities) who are more likely to attract their attention. Peer leadership has proved particularly successful in small group sessions on resisting social pressures and self assertion training. It is usually better to recruit peers who are a little older than the audience or who are respected by them.
3. **Inclusion in teacher education:** It is high time to incorporate the elements of emerging concerns like substance abuse in the syllabus. The textbooks and syllabi of teacher education

need to be revised accordingly. Till the curriculum is being revised, it is better to expose the learners on different aspects of drug abuse and to develop responsible behavior among themselves on how to say “no to drugs” through a series of school based programmes and extension activities.

3. Early Exposure of Adult Issues through Media/Internet

Today with more than 1.5 billion internet users around the world, the internet has become an integral part of our society. This technology is changing the way people are socializing, studying, working, shopping, searching for jobs and spending leisure time. Around the world more than 80% of the youth are spending a large amount of time on the internet. So it becomes essential for us to be aware of its impact on adolescent behavior; their psychological well-being and development. The internet acts as a mechanism for – information dissemination, social interaction and entertainment. But when it starts having negative consequences in your life, then you may be using the internet excessively, leading to internet addiction. This addiction affects children at a pre-adolescent stage. Due to internet addiction, children get involved in the following issues at an early age

1. *Cyber relationship addiction* – Addiction to social networking, chat rooms results in unnecessary messaging to online friends. This social networking becomes more important than real life relationships with family and friends
2. *Net compulsions* – such as compulsive online gaming, gambling, stock trading or compulsive use of online auction sites
3. *Cybersex addiction* – It means compulsive use of internet pornography, fantasy, role play sites which has a negative impact on real life intimate relationships
4. *Virtual social world* – Teens often create personal pages where they can make up or post their real identities, personal profiles and pictures on websites such as Myspace, Facebook and blogs. This poses a risk since it is difficult to discern someone’s real identity over the internet. Many adults produce and sell fake identities and some teens become victims of these fake identities.

The internet has become a channel for distributing sexually explicit material resulting in sex crimes. In most cases, the sex sites are accessed unintentionally when a child types a new word to search information or pictures. Such free access to this information by immature adolescents could pose a negative impact on adolescent development. It could potentially manifest in their social interactions and sexual activity.

Adolescents use a variety of social media sites such as WhatsApp, Facebook, We Chat, Skype, Instagram, etc. to connect with their peers. Social networking is wildly popular among adolescents and used to interact with both known and unknown peers. By default they may get involved in gangs and their antisocial activities. Some web sites are opened by ‘trial and error’ method, and thus adolescents are exposed to unwanted sites through the internet. Besides educational blogs there are many negative blogs on the internet, which are created to develop hatred about a particular community, religion or any other group. These blogs are being misused by hackers? and adolescents become victim of groups of fundamentalists.

Role of a Teacher

Encourage other interests and social activities: Get your student out from behind a computer screen. Expose kids to other hobbies and activities such as sports and school clubs.

Use of therapy: Timely use of therapy can give an adolescent a tremendous boost in controlling internet use.

Cognitive behavioural therapy: It provides step-by-step ways to stop compulsive Internet Behaviour and change one's perceptions regarding the internet

Children should be encouraged to use the internet in ways that encourage social interaction and stimulate desire for knowledge

Media literacy training: This is needed to empower children to make good choices and to use the internet to create, to design and to invent. Moreover, adolescents in India today face many of the same problems as their peers in other countries, including various forms of juvenile delinquency, alcohol and drug abuse, illiteracy, school dropout and low educational attainment, and family violence.

4. Depression and Suicidal Thoughts

Depression is a medical condition that can cause a wide variety of psychological and physical symptoms. It is estimated that between 4 and 8 percent of adolescents are depressed. Extreme and enduring sadness are the best-known symptom of depression. Causes of depression could be - a prior history of depression, A recent loss, family problems or conflicts with parents, Difficulties with friends or peers, Difficulties with school work, Negative outlook or poor coping skills, Chronic illness etc.

Adolescents who are depressed are at an increased risk of suffering from following problems:

- Difficulty with school work
- Relationships with parents and peers
- Decreased interest and involvement in daily activities and responsibilities
- Health complaints-such as abdominal pain, fatigue, and headaches
- Engaging in high-risk behaviors- such as having sex, smoking, abusing alcohol and other substances, violence against others, and suicide attempts

Depression is a treatable condition. Counseling, drug therapy, and other measures can help the adolescent to succeed in school, maintain healthy relationships, and feel more self-confident.

Teachers and parents can support the depressed teens in the following ways:

Let depressed teenagers know that they have the emotional support of parents, principal, teachers, peers, etc., fully and unconditionally. Resist any urge to criticize or pass judgments once the teenager begins to open up. The important thing is that the child is communicating. Encourage the teenager to stay active. Exercise can go a long way towards relieving the symptoms of depression. Isolation only makes depression worse, so encourage a teenager to see friends and praise efforts to socialize. Suggest social activities that might be of interest, such as sports, after-school clubs, or an art class.

Suicide is a tragic and preventable consequence of severe depression. Any mention of suicide or self-harm should be taken seriously. Teens who are seriously depressed often think, speak, or make

“attention-getting” attempts at suicide. An alarming and increasing number of teenagers attempt and succeed at suicide, so suicidal thoughts or behaviors should always be taken very seriously. In depressed teens who also abuse alcohol or drugs, the risk of suicide is even greater.

Other family related issues that affect development of adolescents:

5. Increasing Loneliness

Loneliness is an unpleasant feeling in which a person feels a strong sense of emptiness and solitude resulting from inadequate social relationships. Loneliness is a natural phenomenon, since humans are social creatures by nature. Adolescents have to deal with many changes, including the nature of their bodies, relationships with peers and parents, and increased autonomy. Not surprisingly, loneliness is common and quite intense during adolescence. Peplau and Perlman (1982) have defined loneliness as a psychological state resulting from discrepancies between an individual's desired and actual relationships. Research suggests that adolescent loneliness is related to peer relations as well as to self-esteem, family strengths, and mother-adolescent communication.

6. Changing Family Structure

The rapidly changing social, political and economic scenario in the world has not left Indian families untouched. It is going through structural and functional modifications that have a bearing on an adolescent's socialization and parent child relations. Weakening of social support from relationship, the movement of women empowerment, exposure to media, increasing competitive demands of the market economy and higher standards of achievement are a few aspects that have changed the family dynamics in the recent past. The weakened bonds of relationship have resulted in increased loneliness in adolescents. In a society having a 'One child norm' the child opts for electronic companions-smart phone, internet, TV and video games. The need for different values, competencies and coping styles between parents and adolescents are a source of anxiety and stress both for adolescents and parents

7. Rising Permissiveness

Sometimes one or both parents cater to the child's slightest whims and, in doing so, fail to teach and reward desirable standards of behavior. Over indulged children are characteristically spoiled, selfish, inconsiderate and demanding. They tend to be impatient, approach problems with an aggressive and demanding manner, and find it difficult to accept present frustrations in the interests of long-range goals. Some parents who resort to excessively strict discipline, are convinced that if they “spare the rod” they will spoil the child. And in some other cases, parents seem to lack general guidelines, punishing children one day and ignoring or even rewarding them the next day for doing the same. Such children are at a loss to know what behavior is appropriate. A well-placed permissiveness can be good and creative for a child. But over-permissiveness and lack of discipline tend to produce a spoiled, inconsiderate, aggressive child – and an insecure one as well. During the later years of adolescence, students join call centers. Earning at an early age has resulted into late evening entertainment and pub culture. Children at early teenage imitate behavioral patterns of older peers.

8. Materialism

India perhaps possesses the most diverse set of adolescents depicting different behavioral patterns where the middle class and upper middle class suffers from materialism. In thrust of having a big market share, marketers play various gimmicks and do not hesitate in delivering wrong commitments, poor quality and absurd marketing ideas. Thus the marketer plays a pivotal role in disturbing the family life-cycle of the Indian adolescent. Continuous exposure to the marketing campaign and advertisements affect the adolescent adversely and cause turbulences in their life. The consequent reaction may be tobacco, alcohol and drug abuse, by the adolescents in Indian society. Eventually the parents suffer a lot due to the entire phenomenon, and it results in unhealthy and stressed generations, which will be harmful to the growth of the nation. Peer pressure, targeted marketing campaigns and bad parenting have all been blamed for increasing materialism in children.

Moreover, adolescents in India today face many of the same problems as their peers in other countries, including various forms of juvenile delinquency, alcohol and drug abuse, illiteracy, high school dropout ratio and low educational attainment, and family violence. The world becoming a global village through increased communication has led to the emergence of a world youth community. So integrated efforts are necessary, to save not only the Indian youth, but global youth from such burning issues in the modern world.

Questions

1. “The Early Years are Learning Years” explain the statement with reference to all the four aspects of development during early childhood.
2. Illustrate physical, cognitive and social development during adolescence
3. “Later childhood is the period of formation” explain the statement with reference to social and emotional development during later childhood.
4. Describe in brief physical and emotional development during adolescence. What programmes can be organized in school to facilitate the development?
5. Illustrate the concepts of growth and development.
6. State the difference between growth and development

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