

# **Growth & Development**

**Course: B.Ed.**

**Paper code: BED101**

**Paper Title: Childhood & Growing Up**

# Introduction

- Change is the law of nature.
- Animate or inanimate objects are all subject to change. Animate objects are distinguished from inanimate objects chiefly by their potentiality to maintain the flow and cycle of life.
- Seeds, after germinating in the soil grow as saplings and then as specific plants or trees which in turn flower and produce seeds or fruits for further germination.
- Similar is the case with birds, animals and human beings who can reproduce their own kind by the transmission of specific characteristics of the species through sexual union between the male and the female.

# 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.

# Definitions of Growth

- 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.
- 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.

# Definitions of Growth

- 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.

# 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.

# 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 of 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.

# Meaning of 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



# Definitions of Development

- 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."

# Definitions of Development

- 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 maturation and interaction with the environment. Thus, the development includes Growth Capability Maturation Interaction with the environment”.

# 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

# Difference between Growth & Development

Areas	Growth	Development
<b>Meaning</b>	Net increase in size due to multiplication of cells	Change in body structure resulting into functioning
<b>Examples</b>	Increase in height, weight Growth of limbs and organs	The child develops skills in writing, reading, drawing, communicating etc.
<b>Aspects</b>	More emphasis is on the physical aspect. Physical development is referred to as growth	It includes physical, cognitive, emotional, social and moral aspects.
<b>Measurability</b>	It is quantitative in nature, so measurable in various units	Qualitative in nature. It cannot be measured, but observed in terms of implications
<b>Age limit</b>	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

# Difference between Growth & Development

Areas	Growth	Development
<b><i>Inclusiveness</i></b>	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.
<b><i>Scope</i></b>	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

# Stages of Development



# Stages of Development

There are five major stages of development:

- 1. Infancy and toddlerhood: birth to 2 years**
- 2. Early childhood: 3 to 5 years**
- 3. Later childhood: 6 to 12 years**
- 4. Adolescence: 13 to 19 years**

# 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.



## ***A. 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

## ***b. 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.
- 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

### ***c. 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.

### ***d. 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.

## 2. Early Childhood

### *a. 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.
- The manner of walking becomes smoother gradually, also running and jumping become easier and balance improves.
- Eye-hand and eye-foot coordination improves hence can acquire skills like string beads, button large buttons, zip a zipper etc
- Some activities which depict fine motor skill development are
  - Using small muscles to draw, zip, cut with scissors, snap (break), tie and mold with clay
- Gross Motor Development is seen in activities like running, jumping, balancing, climbing, throwing and catching.

## ***b. 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
- 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.
- 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.

### ***c. 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.
- 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

#### ***d. 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.
- By the age of 3, the child shows definite aggressive behavior. However, with the increase in age, there is a decrease of aggressiveness.
- 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



### 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.

## **a. *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

## ***b. 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.

### ***c. 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

#### ***d. 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.

## 4. Adolescence

- 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.

## ***a. Physical Development***

- 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

## **b. Cognitive Development**

- 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
- 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.



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

### ***c. Social Development***

- 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:
  - a) As cognitive ability increases, they look at the parents as individuals as well as parents. In short, they interpret relationship with parents rationally.
  - b) Less time is spent with the family and parents
  - c) 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.

## ***d. Moral Development***

- 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?

### ***e. Emotional Development***

- 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.



*thanks  
for watching*

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**BED – 105 LANGUAGE ACROSS THE CURRICULUM**

**TOPIC – B F SKINNER THEORY ON LANGUAGE DEVELOPMENT**

**BY- DR. SUMAN LATA**

# B.F.SKINNER THEORY ON LANGUAGE DEVELOPMENT LANGUAGE

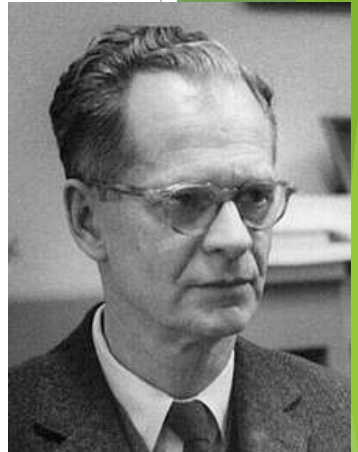
- ▶ The word 'Language' is derived from the Sanskrit root 'Bhash' which means to speak or say, i.e. language is that which is spoken.
- ▶ Language is the means by which we can express our thoughts and for this we use vocal sounds.
- ▶ Language is a group of words and sentences etc. uttered by mouth, through which the thoughts of the mind are expressed. The phonemes representative of all the sounds of a language come together in one arrangement and form the concept of a complete language. With the help of which people of a society or country express their inner feelings and thoughts to each other. That group of words and sentences etc. which are pronounced orally, through which the thoughts of the mind are expressed, such as speech, language, special speech. Generally language can be called a medium of ideological exchange.



# LIFE INTRODUCTION

## ▶ B F SKINNER

- ▶ **BF. Skinner** - Burh Frederick Skinner
- ▶ **Born** - 20 March 1904
- ▶ **Died** - 18 August 1990
- ▶ **Cause of death** - Natural death Cancer of the blood
- ▶ **Residence** - United States Citizenship -  
**United States Education** - Harvard  
**University Occupation** - Philosopher,  
inventor, university teacher, writer
- ▶ **Employers** - Harvard University,  
University of Chicago
- ▶ **Award** - National Medal of Science

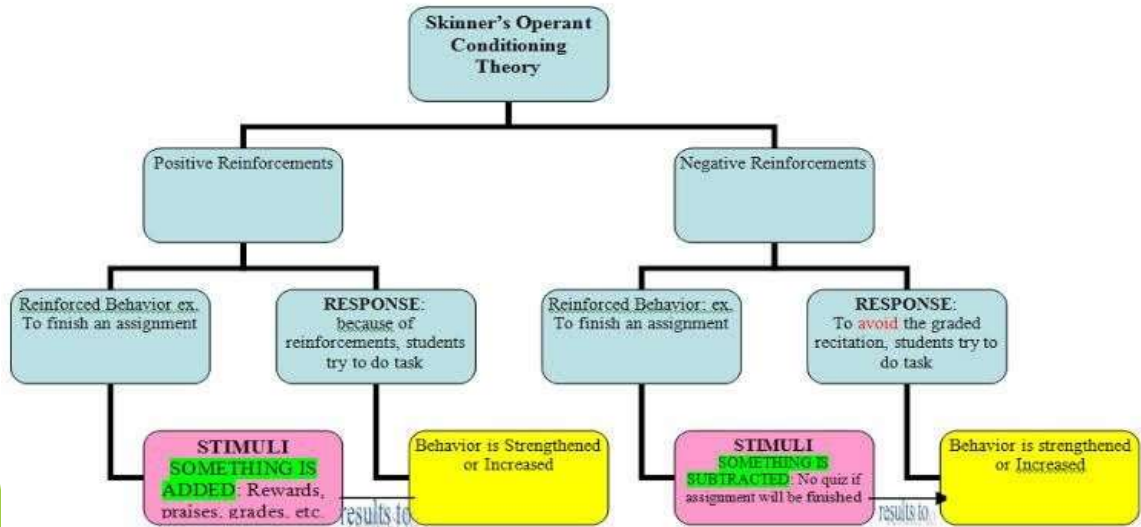


- ▶ Bui Frederick Skinner commonly known as B.F. Skinner, was an American psychologist, behaviorist, author, inventor, and social philosopher. He was the Edgar Pierce Professor of Psychology at Harvard University from 1958 until his retirement in 1974. Skinner considered free will to be an illusion. According to him, human action depends on the results of his previous actions. If the result is bad then most of the time that action will not be repeated and if the result is good then the action will become more probable. Skinner called this the reinforcement principle. Skinner developed a philosophy of science that he called radical behaviorism. He founded the school of experimental research psychology - experimental analysis of behavior. In his utopian novel 'Walden Two' he imagined the application of his ideas to the design of human society and his analysis of human behavior culminated in his spoken word. 227 Skinner was a prolific author, publishing 21 books and 180 articles. Contemporary scholarship lists Skinner as the most influential psychiatrist of the 20th century, along with John B. Batson and Ivan Pavlov.

# B F SKINNER'S THEORY OF LANGUAGE DEVELOPMENT

- ▶ BF. Skinner is an American behavioral psychologist. They believe that when two people come into contact, they learn. They say that a child does not learn from birth. Children learn language through moralizing, practice, punishment, reward, and reinforcement. B. F. Skinner was a professor at Harvard University from 1958 to 1974. This theory of his comes in verbal behaviour. His theory emphasizes on reinforcement. When a person gets a good result in return for his action, then he repeats that action again and again. This desire to repeat again and again is called reinforcement.
- ▶ Skinner believes that the child learns in operant condition.
- ▶ For example, if he wants to drink water, he learns the word drink. The child also learns language through trial and error (Trial and Error method).The child also learns things through reinforcement, like when the child is hungry, his aim and motivation at that time is to eat.

- ▶ The child also learns things through reinforcement, like when the child is hungry, his aim and motivation at that time is to eat. The child also reacts with response. When he gets answers he learns. When he gets a response to his words or suppose he talks or asks something in the class and he gets the answer, then the process of learning and asking develops in him.



## SKINNER VIEW ON LANGUAGE DEVELOPMENT

► Skinner states that:-

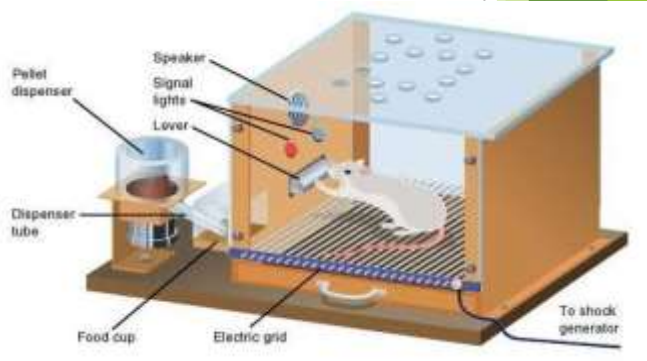
1. Language is learned only through positive reinforcement
2. When the child is babbling, he should be corrected.
3. Children's vocal should be improved.
4. Children's language should be improved together. Their pronunciation and words should be improved.
5. If your child speaks a word, you should listen to it carefully.
6. Children learn from their surrounding environment. Children learn language only from those with whom they live more. The same influence remains on their language.
7. Language should be related to some event.
8. When a child cries when he is hungry or thirsty. If parents fulfill his needs then he will learn by reaction.
9. As the child grows, he will express his feelings through speaking.
10. If parents want language progress, they should support their children.

# PRINCIPLE OF LANGUAGE DEVELOPMENT ACCORDING TO SKINNER

1. Operant Condition are based on R-S Theory (Response Stimulus)
2. Imitation: The child does what the parents do.
3. Reward: If they get a good result from their efforts then the tendency to learn develops in them.
4. Practice:- Child once also learns from re-trying.
5. Language evolves with behavior. Which are based on two.
  - ▶ 1. Reward 2. Punishment
  - ▶ These two are both positive and negative. I

## R-S THEORY

- ▶ Skinner conducted his experiment on rats. For this, a lever box (Skinner box) was made. As soon as a mouse stepped on the lever, there was a clicking sound. Hearing this sound, the rat moved ahead and got food in the cup. This food acts as reinforcement for the rat. When the rat was hungry, it would become motivated and press the lever. In these experiments, when the animal itself performs a desired behavior, it receives a reward as a result of the behavior. perform other behaviors. But he does not achieve success. He learns rewarding behavior easily.



# CRITICISM OF SKINNERS THEORY

► Chomsky and other critics provided positive and negative critique for this psychology theory and we can summarize them in the following points:

► Positive critique included:

► 1. This theory has process and most of Skinner's concerns were in education fields

► 2. Many universities have recognized his contributions in the subjects of psychology. As a result, he was rewarded for his efforts and achievements. 3. He followed the scientific methodological approach in his experiments which produced free contradictions results.

► Negative critiques were as:

1. Skinner's results depended on a certain and limited number of experiments. From these experiments he came out with broad generalizations while in fact his cases were considered special and individual
2. The behavioral concepts that Skinner has proved and highlighted are shallow and simple ones, while the more complicated and more behaviors and attitudes received no explanation.



# CONCLUSION

- ▶ In the end we agree to :
- ▶ Skinner's views had a strong impact on education as well as in psychology. We have stated that the goal of psychology is to understand human behavior and the ability to control and predict it later.
- ▶ Skinner focused on controlling human behavior and examining relationships between humans and events and their impact on the environment of the human being. Skinner's theory also states that the process does not require repeated efforts, but it needs a Retrieved from quick reaction to a familiar stimulus

# **Erickson's Stages of Psychosocial Development**

**Course: B.Ed.**

**Paper code: BED101**

**Paper Title: Childhood & Growing Up**

# Introduction

- Erikson was a developmental psychologist who specialized in child psychoanalysis and was best known for his theory of psychosocial development.
- Psychosocial development is just a fancy phrase that refers to how a person's individual needs (psycho) mesh with the needs or demands of society (social).
- Erikson's Stages of Psychosocial Development is a theory introduced in the 1950s by the psychologist and psychoanalyst Erik Erikson.

# Introduction

- It built upon Freud's theory of psychosexual development by drawing parallels in childhood stages while expanding it to include the influence of social dynamics as well as the extension of psychosocial development into adulthood.
- It posits eight sequential stages of individual human development influenced by biological, psychological, and social factors throughout the lifespan.
- This bio-psychosocial approach has influenced several fields of study, including gerontology, personality development, identity formation, life cycle development, and more.

# Introduction

- According to Erikson, a person passes through eight developmental stages that build on each other.
- At each stage we face a crisis. By resolving the crisis, we develop psychological strengths or character traits that help us become confident and healthy people.
- Erikson's theory of psychosocial development gives us a way to view the development of a person through an entire lifespan.
- But like all theories, it has its limitations: Erikson doesn't describe the exact way that conflicts are resolved. Neither does he detail how you move from one stage to the next.

# Eight Stages

Stage 1: Trust vs. Mistrust

Stage 2: Autonomy vs. Shame and Doubt

Stage 3: Initiative vs. Guilt

Stage 4: Industry vs. Inferiority

Stage 5: Identity vs. Confusion -----

Stage 6: Intimacy vs. Isolation

Stage 7: Generativity vs. Stagnation

Stage 8: Integrity vs. Despair-----

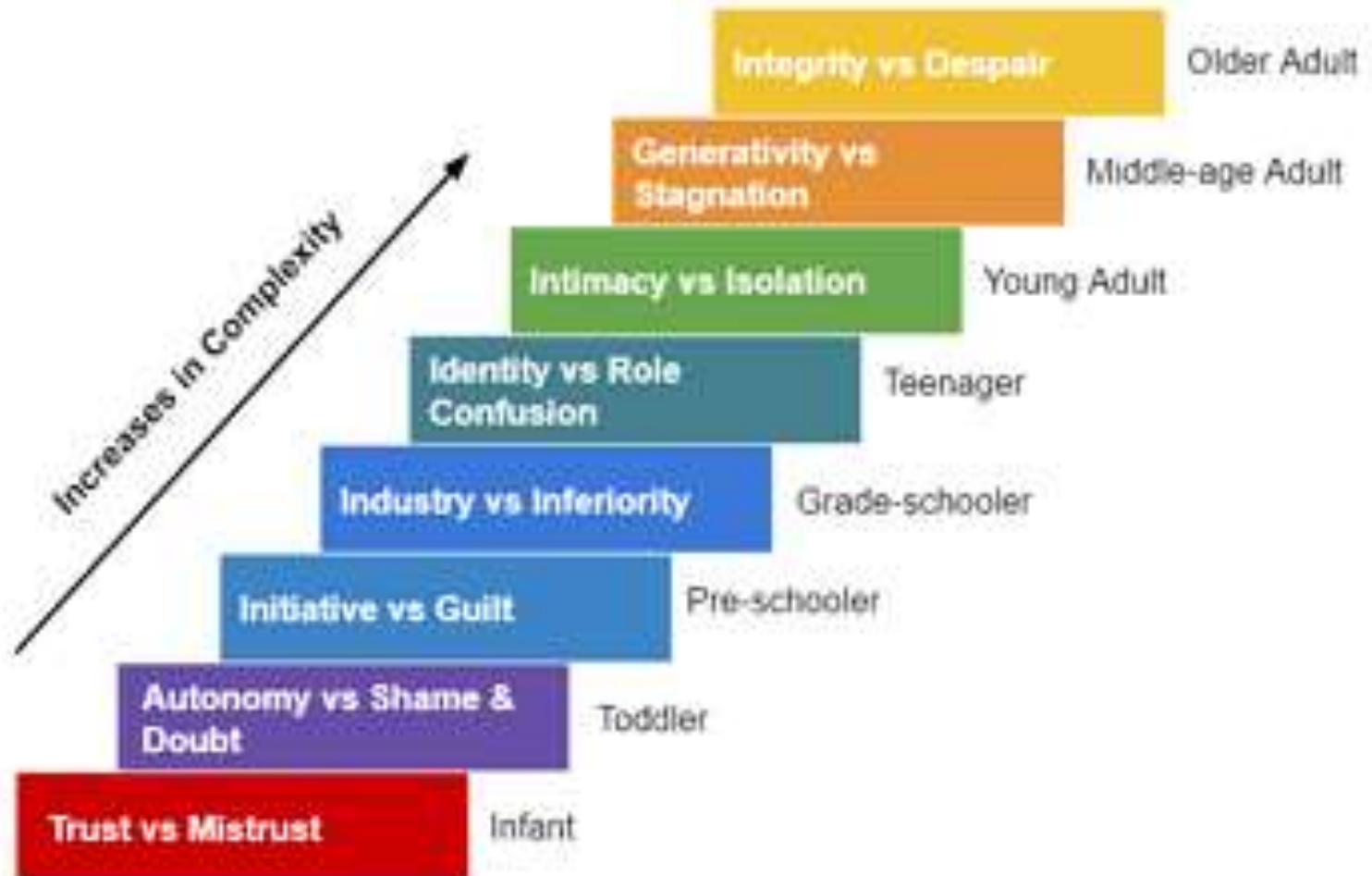
Childhood

Adolescence

Adulthood

Old Age

# Stages of Psychosocial Development



## ***Stage 1: Trust vs. Mistrust***

**Birth to 18 months old**

**Virtue: Hope, Maldevelopment: Withdrawal**

- The first stage of Erikson's theory of psychosocial development occurs between birth and 1 year of age and is the most fundamental stage in life.
- Because an infant is utterly dependent, developing trust is based on the dependability and quality of the child's caregivers.
- At this point in development, the child is utterly dependent upon adult caregivers for everything they need to survive including food, love, warmth, safety, and nurturing.
- If a caregiver fails to provide adequate care and love, the child will come to feel that they cannot trust or depend upon the adults in their life.



- If a child successfully develops trust, the child will feel safe and secure in the world.
- Caregivers who are inconsistent, emotionally unavailable, or rejecting contribute to feelings of mistrust in the children under their care. Failure to develop trust will result in fear and a belief that the world is inconsistent and unpredictable.
- During the first stage of psychosocial development, children develop a sense of trust when caregivers provide reliability, care, and affection. A lack of this will lead to mistrust.
- **Trust:** When caregivers respond promptly to an infant's cries, the baby can learn to rely on others. As caregivers fill an infant's needs, the baby can develop a sense of trust and security.
- **Mistrust:** If caregivers neglect an infant's needs, or if care is sporadic, an infant may grow insecure. They may learn they cannot rely on others and thus feel unsafe.

## ***Stage 2: Autonomy vs. Shame and Doubt***

**2 to 3 years**

**Virtue: Will, Maldevelopment: Compulsion**

- The second stage of Erikson's theory of psychosocial development takes place during early childhood and is focused on children developing a greater sense of personal control.
- At this point in development, children are just starting to gain a little independence.
- They are starting to perform basic actions on their own and making simple decisions about what they prefer.
- By allowing kids to make choices and gain control, parents and caregivers can help children develop a sense of autonomy.

- The essential theme of this stage is that children need to develop a sense of personal control over physical skills and a sense of independence. Potty training plays an important role in helping children develop this sense of autonomy.
- Children who struggle and who are shamed for their accidents may be left without a sense of personal control.
- Success during this stage of psychosocial development leads to feelings of autonomy; failure results in feelings of shame and doubt.
- **Autonomy:** In this stage, caregivers often serve as a safe base from which to explore the world. When caregivers encourage independence, children will feel secure enough to take risks.
- **Shame:** Children whose caregivers discourage them may develop feelings of shame. If caregivers foster excessive dependence, the child may learn to doubt their own abilities.

## ***Stage 3: Initiative vs. Guilt***

**3 to 5 years old**

**Virtue: Purpose, Maldevelopment: Inhibition**

- The third stage of psychosocial development takes place during the preschool years.
- At this point in psychosocial development, children begin to assert their power and control over the world through directing play and other social interactions.
- Children who are successful at this stage feel capable and able to lead others.
- Those who fail to acquire these skills are left with a sense of guilt, self-doubt, and lack of initiative.

- ***Initiative***: When caregivers nurture these tendencies, children learn how to make decisions and plan for the future. They can grow into adults who are able to follow their ambitions.
- ***Guilt***: If children are criticized for being assertive, they may feel guilt for pursuing their desires. Controlling caregivers may teach children to follow another's lead rather than starting their own plans.

## ***Stage 4: Industry vs. Inferiority***

**5 to 12 years old**

**Virtue: Competence, Maldevelopment: Inertia (passivity)**

- The fourth psychosocial stage takes place during the early school years from approximately ages 5 to 12. Through social interactions, children begin to develop a sense of pride in their accomplishments and abilities.
- Children need to cope with new social and academic demands. Success leads to a sense of competence, while failure results in feelings of inferiority.
- Children who are encouraged and commended by parents and teachers develop a feeling of competence and belief in their skills.
- Those who receive little or no encouragement from parents, teachers, or peers will doubt their abilities to be successful.

- ***Industry:*** Children who are accomplished compared to their peers can develop self-confidence and pride. Praise for their achievements can boost their self-esteem.
- ***Inferiority:*** Children who do not achieve certain milestones may doubt their abilities or self-worth. When children are constantly criticized, they may develop feelings of inferiority.

## *Stage 5: Identity vs. Confusion*

**12 to 18 years old**

**Virtue: Fidelity, Maldevelopment: Repudiation**

- The fifth psychosocial stage takes place during the often turbulent teenage years.
- This stage plays an essential role in developing a sense of personal identity which will continue to influence behavior and development for the rest of a person's life.
- Teens need to develop a sense of self and personal identity.
- Success leads to an ability to stay true to yourself, while failure leads to role confusion and a weak sense of self.



- During adolescence, children explore their independence and develop a sense of self.
- Those who receive proper encouragement and reinforcement through personal exploration will emerge from this stage with a strong sense of self and feelings of independence and control.
- Those who remain unsure of their beliefs and desires will feel insecure and confused about themselves and the future.
- **Identity:** To succeed in this stage, adolescents need to establish a coherent sense of self. They will need to determine their priorities in life (family, academic success, etc.). Then they will need to set goals for their adult selves based on those values.
- **Role confusion:** Some adolescents may have a weak sense of self. They may struggle to break away from the person their parents or peers expect them to be. Without a consistent identity, they may grow confused about what they truly want for the future.

## ***Stage 6: Intimacy vs. Isolation***

**18 to 40 years old**

**Virtue: Love, Maldevelopment: Distantiation**

- Young adults need to form intimate, loving relationships with other people.
- Success leads to strong relationships, while failure results in loneliness and isolation.
- This stage covers the period of early adulthood when people are exploring personal relationships.
- Erikson believed it was vital that people develop close, committed relationships with other people. Those who are successful at this step will form relationships that are enduring and secure.

- Successful resolution of this stage results in the virtue known as love. It is marked by the ability to form lasting, meaningful relationships with other people.
- ***Intimacy:*** Relationships can be a key source of affection and intimacy in adulthood. Many find emotional benefits from having a committed, lifelong bond.
- ***Isolation:*** According to Erikson, people who do not develop relationships may become socially isolated. They may develop long-term feelings of loneliness.

## ***Stage 7: Generativity vs. Stagnation***

**40 to 65 years old**

**Virtue: Care, Maldevelopment: Rejection**

- Adults need to create or nurture things that will outlast them, often by having children or creating a positive change that benefits other people.
- Success leads to feelings of usefulness and accomplishment, while failure results in shallow involvement in the world.
- During adulthood, we continue to build our lives, focusing on our career and family.
- Those who are successful during this phase will feel that they are contributing to the world by being active in their home and community.
- Those who fail to attain this skill will feel unproductive and uninvolved in the world.

- Care is the virtue achieved when this stage is handled successfully.
- Being proud of your accomplishments, watching your children grow into adults, and developing a sense of unity with your life partner are important accomplishments of this stage.
- **Generativity:** People may offer guidance to the next generation through parenting or mentorship. They may also offer lead the way by leaving a legacy. Contributing to society's future can give people a sense of community and purpose.
- **Stagnation:** Some people may feel as if they have no impact on society. If people do not find their work meaningful, they may feel restless or isolated. Some may feel they have "peaked" and that their lives will only get worse in the future.

## *Stage 8: Integrity vs. Despair*

**Over 65 years old**

**Virtue: Wisdom, Maldevelopment: Disdain**

- The final psychosocial stage occurs during old age and is focused on reflecting back on life.
- At this point in development, people look back on the events of their lives and determine if they are happy with the life that they lived or if they regret the things they did or didn't do.
- At this stage, people reflect back on the events of their lives and take stock.
- Those who look back on a life they feel was well-lived will feel satisfied and ready to face the end of their lives with a sense of peace.
- Those who look back and only feel regret will instead feel fearful that their lives will end without accomplishing the things they feel they should have.

- Those who are unsuccessful during this stage will feel that their life has been wasted and may experience many regrets. The person will be left with feelings of bitterness and despair.
- Those who feel proud of their accomplishments will feel a sense of integrity. Successfully completing this phase means looking back with few regrets and a general feeling of satisfaction. These individuals will attain wisdom, even when confronting death.
- ***Integrity:*** Those who feel fulfilled by their lives can face death and aging proudly.
- ***Despair:*** People who have disappointments or regrets may fall into despair.

**Early Childhood**  
autonomy vs. shame and doubt

**Preschool**  
initiative vs. guilt

**Infancy**  
trust  
vs.  
mistrust

**School Age**  
industry  
vs.  
inferiority

**Stages of Psychosocial  
Development**

**Maturity**  
ego integrity  
vs.  
despair

**Adolescence**  
identity  
vs.  
role confusion

**Middle Adulthood**  
generativity vs. stagnation

**Young Adulthood**  
intimacy vs. isolation





# Summary

<b>Age</b>	<b>Conflict</b>	<b>Important Events</b>	<b>Outcome</b>
<b>Infancy</b> (birth to 18 months)	Trust vs. Mistrust	Feeding	Hope
<b>Early Childhood</b> (2 to 3 years)	Autonomy vs. Shame and Doubt	Toilet Training	Will
<b>Preschool</b> (3 to 5 years)	Initiative vs. Guilt	Exploration	Purpose
<b>School Age</b> (6 to 11 years)	Industry vs. Inferiority	School	Confidence
<b>Adolescence</b> (12 to 18 years)	Identity vs. Role Confusion	Social Relationships	Fidelity
<b>Young Adulthood</b> (19 to 40 years)	Intimacy vs. Isolation	Relationships	Love
<b>Middle Adulthood</b> (40 to 65 years)	Generativity vs. Stagnation	Work and Parenthood	Care
<b>Maturity</b> (65 to death)	Ego Integrity vs. Despair	Reflection on Life	Wisdom

# Criticism

- One major weakness of psychosocial theory is that the exact mechanisms for resolving conflicts and moving from one stage to the next are not well described or developed.
- The theory fails to detail exactly what type of experiences are necessary at each stage in order to successfully resolve the conflicts and move to the next stage.
- Erikson is rather vague about the causes of development. What kinds of experiences must people have to successfully resolve various psychosocial conflicts and move from one stage to another? The theory does not have a universal mechanism for crisis resolution.

# Criticism

- Indeed, Erikson (1964) acknowledges his theory is more a descriptive overview of human social and emotional development that does not adequately explain how or why this development occurs. For example, Erikson does not explicitly explain how the outcome of one psychosocial stage influences personality at a later stage.

# Strengths

- One of the strengths of psychosocial theory is that it provides a broad framework from which to view development throughout the entire lifespan.
- It also allows us to emphasize the social nature of human beings and the important influence that social relationships have on development.
- Based on Erikson's ideas, psychology has reconceptualized the way the later periods of life are viewed. Middle and late adulthood are no longer viewed as irrelevant, because of Erikson, they are now considered active and significant times of personal growth.

# Strengths

- Erikson's theory has good face validity. Many people find that they can relate to his theories about various stages of the life cycle through their own experiences.
- One of the strengths of Erikson's theory is its ability to tie together important psychosocial development across the entire lifespan.



*thanks  
for watching*

**By:**

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# Environmental Education



## BED 216

### **Topic-Environmental Ethics Education**

#### **Sub topics:-**

- Environmental Ethics - Meaning
- Environmental Ethics - Definition
- Need of Environmental Ethics
- Environmental Ethics and rights of Individual
- Environmental Crisis and Survival
- Environmental Issues
- Major Environmental Crisis
- Solutions and Remedies
- Individual efforts to save environment
- Conclusion

**By -**

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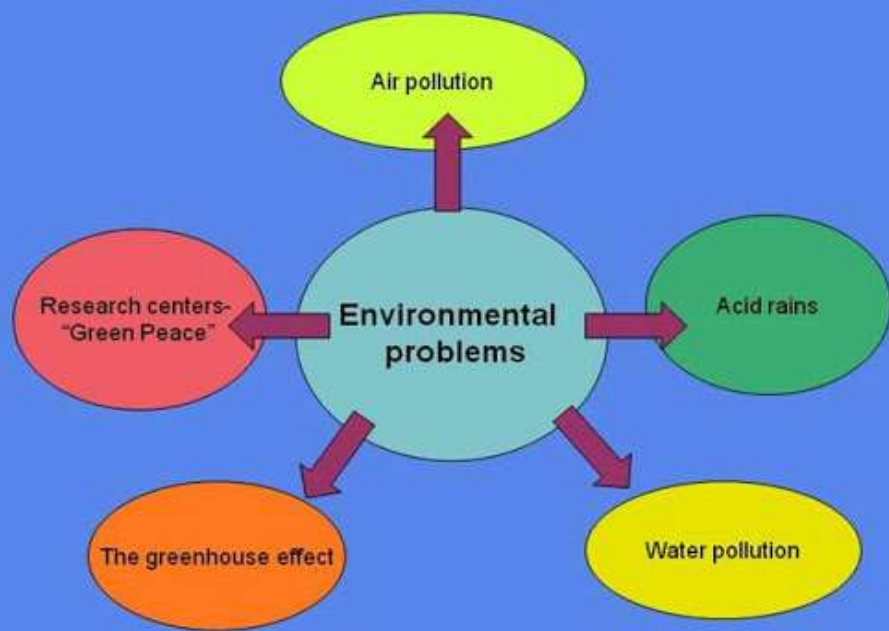
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# Contents

**At the end of this module the readers will be able to know the following:**

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1	Environmental Ethics - Meaning	4
2	Environmental Ethics - Definition	5
3	Need of Environmental Ethics	6
4	Environmental Ethics and rights of Individual	7
5	Environmental Crisis and Survival	8-9
6	Environmental Issues	10
7	Major Environmental Crisis	11-13
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9	Individual efforts to save environment	17-19
10	Conclusion	20





# Environmental Ethics

## Meaning -

Environment ethics is a critical study of the normative issues and principles relevant to the relationship between human and natural world

Environmental ethics deals with issues related to the **rights of individuals** that are fundamental to **life and well being**. This concerns not only the needs of each person today, but also **those who will come after us**. It also deals with the rights of **other living creatures** that inhabit **on earth**.



# Definition-Environmental Ethics

- *the moral relationship of human beings to and the value and moral status of the environment and its non-human content.*
- *-Study of the ethical basis of environment or discussion of the ethical basis of environmental protection*



# Need for Environmental Ethics

- Environmental Damage done by the present generation
- Probable solution to slow down this damage
- Steps to save environment effectively.



# Environmental Ethics and Rights of Individuals

- Resource consumption patterns and the need for equitable utilization
- Equity-disparity in the northern and southern countries
- Urban-rural equity issues
- The need for gender equity
- Preserving resources for future generations
- The rights of animals
- The ethical basis of environment education and awareness
- The conservation ethic and traditional value systems of India

# Environmental Crisis and Survival

- **Is it important for us to preserve nature for the future generation? If so, are we even making an effort to do that?**
- **Is the human race alone important on the face of this earth? If not, then aren't our actions proving otherwise?**
- **What would happen if animals, plants, and other species are destroyed or there are more and more endangered species? Would we be affected or would we care?**
- **Are our future generations entitled to a clean and green environment? Do they even have a right?**
- **Should we be procreating and adding to the population growth?**



- **Is it right for us to be responsible for the extinction of certain species only for the sake of our consumption and greed?**
- **Is it our moral right to be clearing rain forests for the sake of human consumption?**
- **In spite of knowing that gasoline run vehicles lead to the destruction of natural resources, is it right for us to continue manufacturing and using them?**
- **Are the guidelines which are drawn to protect the environment and nature any effective? What is causing their failure?**
- **Is there a need to reform the way in which we deal with protection laws and clauses?**
- **What is environmental pollution and pollution of the air, soil and water doing to the world?**



# What are Environmental Issues?

- Environmental issues are any such issues created due to human activity and cause harm to environment.
- Harmful effects of human activity on biophysical environment.
- Anthropogenic effects
- These are interconnected and may cause new effects- one issue accelerates the other . For example-air pollution accelerates global warming.



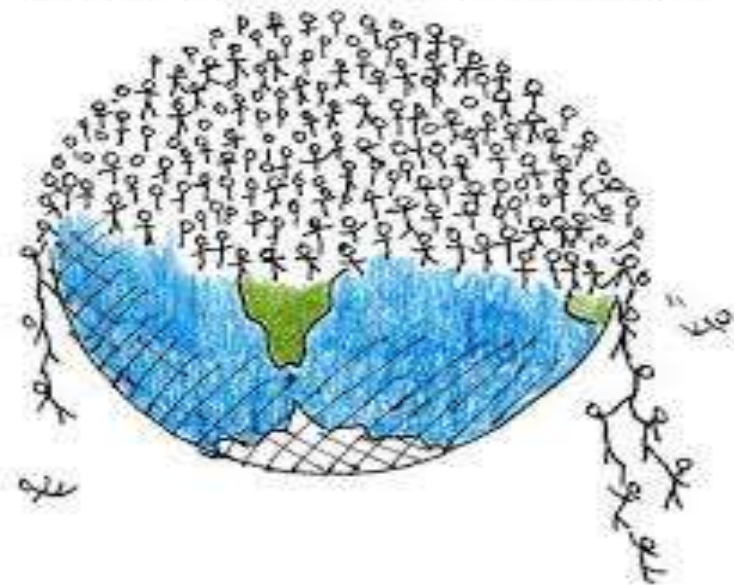


# Major Environmental Crisis

- Forest and Agriculture Degradation
- Resource Depletion
- Public Health
- Loss of Biodiversity
- Loss of resilience in eco system

- Poor Water Supply and Sanitation
- Natural Disasters
- Population
- Urban Issues-Industrialization, Power Consumption and growth of vehicles

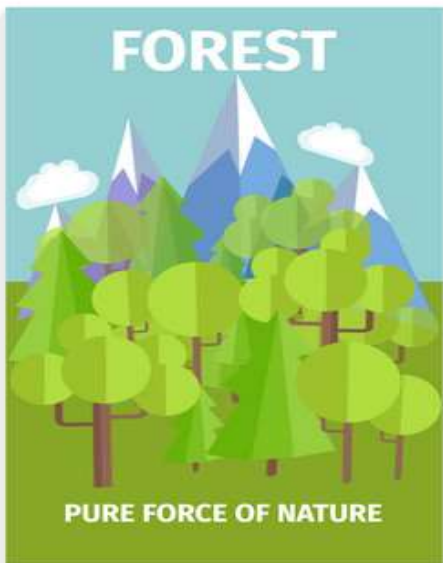
OVERPOPULATION



# Some other challenges....

- Nuclear Issues –Nuclear meltdown, nuclear fallout, nuclear and radiation accidents, high level radioactive waste management.
- Implications of nanotechnology
- Climate change



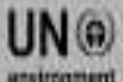


# Solutions and Remedies

- Conservation of Resources
- Afforestation
- Conservation of Biodiversity
- Pollution Control
- Population Control
- Value Leadership
- Say No to Plastic
- Waste management



EDUCATION CAN EQUIP YOUNG PEOPLE  
TO ADDRESS ENVIRONMENTAL  
CHALLENGES WITH SOLUTIONS LIKE  
RECYCLING, ENERGY CONSERVATION  
AND WATER-USE EFFICIENCY.



# Remedies....

- Reduce , Reuse, Recycle
- Go green
- Conservation of traditional value system of India
- Biomedical Waste management as per 2016 Regulations
- Nuclear Waste Management
- Organic Farming
- Bio control in Agriculture in place of pesticides and chemicals
- Alternative Sources of Energy
- Education-Environmental Education at all stages



**The greatest threat  
to our planet is the  
belief that someone  
else will save it.**

**– Robert Swan**

# Individual Efforts to Save Environment

- Switch off light when not required.
- Use cloth/ jute bag instead of plastic bags.
- Use both sides of Paper.
- Grow Plants .
- Try to be vegetarian.
- Buy materials without plastic packaging.
- Segregate biodegradable and non biodegradable waste at home and work places.



# Our Responsibility



- Turn off tap while washing hands, shaving or cleaning your teeth. The waste leads to 9 liters a minute by just letting water pour down the sink.
- Taking short showers can save up to 400 liters per week.
- Try to use washing machine and dishwasher only when its full load. Using such machines in half load waste water and energy.





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- Wash your cars with bucket and sponge rather than continues water flow through nozzle.
- Clean house with broom and bucket sponge rather than washing with nozzle.
- Wash vegetables in a bowl instead of running water outlet.
- Drive smart means switch off the engine at red lights and accelerate slowly.

# Conclusion

Efforts must be done at national level as well as international level, but individual efforts for conservation of can only solve the problem. We must not be a reason for damaging ecosystem, must not harm other creatures, plants, water bodies, forests and at last to our own generations. We should think globally , and act locally.

Thank you



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# Strategies and challenges for promotion of inclusion in IDD Children's

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DIRD COLLEGE OF SPECIAL EDUCATION

# Classroom Management Strategies for IDD Children's

1. Allow for many breaks throughout the school day. Children with ID may require time to relax and unwind. Performing tasks will entail using more energy on their part and you must therefore allow them to take many breaks over the course of the school day.

2. Always speak directly to the child so he can see you- Never speak with your back to him. The child with ID needs direct contact, and if your back is turned, he may not know that the attention you are giving him is actually being directed at him.



3. Assign jobs in the classroom for the child so that he can feel success and accomplishment. Give him ones that you know he can succeed at and feel good about (i.e. erasing the blackboards).

4. Build a foundation of success by providing a series of short and simple assignments. In this way, the child can gain a sense of confidence and success.

5. Strategies to achieve success Provide opportunities for social success Use direct instruction of social skills

## Modifications in Instructional Strategies

Provide an **outline of what will be taught** -

Highlight **key concepts** and provide opportunities to practise new skills and concepts: **Chunking of concepts**

Provide **reading lists well before the start of a chapter/ unit** so that reading can begin early.

All instructions, processes and material should be made **clear and are explained in verbal** as well as written form.



# Chunking Definition

The chunking definition is grouping related items together so that someone can remember them more easily. An example of chunking is grouping the everyday items someone needs to have in their pockets before leaving the house. This might include house keys, car keys, cell phone, and a wallet or purse.



# ● **Chunking Techniques**

- Chunking refers to the process of taking individual pieces of information and grouping them into larger units. By grouping each data point into a larger whole, you can improve the amount of information you can remember. Probably the most common example of chunking occurs in phone numbers.

# Chunking

- **How it works** :- Imagine you are trying to remember a friend's phone number chances are you don't try to remember one digit at a time
- 3 1 0 5 5 5 1 6 1 7
- Instead, you probably chunk the digit in to small group
- 310 - 555 -1617
- The same idea works for spelling words and other information where you can put information in to chunks to make it easier to remember.

# Spelling Words

- Chunking can be a great way to help children remember the spelling of longer words. Words are broken down into between two and four chunks and each “chunk” is memorised separately, before being combined to spell the whole word.
- **Days of week name**
- Sunday
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday

# Spelling Strategies

- 1. As an example, you could focus on learning the spelling of the days of the week.
- 2. After printing out the words, look for natural breaks in the words. For example, 'Monday' is separated into 'mon' and 'day'.
- 3. Remember how many 'chunks' are in each word and, if possible, try to make the chunks the same length. For example, 'Wednesday' is separated into three, three letter chunks - 'wed', 'nes' and 'day'.

- 4. After making chunks by cutting the words apart, scramble the papers and try to build the words again using the separate chunks.
- 5. Repetition is key with spelling so after building each word, practise spelling it orally (without looking) and then write it down.

# Challenges

**Understanding Disability:**-One of the most significant challenge that seem to have affected the process of inclusive education is how disability is defined and understood in India.

**Lack of Resources :-**The resources and infrastructure for inclusive education includes basic facilities such as ramps, adequate lighting, wheelchairs etc. to enable a child with disability to attend a mainstream school. Such challenges are far greater in rural areas. In addition there is severe shortage of special education teachers, physical therapists and teacher aides etc. Large class sizes also pose a big problem to inclusive education which requires individual attention.

- 
- Non involvement of parents.
  - Lack of trained teachers.
  - Inappropriate communication.
  - Social and cultural stereotyping.
  - Lack of knowledge of local service
  - Lack of proper infrastructure.
  - Lack of participatory activity.
  - Partnership.
  - Collaboration and consultation.
  - Lack of support.
  - Peer rejection.

# Abbreviations and screening

ABAS II/III

Adaptive Behaviour Assessment System, Second/Third Edition

CAIDS-Q

Child and Adolescent Intellectual Disability Screening Questionnaire

FSIQ

Full-scale IQ

GAC

General Adaptive Composite

WISC-IV

Wechsler Intelligence Scales for Children, Fourth Edition



# TREATMENT

- SENSORY INTEGRATION
- EARLY INTERVENTION
- DEVELOPMENTAL THERAPY
- OCCUPATIONAL THERAPY
- SPEECH THERAPY
- ABA
- SPECIAL EDUCATION
- STEM CELL THERAPY



- **THANK YOU!!**