



**B.ED. PART--I  
SEMESTER-I**

**PAPER-II  
PSYCHOLOGICAL PERSPECTIVE  
IN EDUCATION**

**SECTION- A**

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Punjabi University, Patiala**

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**LESSON NO :**

**SECTION- A**

- 1.1: Educational Psychology : Its Meaning, Nature, Scope, Objectives and Need
- 1.2: Growth and Development : Meaning, Principles and Characteristics of growth and development of physical, mental, social and emotional aspects during early childhood and influence of Heredity and environment in the growth & development of the child
- 1.3: Indian Adolescents : Characteristics of growth and development of physical, mental, social and emotional aspects during adolescence. Problems of Indian adolescents and their guidance.
- 1.4: Role of Different Agencies in Development of Adolescents

**LESSON NO. 1.1**

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**EDUCATIONAL PSYCHOLOGY : Its Meaning, Nature, Scope, Objectives and Need****Structure**

- 1.1.1 Introduction
- 1.1.2 Objectives
- 1.1.3 Educational Psychology
  - 1.1.3.1 Meaning of Education
  - 1.1.3.2 Meaning of Psychology
  - 1.1.3.3 Meaning and Definition of Educational Psychology
- 1.1.4 Nature of Educational Psychology
- 1.1.5 Scope of Educational Psychology
- 1.1.6 Objectives of Educational Psychology
- 1.1.7 Need and Importance of Educational Psychology
- 1.1.8 Summary
- 1.1.9 Glossary/Key Concepts
- 1.1.10 Suggested Readings
- 1.1.11 Self-Check Exercise

**1.1.1 Introduction :**

The development of educational psychology in India followed somewhat different trend. The ancient sages searched for an understanding of their **own self** and its relationship with the material world. This search led them towards the knowledge of the human personality, its development and the processes of its upliftment to the spiritual heights. The process may definitely be termed as education while the knowledge of the human personality can be branched none else but psychology. Thus the beginning of educational psychology in India is characterised by a philosophical search of the ultimate reality.

To study the discipline of Educational Psychology, one should know, what is Educational Psychology? Study of educational psychology has influenced the educative process in many ways. Purpose of educational psychology is to help teachers and prospective teachers to develop a better understanding of education and its process, keeping into consideration the importance, the teaching of educational psychology has been made compulsory in teachers training programme to equip the prospective teachers with the necessary skills and competencies to enable them to deal effectively with teaching-learning problems of the class. It is common experience

of most of us that teachers with equal academic qualifications differ to a great extent in communicating their ideas effectively in the class. So we can say that it is not the knowledge of the subject -matter alone which makes a good teacher. The difference may be due to lack of knowledge of educational psychology i.e. the knowledge of the learners, their abilities, various stages of development and influence of environment. Educational psychology is a compound consists of two words, one is 'Education' and the other is 'Psychology'. In this chapter we will discuss about meaning, nature, scope, need & importance of Educational Psychology.

### **1.1.2 Objectives :**

After going through this lesson you will be able to

- " Define Educational Psychology
- " Describe the Nature of Educational Psychology
- " Explain the Scope of Educational Psychology
- " Discuss the Need and Importance of Educational Psychology

### **1.1.3 Educational Psychology :**

The expression 'Educational Psychology' is derived from the word 'education' and 'psychology'. The questions that arise are whether Educational Psychology -

- is education and psychology.
- or psychology alone,
- or education alone,
- or psychology in the field of education.

The meaning and nature of educational psychology can be studied only when we understand the relationship between the terms 'psychology' and 'education'.

#### **1.1.3.1 Meaning of Education :**

The term education has been variously understand and defined by experts. In its derivative sense, the term 'education' is said to have been derived from Latin words 'Educere' which means 'to lead out', 'to draw out' or the word 'educare' which means 'to nurish' or the word 'education' which means 'to give training'. It means that individual has potentialities within him and the purpose of education is to draw out or make manifest what is latent in the individual. Education is moulding of the child in a pre-conceived way. This pre-conceived way is determined by social, political, and religious beliefs and dominant needs of the society.

Education is in a way development of desirable habits, skills and attitudes which makes an individual a good citizen. In the process of education we try to shape the behaviour of young children in accordance with aims and goals of life. Education is a life long process. That is why it includes vaious types of experiences which ultimately lead to the modification of the behaviour of individual. Purpose of education is alround development of the personality of the child.

Various educationists discuss education from their own point of views. Let us discuss few definitions of education in order to get more clear meaning of education.

1. **According to Mahatma Gandhi :** "Education is all-round drawing out of the best in the child and man -body, mind and soul."
2. **According to Vivekananda :** "Education is the manifestation of divine perfection already existing in man."
3. **According to Shankracharya :** "Education is self-realization."
4. **According to Redden :** "Education is the deliberate and systematic influence exerted by the mature person upon the immature, through instruction, discipline, and harmonious development of physical, intellectual, aesthetic, social and spiritual powers of the human being, according to individual and social needs and directed towards the union of the educand with his creator as the final end."

#### 1.1.3.2 Meaning of Psychology :

While discussing the meaning of psychology, two vital points may be kept in mind. First, formerly psychology was studied as sub-branch of philosophy and very recently it acquired the status of an independent discipline. Second, broadly speaking psychology has passed through three stages before acquiring the present meaning.

Phases of the Evolution of the meaning of Psychology.

|               |   |  |
|---------------|---|--|
| First Phase   | - | Psychology as the science of soul          |
|               |   | ↓  |
| Second Phase  | - | Psychology as the science of mind          |
|               |   | ↓  |
| Third Phase   | - | Psychology as the science of consciousness |
|               |   | ↓  |
| Present Phase | - | Psychology as the science of behaviour     |

The word psychology is derived from two greek words; 'psyche' means 'soul' and 'logos' means 'science'. Thus psychology is known as the science of soul. But with time it became a controversy and was accepted as 'science of mind'. But it was difficult to study the mind as such thus psychologists started considering it as science of consciousness. This definition was also rejected because different levels of consciousness were not considered. Later psychology was recognized as science of behaviour. In order to get more clear meaning of psychology let us discuss few definitions:

- 1) **Woodworth** gave the definition of psychology as 'the science of activities of individual in relation to the environment.'
- 2) **Watson says**, "Psychology is the positive science of behaviour."
- 3) According to **Skinner**, "Psychology is the study of the behaviour of the individual resulting from his adjustment to the environment. In brief, it can

be said that psychology studies the behaviour of all living animals at all stages of their development."

- 4) **Munn** explains it as, "The scientific investigation of behaviour."
- 5) According to **Crow** and Crow, "Psychology is the study of human behaviour and human relationship."

### 1.1.3.3 Meaning and Definitions of Educational Psychology :

Educational Psychology is comprised of two words -**Education** and **Psychology**. **Psychology** is a science of behaviour and experience and education is the modification of behaviour. Modern aim of education is the harmonious development of the personality of the child. Educational Psychology is a branch of applied psychology. Primarily it attempts to apply principles, findings and techniques of psychology to the educational setting. The problem may originate from the learner, the teacher or what transpires between them. The aim of Educational Psychology is to promote better learning and better teaching.

Some definitions of Educational Psychology:

1. **Travers** says, "Educational Psychology is the systematic study of pupils, learning and teaching."
2. **Skinner** says, "Educational Psychology is that branch of science which deals with teaching and learning."
3. **Crow and Crow** describe it as that branch which explains the learning experiences of an individual from birth through old age.
4. **According to Peel**, Educational psychology deals with the nature of learning, the growth of human personality, the difference between individuals and the study of the person in relation to society. To conclude educational psychology deals with the learner, the educand, the child or the individual in relation to educational environment or situations.

### 1.1.4 Nature of Educational Psychology

When we analyse the concepts of educational psychology, we come to know about the nature of educational psychology. The meaning of educational psychology leads us to know its nature and can be discussed as follows:

1. It is a **positive science** of human behaviour because it describes, controls and predicts the human behaviour.
2. It is one of the **applied branches** of psychology and studies the behaviour of the educand in relation to learning situations.
3. It adopts scientific approach and **uses scientific methods** such as observation, experimentation, case study, questionnaire, interview and projective techniques.
4. It is **empirical and factual**. It does not rely on institution, opinion, or belief. The educational psychologist collects data through observation and experiment. Experimental observation is widely used in most of the fields of

- educational psychology. In such experiments, an individual or group is placed in psychologically controlled environment and some specific aspects of individual or group's behaviour is studied.
5. It is **objective in approach**. The psychologist lays his feelings aside when he draws conclusions. While making observations, he maintains records of behaviour and makes quantitative classification of the observation, where feasible. For making quantitative classification, he makes use of measurements. It is to be admitted, however, that he deals with human behaviour which is very complex and vary with times. Moreover, no two individuals are alike.
  6. It defines its terms carefully. The terms used in educational psychology are defined **precisely and accurately**. An educational psychologist uses operational definitions for this purpose. These definitions are formed in measurable and observable terms. The educational psychologists use operational definitions in studying such abstract concepts as intelligence, creativity, learning, memory, motivation and emotions.
  7. Its principles are **universal**.
  8. Its principles are **valid**.
  9. It defines **cause and effect relationship**.
  10. It is a **specific science**.
  11. It is an **academic discipline**.
  12. Educational psychology is not as exact as nature and physical sciences.

Educational psychology is an area of application rather than unique category of subject matter. Educational psychology make use of scientific approach to collect data about the learners to analyse and predict the behaviour.

No doubt, educational psychology draws a good deal of information regarding techniques, strategies and solution of problem from the main field of psychology, but it is not merely a discipline made of borrowed knowledge. It is a special field of study in its own right. It has developed a large number of testing and non-testing techniques. It has built up its own data into various phenomenon of child study. Even when the principles and laws of psychology are borrowed, they are applied after testing their suitability and efficacy in real educational settings.

Now a days educational psychology is developed as a distinct and separate branch of psychology.

#### **1.1.5 Scope of Educational Psychology**

The scope of educational psychology is as vast as the scope of education itself. Gates and others have very aptly marked, "The boundaries of educational psychology are uncertain and changing. The explosion of 'Information technology (IT)' has been exercising a far-reaching influence on the scope of educational psychology".

The scope of a subject depends upon its definition and aims. The educational psychology is new and growing science, therefore, always been changing its boundaries. As a result of new findings in the field, it has always been adding new dimensions to its areas of operation and activity. Since many researches are still taking place in the field of educational psychology, there is a possibility that many new laws and principles may be derived in the near future. Therefore, no final word can be said about the scope or the problems that educational psychologists may handle.

One approach frequently used to determine the scope or province of educational psychology is to examine its general fields or areas. **Garrison** emphasized the following major areas:

1. The child and his development, the course of development, the nature, intelligence, language and thinking, socialization.
2. Learning and educative process, learning and motivation, learning of skill problem solving, character development.
3. Evaluating pupils growth, method of pupil evaluation, studying the individual child, learning difficulties of school, evaluating the results of instructions.
4. Guiding the child, personality integration, adjustment problems of a child, pupil-teacher relations.

**Lindgren** has suggested that the areas of educational psychology revolve around the following three aspects of educative process:

1. The learner.
2. The learning process.
3. The learning situation.

Another approach to study the scope of educational psychology is to examine and analyse the table of contents of different books on educational psychology. If we do so, we will find in general that the subject matter contained in them revolves around the following topics:

1. **Basis of behaviour** : Educational psychology studies the behaviour 'of the learner in learning situations. It studies the psychological basis of behaviour, such as instincts, emotions, sentiments, suggestions, sympathy and imitation. It also studies the physiological basis of behaviour, such as nervous system and glands.
2. **Individual differences** : No two individuals are alike, hence, ' they cannot be taught in the same way. Individual differences are caused by differences in heredity and environment. They differ in capacities, capabilities, potentialities, abilities, intelligence, attitudes, aptitudes, interests, sentiments, temperaments' and traits. Hence, educational psychology studies all these areas.

3. **Developmental stages :** Educational psychology studies the nature of growth and development. A child has to pass through four stages of development, namely, infancy, early childhood, later childhood, and adolescence before he matures into adult. Educational psychology studies the important features of each stage so that teachers may adopt the teaching-learning process according to the needs of each stage.
4. **Learning :** Educational psychology studies the nature and process of learning. It studies the laws and methods of learning as well as factors that influence learning.
5. **Personality and adjustment :** The topic on personality and adjustment is invariably included in the text books of educational psychology. The nature, development and assessment of personality is discussed. Adjustment problems of exceptional children, like gifted, backward, handicapped and delinquent children are also dealt with.
6. **Measurement and evaluation :** Measurement and evaluation is another important field of educational psychology. It helps the teacher to evaluate the outcomes of his instructional efforts more objectively and precisely. Statistics is an important area in this connection.
7. **Educational and vocational guidance :** The modern world is very complex. Due to fast technological and social changes, it has become very difficult for an individual to adjust to the situations surrounding him. The child has to be helped to make wise curricular, co-curricular and vocational choice. Educational psychology therefore, deals with the guidance and counselling so that teachers are able to guide their students properly.
8. **Group dynamics and group behaviour :** An important topic of educational psychology relates to group behaviour, particularly as it relates to teaching, learning situations in the classroom. It studies how group integration takes place, how the individual is influenced by group and how he influence the group behaviour.
9. **Knowledge of mental health :** Mental health of the teacher and the taught, is very important for effective teaching-learning process. The teacher from the study of educational psychology can know various factors which are responsible for the mental ill-health and maladjustment. He can be very helpful to prevent maladjustment in children provided that the teacher is equipped with the fundamental knowledge of mental hygiene.
10. **Research :** Educational psychology deals with latest techniques of experimentation and research. We can control, direct and predict the behaviour of students on the basis of research studies in class-room teaching. The teacher can take up action research which he can easily carry for his personal

satisfaction and immediate solution for his difficulties. Educational psychology is concerned with the human factor in learning. It is a field in which concepts derived from experimental work in psychological laboratories are applied to education but it is also a field in which experimentation is carried out to test the applicability of such concepts to education and to find out the study of topics of crucial interest to teachers.' It is the study of the teaching learning process in its various ramifications. This growth and development of an individual, learning, individual differences, personality, adjustment, mental hygiene, development of sentiments, habits and character, improvement of methods to teaching all come within the field of educational psychology .

#### **1.1.6 Objectives of Educational Psychology :**

Educational psychology being functional in its character is very helpful to all sections of society engaged in pursuing different dimensions of education at all levels of education i.e. formal, non-formal and informal.

The main objectives of educational psychology are to understand (i) the learner (ii) the learning process (iii) and the manner in which these processes are facilitated by the teacher (iv) to develop or create learning situations according to interests, aptitudes and mental levels of the students (v) to define, plan or organise guidance programmes and (vi) to use proper evaluative techniques.

In addition to the aforesaid objectives, educational psychology aims at providing such facts and principles to teachers with the help of which they may solve the problems of teaching and bring better adjustment.

To develop proper attitudes in the teacher about the educational problems. The teacher learns the proper method of imparting instructions. He gets knowledge as to what extent learning can be acquired by the child or the extent to which the social behaviour can be improved.

- To assist teacher or set-up appropriate educational situations so that changes in the behaviour of the children are to be brought out towards desirable goals. The teacher, who has a knowledge of the desirable behaviour which is required of a child, will take up such teaching matter to teach and adopt such teaching procedure which will bring out the changes in his behaviour towards such ends.

- It helps the teachers in treating their pupils with sympathy and understanding and to study' their behaviour objectively. A teacher, who is impartial and sympathetic is the best person who can analyse the behaviour of the child.

- It helps the teachers in organizing the material to be taught to the child. The teacher selects and organizes the subject-matter properly by having an insight into the childrens mental make-up.

- It helps the teachers to realise that the social relationship is of utmost importance in the process of education. The teacher by organizing proper activities

promotes among his children the social sense. He aids and cooperates in the student's participation in group activities.

- It helps the teacher in understanding his own job. Educational Psychology provides an insight into the problems which the teacher has to face in his profession. It develops in him a scientific attitudes of problem-solving pertaining to the problems of education faced by him.

- It helps to provide the teacher with such information and techniques with which he can analyse his own and other's behaviour. This analysis is essential for his adjustment of personality. He can also help and assist others in their growth and adjustment of personality.

- It helps to guide the administration in the organization and administration of the educational institutions and to provide a scientific basis for the supervision of instruction.

It helps to provide sound methods of measuring and evaluating the achievement of the pupils objectively and to make assessment of the native intelligence of the children.

- It helps to furnish him with the proper method of teaching and the subject-matter to the child. The various teaching procedure are put in to practice in teaching the child and those which are found psychologically sound are recommended for his use.

#### **1.1.7 Need and Importance of Educational Psychology :**

The work of the teacher is like that of a gardner to a great extent. The gardner needs the knowledge of the plant life. The teacher also needs the knowledge of the learner.

There is another reason why the knowledge of psychology is helpful to the teacher. A good teacher should not only be the master of the subject-matter that he is to teach, but he should have also thorough knowledge of the pupils he is to teach. This means the knowledge of the needs, abilities and aspirations of the child is as much important to the teacher as is the knowledge of the subject-matter. The knowledge of the child is given to the teacher by psychology. Because the teacher must know his pupils, he must study educational psychology.

Psychology also helps the teacher in the realisation of educational aims. The teacher has to clearly set the goals or specify the "desirable behavioural changes," that he wants to bring among his students and next task is to attain those goals. For this, educational psychology helps him in such a way that with the conditions and materials that the desirable behaviour changes are actually brought about and thus goals attained.

Educational psychology, in fact, helps us to know that it is best to set attainable objectives of education, and also whether a particular objective is attainable or not.

From what has been said, it is obvious that the contribution of educational psychology to the theory and practice of education is rich and varied. The knowledge of educational psychology helps the teacher in a number of ways, some of which are:

1. **To understand the development stages :** Study of educational psychology helps the teachers in understanding the development and characteristics of children. He can utilise this knowledge in imparting instructions and moulding pupils behaviour along desirable lines.
2. **To understand the Teaching-Learning Process :** The knowledge of educational psychology acquaints the teacher with the learning process in general and problems of classroom learning in particular. It equips the teacher with the knowledge of principles of learning, the problems of learning and their remedial measures, it helps the teacher to instruct effectively in the class.
3. **To understand the Individual Differences :** The knowledge of educational psychology helps the the teacher in understanding individual differences. No two individuals are alike. The teacher faces a class in which pupils differ from one another in their abilities, interests, attitudes and personality. The teacher who has the knowledge of the kind of individual differences can adjust his teaching to the needs of different students.
4. **To understand effective teaching Methods :** Educational psychology gives teacher the knowledge of appropriate methods of teaching. It gives him knowledge of the different approaches involved in tackling the problems of teaching at different age levels.
5. **To understand problems of children :** By studying educational psychology, a teacher can understand the cause of the problems of children that they face at different age levels. This knowledge can be helpful to him in preventing mal-adjustment among children.
6. **Knowledge of Mental Health :** From the study fo educational psychology, the teacher can know the various factors associated with mal-adjustment and mental ill-health. This knowledge can also be helpful to him in preventing mal-adjustment among children.
7. **Measurement of Learning Outcomes :** Psychological tests and tools helps the teacher in measuring the learning outcomes of the instructions imparted by him. The knowledge of educational psychology also helps him in developing his own tools and tests for measurement of pupil's achievements in different school subjects.
8. **To Understand Exceptional Children :** Educational psychology enables the teacher to better understand the exceptional children and make provision for their education.
9. **To Understand Group Dynamics :** The knowledge of educational psychology

helps the teacher in understanding group dynamics in classroom situation and its effect on learning.

- 10. Curriculum Construction :** The knowledge of educational psychology has convinced the curriculum framers that a good curriculum must be based on psychological principles. In other words, It must keep into consideration the physiological and psychological needs of the learners. Psychology has emphasised the role of co-curricular activities in the school. These activities are considered important media for sublimation of instincts and emotions and for the development of personality. That is why, it is now increasingly recognised that the curriculum should be integrated, flexible, correlated and child-centered.
- 11. Effective Use of Audio-Visual Aids :** It is the contribution educational psychology that teacher now make use of various types of audio-visual aids in classroom teaching. It has been experimentally proved that use of audio-visual aids makes learning easy, interesting and effective.
- 12. Research :** Educational psychology can help the teachers in conducting reasearch, It has helped them in developing tools and devices that can be used for research. They can, thus involve themselves in various types of action research concerned with the students.
- 13. To Develop Sympathetic Attitude :** Finally, educational psychology helps the teacher to improve his own mental health. A teacher must be sympathetic to his students. He should also be genuinely interested in the" teaching profession, and have balanced emotional life. An ill-adjusted teacher is cruse to the profession. Still many teachers are mentally unhealthy and maladjusted. Through the knowledge of psychology, they can know their shortcomings and weaknesses and thus, get insight into their behaviour. As a result of this they can adjust better.

#### **1.1.8 Summary :**

So while summarizing we can say that the study of psychology helps to understand the nature of the child. Psychology helps to understand, control, direct and predict the behaviour of the child. Whereas education, helps to modify the behaviour of the child. Educational psychology helps to understand the different developmental characteristics and individual differences etc.

The main objective of educational psychology is to provide such principles to teachers which they may realize educational cultural and professional objectives. In spite of this it helps the teacher to understand his own job and develops in him a scientific attitude of problem solving related to the problems of education. It helps a teacher in adjustment of his personality. Different psychologists give their own view points regarding the scope of educational psychology. According to Garrison the scope of educational psychology includes (i) the child and his development, (ii) learning &

educative process, (iii) Evaluating pupils growth and (iv) Guiding the child. According to Lindgren (i) Learner, (ii) Learning process and (iii) learning situation come under the scope of educational psychology.

### 1.1.9 Key Concepts :

1. Universal - relating to everybody or everything of the whole universe.
2. Valid - based on good reason.
3. Evaluation- Making judgement or assessment.
4. Objective- real, having existence outside the mind, not influenced by personal feelings or opinions.
5. Research - Careful inquiry, investigation aimed at discovering new facts.

### 1.1.10 Suggested Readings :

- |    |                         |   |  |
|----|-------------------------|---|--|
| 1. | Mathur, S.S             | : | Educational Psychology                 |
| 2. | Chauhan, S.S.           | : | Advanced Educational Psychology        |
| 3. | Sodhi, T.S., Suri, S.P. | : | Psychological foundations of Education |
| 4. | Bhatia, K.K.            | : | Bases of Educational Psychology        |
| 5. | Aggarwal, J.C.          | : | Psychology of learning & development   |

### 1.1.11 Self-Check Exercise :

#### Fill in the blanks:

1. Psychology is the study of .....
2. The main objective of education is ..... of behaviour.
3. Education is ..... development of the child.
4. According to Lindgren ....., ..... and ..... come under the scope of educational psychology.
5. Principles of educational psychology are ..... and .....

#### Answers :

- (1) Behaviour (2) Modification (3) Around
- (4) Learner, Learning process & Learning situation
- (5) Universal, Valid

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**LESSON NO. 1.2**

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**GROWTH AND DEVELOPMENT : Meaning, Principles and Characteristics of growth and development of Physical, Mental, Social and Emotional aspects during early childhood and Influence of Heredity and environment in the growth & development of the child**

**Structure**

- 1.2.1 Introduction
- 1.2.2 Objectives
- 1.2.3 Meaning of Growth & Development
- 1.2.4 Principles of Growth & Development
- 1.2.5 Stages of development
  - 1.2.5.1 Early Childhood
    - 1.2.5.1.1 Physical Development in Early Childhood
    - 1.2.5.1.2 Mental Development in Early Childhood
    - 1.2.5.1.3 Social Development in Early Childhood
    - 1.2.5.1.4 Emotional Development in Early Childhood
  - 1.2.5.2 Childhood
    - 1.2.5.2.1 Physical Development in Childhood
    - 1.2.5.2.2 Mental Development in Childhood
    - 1.2.5.2.3 Emotional Development in Childhood
    - 1.2.5.2.4 Social Development in Childhood
- 1.2.6 Tentative suggestions for guidance of Parents and Teachers
- 1.2.7 Let us Sum up
- 1.2.8 Key Concepts
- 1.2.9 Suggested Questions
- 1.2.10 Suggested Books
- 1.2.11 Self-Check Exercise

**1.2.1 Introduction :**

Can you recall events from your early childhood, say the second or third year? You might have a few vague and blurred memories about your childhood. The experiences of that period form the basis of the type of person you are today. How individuals grow, change and adjust themselves to their environment is the focus of development. The individual is never static. From conception to death he undergoes changes. Maturation and growth from conception onwards is a natural phenomenon. The

direction which growth takes as a result of factors outside the maturing or growing individual may be referred to as development. Educational Psychology is concerned with the study of the individual's education, and with the study and solution of problems connected with his educational growth and development. In order to achieve this objective, an understanding of the nature and principles of human growth and development is very essential. Good instructional practices are to be based on the stage of growth of pupil. The teacher must know the basic principles of growth and development and the characteristics which emerge at different age-levels in various developmental dimensions to provide effective guidance for harmonious development of children.

### **1.2.2 Objectives :**

After going through this lesson students will be able to

- (i) Define growth and development
- (ii) Differentiate between growth and development
- (iii) Explain principles of development
- (iv) Describe characteristics of physical, mental, emotional and social development during early childhood and childhood.

### **1.2.3 Meaning of Growth and Development :**

Growth and development has been used interchangeably because both the processes are inter-related and interdependent. However, some psychologists define growth as an indicative of increase in bodily dimensions i.e. height and weight and is generally confined to quantitative changes. According to Arnold Gessel, "Growth is a function of the organism rather than that of environment. The environment furnishes the foil and milieu for the manifestation of development, but these manifestations come from inner compulsions and are primarily organized by inherent inner mechanisms and by an intrinsic physiology of development. Growth is a process so intricate and so sensitive that there must be powerful stabilizing factors, intrinsic rather than extrinsic, which preserve the balance of the total pattern and the directions of growth trend. "

Maturation is, in a sense, a name for this regulatory mechanism.

Development can be defined as the emerging and expanding capacities of the individual to provide greater facility in functioning such as development of motor ability from uncertain steps to proficiency in games. Development is achieved through growth.

Development refers to interaction of person and his environmental surroundings whose after products alter existing response tendencies in such a way as to increase

(a) their strength (b) the degree of differentiation, and (c) the organization of personality.

**Baer**, has defined development as, "Behaviour change which requires programming and programming requires time, but not enough of it to call it age." Development in this view, is a collection of learning experiences which the child requires in the process of interaction with his environment.

According to Piaget, "there are four basic elements in development namely - maturation, experience, social transmission (learning through language, schooling or training by parents) and equilibration."

#### **1.2.4 PRINCIPLES OF GROWTH AND DEVELOPMENT :**

Following are the general principles of growth and development of individuals:

- 1. The Principle of Individual Differences :** There are individual differences in the development of children. The difference is mostly in the intellectual capacity of all human beings. Difference in special aptitudes is most marked among children. This is caused by differences in heredity, endowments and environment.
- 2. Principle of Continuous Growth and Development Process :** The growth and development starts from the moment of conception of the individual in the mother's womb and continues till he reaches his grave. It is a continuous stream of development. Development proceeds by stages but it is a continuous process. Changes in the patterns of body and behaviour take place throughout life. Emergence of each type of behaviour is dependent on the development that has gone before.
- 3. Principle of Uneven Tempo of Growth and Development :** Growth and development though is continuous, yet its rate of development is in fits and starts and not uniform at all times. In the earlier stages it is quick, but slows down in later years of infancy. Again at the state of puberty, there is a sudden rise in the growth and development.
- 4. Principle of Uniformity of Development Pattern :** Although development has individual differences, yet it follows a definite sequence common to the off-springs of human beings. The outstanding example is that off-springs' develop their head first and other parts of the body later on. Motor and language development in human off-springs has a definite sequence.
- 5. Principle of Development from General to Specific Responses :** If we examine the different developmental aspects of the child we will find that general activity precedes specific activity in all his/her actions. The movements of the child are of general nature in the beginning but later on they become

specific.

**6. Principle of Interrelation :** It has been observed that the growth and development in various aspects like physical, mental, social, etc. are inter related and interdependent. Growth and development of the child in one aspect leads to the development in other aspects as well. It has also been observed that children who are highly intelligent, generally have a robust health, whereas children with lower intelligence have weak health and regress in their emotional and social development.

**7. Principle of Developmental Direction:** There are two important principles of development: (a) Cephalo-caudal, and (b) Proximo-distal.

By cephalo-caudal development we mean that it has a longitudinal axis, i.e., that human development is from head to foot. This implies that control of the body as well as improvement in the structure itself develops first in the head and progresses later to parts farther from head. Another example of this aspect of development is that a child can lift his head by his neck before he can do so by lifting his chest. The proximo-distal tendency means, that child develops from the centre of the body, i.e., the spinal chord to the periphery of the body, i.e., fingers. In the beginning, the child is able to control his large fundamental muscles and smaller muscles later on. The outstanding example is that the control over fingers comes after control over the arm and the hand.

**8. Principle of Integration:** This principle implies that the development of the child is both from general to specific and specific to general. The child while busy in his specific activities arrives at a general rule. Again he gives a tryout of his general rule on certain specific activities. Thus, the development of the child integrates both general and specific activities.

**9. Principle of Predictability of Development :** We know that every child develops in his own way and develops nearly constantly. It is with this presumption that we can also predict his future range of development. This prediction is only possible in the case of children of average or normal development. We shall not be able to predict in the case of abnormal or highly intelligent children.

**10. Principle of Spiral and Non-Linear Development :** This principle implies that the development of the child is not in a straight line (linear) but it is in the form of a cork-screw (spiral). He advances in his development in one period but takes rest in the following period. This enables him to consolidate his development.

**11. The Principle of Struggle :** While the child is developing up towards maturity there are conflicting impulses and demands. The child struggles against these in his striving for maturity.

12. **The Principle of Indigenous Motivation** : As the child matures in his capacities of doing, thinking and feeling, he has an impulse to put them to use and he does it wholeheartedly. This has been described by Jersild as 'Indigenous Motivation'.
13. **The Principle of Anticipation** : The child in his/her process of development also uses his capacity of self-repair. He modifies his behaviour and even habits keeping in view what he is going 'to become' in future. Thus, he consciously anticipates his future direction of development.
14. **The Principle of Interaction of Heredity and Environment** : The development of the child is a product of both. This is true at all times and stages of his development.

### 1.2.5 Stages of development :

Strictly speaking, there is no sharp line of demarcation between the duration of one stage of growth and development and another stage. Nevertheless, each stage has certain specific characteristics which must be kept in view while teaching or bringing up children.

Following are the major stages of development:

1. Birth to 2 years : infancy
2. 2 years to 6 years : early childhood
3. 6 years to 12 years : later childhood
4. 12 years to 18/19 years : adolescence

In this chapter we will discuss different characteristics of development at early childhood and later childhood stage.

#### 1.2.5.1 Early Childhood :

This is the most important and impressionistic period of child's life. He learns his first lesson of citizenship in the home and the school. He develop the instinct of curiosity. He loves make believe plays.

##### 1.2.5.1.1 Physical development :

Growth in physical dimension during the period of 2 to 6 years of age is not as accelerated as that experienced in infancy. The child begins to assume the body proportions of an adult. Legs growth is rapid and represent about half of one's total height. The head growth is slow and trunk growth is intermediate. Generally the weight of three year-old male child is about 33 pounds and is 38 inches tall. The girls are a bit lighter and shorter. By age of five years the average height for boys is 43 inches and the average weight is 43 pounds. The height and weight are affected by a number of variables such as height of parents, nutrition, and illness etc.

In addition to size and weight, the child undergoes other physical and physiological

changes. The muscles develop at a very rapid speed. Larger muscles are far better developed than the small and fine muscles. Physiological changes occur in respiration, heart rate slows down and blood pressure goes up steadily. Brain has developed 90% of its adult weight. Nerve fibres in the brain areas are nearing maturity by the end of pre-school period.

The child in early childhood develops a variety of motor skills which are repeated. Self-feeding, self-dressing, bathing, brushing the hair, playing with toys, use of pencil, jumping, hopping etc. develop at the age of 5 to 6 years.

#### **1.2.5.1.2 Mental development :**

The intellectual development of the child is accelerated after the age of two because now he begins to explore his social environment and acquires new experiences.

**Language development :** The language development of the infant begins from birth. The ten-month old child is able to use one word but by the end of the first year, his vocabulary increases to 3 or 4 words. Good home environment and early childhood training help in the development of vocabulary. It has been reported by several studies that there is positive correlation between intelligence and language development.

Following are the major characteristics of intellectual development.

- (a) Child begins to form concepts of physical and social reality.
- (b) By the age of six the child develops perception of size, shape, colour, time and distance etc.
- (c) Memory increases at a very rapid speed. The child can learn by rote memorization.
- (d) Creativity develops in children and imagination begins to grow.
- (e) Thinking and reasoning develop in relation to concrete material.
- (f) Span of attention increases from seven minutes to twenty minutes and interest in exploring the environment increases.
- (g) Child is now able to use symbols in language, drawing symbolic play and problem solving.
- (h) The child asks questions about his environment.

#### **1.2.5.1.3 Social development :**

A child is born in a social environment where his personality development is shaped in accordance with the norms of the society.

- (i) Feeling of autonomy develops in children. They begin to explore their environment independently.
- (ii) Social environment expands beyond home.
- (iii) Children of both sexes play together without any discrimination. They actively

- participate in group games in which physical energy is used such as hide and seek.
- (iv) They learn to cooperate with others and make friends on shared interests and similar personality traits.
  - (v) Children take interest in fairy tales and animal stories.
  - (vi) Girls are more dominating than boys in play situations.
  - (vii) Child seeks social approval of his action.

**1.2.5.1.4 Emotional development :** Emotions play an important role in life and contribute in the personal and social adjustment of the individual provided they are directed into wholesome expression. Emotions have the following effects on the developing individual.

- (a) Emotional expressions in early childhood are intense irrespective of the intensity of the stimulus.
- (b) Children fail to hide their emotions but express them indirectly through different activities as crying, nail biting, thumb-sucking and speech difficulties.
  - (i) Emotions give us energy to face a particular situation in life.
  - (ii) Emotions work as motivator of our behaviour.
  - (iii) Emotions add pleasure to our every day experiences in life.
  - (iv) Emotions maintain our interest in work.
  - (v) Emotions influence our adjustment in the society.

### **1.2.5.2 Childhood :**

Childhood is an important phase of life. Redl has characterised this period as the time, "when nicest children often begin to behave in the most awful way". The parents and teachers are annoyed with children and vice-versa. It is the period which requires proper guidance and counselling by parents and teachers for the adequate adjustment of children in the society.

G. Stanley Hall in his book: "Adolescence" has given the following description of children from 8 to 12 years of age.

"The years from 8 to 12 years constitute the unique period of human life ... the brain has acquired nearly its adult size and weight, health is almost at its best, activity is greater and more varied than even before or then it will ever be again and there is peculiar endurance vitality, and resistance to fatigue. The child develops a life of his own outside the home circle and its natural interests are never so independent of adult influence."

#### **1.2.5.2.1 Physical development :**

There is slow increase in weight and height during childhood. Girls are ahead of

boys by two years. Changes are shown small general proportions of the body. Children are free from diseases at this age. Physiologically, the girls at the age of 11 are a full year ahead of the boys. Shedding of milk teeth and growth of permanent teeth changes the appearance of mouth, flattening of forehead, sharpening of the nose, broadening of the chest, and motor skills develop through play. Following are the marked changes.

(a) Increased manual dexterity, (b) increased strength, (c) increased resistance to fatigue, (d) accuracy and endurance increase in relation to games.

W.F. Dearborn writes, "There is organic need for strenuous physical activity. Skeletal muscles are developing and require exercise. Nine to eleven years old dash breathlessly from place to place, never walk when they can run, never run when they can jump or do something more strenuous".

#### **1.2.5.2.2 Mental development :**

The following changes in the intellectual development occur during the period - six years to twelve years of age.

- (a) The child begins to make clear distinction between himself and outer world. He seeks reality in his environment.
- (b) The concept of natural laws becomes almost fully developed by 12 years of age.
- (c) It is the time of eager absorption of information and ready accumulation of ideas. Learning and memory become more efficient because the child enters formal schooling.
- (d) Capacity for logical thinking increases. The child becomes increasingly efficient in selecting, developing and applying cognitive operations in relation to concrete objects.
- (e) Interest in science stories and mechanical operations reaches its height at this age.
- (f) Courage and loyalty increase. Children show courage in doing things.
- (g) Imaginative plays are liked.
- (h) Use of reading of factual material, scientific and mathematical information and fiction with a realistic theme increases.
- (i) Use of causal relationship in thinking about physical, mechanical and natural phenomena in the environment increases.
- (j) Early imaginative fears disappear by the age of 12 years of age.
- (k) High ability to generalize is shown by children of ten to twelve years of age. Children are more concerned with immediate cause and effect relationship and current happenings.

**1.2.5.2.3 Emotional development :**

Emotions are very important for life. Without emotions life becomes monotonous and dull. They change with the age of the child. Following are characteristics of emotional changes during this period.

- (i) Early pattern of emotional expression changes. By the end of childhood the child learns to control his emotional expression in social situations.
- (ii) The emotional responses of the child become less diffuse, random and undifferentiated.
- (iii) Emotions are expressed even in the absence of concrete objects.
- (iv) Emotions are most contagious during childhood, because children are highly suggestible and dependable on others.
- (v) Early childhood fears of animals, high places and noise disappear and fear of supernatural, imaginary creatures, fear of failing, being ridiculed and being different appear.
- (vi) Anger is caused by thwarting, teasing, making unfavourable comparisons with other children, interruption of activities in progress, ridicule by peers or elders, and negligence etc.
- (vii) Parental favouritism causes jealousy in childhood.
- (viii) Girls are more jealous than boys in their classes because of preferential treatment given to boys.
- (ix) Joy, pleasure, love, curiosity, grief and affection appear in childhood.

**1.2.5.2.4 Social development :**

The process of socialization confines to home and neighbourhood environment in early childhood but as the child enters school his social circle widens. Following are the major changes.

- (a) It is the period when children form peer group of their own sex and remain outside the home. Peer group becomes important agent of socialization.
- (b) It is the period of peak unruliness in school and home.
- (c) Complaints of disobedience are highest in percentage during this period.
- (d) Children reject adult standards and circle of friends widens.
- (e) Delinquency begins more during this period than adolescence.
- (f) Sex differentiation becomes sharp. Girls play with girls and boys play with boys. There is sex difference in play activities. Girls are more antagonistic towards boys.
- (g) Boys are more rebellious than girls and their groups are more organized than the groups of girls.
- (h) Children take interest in group games. Boys and girls form their own groups. Group consciousness develops and the child becomes less selfish, self-centred

and aggressive but more cooperative and outgoing.

- (i) Social consciousness develops very rapidly. It is called "gang age" period when the child associates himself with the peer group of the same age who feel and act together. The child shows great loyalty to his gang. He conforms to the stand of his gang.

### **1.2.6 Tentative Suggestions for Guidance of Parents and Teachers :**

1. Proper environment should be provided in home and school. Children should be encouraged to express their feelings.
2. Security and independence should be given in home and school.
3. Provide opportunities to participate in games, cultural activities and picnic etc.
4. Do not compare boys with girls.
5. Be democratic in your outlook.
6. Provide opportunities for boys to have more association with men during childhood.
7. When children shows emotional outbursts, treat them calmly and intelligently.
8. Respect the individuality of the growing child and express faith in children.
9. Reinforce the desirable behaviour of children.
10. Remember that children are members of a peer society which has great influence on their personality.
11. Out of family experiences should be provided for children in the local community.
12. The immature and inadequate forms of expressing independence may be considered a desirable step in the direction of self-reliance.
13. The gang membership of children during this period should not be resented by parents and teachers because it provides them opportunity for self-expression, escape from over-solitude, feeling of importance and security.
14. Children should be encouraged to participate in activities at home and school.

### **1.2.7 Let us Sum-up :**

In this chapter you have studied the concept of human growth and development. The stages of development and the characteristics of each stage have been discussed. The principles of growth and development have also been discussed. Early childhood is the most important and impressionistic period of child's life. He learns his first lesson of citizenship in the home & the school. He develops the instinct of curiosity. In later childhood bodily proportions change. Generally boys are considered superior in games requiring physical strength while girls are considered superior to boys on the use of fine muscles and in acquiring skills like drawing, painting, sewing etc.

**1.2.8 Key concepts :**

1. Growth - increase in bodily dimensions i.e. height and weight and is generally confined to quantitative changes.
2. Development - Qualitative bodily changes. e.g. increase in the size of hand as well as increase in its strength and functioning.
3. Cephalo-caudal development - means human development from head to foot.
4. Proximo-distal development - means child develops from centre of the body i.e. spinal chord to the periphery of the body.

**1.2.9 Suggested questions :**

1. Discuss the principles of growth and development.
2. Describe in detail the physical characteristics of development at the stage of childhood.

**1.2.10 Suggested books :**

- |    |                        |   |   |
|----|------------------------|---|---|
| 1. | J.C. Aggarwal          | : | Psychology of learning and Development. |
| 2. | S.S. Chauhan           | : | Advanced Educational Psychology.        |
| 3. | T.S. Sodhi & S.P. Suri | : | Psychological foundations of Education. |
| 4. | K.K. Bhatia            | : | Bases of Educational Psychology.        |
| 5. | J. Kahn & S.E. Wright  | : | Human Growth and development.           |

**1.2.11 Self Check exercise :**

Fill in the blanks.

1. Growth generally confines to ..... changes.
2. Development means ..... change at physical as well as mental level.
3. In early childhood memory increases at a very ..... speed.
4. In social development of early childhood feeling of ..... develops in children.
5. Emotions work as ..... of our behaviour.
6. Parental favouritisms causes ..... in children.

**Answers :-** 1. quantitative 2. qualitative 3. rapid 4. autonomy 5. motivator 6. jealousy

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**LESSON NO. 1.3**

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**Indian Adolescents : Characteristics of growth and development of physical, mental, social and emotional aspects during adolescence.  
Problems of Indian adolescents and their guidance.**

**Structure**

- 1.3.1 Introduction
- 1.3.2 Objectives
- 1.3.3 Meaning of adolescence
- 1.3.4 Characteristics of Physical development during adolescence.
- 1.3.5 Characteristics of Mental development during adolescence.
- 1.3.6 Characteristics of Social development during adolescence.
- 1.3.7 Characteristics of Emotional development during adolescence.
- 1.3.8 Various problems faced by Indian adolescents.
- 1.3.9 Specific problems and worries of adolescence.
- 1.3.10 School programme and guidance regarding the adjustment of adolescents.
- 1.3.11 Summary
- 1.3.12 Key concepts
- 1.3.13 Suggested questions
- 1.3.14 Suggested Readings
- 1.3.15 Self check exercise.

**1.3.1 Introduction**

The developmental stage of adolescence has always fascinated the educationists as well as attracted the attention of the psychologists because of its importance and impact on the total development of human personality. A large number of psychologists have made a deep study of the adolescence stage under cross cultural environment. They have arrived at stunning results to guide the future course of reactions to the needs and problems of the adolescents. In fact, adolescence is that phase of human growth and development during which boys and girls move from childhood to adulthood physically, mentally, emotionally socially and morally. Even Rabindernath Tagore has drawn a vivid picture of an adolescent in his widely read story, "Home coming."

**1.3.2 Objectives**

After going through this lesson students will be able to -

- (1) Understand the meaning of adolescence.

- (2) Explain characteristics of physical and mental development during adolescence.
- (3) Describe characteristics of social and emotional development during adolescence.
- (4) Critically discuss various problems and worries of adolescents.
- (5) Give suggestion regarding the adjustment of adolescents in the society.

### **1.3.3 Meaning of Adolescence**

Adolescence is the most important period of human life. Poets have describes it as the spring of life of human being and an important era in the total life span. The word adolescence comes from a Greek word 'adolescere' which means 'to grow to maturity'. A number of definitions have been given by Psychologists from time to time. Some psychologists define it as the transitional period of life. The child experiences a number of changes in this transitional period. The period runs between childhood and adulthood and is some times called the period of teenage.

According to **A.T. Jersild**, "Adolescence is that span of years during which boys and girls move from childhood to adulthood, mentally, emotionally socially and physically." According to some psychologists, it is the period when an individual is capable of to begetting offspring. It means that when power of reproducing its own kind is attained by the individual then we can say that he has become an adolescent.

**Dorothy Rogers** defines adolescence as, "a process rather than a period, a process of achieving the attitudes and beliefs needed for effective participants in the society".

**Jean Piaget** defined adolescence as, "the age of great ideals and the beginning of theories as well as the time of simple adaptation to reality."

Chronologically adolescence comes roughly in between the years from 12 to the early 20's. The onset of adolescence varies from culture to culture depending on the socio-economic conditions of the country. In this period, great changes occur in all developmental dimensions of the individual.

### **1.3.4 Characteristics of Physical development during adolescence**

The most important single feature of adolescence development consists of the changes that take place in the young person's body. During adolescence marked physical changes take place which have significant behavioural implications.

**1. Change in Height** - Almost all boys and girls show a spurt in growth during adolescence. There is a sudden shoot up in growth in height. The age at which it occurs varies from individual to individual. The growth in height is associated with pubertal growth period ranging from 13 to 17 years with an average of 15 years. There are sex differences in height and weight. In the infancy boys surpass girls. At the age of 13 years girls are taller and heavier than boys but by the age of 15 years boys are taller and heavier than girls.

**2. Changes in bodily proportion** - In addition to increase in height and

weight, there is general change in the proportions of various bodily parts. The different parts of the body grow at different rates and attain their maximum development at different times. The pelvis bone of girls become broadened and their wrist becomes circular. The arms and legs grow in length and become finer. Boys develop round shoulders. Early maturing boys tend to be more feminine and the late maturing girl more masculine in the total trend.

**3. Voice -** The change of voice in boys is a commonly recognized feature of adolescent development. This change does not occur at a fixed age or even at any fixed time in relation to pubertal changes. The voice of boys becomes hoarse and girls' voice becomes sweet during adolescence.

**4. Secondary sex characteristics -** The secondary sex characteristics develop during adolescence. Genital organs in boys increase in size. Testes usually grow earlier. In girls sex organs acquire maturity. The growth of breasts and the widening of the pelvis in girls are among the physical development that have significant influence on the adolescent girls' conception of her physical self. These changes in external physical organs make the adolescent girl self-conscious. There is a marked change in her gait. She becomes conscious of her bodily changes.

**5. Hair growth -** Change in hair growth is associated with puberty. In case of boys hair appear on upper limbs and beard. Pubic hair and hair in arm pits appear in both boys and girls.

**6. Physiological changes -** There is a great change in the internal systems of the body. All systems as respiratory, circulatory, digestive, blood pressure, heart and pulse-rate acquire their full growth. Brain is fully developed by the age of 18 years of age.

**7. The age of menstruation -** The data on menarche has been collected in all parts of the world. It is generally believed that girls in tropical and sub-tropical countries mature earlier than cold countries. The average age of menstruation varies from 13 years to 16 years.

**8. Physical activity and ability -** The capacity to perform physical activities increases rapidly in adolescence.

**9. Changes in strength speed -** There is a great increase in muscular strength in adolescence as reported by psychologists who conducted muscular strength test and physical power tests as shown by hand grip strength. The adolescents become more active in their work. Girls seem to mature earlier than boys in physical activity.

**10. Growth trend in motor performance -** Espenschade conducted a study on boys and girls for a number of years on tests on running, throwing a ball and jumping. There was great difference in the performance of boys and girls. The boys are superior, particularly in activities which involve speed and muscular strength.

The boys continue their interest in physical activities while there is sharp decrease in the interest of girls.

### **1.3.5 Characteristics of Mental Development during adolescence**

All studies on the mental growth have reported that mental abilities increase with age. Mental development during adolescence accelerates on many intellectual fronts. The following are the characteristics of mental development in adolescence.

- (1) Increased ability to generalize the facts** - One noticeable characteristic of mental operations in adolescence is increased ability to generalize the facts. Children usually generalize in relation to concrete objects. The intellectual development in childhood operates on perceptual level but in adolescence the ability to generalize on conceptual level develops. The adolescent can generalize in an abstract way.
- (2) Increased ability to understand** - There is an increase in the ability to see relationship and to solve problems of increasing complexity and difficulty. His depth of understanding develops. The adolescent can think the solution of more difficult problems.
- (3) Increased ability to deal with abstraction** - The adolescents can think not only in general terms but also in abstract terms to a greater degree than children. They can think in terms of symbols rather than concrete things.
- (4) Development of memory and imagination** - The memory in adolescence develops tremendously with the growth in vocabulary. The adolescents can imagine about a situation which is not physically present before them. Their long term memory increases. They can retain facts for a longer period. They can anticipate future needs and can plan for it. The idea of historical past can be grasped by adolescents. The idea of time concepts becomes clear to them.
- (5) Ability of problem solving** - The ability to solve problems increases in adolescence. The adolescents can solve problems with the help of symbols. He is now able to deal with ideas that do not represent some thing in which a person is directly involved.
- (6) Increased ability to communicate with other persons** - The adolescents on roads, in coffee houses, and tea stall can be seen arguing for hours on topics of their interest.
- (7) Identification with conditions and characters in the larger world** - The another important change in intellectual orientation that takes place near the beginning of adolescence appears in the child's ability to identify with the circumstances and people outside his own immediate environment.
- (8) Ability to make decisions** - The individual has to make many decisions in his daily life. Decision making ability is necessary for successful adjustment in life. During adolescence we expect the growing child to gain increasing confidence in his own opinion. There is a certain amount of independence in thinking, a certain

freedom in exploring and in weighing alternatives that is involved in the kind of maturity that enables one to make decisions of his own.

**(9) Understanding of moral concepts** - The child, without questioning the validity of moral training, obeys the moral code framed by parents, but as he enters the adolescence he critically examines the moral code and asks a number of questions. The moral consents become internalized and the adolescent is able to differentiate what is good and what is bad for him.

### **1.3.6 Characteristics of social development during adolescence**

Educators have defined social development in a number of ways.

Freeman and Showel observe, "Social development is the process of learning and conforming to group standards, morals and traditions and becoming imbued with a sense of oneness, inter-communication and co-operation."

H.E. Garret states, "Socialisation or social development is the process whereby the biological individual is converted into a human person."

E.B. Hurlock thinks, "Social development means the attaining of maturity in social relationships."

Herbert Sorenson writes, "By social growth and development we mean increasing ability to get along well with oneself and others."

Thus social development refers to the process of development by which a child acquires the necessary attitudes, skills and values that make him an acceptable member of the group to which he belongs.

#### **Characteristics of Social Development**

Following are the important characteristics of social development during adolescence :

1. Adolescence is marked with too much sex consciousness resulting in sexual social relationships.
2. During adolescence loyalty becomes very much pronounced and adolescents are in a mood to sacrifice their selfish interests for the greater cause of the group, society and nation.
3. Adolescence stage is often marked with increased friendly relationships.
4. Emotional behaviour of the adolescent dominates his social characteristics and qualities.
5. There is too much diversity in the adolescents regarding their social interests.

To sum up, we may say that the adolescence is a period of maximum social awareness, increasing and intimate social relationships.

#### **Factors Affecting Social Development of the Adolescents**

Important factors are given below:

1. **Personal Factors :** These include: (i) Physical strength and health, (ii) Level of intelligence, (iii) Emotional set up.
2. **Environmental Factors :** These comprise: (1) Family environment, (2) Social and physical environment of the school, (3) Peer group relationships and gang influence, (4) Community environment, (5) Social clubs, (6) Mass media.

According to T.P. Joseph, an adolescent wants a friend 'someone to be trusted', 'someone to talk', 'someone who is dependable'.

Harrocks and Benimoff observe regarding the peer influence on the adolescence as, "The peer group is the adolescent's real world, providing him a stage upon which to try himself and others".

### **1.3.7 CHARACTERISTICS OF EMOTIONAL DEVELOPMENT DURING ADOLESCENCE**

Emotions are basic, primeval forces of great power and influence, designed by nature to enable the organism to cope with the circumstances which demand the utmost effort and survival or success or to add colour and spice to living. Historically, the word 'emotion' comes from the Latin word 'emovere' which means 'to stir up', 'to agitate' or 'to excite'. Emotion is a stirred up or disturbed state of mind. P.T. Young defined emotion as "the disturbed visceral changes due to increased activity of autonomic nervous systems and an emotion originates within the psychological situation." According to Watson, "an emotion is an hereditary pattern of reaction involving profound changes in the bodily mechanism as a whole but particularly of the visceral and glandular system". According to English and English (1958), "an emotion refers to a complex feeling state accompanied by characteristic motor and glandular activities."

#### **(1) Heightened Emotionality**

The period of adolescence has been marked by emotional storm and stress. Adolescents are emotionally disturbed due to physical and physiological development. Their emotions are very intense. When an adolescent hates someone he hates strongly and when loves someone, he does so passionately. There are certain factors and conditions in the life of an adolescent which causes heightened emotionality. As soon as the child enters adolescence his social roles and responsibilities change for which he is not mentally prepared, which creates emotional tension. The process of weaning from total dependence to independence creates emotional disturbances in adolescents. Sometimes, parents are responsible for creating emotional disturbances because they do not change their rigid and conservative attitude towards their wards. Parents and society expect an adolescent to act like an adult for which he is neither physically nor mentally prepared. The adolescent is in a fix because he is neither a child nor an adult. He fails to meet social expectations which cause emotional disturbances. The adolescents become

aware of their sex roles. Hetero sexual interests develop, but they are not prepared to meet the social behaviour of making friendship with members of the opposite sex. This problem is further complicated because our society does not allow free mixing of boys and girls due to social inhibitions and taboos. Adolescents do not follow everything blindly but they critically examine the religious beliefs and values in wider context and question the genuineness of traditional moral values. In India, where there are numerous castes, creeds and ethnic group which follow different moral values and religious beliefs, it becomes cause of heightened emotionality for adolescents who come across the conflicting views of different religions. School failure and insecurity in vocational field further leads to heightened emotionality.

**(2) Complexity**

The emotions of adolescents becomes complex by the continuous process of accumulating experiences in their environment. They become capable to hiding emotions according to the situation.

**(3) Abstract Emotions**

Adolescents can express their emotions in relation to objects and situations which are not present before them in concrete form.

**(4) Bearing of Tension**

Adolescents develop the capacity of bearing emotional tensions in different situations. It depends on the early childhood training and personality development of the individual.

**(5) Realism in Emotional Experiences**

Adolescents enter the period of reality. They can perceive and appreciate people around them. They recognise the strengths and weaknesses of their character.

**(6) Capacity of Sharing Emotions with Others**

Adolescents develop the capacity for concern about the feelings of others. They take joy in the welfare of his friends and neighbours.

**(7) Emotions are Widened**

The boundaries of social environment expands in adolescence. Adolescents develop association with national and international problems and personalities. The expansion of social boundaries widen the emotional attachment of adolescents.

**(8) Common Emotional Patterns**

**(a) Love**

Love is an important positive emotion which binds humanity in one thread. Wenkart, remarked that adolescents who are able to love possess a priceless gift. When they are in love, in return they taste one of life's greatest joys. Most dramatic instances of adolescents love occur when they fall in love with a person of the opposite sex and conceive that their love is true. They are swept with other loving sentiments for their parents, home, family, and motherland.

**(b) Fear**

Fear is aroused by events for which a person has no immediate practicable response other than to shrink. It is learned in the environment. As the child enters adolescence, some of the childhood fears disappear and new fears appear. Some of the common fears of adolescents are (i) fear of animals, (ii) fear of painful situations, (iii) fear of bodily accidents, (iv) fear of failure in school, (v) fear of rejection by peers and others, (vi) fear arising during dreams, (vii) fear of being alone (viii) fear of dacoits, (ix) fear of imaginary creatures or ghosts, and (x) fear of loss of prestige.

**(c) Anger**

Anger is a term which denotes a large brood of emotional state ranging from turbulent rage to wider forms of resentment. The situations that give rise to anger are generally those that involve restraint i.e. interference with movements, thwarting of wishes and plans or blocking of activities already in progress.

**(d) Anxiety**

Anxiety is an uneasy mental state concerning impending or anticipated ill. Unlike fear it does not come from an existing situation but from an anticipated one. Adolescents have more anxieties than children. Some of the anxieties of adolescents are : school work, examinations, favouritism by parents and teachers, how to study, appearance, inadequacies to sex role, illness of members of the family, quarrel between parents, vocational choices, money, difficulties in making friends, and expectations of parents.

**(e) Jealousy**

It is a normal response to actual, supposed, or threatened loss of affection. The situation that calls forth jealousy is always a social one. There are age differences in children's response to jealousy. Among young children, the responses are mainly direct and aggressive. Among adolescents, they are more varied and indirect, although some aggressiveness does occur at school or in the play ground. Adolescents are also jealous of peers who have more privileges and more independence, who are successful in school work and games.

**(f) Joy**

Joy is a pleasant emotion and its milder form is known as pleasure and delight. In adolescents the most common cause of pleasure is successful achievement of goals. The joyful emotions are always accompanied by smiling, laughing and a general relaxation of the entire body.

**1.3.8 VARIOUS PROBLEMS FACED BY INDIAN ADOLESCENTS :****(a) Problems of Adjustment relating to Physical Growth and Development :**

1. Abnormal physical development like facial expression, fatness, shortness, tallness, thinness, etc. resulting in inferiority complex and sometime indirect

or direct unkind remarks of others.

2. Lack of normal physical strength.
3. Problems relating to gait and voice.
4. Problems resulting from some physical handicap.
5. Problems relating to sex.

**(b) Problems of Adjustment relating to Mental Development :**

1. Problems relating to development of intelligence.
2. Problems relating to learning of subjects.
3. Problems relating to competition in evaluation.
4. Problems relating to independent thinking.
5. Problems relating to participation in debates, discussions, etc.

**(c) Problems of Adjustment relating to Emotional Development :**

1. Excessive involvement in fantasy.
2. Rapid changes in moods.
3. Excessive depression or over enthusiasm.
4. Excessive sensitiveness or excessive stubbornness.
5. Lack of appreciation of other's feelings.
6. Lack of decision making ability.
7. Lack of humour.
8. Lack of tolerance.

**(d) Problems of Adjustment relating to Environment in the School :**

1. Changes of class or section.
2. Methodology of teaching-learning.
3. Nature of curriculum.
4. Nature of discipline.
5. Availability of co-curricular activities.

**(e) Problems Relating to Miscellaneous Factors :**

1. Economic background of the family.
2. Social background of the family which includes.
  - (i) Caste factor,
  - (ii) Regional factor,
  - (iii) Language factor,
  - (iv) Religious factor

**1.3.9 SPECIFIC PROBLEMS AND WORRIES OF ADOLESCENCE**

Adolescence is marked by specific attitudes and behaviour patterns. Among the most important of these according to E.B. Hurlock are : (i) Feeling of vague status during transitional period, (ii) Heightened emotionally (iii) Rapid sexual maturing (iv) Marked physical changes (v) Major changes in adolescents interests and behaviour patterns, (vi) A dreaded attitude, (vii) Unrealism, (viii) Threshold of adulthood.

Adolescence has been called a period of 'Challenge and Potential'. The adolescent

has enormous potential - physical, ideational and intellectual. At the same time he is faced with great challenges on account of his rapid physical growth, soaring as well as falling ideals, his search for identity as he is neither considered as a child nor an adult, his growing sexual desires, heightened emotions and lack of appropriate energies for channelising his enormous energy. All these issues and problems make the adolescence period as the period of 'Stress and Storm'. An adolescent is faced with several alternatives on account of his 'conflicts and dilemmas'. 'To do or not to do' attitude creates several problems; the solution of which needs guidance and counselling. Since an adolescent, in general, has the notion of 'knowing all things', several difficulties confront him.

Some of the important specific characteristics of adolescence problems and worries as given by various thinkers are briefly described here.

1. **Becoming Independent** : J.A. Hadfield (1962) is of the view, "When we speak of adolescent as growing up we mean that the youth is leaving behind the phase of protective childhood and is becoming independent."
2. **Age of Ideals** : Jean Piaget defines adolescence as, "the age of great ideals and the beginning of theories as well as the time of simple adaptation to life."
3. **Rapid Physical Growth and Development** : Rate of growth is so rapid in some cases as it seems almost 'as they go to bed one night as children and wake-up the next morning as adults.'
4. **Health and Adolescence** : It has been stated, "A growing youth has a wolf in his stomach". At this period, appetite for food is often enormous. There is a widespread notion that "this is physically a critical period". Various ailments that often manifest themselves are anemia, nosebleed, nervousness, growing pains, palpitation of the heart and especially among girls, headache, etc.
5. **Sex and Adolescence** : One writer has remarked, "Sex power permeates the whole body and the entire life of feeling, thought and will".
6. **Emotions and Adolescence** : In the words of Richmond, "Adolescence is the heyday of the emotional life, the blossom time of all those feelings and emotions which depend at bottom upon sex." Masterson has observed, "Emotional disorders frequently arise during adolescence. Such disorders range from simple depression to being over anxious about health to suicidal thoughts or attempts." Many adolescents who engage in delinquent, bizarre, or self-abusive behaviour do so as a call for help during a difficult period. Some adolescents use drugs, alcohol, or sex as a response to emotional disorders. The emotions of the adolescents drive them from one extreme to the other. At one time a boy or a girl may be shiftless, lazy or at another full of enthusiasm and energy.

7. **Self Assertion, Daring Exploits** : Frederick Tracy writes in The Psychology of Adolescence, "History abounds with records of the boldness and self-assertions of young men in their teens, and of their reckless and daring exploits, omen of which have resulted in great good, and others in great evil, but it also finishes the chronicle of many acts of self-abasement, of self-immolation, and of sacrifice, on which the same double comments may be made".
8. **Day-Dreams** : Some psychological associate day-dreams with great buzzing, blooming confusion of the complete life that youth is coming more keenly to realise'. According to Hollingworth, "Adolescent day-dreams centre chiefly around love, achievement, and security" and in many cases in self-pity and death. The day dream sees himself in the role which he would like to play in life.
9. **Adolescence and Crime** : Hollingworth is of the opinion that adolescence is a period of marked criminality, it has been shown by research studies that most criminals begin their careers during adolescence.
10. **Nocturnal Emission (Boys)** : Spontaneous erection and the first involuntary discharge of semen in boys (popularly known as 'wet dreams') may lead to fear.
11. **Acne** : Girls and boys worry about pimples that are caused by hormone imbalances which are characteristics of this age.
12. **Pre-marital Sex** : Quite a large number of those who indulge in pre-marital sex are unaware of its consequences.
13. **Teenage Pregnancy** : Teenage pregnancy poses serious health and emotional hazards.
14. **Smoking** : Students take to smoking unaware of its harmful consequences.
15. **Sexuality Transmitted Diseases (STD)** : Young people need to have scientific knowledge of such diseases.
16. **Use of Drugs, Alcohol, etc** : A large number of adolescents experiment with the use of drugs and alcohol etc. at this stage.
17. **Myths and Misconception** : Adolescents are confronted with several types of myths and misconceptions which exercise harmful physio-socio and emotional effects.

### 1.3.10 SCHOOL PROGRAMME AND GUIDANCE REGARDING THE ADJUSTMENT OF ADOLESCENTS

Innumerable opportunities can be provided by the schools to adolescents for making necessary adjustments.

1. **Due Regard to Individual Differences** : Adolescents differ as much mentally and emotionally as physically. But we provide little individual attention to

them in schools. We must study their specific needs and take suitable steps to meet these needs.

2. **Rich and Varied Curriculum** : The curriculum in schools often does not relate to the real life of adolescents. Learning in schools is unrelated to their modern needs. It is not according to the requirements of society and that of the students and hence emotional disturbance is created among the students. This means providing a diversified curriculum.
3. **Provision for Vocational Education** : Apprenticeship system provided vocational education in ancient and medieval times. In ancient India, vocation was on family basis and the son learnt the vocation by working with the father. It has, therefore, become necessary now for the schools to impart vocational education to students.
4. **Use of Dynamic Methods of Teaching** : Faulty methods of teaching do not develop motivation in the adolescents. Therefore, lessons become a drudgery. The adolescents begin to hate the very process of education. There is always tension in their minds. Learning is no more a joyful activity for them.
5. **Freedom for Self-development** : For the development of a creative mind, freedom for self-development and freedom for activity must be given in a school.
6. **Creative and Democratic Concept of Discipline** : Traditional methods of discipline are faulty. Sometimes schools are considered just like jails and some teachers like jailors. Such discipline is negative. It may serve the purpose superficially but in reality the things are far from being satisfactory. There should be positive devices of discipline. Discipline should be creative. Children should be made responsible for handling their own affairs as far as it is feasible.
7. **Provision of Co-curricular Activities** : All the children and especially adolescents need provision for the expression of their pent-up emotions and for redirection of their emotional behaviour. In the absence of such provision, emotional stability is not possible. Varied co-curricular activities can solve this problem quite satisfactorily.
8. **Provision of Sex Education** : Teachers should provide necessary information about the sex matters and problems. During adolescent period lack of information about sex causes emotional disturbance.
9. **Continuous Evaluation** : The present system of examination is faulty. Chance factor counts much in this system. It does not measure the all-round development of the adolescent and causes disturbance. Evaluation should be made continuous and objective.
10. **Satisfaction of the Urge for Practical Activity** : Dr. Zakir Hussain observes,

"The future Indian school will not perpetuate the stupid tyranny of requiring its boys and girls, bursting with active energy, to sit silent and somber, brooding over books and swallow irrelevant, unwanted, unassimilated information getting passively educated by others. The prevalence of a certain peculiarity, namely, urge for practical activity, makes this stage comparatively easy for the organiser of education and a fairly uniform type of school based on hand work can serve the needs of the vast majority of children."

- 11. Healthy Physical Conditions in the Schools :** Poor physical conditions in the school bring fatigue and boredom to the adolescents. They are very soon fed up with the school and its activities. The school authorities should be careful in this respect also.
- 12. Emotional Stability of the Teacher :** The role of the teacher in this respect is very important. It is a great factor in the wholesome emotional development of the adolescent. He should control his own emotional expression and manifestations in the presence of adolescents, otherwise he would prove himself contagious.

The teachers can and should play an important role in providing suitable programs for the adolescents so that they utilise their energy in worthwhile tasks. Love, sympathy, firmness and patience are the important elements which go a long way in providing congenial environment for the optimum display of the adolescents. They should be quite sensitive to the specific needs and problems of the adolescents. "Example is better than precepts" is a famous saying and is very essentially applicable to the teachers.

#### **1.3.11 Summary :**

So, in this chapter we have discussed the most important stage of human life i.e. adolescence. The chief characteristics of this period are (i) there is tremendous mental development (ii) there are great physical developments at this stage (iii) the adolescents lives an extremely emotional life. (iv) this is the period of social adjustment. (v) there is great development in sexual urge. The adolescents possesses an attitude of dependence. Keeping in mind all these characteristics of adolescence, the educational activities could be properly organised.

Parents should develop healthy attitudes towards sex from the earliest periods of the child's life. Adolescents should also be given opportunities for creative work and a training in character to be given to them.

Teachers can play an important role in providing suitable programmes for the adolescents so that they utilise their energy in worthwhile tasks. Love, sympathy, firmness and patience are the important elements which go a long way in providing congenial environment for the optimum display of the adolescents.

**1.3.12 Key concepts :**

1. **Adolescence** - means to grow to maturity i.e. adolescence is that span of years during which boys and girls move from childhood to adulthood, mentally, emotionally, socially and physically.
2. **Growth spurt** - sudden shoot up in growth in height during adolescence.

**1.3.13 Suggested Questions :**

- Q 1. How is adolescence different from childhood? Explain fully.  
 Q2. What are the physical and emotional characteristics of adolescents.

**1.3.14 Suggested Readings :**

1. S.S. Mathur - Educational Psychology.
2. S.S. Chauhan - Advanced Educational psychology
3. J.C. Aggarwal - Psychology of learning and development.
4. M.L. Biggle & M.L. Hunt - Psychological foundations to education.
5. Dr. Vishnoi - Psychological foundations of Education.

**1.3.15 Self check exercise :****Match the columns**

| I                                      |     | II                               |
|--|-----|----------------------------------|
| 1. To grow to maturity.                | (a) | Heightened emotionality          |
| 2. Sudden shoot up in growth in height | (b) | Adolescence                      |
| 3. State of very intense emotions      | (c) | Social development of adolescent |
| 4. Increased influence of peer group.  | (d) | Adolecere                        |
| 5. Stage of stress and storm           | (e) | Growth spurt.                    |

**Answers :-** (1-d), (2-e), (3-a), (4-c), (5-b)

**Role of Different Agencies in Development of Adolescents**

**1.4.1 Introduction**

**1.4.2 Home/Family as an informal agency of Education**

**1.4.2.1 Role of Family/Home:**

**1.4.3 Role of School**

**1.4.3.1 Formal Functions of School**

**1.4.3.2 Informal Functions of School**

**1.4.4 Community/Society as an Agency of Development**

**1.4.5 Role of Mass Media**

**1.4.6 Role of Culture**

**1.4.6.1 Impact of Culture on Education**

**1.4.1 Introduction**

There are various factors which help in the development of adolescents. Many physical and social conditions influence the personality of the adolescents. Moreover, the family environment also plays an important role in shaping the personality structure of adolescents. Of the social factors, the most important are the relationships that exists in the home and the family, the influence of the school, effect of the community and mass media in their development. Similarly, the role of different cultures also helps in their development. Let us

study the role of home, school, community, mass media and different cultures in the development of adolescents.

### **1.4.2 Home/Family as an informal agency of Education**

The home or the family as an important informal but active agency of development. Home/family is the original social institution from which all other institutions have developed. It is from here that the first lessons of language and socialization are learnt. There is no parallel or substitute of the home or family as an agency of development.

Frank indicates the importance of the family by saying that "it is the only institution which is an essential agency for the child rearing, socialization and for introducing the child to the culture of the society, thereby shaping the basic character structure of one's culture and forming the child's personality."

Educational functions of family

Followings are some of the important educational functions of the family:

- 1. Physical Development:** Family is the sole educational agency in which the child is properly caressed and brought up. Proper attention is paid towards his food, provisions are made for his nutritious food. By making arrangements of medicines, he is saved from being inflicted with any disease and is also given training to lead a well regulated life. He is given the knowledge of cleanliness and sanitation to eat in time, to sleep in time, to wake up in time etc.
- 2. Mental Development:** According to Pestalazzi, "The child is born with certain inborn tendencies or powers. Keeping these powers in mind opportunities should be given to the child to develop naturally." The mental development of the child takes place with the help of many experiences in the family. It is on the basis of these experiences, that the instinct of curiosity is born and developed in the child. The child raises certain questions and by getting the right answers of the same, his

instinct of curiosity is satisfied. Such type of activities are very helpful in the mental development of the children. Curiosity is very important for mental development. The child gets a free environment for its expression in the family. There is a lot of importance of riddles and stories in the mental and intellectual development of the child. It not only leads to the development of the thinking power but also of his powers of imagination.

- 3. Moral Development:** Family plays an important role in the moral development of the child. When the children look at the behavior of elders in the family, they try to imitate in the same way and if some deficiency of any kind is found, children change and make adjustment in their behavior "by observing the behavior of their parents. Whenever is the moral level of the elders in the family, the same impact is to be seen in the case of children. The members of those families who have liberal attitudes, the child tries to adopt the qualities of obedience, honesty, mercy and benevolence in such families. Values are not taught, they are caught". In this way, family as an associate of the school gives full co-operation in the moral development of children.
- 4. Character development:** There is a lot of contribution of the parents in the development of the character of the child. The earlier years of the child are very important. During that period whatever sacraments are inculcated by the mother in the child, he would become like that. Besides mother, the other members of the family also contribute in the character formulation of the child. Those families also contribute in the character formation of the child. Those families in which there is brotherhood among the different members of the family, co-operation, sympathy and faith, the children have an impact of all these qualities in the family and they get the power of character development. Family inculcated good habits in him and in this way by giving the education of character, family gives co-operation to the school.
- 5. Social Development:** Family is the smallest social group for the

individual and the child. By giving in the society, children observe others, giving co-operation to one another and also observe mutual brotherhood among them. This has an impact on them. The spirit of co-operation and sympathy is developed in the child. The children observe their parents cooperating with each other and being affected by it, co-operate with other members of the family, especially with other children. The foundation of socialization among them is laid by living in the society.

- 6. Cultural Development:** The child received those sacraments of the family in which he is born. He inculcates in him the language, customs and traditions, ways of eating and dressing, style of living, mixing with others, courtesy and behavior patterns of the family. The child is affected by all these. It is only through family that the foundation of cultural development is laid. In whatever family a child lives, his habits, likes and dislikes, and interests would also be of the same type. Whatever imprint of recognitions, cultural values, customs, traditions and rituals are there on the child during his earlier period, become indelible in the later stages of his life.
- 7. Vocational and Industrial Development:** There was a time when vocational education was provided in the family only. But there is so much development in the field of knowledge and science today that the knowledge of all cannot be provided in the four walls of the family. We would have to depend upon school for that. But even, today there are many areas, the education of which is possible only in the family like agriculture, ironsmithy, weaving, pottery and making of toys etc. The children still lives in the family and learn all these vocations from their parents. It means to say that the training of many vocations and small industries is done by the families.
- 8. Spiritual Development:** India beside being agriculture dominated country is also a religious dominated country. All the people in this country have reverence and faith in one religion or the other. The

children see their elders performing certain religious activities and they too are themselves attracted towards these activities. Later on such a feeling changes into permanent disposition and they start conducting themselves according to the code of conduct of religion. They become aware of the values and recognition of religion. There is only one religion of all the religions in India. There are many religions in India and it is not possible to give the education of all religions. It would be appropriate to provide to the children the substance of all the religions in the family. It makes their attitude liberal towards their life, society nation, religion, caste and culture. The schools should take the co-operation of families for this noble function.

#### **4.2.1 Role of Family/Home:**

It can be stated good and congenial family environment is essential for healthy development of personality. If the home is characterized by an atmosphere of peace, love, mutual understanding, harmony and respect for each member of the family, the adolescent child is likely to develop a self-confident and secure personality. If family atmosphere is disruptive, it will produce disrupted, delinquent, backward and maladjusted personalities. Repressive discipline will result in rebelliousness or dependence. If the individual is given opportunities to exercise his independence, he will develop his initiativeness but if he is over protected, he is going to develop an over dependent personality.

The numbers of members in the family, birth order of the child, emotional climate of the family, outlook of the parents, cultural and economic conditions of the family have an important effect in personality formation. Moreover, family life, aims, ambitions, aspirations, attitude of parents, their emotional stability or instability, their over protection or under protection of adolescents are all these factors. For example, over protection leads to withdrawal behavior and under protection develops aggressive behavior. The only individual in the family

will develop individualistic or self-centred attitude.

### **4.3 Role of School**

School is an formal agency of education. A child get informal education from home or family. He achives formal education from environment. Even then a child achives formal education from school.

#### **1.4.3.1 Formal Functions of School**

- 1. Development of Leadership:** The school develops the qualities of leadership for providing the same in every aspect of life. The qualities of good citizenship are developed in the child so that they may efficiently perform their duties as a good citizen in a democratic society and are always ready to take initiative. Leadership qualities can be developed through student associations and other co-curricular activities.

#### **The Function of Moral and Spiritual Development:**

The school can chalk out a programme of moral and religious education and give it a practical shape. Such a programme may involve activities like morning assemblies, mass prayers, celebration of religious days, talks by eminent persona and the like. Moral education will help in forming good character.

#### **1.4.3.2 Informal Functions of School**

- 1. Physical Development:** School helps in the physical development of the children through games and sports and other types of activities so that they may be able to make use of their physical powers in creative activities. In this way, by giving due attention to physical development. School provide healthy citizens to the community.
- 2. Emotional Development:** In the free environment of the school human values are developed. It develops emotions like love, cooperation, tolerance, honesty, truthfulness and respect etc. The role of the parents

in schools is performed by the teachers. A teacher has sympathetic disposition towards the child. The individual differences of the child are taken care of. The cause of inferiority complex and indiscipline can be found out and efforts are made to find out their solution. The child is taught to have control over his emotions so that his behavior remain balanced.

**3. Development of National Integration:** School prepares the child for national integration by developing the spirit of patriotism through the medium of curricular, co-curricular activities and the teacher. It makes him rise above the linguism provincialism, casteism and communalism and prepares him for national integration.

**4. Development of International Understanding:** A school does not only develop the value of nationalism in the child but also provides the education of international understanding. The school develops the disposition of love for the whole of the humanity, co-operation, goodwill, cooperative life, tolerance and peace etc. through the medium of curriculum, co-curricular activities and the behavior of the teacher.

#### **1.4.4 Community/Society as an Agency of Development**

Community is a social group where the members of any group, small or large live together in such a way that they share basic conditions of common life.

Another famous sociologist Bogardus defines community "as a social group wherein lie the elements of oneness, the residence in the particular expanded area." Of course community is a part of society which has a definite territory to residence.

The community also plays an important role in the development of adolescents, as all the adolescents live in their own community and spend most of their early life there. So the neighbourhood, friends and companions form a kind of community which affect the behavioural patterns of all individuals.

Community has got its own place as an informal agency of education. It is a group of families settled in a village or town and bound together with moreless common practice ideals, values and culture. Every such community is a part of a larger community called state or the nation.

### **Role of Community**

- 1. Role of Community in Social Influence:** The social influence of the community has a direct impact on the individual. The child informally observes that he various members of the community join together to make their contribution to the advancement of their social organization. From time to time there are in the community, social, religions and cultural functions like fairs, festivals, social gatherings and religious rites etc. in short, we can say that community develop good sense of civic virtues in an individual and inculcates in him the spirit of service, sacrifice and co-operation.
- 2. Role of Community in Political Influence:** The political influence of the community gives a shape and colour to the political ideas of an individual.
- 3. Role of Community in Economic Influence:** The economic influence of the community is visible in trades and occupations. Community influences an individual in the way of life and in the choice of a profession and thus enables him to become an independent members of the community.
- 4. Role of Community in Cultural Influence:** Every community has a culture of its own, its traditions, customs, ideals, ways and manners. Every community tries to affix permanent stamp on its members so that they may become attached and devoted to it. The child form the very beginning sees the grown up persons preserving and respecting their cultures and therefore, he in his turn, learns to do the same thing. When a child comes to school for the first time. We find in him certain traits of

language, religion, culture and morals.

**5. Role of Community in Development of Education:** The education influence is no less important. Many communities set up and run their own educational institutions to train their children in a particular way of life, these schools have their educational aims, objectives and practices according to which children are trained for the service and welfare of communities. Students studying in these schools generally belong to the same community and as such they exhibit greater loyalty to them and look upon them as their own. Orthodox communal schools, however, have a very pernicious influence. They make the children narrow minded and infuse into them a narrow communal spirit. They, thus create a wide gulf between the members of different communities, which look down upon each other. As such communal schools are a curse to a country where they flourish. Their establishment, however, can not be checked because they are considered necessary to impart the required religious training to the children of a community. As there is no provision of religious education in a government schools, many parents do not like to send their children there. Consequently communal schools thrive. They find a very fertile soil in our country because of the presence of so many sects, faiths, castes, creeds and religions.

#### **1.4.5 Role of Mass Media**

The word media is derived from latin word which means between any medium, source, means agency used for giving message or information to large number of people is called mass media. In simple words, mass media is a channel that conveys message, ideas, attitude or impressions to large number of people. Main objective or purpose of mass media is to give education to the people living in remote areas and to improve quality of education. Mass media is of two types- Printed media e.g., news paper, books, magazines, journals, thesis, research papers, dictionaries, articles etc. and non-printed media e.g.,

instruments, gadgets, tools, radio, TV, tape recorder, CD players, OHP, laptops, computers, mobiles, telephones, internet, email, DVD players, projector, etc.

### **Mass Media as an Agency of Development**

- 1. Up-to-date information:** Mass media provide up-to-date and current information to the students. Information about new innovations, inventions, discoveries, researches and techniques can be imparted through mass media. Latest information the field of literature, science, technology, medicine, industry, commerce, agriculture etc. can be given and received from the mass media.
- 2. Socialization:** Media instantly communicate new fads and fashion in clothing, music, songs, art, language, hair styles and even in life styles. What is happening among the youths in one country, at once reaches the youngs in other countries, through radio and television and affects their thinking and living styles.
- 3. Education for the Masses:** Mass media provides education for the masses, because of its reach and access, with no distinction of caste, creed, colour, sex and in all regions.
- 4. Continuing Education:** "Mass media are the sources of life-long education. They provide continuing education as well as education for in-service teachers, professionals, servicemen and thus lead to professional growth.
- 5. Non-formal education:** Non-formal education is provided by the mass media. They can be used as means for this purpose. TV lessons are the examples of this type of education.
- 6. Mobilization of Public Opinion:** The mobilizing powers of the media are considerable. Advertisements and announcements in newspapers, radio or TV impel large number of people to travel long distances to participate in processions hartals, campaigns or youth festivals.
- 7. Medium for Inaccessible Place:** Mass media have conquered space and

distance. It can provide education to remotest, dangerous and inaccessible places where education cannot reach.

**8. Quality in Learning Experience:** There is variety of content material available through mass media. The media affect the quality of learning experiences for the pupils. They extend the normal limits of communication through the use of films of foreign lands, video tapes of notable personalities and live telecasts of important events.

**9. Large Accessibility:** Media like films and television enable teachers to communicate information to a large number of students simultaneously. Two or three classes at a time can be combined into a single viewing audience. Thus, the teaching influence is extended through the media.

Mass media here means the effect of electronic media like TV, radio, and print media like newspapers, magazines. It also consists of cinemas, pictures and clubs etc. Religious places like gurudwara, temples, mosques and churches are other organizations which affect in the development of personality. We are also influenced by various social agencies that also play their effect in various situations. They have their own rules and regulations which control our behavior.

#### **1.4.6 Role of Culture**

The word culture is derived from the latin word 'Culturar' means good manners and good taste. The term culture has diverse dimensions and definitions. Culture is the sum total of human creations, expressions and experiences. It includes everything material and non-material created by man in the process of living, it is a kind of polished behavior.

In the narrow sense, culture means that manmade social organization which promotes specific habits of thinking and living, specific habits of social interaction, specific way of eating, dressing and living, religious and scientific beliefs and various material objects together with political and social customs,

traditions and patterns of behavior, which cumulatively satisfy the various needs of human beings.

#### **1.4.6.1 Impact of Culture on Education**

Education and culture are intimately and integrally related. The educational system of any society has a clear impact on its culture and vice versa. The cultural pattern of a society conditions its education pattern. For example, if a society has spiritual pattern of culture, then its educational procedures will emphasize the achievement of moral and ethical values of life.

#### **Curriculum**

The aims of education are achieved through curriculum. As the aims of education are determined according to the culture of society, so the curriculum is conditioned according to the culture of the society.

Hence, the system of education tries to realize the cultural needs of society through curriculum.

#### **Methods of Teaching**

Culture and methods of teaching are intimately connected. The changing cultural patterns of society have a great influence upon the methods of teaching. In ancient times, the education was teacher-centred, but modern education is purely child-centred. The class culture has changed. Now methods of teaching are used according to the needs of aptitude and attitude of the child.

#### **Discipline**

Culture also influences the concept of discipline. In ancient and middle ages, societies were authoritarian. As a result of it, the concept of discipline was strictness. The slogan was to spare the rod, to spoil the child. But modern psychologists lay stress on the self-discipline. Therefore, in a democratic

society, stress is on social discipline or self-discipline.

### **Teacher**

Every teacher has his/her own philosophy of life, cultural ideals and values. His philosophy of life is influenced by the culture of that time. Teacher is a very significant part of the total educational system. He is the architect of future culture. In fact, he is the conservative and transmitter of culture. Therefore, it is the duty of the teacher to construct through formal and non-formal education, the capacities of the children, so that they should be able to adjust themselves according to the cultural needs of the society.

### **Cultural Influence**

Every community has its own culture. The culture of the community is a heritage from the past. Social heritage or the culture is a consequence of human experiences. It is a man made. It is more or less organized and persistent patterns of habits, attitudes and values. Culture implies heritage, transmission of modes of acting, feeling and thinking from generation to generation. Culture may be defined as consisting of the "shared behaviours, beliefs and material objects, belonging to a society or a part of a society. The essence of culture is the attitudes and beliefs. The cultural patterns of a society affect the behaviours of an individual to a great extent. Culture also affects the personality.