



12

DOMAINS OF DEVELOPMENT

Whenever we see a child we often go back to our own childhood.

Can you remember the days and activities you did when you were a child?

Can you recall what all you did?

We all must have been playing and running a lot, whereas, now as grown ups, we mature in our activities and also behave in a different manner. In the family we can see that our parents behave differently because they are more mature than us. This is because we are in different periods of life which are called stages. Human life proceeds through different stages. In this lesson you will study and learn about development as it takes place in the various stages of human life.



OBJECTIVES

After studying this lesson, you will be able to:

- describe what is a developmental task;
- identify the development stages in the human life span;
- list the main characteristics of development at each stage;
- list the developmental tasks representing the different stages.
- explain the difference between boys and girls after attaining puberty.
- explain the critique of Freud's theory of psycho-sexual development.

12.1 DEVELOPMENTAL TASKS

Human life proceeds by stages. For example, childhood is a stage. After growing

up to some degree the child proceeds to the adolescent stage. Each stage is characterized by a dominant feature, a leading characteristic which gives the period its uniqueness. For example, a child is expected to go to school and study and an adult is expected to work and support family. Certain characteristics stand out more prominently than others in these periods and each period is called a stage. People learn certain behaviour patterns and certain skills more easily and successfully at certain stages and this becomes the social expectation. For example, a father is supposed to run the family and a child to study and go to school. Such social expectations of a particular age common to all persons are known as 'developmental tasks'.

Developmental tasks are social expectations of a particular age. Havighurst was the first developmental psychologist to identify the developmental tasks of different age groups. Developmental tasks at different stages are as follows:

Birth to 6 years	Developmental tasks from 6-12 years	Adolescent
1. learns to walk 2. takes solid food 3. talks 4. controls the elimination of body wastes 5. learns differences between genders 6. learns the differences between right and wrong.	1. learns physical skills for simple games 2. learns to get along with friends of his age 3. learns gender roles 4. develops basic skills in reading, writing and calculating 5. develops concepts necessary for everyday living 6. develops independence in daily activities 7. develops morality and a set of values	Developmental tasks of adolescent stage are given in chapter 15.

Try it yourself

Write down the names of the members of your family and identify the different stages they are in.

12.2 STAGES OF DEVELOPMENT

You have read that different periods during development are marked by various stages. All children progress in a definite order through these stages and they all follow similar basic patterns. These stages along with the corresponding ages of


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the child have been identified by developmental psychologists as follows.

Stage	Time frame
prenatal	before birth
infancy	0 to 1 year
early childhood	1-3 years
preschool	3-6 years
school childhood	6-12 years
adolescence	12-20 years
young adulthood	20-30 years
adulthood	30-50 years
mature adult	50-65 years
aging adult	65+

1. Prenatal Period (before birth)

Life begins at the time of conception. When the child is in the mother's womb the particular period spent there is known as prenatal period. All important external and internal feelings start to develop at this stage.

2. Infancy (0 to 3 years)

From birth up to the third year of life, the stage is known as infancy. Babies grow very rapidly in size during their first three years. The acquisition of motor skills like holding things, crawling, walking proceeds from simple to complex.

3. Pre-school childhood (3-6 years)

The growth in height is not as rapid during this stage as it is in infancy. Children improve eye, hand and small muscle coordination. For example they can draw a circle, pour fluids into a bowl, button and unbutton clothes, and language development is rapid.

4. School childhood (6-12 years - Primary school years)

School children between the age of 6 to 12 years look much taller and thinner. Children exhibit rapid gains in strength and swiftness. They achieve new motor skills and their competence becomes more pronounced in all areas of development.

5. Adolescence (12-20 years)

It is the span of year between childhood and adulthood which begins at puberty. This is the period of rapid physiological growth. There are a number of psychological changes which also take place. Children jump rope, bicycle, ride horses, dance and indulge in all possible games. Cognitively they are more agile and social relationships become important. But the hallmark of this stage is the search for identity. A number of psychological changes also take place. Given sex-role-expectations, girls attach greater importance to good interpersonal relationships and the family while boys emphasize the importance of their own social prestige and career.

6. Adulthood (20-65+ years)

For better understanding, adulthood can be divided into three stages. These are:

- (a) Young adulthood (20-50 years)
- (b) Mature adulthood or the Middle years (50-65 years)
- (c) Aging adulthood (65+ years)

Strength and energy characterize this time of life from the middle twenties when most bodily functions are fully developed, until about the age of 50. Thereafter there is gradual decline in energy level. Details of this stage are dealt with separately in chapter 16.

Try it yourself

You have parents and other brothers and sisters at home. Find out their age and classify them according to the ages given above for each stage. List their characteristics. Talk to your parents to find out how they have changed over a period of time. This exercise will enable you to develop an insight into the characteristics which people show at different stages of life.



INTEXT QUESTIONS 12.1

Fill in the blanks with appropriate words:

1. Human life proceeds by
2. Social expectations are known as
3. Childhood is a
4. Rate of growth is most rapid during
5. There is a decline in energy after the age of





12.3 ASPECTS OR AREAS OF DEVELOPMENT

At each stage, development takes place in various areas or domain simultaneously. Development in the respective areas during different stages is discussed under the following aspects:

Physical : Physical development is about the physique, i.e. height and weight.

Motor : Motor development is about the muscular development and coordination.

Cognitive : Cognitive development is about mental growth and intellectual development.

Language : Language development is about the way children learn language, and the age at which they acquire different components of language.

Personality development: It is about the total development of personality.

Psychosocial : Psychosocial development is about the cultural and societal influences on personality.

Emotional : Emotional development is about different emotions at various stages and how they grow over a period of time.

Moral : It deals with what is right and what is wrong, the age at which this knowledge is acquired and with the rules of punishment and justice. Development of conscience and values also comes under the domain of moral development

Vocational- : It deals with choices about career and how they arise and are pursued in life.

Let us study about some of these:

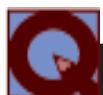
a) Physical development

Babies grow very rapidly in size during their first three years: Even the proportions of their bodies change markedly. They gain twice as much in height during their first year of life as compared to the second year. Most children grow three times of their birth weight during the first year and then gain only about one-fourth of that during the second year. During the third year, increments in both height and weight are smaller. A baby's brain reaches about two-thirds of its adult size during the first year, and four-fifths by the end of the second year.

Preschool years: During the preschool years children's height no longer increases as rapidly as during infancy. It continues to grow at a steady 2 to 3 inches per year until they reach the growth spurt that occurs during puberty.

Middle/Late School childhood: School children between the age of 6 to 12 look very different from their preschool brothers and sisters. They are much taller and thinner. Girls generally retain more fatty tissue than boys and continue to do so throughout adulthood. Younger boys are generally slightly heavier and taller than younger girls. But girls reach their pubescent growth spurt before boys and now tend to be larger. Adolescence is the span of years between childhood and adulthood. It begins at the age of twelve and ends at the age of twenty. Its beginning is marked by pubescence. It is that stage of rapid physiological growth when reproductive functions and primary sex organs mature, and when the secondary sex characteristics appear. A sharp adolescent growth spurt occurs around this stage.

Strength and energy are at its peak during the age range 20-50 years and declines from this peak are so gradual that they are hardly noticed. After the age of 65, old age sets in that is marked by physical debilitation and loss of agility.

Notes**INTEXT QUESTIONS 12.2**

1. Fill in the blanks with appropriate words:
 - (a) Children gainas much in height during their first year of life as during the second year.
 - (b) Most children growtimes in their birth weight during the first year and then gain only aboutof that during the second year.
 - (c) Girls retain moreduring adolescence than boys.
 - (d) Different areas of development are
2. State whether the following statements are true or false:
 - (a) Children grow very rapidly in middle childhood. T/F
 - (b) Strength and energy are at their peak during 10-20 years. T/F
 - (c) A baby's brain reaches about two-thirds of its adult size during the first year, and four-fifths by the end of the second year/T/F
 - (d) A sharp growth spurt occurs around adolescence. T/F

b) Motor Development

There is a definite order for acquiring motor skills, proceeding from the simple to the complex. The changes in body proportions have an effect on the child's



behaviour. When they change rapidly, they temporarily lose control over their body. Initially babies have a poor motor control. With increase in age, their motor development shows more control. Their control over body parts gets specific and differentiated as they grow. It proceeds from good control of their hands to good control of their fingers, e.g. if a small child picks up a biscuit, he moves his large joints like shoulders and the whole hand. As he grows older, he uses his fingers only to pick up those biscuits. His movements are differentiated and specific. After they have gained control over various differentiated movements and thus manage walking.

These skills are acquired at a particular age and are called milestones.

Some milestones of motor development-

Head control	1 month
Sitting without support	7 months
Rolling over	at about 5 months
Prewalking locomotion	at about 9 to 10 months (crawling)
Standing	stand alone at 13 or 14 months
Walking	with help at 9 to 11 months, walk alone at 15 months,
Climb	with help at 18 months
Jump	at 20 months
Manipulation	15 month old shows mature grasp.

Preschoolers: Three year old improves eye-hand and small-muscle coordination. They can draw a circle, pour into a bowl, button and unbutton, cut on a line, make designs and crude letters, and fold paper. At 5, they can string beads well, grasp and control a pencil appropriately, copy a square, etc.

School children keep getting stronger, faster, and attain better coordination as they achieve new motor skills. They are able to jump rope, bicycle, dance and indulge in all possible games. There are differences between abilities of boys and girls at this stage. Boys improve in performance from ages 5 to 17. Girls on the other hand improve through their early school years, reach a peak performance at about 13, and decline in certain abilities or stay the same as they are encouraged to put aside their “boyish” ways and conform to gender stereotypes of femininity.

From young adulthood through the middle years, biological changes do take place but are so slow that they are hardly noticed till the age of 50 or 55. At this stage

they feel they cannot work as much as they did earlier. There is also a slight loss in sensory abilities and in physical strength and coordination.



INTEXT QUESTIONS 12.3

1. What are milestones in development?
2. State whether the statements below are true or false.:
 - (a) Differentiation in development is followed by integration of movements into complex behaviour patterns. T/F
 - (b) Babies begin to sit independently at the age of 4 months. T/F
 - (c) Babies begin to walk at the age of 2 years. T/F
 - (d) The child can grasp and manipulate at the age of 28 weeks. T/F
 - (e) Motor skills are acquired in a definite order. T/F

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c) Cognitive (mental) development

Cognitive development deals with studying how human beings think, reason and form concepts. In other words, it deals with the development of the mind. According to a leading psychologist, Piaget, the mind like the body also has structures. The basic unit or structure of mind is called ‘schema’. A schema is an abstract representation of the original elements in an object. For example the infant’s schema for a face is likely to emphasize an oval frame containing two horizontally placed circular shapes (the eyes). It is likely that a schema is not an exact copy of any particular object or event. This complex concept involves both mental organization (a child’s conceptualization of a specific situation), and observable behaviour. A schema is known by the behaviour it involves, e.g., the schema of sucking implies that a baby recognizes the schema of hunger and therefore sucks. Here hunger is the schema and the effort to get food or sucking is the behaviour which is observable.

Schemata (plural of schema) are intellectual structures that organize events as they are perceived by the organism into groups according to common characteristics. For example, in the schema of face the child perceives common characteristics that are organized in a particular way in all human faces. They are repeatable psychological events in the sense that a child will repeatedly classify stimuli in a consistent manner.

Cognitive development is influenced throughout by two general principles: organization and adaptation.



Organization involves the integration of all processes into one overall system. Initially an infant's schema of looking and of grasping are quite different, resulting in faulty hand-eye coordination. Eventually the baby organizes these schemata in order to hold and look at the object at the same time.

Adaptation is a twofold process through which children create new structures to deal effectively with their surroundings. It involves both assimilation and accommodation, which are the essence of intelligent behaviour.

Assimilation is the taking in of a new object, experience or concept into an existing set of schemata. When children use them to respond to a new stimulus, they are assimilating. In this, the child interprets the meaning of an object in relation to an existing schema. For example, a child of 8 or 9 months who sees a ball will probably try to put it in his mouth. In Piagetian terms, the child is assimilating the ball into his sucking schema.

In the process of accommodation, the child changes his schema so that his response is better tailored to the object. The process by which children change their actions to manage new objects and situations is called accommodation. The example of accommodation is imitation of others. In the process of imitation child suppresses his/her available schema and strives to establish new schema.

Assimilation and accommodation are necessary for cognitive growth and development and constantly work together to produce changes in a child's conceptualization of the world and reactions to it. The state of balance between assimilation and accommodation is called equilibrium.

**INTEXT QUESTIONS 12.4**

Fill in the blanks with appropriate words:

- (a)is a twofold process through which children create new structures to deal effectively with their surroundings.
- (b) is the taking in of a new object or experience or concept into an existing set of schemata.
- (c) The process by which children change their actions to manage new objects and situations is called
- (d) Adaptation involves bothand
- (e) The basic unit or structure of the mind is called.....
- (f)involves the integration of all processes into one overall system.

Stages of Mental Development

According to Piaget, cognitive development progresses through four major stages:

(i) Sensory motor (birth to 2 years): is characterized by reflex actions of the infants.

(ii) Preoperational (2 to 7 years)

(a) Preoperational (2-4)

(b) Intuitive (4-7)

Children during this period are egocentric and do not have the concept of object permanence.

(iii) Concrete operations (7 to 12 years)

Children of this age are able to differentiate themselves from the environment, learn about the object permanence, and do goal-directed behaviours. They can arrange things or objects in a sequence.

(iv) Formal operations (12+years)

During this period, children are able to do abstract reasoning and are able to think like adults.

d) Moral Development

Moral development deals with the development of ethics or ethical norms, values, the conscience and the ability to judge an act morally. Children cannot make moral judgments until they achieve a certain level of cognitive maturity. According to Piaget, children go through two stages in a rigid way, while the second stage is characterized by moral flexibility. Children's conception of rules, intentionality, punishment and justice move from rigid to flexible thinking. This change is a sign of cognitive development.

In stage 1

Child views an act as totally right or totally wrong and thinks everyone sees it the same way. He cannot put self in place of others.

Child tends to judge an act in terms of actual physical consequences and not the motive behind it.

Child obeys rules because they are sacred and not changeable.

Unilateral respect leads to feeling of obligation to conform to adult standards and obey adult rules.



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Child favours severe punishment. He feels that punishment defines the wrongs of an act. An act is bad if it will elicit punishment.

Child confuses moral law with physical law and believes that any physical accident or misfortune that occurs after a misdeed is a punishment willed by God or some other supernatural force.

In Stage 2

Child can put self in place of others and see others' point of view.

Child judges act by intentions and not by consequences.

Child realizes that rules are made by people and can be changed. There is mutual respect for authority and peers.

Child favours milder punishment that leads to reform of the victim

Child does not confuse natural misfortune with punishment.

Not until adolescents have attained the Piagetian stage of abstract formal operations can they reach the most highly advanced stages of moral development. People have to be capable of abstract reasoning to understand universal, moral principles.



INTEXT QUESTIONS 12.5

State whether the following statements are true or false.

1. Children can not make moral judgments until they achieve a certain level of cognitive maturity. T/F
2. In the first stage a child deals with moral concepts in a rigid way, while the second stage is characterized by moral flexibility.
3. In Stage 1, child views an act as totally right or totally wrong and thinks everyone sees it the same way. T/F
4. In Stage 2, child can put self in place of others and see others point of view. T/F

e) Language Development

Children learn to understand language before they can speak it. Only a few minutes after birth, infants can determine where sounds are coming from. Neonates can

also tell the difference between sounds, based on frequency, intensity, duration and tempo.

Towards the end of the first year, babies can distinguish among individual sounds of their language. They can tell the difference between pairs of words that differ only in initial sound (like cat and bat)

Infants follow stages of prelinguistic speech before the first real word which involves sequentially undifferentiated crying, differentiated crying, cooing, babbling, lallation or imperfect imitation, or imitation of the sounds of others, expressive jargon, etc.

However, real communication involves the ability to speak, and, the ability to understand what others say. Thus it entails four major developmental tasks-comprehension, pronouncing legibly, building expressive vocabulary and meaningful sentences.

When babies begin to utter meaningful speech, they again go through distinct stages as follows:

1. One-word sentence: One-year-old points to and says ‘out’. Depending on the situation, he may mean, “I want to go out” or “mom went out”.
2. Multiword sentence: At about two, he strings two or more words to make a sentence., e.g., ‘Me go’. These words are only nouns and verbs. This telegraphic speech contains only words that carry meaning.
3. Grammatically correct verbal utterances: Three-year-old have an impressive command of language. They have a vocabulary of some 900 words; they speak in longer sentences that include all parts of speech; and they have a good grasp of grammatical principles. They make little allowance for exceptions to the principles e.g. we goed to the store.

Between 3 and 4 year of age, children use 3-4 “telegraphic” sentences that include only the most essential words. They ask many questions and can give and follow simple commands. Their vocabulary includes about 900 to 1200 words. Between the ages of 4 and 5, children’s sentences average four to five words. They can now deal with such prepositions as over, under, in, on, and behind. They use verbs more than nouns, and have a vocabulary of 1500 to 2000 words.

Between ages 5 and 6, children begin to use sentences of six to eight words. They can define simple words, and they know some opposites. They use more conjunctions, prepositions, and articles in everyday speech. Speech is fairly grammatical although they still neglect the rules. Language becomes less egocentric and more socialized, and vocabulary ranges from 2000 to 2500 words.

**Notes**



Between 6 and 7 years of age, children's speech becomes quite sophisticated. They now speak in compound, complex, and grammatically correct sentences. They use all parts of speech and they have a vocabulary of 3000 to 4000 words. Piaget characterized preschool speech as being either egocentric or socialized. Egocentric speech consists of repeating words and syllables for the pleasure of monologue (talking to oneself) and of collective monologue (two or more talking-at each other with no communication). Socialized speech involves two-way communication.

Six-year-olds use complex grammar and a vocabulary of some 2500 words but they still have not mastered syntactic niceties. From the age of 4, children speak in longer sentences and use more complicated grammar. During the early school years, they rarely use passive sentences, or verbs that include the form have, or conditional sentences (if you were to do this, I would do that). They develop increasingly sophisticated understanding of syntax up to and possibly after the age of 9. There is diminishing egocentrism during this stage.

**INTEXT QUESTIONS 12.6**

State if the following statements are true or false:

1. After birth infants cannot determine where sounds are coming from. T/F
2. Babies utter meaningful speech through distinct stages. T/F
3. A child can speak sentences at the age of 3 years.
4. Between three and four years of age, children use three- to four-word 'telegraphic' sentences.

f) Personality Development

Personality development deals with an individual's physique, temperament, traits, abilities, aspirations, interests, etc., which are representative of him and give him a distinct sense of identity.

One of the oldest and most significant theory of personality was given by Freud. According to him, the personality structure has three parts-the id, the ego and the superego. The ego develops when gratification is delayed; it operates on the reality principle and seeks an acceptable way to obtain gratification. The superego or conscience incorporates the morals of society, largely through identification with the parent of the same sex.

The id is present at birth. Infants are egocentric. It is only when gratification is

delayed and they have to wait for food that they develop their ego and begin to differentiate themselves from the surroundings. Thus the ego develops soon after birth. The superego does not develop until the age of 4 or 5. Freud viewed personality development as the organization and expression of basic sexual energy or libido. In Freudian thought, the human organism goes through several different stages of psychosexual development (oral, anal, phallic, latency and genital). Freud assumed that the events of infancy and early childhood are major determinants of adult personality. He saw the first three stages as particularly significant in their relation to adult behaviour. The experiences during these stages determine adjustment patterns and personality traits of people at adulthood. Individuals may be fixated at a particular stage if their needs are not met or if they are overindulged. Fixation implies an immature attachment that remains in a neurotic way and interferes with normal development.

In the oral stage (birth to 12-18 months) babies attain most of their gratification from sucking any thing that can go into mouth. During this stage, infants are concerned only with their own gratification. They are all id impulses as they operate on the pleasure principle. If a baby does not feel satisfied at this stage, it may become fixated. The adult personality of such a case may derive a disproportionate amount of satisfaction from the mouth kissing, smoking, nail biting, overeating, or overdrinking or an imperious demand for the loved object or over dependence like babies.

The anal stage (12-18 months to 3 years) : Greatest pleasure during this stage comes from moving their bowels and the way toilet training is handled. If there is concern with cleanliness, a person may become obsessively clean or defiantly messy, pedantic, obsessively precise and rigidly tied to schedules and routines. Problems at the anal stage may make people hoard their possessions or may cause them to identify love with the bestowal of material objects.

Phallic stage (early genital stage) : According to Freud, the primary zone of psychosexual pleasure changes at about the age of 3 or 4, when interest and pleasure become concentrated in the genital area. Preschoolers are fascinated by anatomical differences between girls and boys and adults and children. According to the theory of the Oedipus complex, a 3 to 6 year-old boy lavishes love and affection on his mother, thus competing with his father for the mother's love and affection. Unconsciously, the little boy wants to take his father's place, but he recognizes his father's power. The child is caught up by conflicting feelings- genuine affection for his father and also hostility, rivalry, and fear. Noticing that little girls are different, he wonders what happened to them, and his guilt over feelings for his mother, make him worry that he will be castrated by his father. Fearful, he represses his sexual strivings toward his mother, stops trying to rival his father, and begins to identify with him. Karen Horney (1924), although broadly in agreement with Freud's

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theory of psycho-sexual development, dismissed the notion that young girls experience penis envy during the phallic stage. Instead she introduced the concept of womb envy, that boys may come to envy those parts of woman's anatomy which they lack. She suggested that young girls desire not the anatomical penis but the social penis - the power and identity that the phallus seems to ensure her male counterpart.

The Electra complex is similar to the Oedipus. A little girl desires her father, fears her mother, represses these feelings, and eventually identifies with the same-sex parent.

Development of the superego

By identifying with the parent of the same sex, children actually take the parent's personality into their own. In psychoanalytic terms this is called introjections. They introject their wishes, values and standards. The superego is comparable to conscience. At this stage a child's conscience is rigid.

By middle childhood, youngsters resolve their Oedipal conflicts, accept their sex roles, and can now turn their energies to acquiring facts, skills, and cultural attitudes.

The developing ego or self-concept of the school-aged child is threatened from all sides. To uphold its strength, children may develop defense mechanisms, many of which persist throughout adult life. You can read about some of them in lesson 17



INTEXT QUESTIONS 12.7

1. Fill in the blanks:

- (a)operates on the reality principle and seeks an acceptable way to obtain gratification.
- (b) The or conscience, incorporates the morals of society, largely through identification with the parent of the same sex.
- (c) In stage, their gratification..... from sucking any thing that can go in mouth.
- (d) In the stage, greatest pleasure comes from moving their bowels.
- (e) In Oedipus complex, children show love for the sex

2. State which of the statements below are true or false:
- (a) The id is present at birth. T/F
 - (b) The ego develops soon after birth. T/F
 - (c) The superego does not develop until the age of 14 or 15. T/F
 - (d) Personality development is the organization and expression of basic sexual energy or libido. T/F
 - (e) According to Freud, the events of infancy and early childhood have nothing to do with adult personality. T/F

Notes

g) Psychosocial development

Psycho-social development focuses on children's response to the social world. It includes perception of self, others and relationships with others. From 2-6 years, the child learns how to make social contacts and get along with people outside the house. He learns to adapt himself to others and co-operate in group play.

h) Emotional development

All emotions play an important role in adjustment an individual makes in life. The ability to respond emotionally is present in the newborn infant. The first sign of emotional behaviour is general excitement due to strong stimulation. In 1919 the psychologist claimed that infants are born with three major emotions-love, rage, and fear-which are natural responses to stimuli. After a decade it was suggested that emotional states are generalized in infants and not so specific as psychologists had believed. It is believed now that newborns show only one emotion, an undifferentiated excitement (also termed distress). The general excitement of the newborn becomes differentiated into simple reactions that suggest pleasures and displeasures. Even at the age of one year, the number of emotions has increased and the child shows joy, anger, fear, jealousy, happiness, anxiety, curiosity and envy. The emotions are present at birth and their development is due to maturation and learning.

Babies' emotions differentiate as they grow older, proceeding from general to specific. From the first week of life they cry because of hunger, cold, pain, being undressed, and having their sleep interrupted, when their feedings interrupted, when stimulated in a fussy state, and when left alone. A baby's smile is a basic means of communication that sets in motion a beautiful cycle. At about four months babies start to laugh aloud. They laugh loudly at all sorts things in an excited manner. In the emotional sphere, the adolescent is capable of directing his emotions



at abstract ideas and not just toward people. Many adolescents feel under constant scrutiny from everyone and think that others are as admiring or as critical of them as they are of themselves. They are continually constructing, or reacting to an imaginary audience. They spend hours before the mirror imagining how they look in the eyes of others.



INTEXT QUESTIONS 12.8

State whether the following statements are true or false.

1. Newborns show only one emotion-an undifferentiated excitement. T/F
2. Babies' emotions differentiate as they grow older, proceeding from general to specific. T/F
3. In the emotional sphere, the adolescent is capable of directing his emotions at abstract ideas and not just toward people. T/F
4. Emotions are present at birth and their development is due to maturation and learning.



WHAT YOU HAVE LEARNT

- Development takes place in various stages of life:-

(i) Prenatal	-	before birth
(ii) Infancy	-	0-3 years.
(iii) Preschool	-	3-6 years
(iv) School childhood	-	6-12 years
(v) Adolescence	-	12-20 years
(vi) Adulthood	-	young adult 20-50 years
		adult 50-65 years
		aging adult 65 + years
- Social expectations of a particular age are known as developmental tasks.
- Milestones are ages at which particular skills are acquired.
- Development takes place in different areas ... Characteristics in each are as given on pages 45-46.

**TERMINAL EXERCISE**

1. Discuss various stages of development and the age groups corresponding to these.
2. What is a developmental task.?
3. What are the main areas of development?
4. Discuss the differences in the outlook of infants and pre-school children.
5. Write short notes on;
 - a) cognitive development
 - b) moral development
 - c) Personality development

**ANSWER TO INTEXT QUESTIONS****12.1**

- | | |
|-----------|------------------------|
| 1. Stages | 2. Developmental tasks |
| 3. Stage | 4. First three years |
| 5. 50 | |

12.2

1. a) twice b) three; one- fourth c) fatty tissue,
d) physical, motor, mental, language, personality,
psychosocial, emotional, moral, vocational
2. a) F b) F c) T d) T
3. a) T b) T c) F d) T

12.3

1. Milestones are ages at which particular skills are acquired.
2. a) T b) F c) F d) F e) T

12.4

1. a) Adaptation b) Assimilation c) Accommodation
d) Assimilation; accommodation e) Schema
f) Schemata


Notes



Notes

12.5

- 1) T 2) T 3) T 4) T

12.6

- 1) F 2) T 3) T 4) T

12.7

- | | | | | |
|------------|--------------|---------|---------|------------|
| 1. a) ego | b) super ego | c) oral | d) anal | e) oppoite |
| 2. a) True | b) True | c) True | d) True | e) False |

12.8

1. T 2. T 3. T 4. T

HINTS TO TERMINAL EXERCISES

1. Refer section 12.2
2. Refer section 12.1
3. Refer section 12.3
4. Refer section 12.3 (a)
5. a) Refer section 12.3 (c)
6. b) Refer section 12.3 (d)
1. c) Refer section 12.3 (f)