



Notes

INFANCY AND CHILDHOOD

Meena is now 7 years old. She often hears stories of her childhood from her parents and grandparents. She does not remember much from her infancy days on her own. But she seems to have picked up a sense of what all she could do from the photographs and narrative accounts shared by her parents with her. She tells that she started walking by her first birthday and recognized almost all her extended family members as well by that time. She also tells how happy she used to feel when her mother used to return from office and her father used to bring her balloons and chocolates every evening. She remembers her first days to her play-school as well.

Think of the time when you were a young child. You must have also heard about your growing up from your parents and others. Some of the significant events you must be remembering on your own as well. Are you able to recall what all you used to do during your childhood days? What abilities did you have as you grew up from infancy through childhood? What were your developmental milestones and concerns related to infancy and childhood? In most developmental psychology texts, childhood is divided into the following stages of development-

- Infancy: Birth to 2 years of age
- Early childhood: 3-5 years of age
- Middle and late childhood: 6-11 years of age.

In this chapter let us study about physical, cognitive and socio-emotional development during these stages of life.

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**LEARNING OUTCOMES**

After studying this lesson, learner :

- describe the stages of physical, cognitive and socio-emotional development during infancy to childhood; and
- reflect on the issues and problems encountered in infancy and childhood stage.



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13.1 PHYSICAL DEVELOPMENT

Physical development includes changes in height, weight and body proportions. Physical development is understood better in terms of motor achievements of children. There are two types of motor skills-gross motor and fine motor skills. Gross motor skills require large muscle movements and fine motor skills involve small muscle movements. Let us study about these in detail in the following sections.

13.1.1 Physical Development during Infancy

An average newborn is 49-50 cm long and weighs 2.5 kg. Newborns in the first few days lose 5 to 7 percent of their body weight. This is because infants are learning to adjust to suckling, swallowing and digesting. There is rapid weight gain once they have mastered this. By the age of 4 months, infants have ordinarily doubled their birth weight and have nearly tripled it by their first birthday. In the second year of life, infants weigh approximately 10 kg; and have now reached about one fifth of their adult weight.

In terms of length, infants grow approximately 1 inch per month during the first year, reaching approximately one and a half times their birth length by their first birthday. By the age 2 years an average infant becomes 71.3cm tall, which is nearly one-half of adult height.

Early motor skills are based on infant reflexes i.e. they are often automatic responses to the environmental stimuli. For example, infants grasp anything that touches their palm (which is called grasping reflex) and turns head, opens mouth and begins to suck when their cheeks are stroked or side of mouth is touched (which is called rooting reflex). Some of these reflexes such as grasping reflex eventually become incorporated into more complex voluntary actions.

Newborns cannot control their body postures voluntarily. But within weeks they begin to hold their heads erect and soon they can lift their heads while prone. By age 2

months, infants start sitting while supported on lap. But until 6 or 7 months of age, they cannot sit independently.

Infant Development Milestone Chart

	6 To 12 MONTHS	12 To 24 MONTHS
MOTOR DEVELOPMENT	<ul style="list-style-type: none"> ● Holds head steady. ● Sits in lap without support; grasps book, puts in mouth drops, throws book. 	<ul style="list-style-type: none"> ● Holds and walks with books ● No longer puts books in mouth right away ● Turns board pages.
COMMUNICATION AND COGNITION	<ul style="list-style-type: none"> ● Smiles, babbles, coos likes, ● Likes pictures of baby faces. ● Begins to say 'ma,' 'ba', 'da', ● Responds to own name ● Parts picture to show interest. 	<ul style="list-style-type: none"> ● Says simple words, then 2 to 4-word phrases. ● Gives book to adult to read. ● Points at pictures. ● Turns book right-side up. ● Names pictures, follows simple stories.
ANTICIPATORY GUIDANCE	<ul style="list-style-type: none"> ● Talk back and forth with your bab; make eye contact, ● Cuddle, talk, sign, read, and play. ● Point at and name things; nose, ball, baby, dog. ● Follow baby's cues for 'more' or 'stop'. ● Play games such as 'peek-a-boo' or 'pat-a-cake.' 	<ul style="list-style-type: none"> ● Smile and answer when your child speaks or points. ● Let your child help turn the pages; keep naming things. ● Use books in family routines; naptime, playtime, bedtime; on the potty; in the car, bus. ● Use books to calm or distract your child while walking.



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By about 8 months of age, infants usually learn to pull themselves up and hold onto a chair and many can stand alone by 10 to 12 months of age. Infants, who have just learnt to walk, go down steep slopes rather discriminately, often falling but soon they become experienced walkers.

By 13 to 18 months of age, they move all over the place. They can pull a toy attached to a string. They can also start climbing up a number of steps using their hands and legs. By 18 to 24 months, toddlers can walk quickly and run a short distance. By the age of 2 years, toddlers become more skilled in exploring their environment using their newly achieved motor abilities. They can balance themselves while picking up objects from the floor while standing. They can stand and kick a ball without falling.

Let us now read about fine motor skills during infancy. At birth, infants hardly have control over fine motor skills. Soon they begin to reach out and grasp objects in their environment. This is a significant achievement which infants keep refining during the first 2 years of life.

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13.1.2 Physical Development during Early Childhood

During early childhood both boys and girls slim down as the trunks of their bodies gain length. This is the time when children's movements in the environment becomes almost 'automatic' as they can move their legs and balance the entire bodies with more confidence and carry themselves more purposefully.

At 3 years of age, most children enjoy simple movements such as hopping, jumping and running. In fact they take pride in showing how fast they can run across a room and how high can they jump. By 4 years of age, they become more adventurous in their play activities. They are able to climb up and down the stairs with one foot on each step.

By early childhood, children have mastered the ability to pick up the tiniest objects between their thumb and forefingers. By 4 years of age, children's fine motor coordination becomes even more precise. By age 5, their arms, hand and fingers move together in tandem with each other.

13.1.3 Physical Development during Middle and Late Childhood

Physical growth and development slows down but is rather consistent during middle and late childhood. This is often considered a period of calm before the rapid growth spurt of adolescence. There is increase in height and weight. The increase in weight is mainly due to increase in the size of skeletal and muscular system as well as the size of body organs.

Changes in body proportions are among the most pronounced physical changes in middle and late childhood. During this period, head circumference, waist circumference and length of legs in children decrease in relation to body weight. Bones continue to harden in this period. "Baby fat" decreases while muscle tone improves further in middle and late childhood.

Running, skipping, climbing, swimming and bicycling are just a few of the many physical skills that children master at this age. These skills become a source of pleasure as children play games using these play capabilities. By middle and late childhood, children can use their hands as tools. They can use their hands to hammer, paste, tie the shoe laces, button clothes etc. By age 10 children become better at using their hands to write letters properly. By ages 10 to 12 years, children's hand movements become complex and intricate. Now they have fine motor skills enough to produce fine craft materials.



INTEXT QUESTIONS 13.1

Fill in the blanks-

1. Changes in height, weight and body proportions are termed as
2. Large and small muscle movements are required for motor andmotor skills respectively.
3. Middle and late childhood is the time when physical development slows down but is rather
4. Increase in body weight during middle and late childhood is mainly due to increase in size ofandsystem.



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13.2 COGNITIVE DEVELOPMENT

Cognitive development refers to how children think. In this chapter we will lay emphasis on how children thinking changes from one developmental stage to the other.

Piaget proposed that just as our physical bodies have structures that help us adapt to the outside environment, similarly we have mental structures to adapt mentally to the information in the world around us. They build schemes that are the smallest units of thought to do this. Let us briefly study at the processes through which children construct knowledge about the world around them. Piaget believed that children use the following processes to actively construct their own cognitive worlds-

- i. **Adaptation:** This occurs when children adjust their current information about the world to new environmental demands. This involves two processes-
 - a. **Assimilation:** When children incorporate new information into their existing schemes, they are said to be assimilating information. For example, a child might call all running vehicles on road ‘car’ as s/he has an existing scheme for a ‘car’.
 - b. **Accommodation:** In this second process, the above mentioned child learns that motor cycle and trucks are not cars, and hence modify his schemes of what cars are, based on this new information. This is called accommodation which occurs when children adjust their schemes to fit new information and experiences.

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- ii. **Organization:** All children organize i.e. group and categorize information (and schemes) to make better sense of the world. This is called organization. For example, in the above stated example the child reorganized the information s/he had and made different categories of vehicles in her/his mind such as cars, motor cycle and trucks. The child was cognizant of the similarities and dissimilarities between these categories and based on these s/he modified and organized this into newer categories.
- iii. **Equilibration:** This is a mechanism which explains how children shift from one stage of thought to the next. All children experience cognitive conflict or disequilibrium in trying to understand the world, but eventually they resolve this conflict about new information and reach the state of balance, or equilibrium of thought. For example, in the example given above, the child got confused when s/he encountered that all vehicles are not cars. This brought the child into a state of disequilibrium but when the child realized that all vehicles are not cars and the conflict was resolved; then the child came to the state of equilibrium. Children resolve these cognitive conflicts as their thought becomes more advanced. These back and forth movements between states of equilibrium and disequilibrium are called equilibration.

Keeping these processes in mind, let us study how children develop cognitively during infancy and childhood.

13.2.1 Cognitive Development in Sensorimotor Stage

Children from birth to two years of age are in the sensorimotor stage of cognitive development. In this stage, they understand the world by co-coordinating sensory experiences (such as seeing and hearing) with physical and motor actions. Cognitive achievements during infancy are as follows-

1. At the beginning very young infants suck anything that comes in contact with their lips but later they learn to adapt their sucking scheme and suck differently at different objects. Infant actions are first directed towards their own bodies (for example, sucking their own thumb) and later directed towards the outside environment (putting another object into their mouth).
2. Infants begin to understand that objects and events continue to exist even when they are out of sight. This is called object permanence. You must have observed that 8 to 9 month olds would not reach for a ball if it has disappeared whereas an 18 month old child would reach for it.

3. **Imitation:** Around 4 months of age infants copy or reproduce someone's act or language which is called imitation. Till 8 months of age they imitate only those actions that they already able to produce. In other words, if someone makes the actions and sounds that the infant can produce then the infant copies those from the person making them. But if the person makes any new actions and sounds that the infant has not already mastered, then the infant cannot make those. By 8-12 months, infants are able to imitate behaviours slightly different from what they usually perform. Ability to imitate improves further in the coming months and by 18-24 months, infants become capable of deferred imitation i.e. they can remember, recall and enact or imitate a person or an event that is currently absent from the scene and the infant may have observed at an earlier point of time.



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13.2.2 Cognitive Development during Pre-operational stage

The Pre-operational stage extends from 2 to 7 years of age.

- The first sub-stage of pre-operational thought called the symbolic function occurs roughly between the ages of 2-4 years. In this sub-stage children begin to represent the world with words and images. For example, children would start using the term 'cycle' for the object or picture of a cycle or 'ball' for the object ball. They use scribble designs to represent what they are thinking about and also engages in pretend play. You must have observed small children playing doctor-doctor, teacher in a class etc.
- The second sub-stage of pre-operational thought called the intuitive sub-stage occurs roughly between the ages of 4-7 years. In this stage of pre-operational thought children bombard adults with all sorts of questions about the world they live in. This shows they are beginning to use primitive reasoning in figuring out why things are the way they are.

However, children's understanding in this stage is also very limited. Pre-operational children's thought is characterized by -

- **Egocentrism:** It is the pre-operational children's inability to distinguish one's own and someone's perspective. For example, in the picture a child at this stage may not understand that a person sitting at different spot (B) than them (A) will see a different view of the mountain as compared to what they are seeing.

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Figure 13.1: Piaget's three-mountain problem

- **Animism:** It is the belief that inanimate (non-living) objects have life-like qualities. For example, a pre-operational child might believe that the angry sun is chased by the clouds. Here, just as living objects have emotions and their actions are directed by their emotions; emotions are being attached to life-less objects.
- **Centration:** Children in pre-operational stage are able to 'centre' their attention on only one aspect or characteristic of the object and exclude all other aspects.
- **Lack of conservation:** In this stage, children fail to understand that altering an object's physical appearance does not change its basic properties. For instance, an adult understands that a certain amount of liquid remains the same, regardless of the shape of the container in which the liquid is poured. But a pre-operational child might believe that out of the two different sized containers, one might have more and the other might have less liquid even when the same amount of liquid is poured into the two containers.

13.3.3 Cognitive Development during Concrete Operational stage

Concrete operational stage lasts approximately from 7-11 years. In this stage, children start applying logical reasoning to problems but their thinking is tied to specific or concrete examples i.e. children can perform concrete operations or mental actions on real, concrete objects. For example, they can solve arithmetic problems like addition, subtraction, division when concrete objects are given to them. Some of the other cognitive attainments of concrete operational thought are mentioned below-



Figure 13.2: Disription not mention in word file

- **Conservation:** To understand conservation better, refer to Figure 2 once again. When this activity is done with concrete operational children, they are likely to focus on both dimensions of the beaker, i.e they will take both height and weight into consideration, when deciding which of the two beakers has more liquid in it. Thus, children in this stage are able to conserve liquid, length, number, mass, of objects and substances.
- **Classification:** Concrete operational children are able to divide and categorize objects into sets and subsets by understanding their relations. For example, they can categorize fruits and vegetables of different types in multiple ways such as those based on their colour, taste, size and so forth.
- **Seriation:** It is the ability to order objects along a quantitative dimension. When children of this age are asked to order sticks by length, they can put the sticks in correct order, either ascending or descending whatever is asked for.



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INTEXT QUESTIONS 13.2

1. Match the following

a. Organization	i. Adjusting existing schemes to fit new information and experiences
b. Assimilation	ii. Back and forth movements between states of equilibrium and disequilibrium
c. Accommodation	iii. Incorporating new information into existing schemes
d. Equilibration	iv. Grouping and reorganizing information
2. State which of the following statements are 'true' or 'false'
 1. Piaget believed that children actively construct knowledge about the world around them.
 2. 4 months old infants can imitate actions that they cannot even produce.
 3. Preoperational thought is egocentric.
 4. Children in the concrete operational stage can perform concrete operations or mental actions on real, concrete objects.

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13.3 SOCIO-EMOTIONAL DEVELOPMENT

Have you ever thought how do children develop an understanding about themselves and others? How do they use this understanding to get along with others? How do they develop emotions?

In this section let us study how children develop a sense of self; interact socially with other people; develop and learn to manage their emotions from infancy through adolescence.

Social development refers to a child's ability to interact with others in their environment. It involves a number of social skills such as learning to act as per the rules and regulations of society, getting along with others, participation and involvement in social groups and so forth. This ability is closely entwined with the ability to understand and manage one's own emotions and judging the emotional reactions of others. Emotional development refers to the development of emotions and feelings.

Socio-emotional development is a gradual process through which children acquire the ability to understand, experience and manage emotions of their own as well as others. This helps them in developing healthy interpersonal relationship with others. Socio-emotional development involves learning many social skills such as learning to act as per the values and regulations of the society, getting along with others, participation and involvement in social groups and so forth.

13.3.1 Socio-emotional development during Infancy

When infants begin to understand that the child they see in the mirror are they themselves, this is the time when they begin to understand that they are a separate entity in the environment around them. Self-recognition begins by 18 months of age and is usually fully attained by 2 years of age. This is the beginning of understanding to self as distinct and unique.

Crying is the most basic mechanism newborns have for communication. It is the way through which they express their emotions. Emotions such as joy, sadness, anger, surprise and fear that are present in the first months of life are called primary emotions. Since parents observe their babies more closely than other people, they can better differentiate between infant's 'basic' cry from 'anger' cry and 'pain' cry. They can also understand reactions of joy and fear in their babies.

Babies interact and connect socially with other people in their own environment through smiling. It is a way in which infants communicate their emotions. Until around 2 to 3

months of age, a smile does not occur in response to external stimuli, but appears reflexively, especially during sleep. But after 2 to 3 months of age, infants begin to smile in response to external stimuli. This response may be to a familiar person or an amusing event in the environment.

Another significant emotion in babies is fear, which typically appears at about 6 months of age and peaks at about 18 months. The most frequent expression of an infant's fear involves stranger anxiety in which infants show a fear of persons they do not recognize. Along with stranger anxiety, infants also experience fear of being separated from their mothers or primary caregivers. This leads to separation protests, where the infants cry out aloud and resist separation from the mother or primary caregiver. Not all infants show distress when they either encounter strangers or are separated from the mother. Whether an infant will show stranger anxiety or not, depends on the social context and the characteristics of the stranger. Infants show less stranger anxiety when they are in their familiar settings and feel secure by mother presence. Infants 'read' the emotions of other people, especially their mother before they act. They look at her to see if she is happy, angry or fearful. They use her reaction as a source of information on how to act in a situation. This is called social referencing.

Around 2 year old children start recognizing themselves in the mirror or in a photograph. This indicates the beginning of understanding of self as distinct and unique. During this period they also use words like 'I', 'me', and cry for things 'its mine'.

13.3.2 Socio-emotional Development during Early Childhood

In early childhood children can verbally communicate about themselves, but they define themselves in concrete terms. Their descriptions center on what they know, what they can 'count' or tell and what are their possessions such as toys and other play materials. These descriptions are woven around physical and material attributes and activities that they can do.

Early childhood is the period of childhood when children develop an understanding of themselves and begin to see social comparisons. This thus becomes the period of development of emotions that require evaluation of oneself and consciousness. These are called self-conscious emotions. They emotions include empathy, jealousy and embarrassment. These first appear at about one and a half years of age. There are other emotions such as pride, shame and guilt which appear at about two and a half years of age. These appear when children are able to understand societal standards and rules and evaluate their behaviour against those.



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Development of evaluative, self-conscious emotions is influenced by parents and other people's responses to children's behaviour. When children feel successful by achieving a particular goal, they feel joy and express pride. On the other hand, children experience shame when they have not met the standards or goals. It is a child's reaction to failure or success and is evaluative in nature. Since what other people say about children influence them and hence parents and other people should be careful about what they say and how they behave with children.

The ability to understand and talk about one's own and other people's emotions increases in children in early childhood stage. Between ages 2 to 4, children acquire more words to describe their emotions. They also start relating the causes and consequences of feelings. Their increased ability to deal with emotions gets reflected in their usage of words in pretend play. By ages 4 to 5, children start understanding that same events can elicit different emotions in different people. They become better at understanding social situations and emotional reactions to those social situations. They express their emotions keeping the social implications of those expressions in mind.

13.3.3 Socio-emotional Development during Middle and Late Childhood

Children's self-evaluations become more complex during middle and late childhood. This is the period when they start defining themselves in terms of their internal characteristics. These also include their subjective inner states. For instance, they may say that 'they are smart and popular'. They may also talk about their affiliations to their social groups such as school, class etc. in their descriptions of themselves. They may start comparing themselves with others. Moreover, they may not just talk about the person that they are, but may also talk about what they aspire to become.

Their increased social understanding about themselves and other people during middle and late childhood, help them understand different aspects of a social situation. This gives them an edge at understanding their own emotions and emotional reactions of others. Their ability to understand complex emotions such as pride and shame increases. They begin to understand that same situation can trigger different emotions in different people.

Children show a marked improvement in suppressing or concealing negative emotional reactions. For instance, if they anticipate punishment in response to display of anger, then they learn to conceal their anger. In fact this is the time when they start reflecting on their own emotional states and start using strategies for redirecting their feelings. By now, they have learnt to engage themselves in different activities to distract themselves from troubling emotions.



INTEXT QUESTIONS 13.3

Fill in the blanks:

1. Infants show fear for persons they do not know. This is called _____.
2. Infants cry and resist separation from mother. This is called _____.
3. Socio-emotional development means managing the _____ of oneself and others.
4. Children gradually develop evaluative emotions in response of people's reactions to children's behaviours. These emotions are called _____.



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13.4 ISSUES AND CONCERNS DURING INFANCY AND CHILDHOOD

Each of the developmental stages has its own issues and concerns that children in these stages have to deal with. These concerns are significant for the children as well as for their parents and teachers. Some of these are discussed below.

13.4.1 Issues and Concerns during Infancy

Role of early stimulation: Early stimulation is used with children from birth to age 6, with the aim of optimizing infants' development in different domains. The goal of the stimulation is not accelerating development or forcing the child to achieve goals that they are not prepared to meet, but to recognize and encourage the potential of each individual child and present challenges and appropriate activities to strengthen their self-esteem, initiative and learning. Early stimulation may be given in all domains of development such as physical and motor, language, cognitive. Infants may be supported to sit, crawl and walk. Infants learn to communicate better if their earlier attempts at usage of speech are promoted. Children learn to use language more confidently when they feel that the persons in their environment are receptive to their attempts at using speech. Their mistakes get corrected in due course of time. Similarly, to optimize cognitive attainments, children should be provided with a rich and stimulating environment where they get a chance to explore objects and play around without fear. This makes them better at experimenting with their environment and rests their curiosities.

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Early Identification of Developmental Delays: As already discussed in the sections above, certain competencies in different domains of development, are expected during each of the periods of development. Although there are individual differences in the attainment of these competencies yet there is a general developmental pattern and range that remains alike for all children. In case a child is observed to show a delay in this developmental pattern, then this may be a cause of concern. To put it simply, if a child does not start to walk and attain other physical milestones, begin to communicate and use speech appropriately. When all children of her/his age have already mastered these, then this must be brought to the attention of experts in this field. Failure to achieve developmental milestones is a serious concern and any delay in reporting means delay in timely intervention. It is significant to mention here that many of the developmental lags can be rectified by early intervention.

Dealing with Infant Anxieties: As mentioned above, infants show stranger and separation anxieties. It is up to parents how to deal sensitively with infants over these anxieties. If infants are introduced to the strangers in a non-threatening way, they are more likely to get comfortable in the presence of the stranger. Stranger or visitors in the family should also be briefed and requested to approach the infants after meeting other persons in the family. Their friendly behaviour with others makes the infants feel that the stranger is harmless. In addition to that, whenever parents especially mothers are leaving the infants behind, they must leave them with those adults whom the children are familiar with. The infants slowly understand the permanency of the mother and understand that the mother may go away for brief intervals for work and once the work is over she is likely to return back to the infant.

Parenting concerns: Parents of infants first have the task to adjust their lives and daily routines as per the needs and requirements of the child. This is physically as well as emotionally a challenging task for the parents. In addition, fulfilling immediate needs of the child, such as feeding and keeping them dry and warm, take precedence over other things. Parents have to understand that early childhood experiences are formative in the child's life and essential for the growth of the child. The child is to be fed well and kept clean, the child learns to trust her/his environment as predictable and believes in the caretakers for being there for her/him. Hence, the role of parents in providing constant support to the child is significant.

13.4.2 Issues and Concerns during Early childhood

Toilet-training: One of the major tasks at the beginning of early childhood is toilet training. This task has two aspects-physical as well as socio-emotional. In terms of the

physical aspect of toilet training, children must be ready bodily to be able to tell or indicate in advance that need to go to the toilet. The socio-emotional aspect of toilet training is closely related to the reaction of parents' and other people in the child's environment to toileting. There are times when children are unable to communicate in advance the need to pass urine and hence pass urine at a place inappropriate to do so. In such a case, if the child is ashamed and made fun of or scolded badly, this leads to stress related to toileting. The child may start showing up the stress symptoms in terms of withdrawal, shyness or aggression. On the other hand, in the same situation, if the child is dealt patiently and responsively, then the child will become much more alert and confident about his/her physical states.

School readiness: You must have seen children crying and clinging to their parents resisting to go to playschool or pre-school. Early childhood is the time when children enter any form of play pre-school activities. Separation from informal setting of the home and getting used to the 'formal' arena of 'school' where all activities are timed and one has to follow the rules of participation is a huge task for the children in early childhood. Role of parents and teachers is significant in helping children settle down in schools. If children are given a positive and caring environment then this seemingly difficult transition becomes smooth for the children.

Autonomy and initiative: Children in early childhood are beginning to take control of their bodies and learning to do their everyday tasks on their own. Sometimes, when they mess up in their activities such as eating on their own, trying to bathe themselves, then parents either readily rush to help children and do their activities themselves or ridicule and shame the child on his/her incompetency. This makes the children under-confident of their attempts to do things for themselves. On the other hand, if children are given autonomy and encouraged for their initiatives they are taking, they are likely to feel secure and confident in doing things for themselves.

13.4.3 Issues and Concerns during Middle and Late childhood

'Industry versus inferiority': Middle and late childhood coincides with Erikson's psycho-social stage of 'industry versus inferiority' (Erikson). It is the time when children's social world expands and their peers become significant part of their social circle. During this stage of life, two of the important developmental concerns are practicing future adult roles and responsibilities and learning to become industrious in whatever one does. This gets reflected most in children's games that they play with their peers. You must have seen children racing with each other on cycles, competing with each other in games of badminton, cricket, pithu and so forth. One can also see them step



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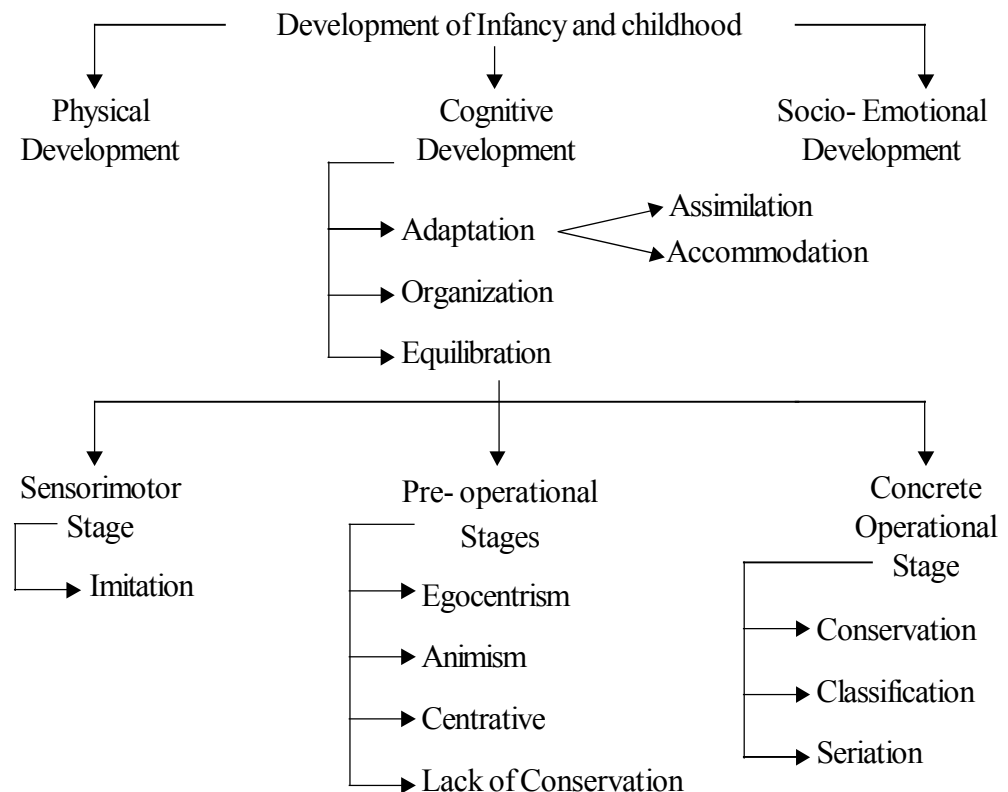
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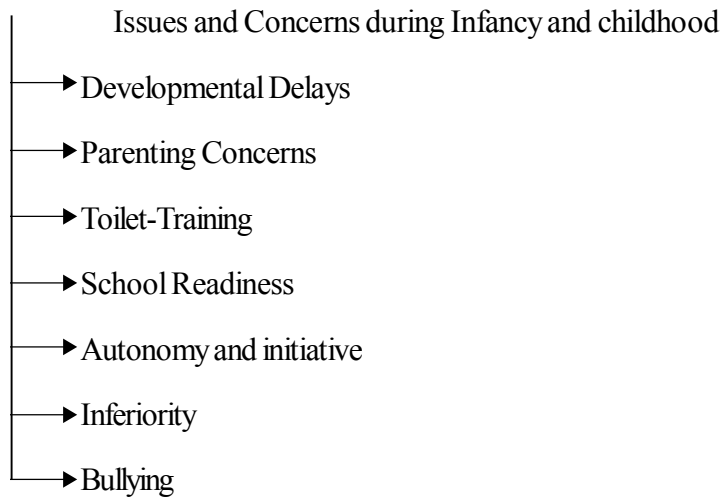
into adult social roles temporarily and take care of younger siblings and guiding younger playmates. All such activities become the practice ground for children to believe in their capacities. Those children who are not able to show their competence and often 'loose' to others in games, sometimes develop feelings of inferiority about themselves. Role of parents becomes significant in this regard. It is their responsibility to help children understand that their achievements and failures are just one small part of their overall self. Often schools organize competitive programmes for children. Here, the teachers must explain the children that the whole purpose of such engagements is student participation rather than competition among them; winning and losing being part and parcel of the games and competitions and hence not to be taken too seriously.

Bullying: Bullying means situations where children face verbal and non-verbal aggressive advances and threats from children of their age or older than them. These can include hurt, humiliation, and or use of abusive language.. The children who bully and those who get bullied; both need attention and help from their parents, teachers and sometimes experts in the field.



WHAT YOU HAVE LEARNT





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TERMINAL QUESTIONS

1. Discuss physical development from infancy through late childhood.
2. Define the processes that children use to construct knowledge.
3. Discuss the limitations of preoperational and concrete operational thought.
4. Trace the development of emotions in children from birth to childhood.
5. Define object permanence, imitation, stranger anxiety and separation anxiety.
6. Discuss in brief the role of parents in dealing with the issues and concerns of the following stages of childhood-
 - a. Infancy
 - b. Early childhood
7. Define cognitive development. According to Piaget what processes do children use to construct their own cognitive worlds?
8. How socio-emotional development does takes place in early childhood?
9. Explain different concerns and issues during middle and late childhood?
10. How does cognitive development during concrete operational stage.

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**ANSWERS TO INTEXT QUESTIONS**

Notes

13.1

Fill in the blanks:

1. Physical Development
2. Gross, Fine
3. Consistent
4. Skeletal and Muscular

13.2

Match the following

a-iv

b-iii

c-i

d-ii.

True and False

1. True
2. False
3. False
4. True

13.3

Fill in the blanks:

1. Stranger anxiety
2. Separation anxiety
3. Emotions
4. Self-conscious emotions.