

### Maturation -

Innately determined sequence of growth & bodily changes that are relatively independent of the influence of environment  
eg- fetus development, walking, slatking smiling etc.

Empirical evidence that maturation is relatively independent of environmental influence.

### Carmicheal - Tadpole

<u>Exp. group</u>	<u>Control group</u>
Reared in anesthetic sol <sup>n</sup>	Reared in water
Pre swimming movement could not occur as env. was constrained	PSM could occur as env. was normal

Transferred to water & with delay of 20 min. they also started swimming  
Locomotive behavior in tadpole was maturational. Carmicheal said that 20 min. delay was wearing away of influence of anesthetic soln.  
Control group -> transferred to anesthetic soln. could not swim -> transferred back -> 20 min before they could swim.

### Dennis & Dennis - Hopi Children

Traditional Hopis - confined to the cradle board for first 13 months of life  
Americanised Hopis - children were free no confinement  
In 14 month both children started walking.

### Relationship b/w Growth, Maturation & Learning

Growth refers to actual biological or quantitative increase in size such as enlargement of the bodies or its component part by an increase in number of cells.

One difference between growth and maturation is the greater possibility of environmental influence on growth.

Maturation refers to development cells to the point that can be fully & totally utilized by the organ. Maturation involves genetically controlled alteration that bring c to the point of rightness & readiness eg:- a 3 month old infant cannot walk. The point at which one organism becomes mature enough to start conquering new developmental task is referred to as state of readiness. Maturation is unfolding of individual inherent traits. Learning vs Maturation

In phylogenetic function such as walking sitting etc development comes from maturation and learning in form of training has little advantage. Although controlling the environment to reduce opportunity can retard the development if the constraint imposed is very severe.

Learning is the development that comes from exercise & effort on the part of the individual. Maturation provides raw material for learning.

In ontogenetic function which are the functions that are specific to the individual such as swimming learning in form of training is essential.

The three important fact that emerge from our knowledge of maturation & learning

- (i) Because human beings are capable of learning variation is possible. Individual differences in personality attitudes & interest cannot come from maturation alone but in fact are result of maturation & learning.
- (ii) Maturation sets the limit beyond which learning cannot occur.
- (iii) There is definite time table for learning determined by developmental readiness.



# Development & its Characteristics

Change is the law of nature & all objects change.  
 Growth & development - process by which conceived organism is changed into mature being.  
 Growth - quantitative change  
 Development - both qualitative & quantitative change.  
 It starts with conception in the womb.

Both growth and development imply changes in behavior & personality makeup.

## Life span development stage

Stage	Time Period
• infancy	Birth - end of 2 <sup>nd</sup> week
• babyhood	end of 2 <sup>nd</sup> week - end of 2 <sup>nd</sup> year
• early childhood	end of 2 <sup>nd</sup> year - end of 6 <sup>th</sup> year
• late childhood	end of 6 <sup>th</sup> year - 12 years
• pre adolescence	12 - 14 years
• adolescence	14 - 18 years
• early adulthood	18 - 40 years
• middle adulthood	40 - 60 years
• old age	

## Principles of development -

- (i) Development involves changes & the goal of these changes is the realization of hereditary potential.
- (ii) Early development is more critical than later development and this early foundations are both influenced by learning & experience.
- (iii) Development comes as a result of interaction between maturation & learning with maturation setting limits for development.
- (iv) Patterns of development are predictable, though this can be delayed if the conditions are unfavourable.
- (v) Development follows following sequence that is cephalocaudal (head to toe) & proximodistal (centre to periphery).
- (vi) Development is a continuous

- (vii) There are individual differences in development partly due to environmental factor. The practice significance is not expecting all children to progress at the same pace.
- (viii) There are periods in developmental patterns and within each period there are times of equilibrium and disequilibrium.
- (ix) There are social expectancies for each developmental period.
- (x) Every area of development has potential hazard - psychological, physical & social which may alter the pattern of development.
- (xi) Happiness varies at different period in the developmental pattern.

## Developmental Task

Havighurst has defined developmental task as a task which arises or about certain period of in life an individual successful achievement of which leads to happiness and to success with later task while failure leads to unhappiness & difficulties with later task.

Every cultural group expects its member to master certain skill and acquire pattern of behavior at various stage during the life. This can be called as developmental task. Several forces - physical maturation, cultural pressure, personal value

### Objective/Purpose of Developmental Task

- (i) They serve as a guideline that enable individual to know what societies expect of them at a given age.
- (ii) It motivates the individual to do what social group expects them to do at certain ages during their life.
- (iii) It shows individual what lies ahead and what they will be expected to do in their next stages.
- (iv) Adjustment to new stages situation is always difficult & is accompanied

(v) Developmental task enable the individual to plan ahead & also identify clearly the discrepancy that exist between his current status and what society expects.

Mastering Developmental Task

Developmental Task plays an important role in setting guidelines for normal development. Anything that interferes with their mastery may be regarded as potential hazard.

- Three common potential hazard -
- (i) Inappropriate expectation.
  - (ii) Bypassing of the stage of development as a failure to master the developmental task.
  - (iii) Crisis the individual when they pass from one stage to another.

Having to master new set of task appropriate for next stage brings with it tension or stress that in certain condition can lead to crisis. Sooner or later every individual becomes aware that he is expected to master certain developmental task. They also become aware of being early, late or on time with respect to this task. Most people prefer to master the developmental task at the appropriate time. Those who do experience satisfaction, those who fail experience turmoil & those who are ahead of schedule display high level of confidence.

Two consequence of individual's failure to master the given developmental task -

- (i) Unfavourable self judgement & social judgement → Negative self concept
- (ii) When they fail to master a given task at a given stage they experience additional pressure in the next stage.

$$B = (H \times E) \rightarrow \text{Interactionist}$$

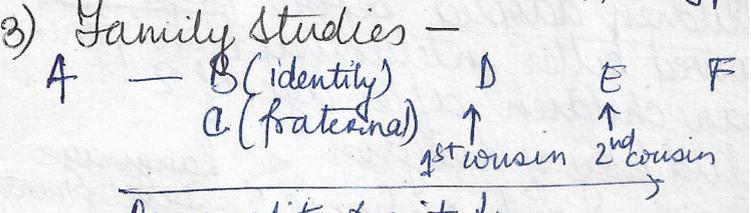
↓ ↑  
 nativist      empiricist

Studies to show relation b/w H & E

- ✓ Dennis & Dennis - experiment on <sup>Hopi Tribe</sup> ~~on~~
- ✓ Curtiss - Jennie (Critical Period)
- ✓ ~~Spitz~~ <sup>Kelly</sup> - (Perceptual Separation) → ~~Ph~~
- ✓ Libbison & Walk - (depth perception)
- ✓ Von Senden - (Congenital cataract)
- ✓ ~~Spitz~~ - Analytic Dependent <sup>Relationship</sup>

Mechanism to show relation b/w H & E

- 1) Twin Studies
  - (a) Identical & fraternal twin reared together high 'r' of IQ, extra intra rearing temperament in identical twin
  - (b) Identical twin reared apart.
- 2) Adoption Studies - Role of biological factor in alcoholism - Kaji et al.



- 4) Family History Method - Galton - talents like engineering literature, science etc ran in families
- 5) Selective Breeding Robert Tryon - fastest males mated with fastest females & slowest with slowest this done till 8 generations. There was practically no overlap with bright & dull rat.

Conclusion -

- (i) H & E both contributor in human behavior but heredity happens to be more potent.
- (ii) Environment play a role in development of organism helps in achieving the potential.
- (iii) Environment determines which of the heredity trait will develop & flourish.

Critical Period Socialization

Many ethologist believe that human beings like many animals involve critical period in which child must experience social or sensory input if development has to proceed normally.

Thus, critical period is the limited time span during which the child is biologically prepared to acquire certain adaptive behavior but need support for an appropriate stimulating environment.

Lorenz - work on duckling & its imprinting phenomenon. Strong bond between chick & young ones develop during Critical Period

Harlow's experiment of Rhesus Monkey demonstrated on contact comfort.

Wayne Dennis - observed that children adopted before age of 2 showed better intellectual development than children after age of 2.

Wild Boy of Aveyron & Curtis work on Genie → Language Development

Some theorist call these times critical period but other theorist calls them sensitive period. The difference between them is subtle. Those theorist who believed in Critical Period assumes that those who do not get special stimulation during the window of receptivity are going to be stuck forever & never gain abilities that they should have gained during that period.

But others who believe in sensitive period agree that children who do not nurture during this period would not develop to their full potential & have problem in life but they do not permanent.

life long process of shaping individual social tendency so that he remains useful & productive member of his society.

Bronfenbrenner's contextual model of development.



Mechanism through which socialization occur

- 1) Conditioning - through systematic reward & punishment.
- 2) Observation Learning through vicarious reinforcement.
- 3) Trial & Error - motor - gradual once acquired difficult to forget.
- 4) Role playing / Play acting - understand value attached to different roles.
- 5) Identification - It is an unconscious process by which individual takes the characteristics of another person.

Agencies -

1) Family - Informal method network of relationships by continuity, cohesion not duplicated in

(a) Style of Parenting

Becker → ① Love  
→ ② Power

Love oriented - children are disciplined by threat of withdrawal of love. Children will have cooperation, patience, tolerance, integrity & commitment.  
Power assertive - children will be aggressive, dependent, submissive, defiant.

Bowlby → Authoritarian ①  
→ Authoritative ②



Authoritarian - Taylor <sup>strict rules</sup>  
rely on strict rules & regulations to enforce the desired behavior. They make use of severe punishment. They do not encourage children to take decision regarding their acts. Children will be aggressive, dependent, submissive, defiant.

Authoritative - <sup>Clear Rules, Warm & Responsive, High expectations, Supportive</sup>  
Use of reasoning as principle mechanism to discipline their children. Deal with children in rational issue oriented manner. High self control & self efficacy. <sup>Better social skills,</sup>

Permissive - <sup>Warm & Responsive, lenient, indulgent</sup>  
grant children <sup>per</sup> freedom. Parenting is marked by neglect. Children may fall in wrong hand or become creative; <sup>impulsive</sup> <sup>Poor social skills</sup>

(b) Role of Mother <sup>Narrow</sup>  
Bowlby → Mother's love during infancy & childhood is as important for mental health as are vitamins & proteins for physical health.

Spitz → nursery babies deprived of maternal deprivation between 6-8 months displayed Anaclitic Depression characterized by weeping spells, loss of appetite, irritability, emotional disturbances.

By the time the baby is 1 year old they get attached to their mother. Attachment is ~~an~~ emotional bond that the child establishes with the attachment figure usually the caretaker.

Attachment serves as two purpose:  
① It provides the child a security to explore the environment.  
② It forms the basis for interpersonal relationships later in life.

According to Bowlby attachment can be understood in an evolutionary context in that the caregiver provided the safety & security to the infant. It is adaptive as it enhances <sup>connectedness b/w human being</sup>

Maslow - identified four attachment style <sup>Strange Situation</sup>  
① Secure - where mothers are responsive warm, considerate, informed about the needs of the child hence they have high level of empathy, compassion & unconditional positive regard.

② Insecure avoidant ③ Insecure ambivalent ④ disorganised - mothers are unresponsive, frequent mother child separations, tendency to blow hot & cold.

How mother's employment influences socialization of children?

Helen Bee - has reviewed found that children of working mothers suffer only when there is instability in the family or childcare arrangements.

Bronfenbrenner - concluded that working mothers have positive impact on daughters who come to admire their mothers more, become more independent and have more healthier conceptualization of female role. The impact on boys is less clear but finding suggest that the effect is slightly ~~less~~ negative & less positive.

Yvonne Moore - studied two groups exclusive mothering & diffused mothering. No difference or very few difference for girls who had received different kind of mothering. He found that boys those who received exclusive were more cooperative well behaved and they internalized adult standards & behaviors particularly in regard to self control. Boys in the substitute care were very aggressive relative free from fear, independent, active and were more concerned with peer approval.

### Strange Situation Test - Attachment

Secure - get down from mother explored happily, touching base wary but calm as mother left nearby, upset when she left approached when she was back  
Mothers were warm, loving & sensitive to infants need & responsive.

Avoidant - somewhat willing to explore did not touch base did not look at stranger or mother. reacted very little to her absence.  
Mothers - unresponsive, insensitive, rejecting

Ambivalent - clinging & unwilling to explore, very upset by presence of stranger regardless of mother's presence. Mother left hard to soothe when mother came back → demand to be picked up & pushed her away.

Disorganized - (Main et al) - unable to decide how to react but then eyes turned away from her. Mother - neglectful or abusive.

# Mothers - responsive but inconsistent and insensitive.

Michael Rutter - was of the opinion that children developed primary bond with the parents and formed them in similar way & in similar times whether they are at home or in daycare centre. He concluded that daycare does not have adverse effect if it offers sufficient contact with adults, opportunity for cognitive stimulation & to play.

Clark Stewart - children at daycare centre are often at advantage to those at home primarily because daycare provide more opportunity for both intellectual development & social development.

Children can thrive in spite of temporary absence of their mother provided they get stable substitute care through warm & attentive adult. How mother's employment will affect the child's development depends upon-

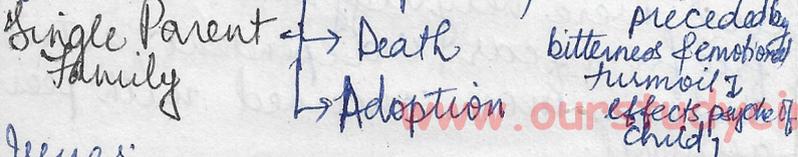
- 1) Mother's attitude towards work
- 2) Stability at home
- 3) Husband wife relationship
- 4) Mother child relationship
- 5) The number of hours mothers spend working.
- 6) The quality of interaction mother has with her child when she is at home.

c) Role of Father

Attachment - same as that with their mother. Father interaction with child will be qualitatively different from mother.

Boys understand the sex role through identification with their father.

Girls heterosexual adjustment are influenced by kind of interaction with their father.



Issues: Economic

4) School - formal agency of socialization

Reading, Writing, Arithmetic (RWA) - Curriculum; Relationship - extracurriculum

develops cognitive competencies, social competencies, interpersonal competencies, vocational competencies

Major player - Teachers, peers, textbooks

Problem - 1) divide between text & context. 2) incompatibility b/w family education & school education

3) Peer group

interaction among co-equals in the setting of play.

plays an important role during adolescence because they undergo identity crisis. Peer association help overcome it because

- (i) they provide information
- (ii) of social support
- (iii) provide confidence.

It is important because we set our life goals & occupational goals.

Children's aggressive, altruistic, competitive or model behavior are all influenced by peers.

4) Media -

socialization through vicarious reinforcements.

important in development of pro social & anti social behavior.

Bandura - Boo Boo Doll experiment

Impact - Cognitive, Social, Motor

5) Religion -

psychotherapeutic tool

social solidarity

hope & meaningfulness

assimilate - ve experience by giving them a causal explanation

entertainment

inculcate value

social order

Socialisation is a lifelong process but the rate & pace of socialisation slows down as



scaffolding are strategies for supporting the intellectual knowledge and skills of learner and facilitating intentional learning. eg - Cycling

The implications of this theory are that the learner should be provided with socially rich environments in which to explore knowledge domains with their fellow students, teachers and outside experts.

ICTs can be used to support the learning environment by providing tools for discourse, discussions, collaborative writing, and problem solving.

Also loop - Learning  
Genotype & Psychology -

There is an intermediate step between the genotype and phenotype for psychological characteristics.

This step is the brain. If there is a genetic basis for psychological characteristics, it must be because genes specify a certain brain organisation that underlies the characteristics.

Over the course of development the brain develops new connections between the nerve cells that make it up, in response to experience and learning.

If genotype sets a blueprint for the brain, then the adult phenotype will not be the same as the genotype.

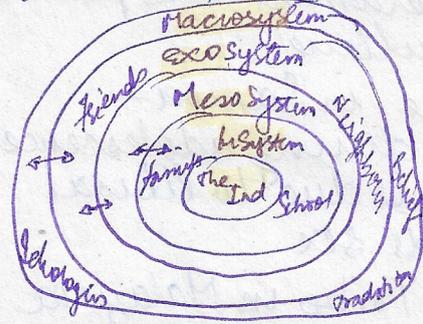
Lenneberg → has arrived at a set of criteria for identifying whether a trait/process/behaviour is biologically determined.

- ✓ The trait emerges before it seems necessary
- ✓ appearance of behavior is not result of conscious decision
- ✓ trait is not triggered by external event
- ✓ direct teaching little effect
- ✓ sequence of development is critical period.

like Piaget, views moral development from a cognitive perspective. He speaks of adolescents becoming "moral philosophers" & he believes that advancement through the stages of moral development is closely tied to the progression from concrete to formal operational thinking.

Private Speech

National Character is an expression which describes form of collective self perception, sensibility and conduct which are shared by individuals who inhabit a modern nation state. It presupposes existence of psychological and cultural homogeneity among citizen of each country and as well as the idea that each nation can be considered a collective individual.



Bronfenbrenner



Durganada's

Gene vs Environment -

- ✓ Intellectual Development → Wayne Denny
- ✓ Social Develop → Ainsworth, Bowlby
- ✓ Language → Curtiss work on Genie & Wildboy of Aveyron.