Unit 2 : Theoritical Approach to Development

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2.1 : Cognitive and Social – Cognitve Theories

2.1.1. Introduction :

Cognitive phsychology is a very important branch of pschology that focuses on the way people processes information. It looks at how we process information, we receive and how the treatment of this information laeds to our responces. In others words, cognitive psychology is interested in what is happening within our minds that links stimulus (input) and response (output). Basically cognitive psychologists share with behaviorists —

(i) a study of learning should be objective.

(ii) learning theories should be developed from the results of emperical research. They differ in two respects from behaviorists such as (i) S-O-R paradigm in stead of S-R. (ii) emphasis on information processing.

In their learning theories they advocate teacher as instructor or manager, but leaner is the active planner. Actually cognitive psychology promotes and establishes constructivism. Constructivism means individuals constructs their own cognitive structures is they interpret their experiences in particular situetions. This constructiovism follows Jhon Dewey's Philosophy.

Pioneer in the field are : Piaget, Vigostsky and Bruner.

Where as Social Cognitive Theory (SCT) refers to a psychological model of behaviour that emerged primarily form the work of Albert Bandura (1977-1986). Initially developed with an emphasis on the acquistion of social behaviours, Social cognitive theory (SCT) continues to emphesize that learning occures in a social context and that much of what is larned is gained through observation.

In this unit we will be able to understand the cognitive theory and social cognitive theory in the context of develoment of learner cognition. You will also be able to know the theories of Piaget, Vigotsky, Bruner and Bandura.

2.1.2. Objectives :

After going through this unit, we will be able to

❏ Know the cognitive theory given by Piaget, Vigotsky, Bruner and Bandura.

❏ Elucidate the theory of Erikson.

❏ Explain the theory of Freud and trace out its importance in personality development.

❏ Understand the ecological theory of Bronfren Brenner.

❏ Know the holistic theory of development by Steiner.

2.1.3. Cognitive Development—Theory of Piaget

Jean Paul Piaget (1896-1980) was a swiss psychologist who contributed greatly to research in cognitive development and the study of how children think. No theory of cognitive development has had more impact than the cognitive stages presented by Jean Piaget.

Piaget suggested that children go through four seperate stages in a fixed order that is universal in all children. Piaget declared that these stages differ not only in the quantity of information acquired at each, but also in quality of knowledge and understanding at that stage. Piaget suggested that movement from one stage to the next occured when the child reached an appropriate level of maturation and was exposed to relevent types of experiences. Without experiences, children were assumed incapable of reaching their highest cognitive ability.

Therefore, the stagewise discussion is very important to understand way interpret and

experience. The situation and conshuet their cognitive structure. All the stages are stated below.

Stage 1 : Sensorimotor (Birth–2 years) "Thinking with the senses." During this stage children use touch, sound, sight, taste and smell to an object. Raach for a ball, they move head and eyes to follow moving objects.

Stage 2 : Preoperational (2-7 years) "Use of language and symbols." General making believe is developed in this stage. They play with telephone and pretend to drink. They believe that everyone thinks the way that they do (called egocentrism). They also believe that inanimate objects have feelings and thoughts like they do.

Stage 3 : Concrete Operational (7-11 years) children in the concrete operational stage have a better understanding of time and space. Children at this stage have limits to their abstract thinking, according to Piaget.

Stage 4 : Formal Operational (11-years) "logical and abstract thinking." The formal stage begins in most people at age twelve and continues into adulthood. This stage produces a new kind of thinking that is abstract, logical and formal. Thinking is no longer tied to events that can be observed. A child in this stage can think hypothetically and use logic to solve problems. It is thought that not all indeviduals reach this level of thinking.

2.1.4. Educational Implication :

Most development theorists have agreed that Piaget has provided us with an accurate account of age-related changes in cognitive development. Piaget suggests that cognitive performance cannot be attained unless cognitive readiness is brought about by matuation and environmental stimuli has been instrumental in determining the structure of educational curricula.

2.1.5 'Check Your Progress'—1

(1) Define the meaning of cognitive development.

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(2) Object permanence is observed in which stages of development ?

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(3) "Sucking Scheme" is developed in which stages of develpoment ?

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(4) Mention any one characteristic of formal operational stage.

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(5) Mention any one characteristic of pre-operational stage.

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2.1.6 Lev Vygotsky's Social Developmental Theory

Lev Vygotsky's was born in the USSR in 1896. The social developmental theory of learning is developed by him. He proposed that social interaction profoundly influences cognitive development. Central to Vigotsky's theory is his belief that biological and caltural development do not occur in isolation (Driscoll, 1944). To some extent he differs from Piaget's approach of development. According to Piaget congnitive development consists of four main periods of cognitive growth. Sensorimotor, Preoperational, Concrete operational and formal operational. To him, development has an end point in goal. Wher as Vygotsky believs that development is a process that should be analyzed, instead of a product to be obtained. According to Vygolsky, the development process that begins at birth and continues until death is too complex to be difined by stages (Driscoll, 1994; Hausfather, 1996), Vygotsky opines that this life long process of development is dependent on sicoal interaction and that social learning

actually leads to cognitive development. This phenomena is called the Zone of Proximal Development. He explains it as "the distance between the actual development level as determined by in dependent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978).

Generally, a student can perform a task under adult guidance or with peer collaboration that cannot be achieved alone. The Zone of proximal develpoment bridges that gap between what is known and what can be known. Vygotsky Calims that learning occur in this zone.

Therefore, Vygotsky focuses on the connections between people and the cultural context in which they act and interact in shared experiences (Crawford, 1996). According to him, humans use tools that develop from a culture, such as speech and writing, to mediate their social environments. Initially children develop these tools to serve solely as social functions, ways to communicate needs. He believvs that the insternalization of these tools led to higher thinking skills. Piaget points out that young children participating in egocentric speech in their prepoerational stage, but when children reaches in the concrete stage this phare become disappear. In contrast, Vygotsky viewed this egocentric speech as a transition from social speech to internalized thoughts (Driscoll, 1994). Therefore, he believvs that thought and language cannot exist without each other.

2.1.7. Educational Implications :

Vygotsky social development theory challanges traditional teaching methods. The memorization and recitation way of teaching stretigies are opposed by this theory. Where as social development theory facilitates cognitive development over other instructional strategis. Such as, the introduction and integration of computer teachnology in society has tremendously increased the opportunities for social interaction. Therefore, the social context for learning is transforming as well. Collaboration and peer instruction was once only possible in shared physical space, learning relationships can now be formed from distance through Cyberspace. Computer teachnology is a cultural tool that students can use to mediate and internalize their learning. Presently our society is also going through a culture of change due to the infusion of computer technology. Perhaps this lends some insight to why Vygotsky's theory of social development is receiving in—creasing attention, seventy years after it's conception.

2.1.8. Check Your Progress :

(6) Who is considered the originator of social development theory.

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(7) What is zone of proximal development ?

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2.1.9. Jerome's Bruner

Jerome S Bruner, a professor of Harvard University, USA was fascinated by the writings of Piaget, the swiss educational thinker. Bruner came over to Geneva to get ot know move from Pieget personally. Bruner's ideas of learning was shaped by Piaget's theory of cognitive development. But in some respects, Bruner felt that the key for the promotion of sound education depends on schooling at the grassroot leve. Hence all books used in primary and secondary schools were critically reviewed and rewritten.

Let us study the Bruner's ideas of learning by 'Discovery'.

Structure :

Structure is important thing in Bruner's theory of learning. In this aspect he reflects the views of Gestalt psychology. He finds that the structure of discipline veries in complaxity from stage to stage. Learning become meaningful only when the learner Grasps the structure of a discipline The same idea may be compared with Piaget's use of the term 'Schema' which means cognitive structrue.

DISCOVERY LEARNING :

Grasping the struture of a subject is understanding it in a way that permits many other things, to be related to it meaningfully. According to Bruner, learning is not passive, but an active process of discovery influenced by prior knowledge and ability of the learner. These resources are very limited in the case of an infant. Teachr should provide

problem situations that stimulate student to "discovery" for themselves the "structure" of the subject matter.

Therefore, from the above discussion of "structure" and "discovery learning" it way be stated that ideas can be linked to those who propose information precessing models in that he suggests development occures as mental structures become more elaborate and sophisticated through interaction and experience, "learners construct new ideas or concepts based upon their current/past knowledge. The selects and transform information, constructs hypothesis and makes decisions, relying on a cognitive structure to do so" (Kearsley, 2001). In addition, his work is considered interactional in a manner similar to that proposed by Dewey and Vygotsky. He is concerned with the sequence of representation (the stages), but he is eaually concerned with the role of culture on cognitive development.

Besides these, Bruner recognizes three modes of representation that must be present at all stages of development. These three modes of representation (enactive, iconic and symbolic) are not necessarily hierarchical, but some learning can only be achieved by passing through each thpe in a specefid development order.

Enactive representation can only demonestrate the past through appropriate motor experiences. Iconic represatation employes the use of orgamizational structures, spatial signifiers,or images to represent past experiences. The third one is symbolic. In this mode, design features that can include remotenss or arbitrariness represent the past. Language is the most common tool used for this type of representation, but the characterizing feature of these type of representation is that the symobles being used do not have to have a concrete corelations to what is being described. The representation goes a concrete connection to th information.

2.1.10. Educational Implications :

Bruner's theory cognitive development has great educational significance because he suggests the relevent proposition on the basis of practical utility. He suggests that children need social and cultural experiences that prepare them to understand the meaningfulness of their actions as well as those of others. Bruner distinguishes between behaviour whether mental or physical and actions, which he defines as intentional behaviour displayed within a specific cultural setting that includes the reciprocal actions of other participants. Bruner therefore, advocates providing children with kinds of experiences that would allow them to create meaning through their interaction during instructional activities and to assist student in—creating that meanng. Therefore, he suggests that

students to go beyond the content or information provided and fill in the gaps in thier knowledge through exploration and enquiry.

2.1.11. Check Your Progress :

(8) Who gave the ideas of learning by discovery ?

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(9) How many modes of presentation were given by Bruner ?

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(10) What is enactive representation ?

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2.1.12. Albert Bandura's Theory of Cognitive Development

Albert Bandura is a social learning theorist who is most concerned with social development and porticularly with moral development. According to him reward and punishment both are very important for shaping behaviour. Through the process of conditioning and observational learning behaviour is learned. He observes, the positive corelation between reward and punishment and their positive effect on the behaviour of the child.

According to him, the child's behaviour is reflected by satisfaction and pleasure. In early childhood parental approval and fear or anxiety associated with punishment influence the moral and social development of the child. In the same way imitation is a another process of machanism through which child learns social and moral development. The child learns many things imitating the behaviours of the model through observation.

But imitation follows certain principles such as competency, prestige, power and similarity of the model.

How does learning take place ? According to Bandura (1977), the following processes or steps are usually involved in this kind of learning :

(1) Attending to and perceiving the behaviour : In this step the learner follows the behaviour of the person acting as a model. Particular aspect or total behaviour of the subject may grab close attention for analysis.

(2) Remembering the behaviour : In this step, what are the learner observes is field away in his memory in the form of mental images.

(3) Converting the memory into action : It is transformed into action only afterwards and then the observed relevent and accepted aspects of the model's bahaviour are imitated by the learner.

(4) Reinforcement of the imitated behaviour : In this final step, the bahaviour of the model imitated by the learner is reinforced for proper adoption and further continuance.

2.1.13. Educational Implecation :

Learnign through observation and modelling proves to be an effective means of learning many things concerning one's behaviour. How one displays love ans anger, shows sympathy and prefudices, speaks and writes, dresses and eats, takes initiated and reinforced in context of the vicarious or model learning as propagated by the social learning theory.

This theory is very important to understand the socialization process because it takes place through the process of imitation and observation. It is very important for the parents to act well behaved because their gestures are observed by their children otherwise they may imitate wrong bahaviour. This theory can be applied in a planned way to learn socially expected behaviour.

2.1.14. Check Your Progress :

(11) Who suggests that reward and punishment both are very important for shaping development of personlality ?

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(12) What is learning through observation ?

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2.2.1. Psychosocial Theory of Erikson

Psychosocial theory on the stages of child development was proposed by Erikson. He stresses upon Epigenetic principle, according to wchich the development of new properties which are not contained in the original situation develop us result of environmental influences and the interaction between the former (original situation) and the latter (environment factors).

According to Erikson the stages of development are categorized into eight phases marked by specific development characteristics. The stages are as follows.

S. No.	Stage	Psychosocial Crisis
1.	Birth to 1st year	Trust vs Mistrust
2.	1 to 2 years	Automomy vs shame, doubt.
3.	3 to 5 years	Initiative vs Guilt
4.	6 to 12 years	Industry vs Inferiority
5.	Adolescence	Identity vs Identity diffusion or Role confusion
6.	Early adult	Intirnacy vs Isolation
7.	Young and middle adult	Generativity vs stagnation
8.	Lacto adult	Integrity vs Despair

2.2.2. A brief description of the psychosocial stages is given below

Stage I : A sense of trust vs mistrust.

This stage begins from birth and is continued to eighteen months of age. The first and formal task of an infant is to develop the basic sense of trust in himself and his environment. For the fulfilment of his basic needs he completely depends on others. Due to disatisfaction of his needs he gradually loses his sense of faith in the world around him. The sense of faith may laid down during this period.

Stage II : A sense of autonomy versus a sense of shame. In this stage, child develops a sense of autonomy. He does not want help from others. He likes to do things in his own way. Parents should be careful about their autonomy. There should have balance between firmness and permissiveness to make a healthy sense of autonomy.

Stage III : A sense of initiative versus guilt. The third stage of psycho-social development between three to six years of age is characterized by the crisis of initative versus guilt. Equiped with the sense of trust and autonomy the child now begins to take initiative in interacting with his environment. Therefore, these is need to resolve the crisis of initiative vs guilt at this stage of psycho-social development and it can be property done if we allow the child to experiment with his initative by properly supervising and guiding him activites and encouraging him to develop a habit of self-evaluation of the results of his iniliative.

Stage IV : Period of industry vs. inferiourity. Generally, by this age children begin to attend to school where they are made to learn various skills and the teachers as well as the school environment generate pressures on them to work hard in ordr to perform well. Parents also now begin to make demands upon the children to lend their hand with household duties or some cases put them with occupational resposnibilities.

Therefore, the teachers and the school environment thus play a very significant role in helping the child out of the industry versus inferiority crisis.

Stage V : The period of indentity vs role confusion :

This stage, begining with the abvent of puberty, is marked with the crisis of identity vs role confusion. Adolescents begin to search for their own personal identity equipped with the sense of trust, initiative and indistry. The sudden changes in their bodies and mental functioning and the altered demands of society compel them to ask questions of themselves like, who am I ? What have I bacome? Am I the some person I used to be ? What am I suppised to do and in which manner am I to behave. There is return of leterosexual interests. Adolseents are concerned about their future role and status.

Stage VI : Intimacy vs isolation : This is the stage of easly adulthood. Erikson considers social interaction has fundamental and unavoidable influence on personality development. So, durng this stage the individual tends to develop a sense of intimacy or commitment to another person.

The opposite of intimacy is isolation. When one fails to develop an adequate sense of intimacy by using one's identity with that of another person or when relation deteriorates for one reason or another, one tends to develop a sense of isolation—a pulling away from relationships and breaking off of ties.

Stage VII : The period of crativity vs stagnation : This stage is called middle adulthood. In this stage, he tries to establish in a professional career. He wants to satisfy his needs for generativity, a concern to establish and guide the next generation. This is realized through nurturing his own children, guiding and directing other young people and by emgaging is some kind of creative, productive for fruitful activity that may prove beneficial to society.

Opposed to the sense of generativity, there is a tendency on past of the individual to become egoistic and selfish. This leads to stagnation and personal impoverishment.

Stage VIII : Integrity vs despair. This is old age. The person reflects upon the life lived and sometimes integrates even death into the pattern. During this last stage of psycho-social development one is confronted with the final cirsis of one's life span, termed ego-integrity vs despair. Ego-integrity refers to he integration or culmination of the successful resolution of all seven previous crisis in the course of one's life.

2.2.3. Educational Implication

The theory of Erikson's psychosoical development is very important to know the personality pattern of a child. If we want to reshape the behaviours of a child it is important to know the personality pattern which may be understood from this theory. It also helps as to deal with our learner and to understand their immediate behaviour. Psycho-social development theory gives us information about the entire life span of an individual and negative aspects of life may a trace. These negative aspects of life can be channalized through education.

2.2.4 Check Your Progress :

(13) How many stages were given by Erikson in the theory of psycho-social development ?

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(14) What are the stages in this theory of Psycho-social developments put formal by Erikson ?

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(14) What is duration of 1st phase of development of Erikson ?

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(15) Puberty begins in which stage according to Erikson ?

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(16) In which stage Puberty begins according to Erikson ?

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2.3.1. Psychoanalytic Theory by Freud :

Psychoanalysis is a school of psychology which did not originate in psychology itself. It remains a corner theme of modern psychiatry because Sigmund Freud who was a pioneer of psychoanalysis was actually a neurophysiologist (from the domain of psychiatry).

2.3.2. Structure of the Psyche or Mind :

According to Freud structure of human mind is divided into two different parts. The first by arranging it into three layers as stated by him, the conscious, the subconscious and the unconscious and second by postulating three other components—id, ego and super ego.

Let us try to understand these terms.

Conscious : This structure of mind may be compared with the upper surface layer of a river. It occupies only one thenth of our total mental life. The ideas, thoughts and image that we are aware of any moment of our mental life is the concious part of mind.

Pre-consecious : The preconsecious mind is the part of the mind that represents ordinary memory. When we are not conseciously aware of this information at any given time, we can retrieve it and pull it into conseciousness when needed.

Unconscious : Below the preconscious mind lies the unconscious. It is most important of part of our mind. It contains all the repressed wishes, desires, feelings, drives and motives many of which even relate to sex aggression.

2.3.3. The Concept of Id. Ego & Superego :

- **Id.** The Id represents the animal in man and it remains in the unconscious. It is the source of mental energy and of all insitnctive forces of the individual. It is quite selfish and unethical. It operates according to the pleasure principle.

- **Super Ego.** It is opposite of Id. It represents ethical and moral aspects of mind. It remains with conscious mind. it is idealistic in nature rather then pleasure-seeking or destruction.

- **Ego.** It acts as intermediary between three stes of forces. It plays balancing role i.e., to control the Id in terms of reality and to appease the Superego. In other way it may be termed as the executive of personality.

2.3.4. Stages of Development :

According to him, a child passes through five major stages of psychosexual development. Each stage is characterized by certain behavioural changes. The stages are given below :

1. The oral stage : The focus of pleasure at the oral stage is mouth. The child's love object is his mother's breast which he sucks to satisfy his hunger. The child's development starts with the act of nursing by his mother.

2. The anal stage : It refers to the stages when the focus of pleasure shifts from mouth to the anus. The child takes interest in the activites pertaining to known and pleasure is drawn from activities like urinating and defecating.

3. Phallic stage : This stage is confined with the ages between three to six years. The sexual pleasure shifts from anus to sexual organ. Oedipus complex is developed during this period. The male child desires his mother and wants to destroy his rival, the father but perceives his father as a powerful rival and is afraid of being hermed by castrating him. The primitive fear of physical herm is called "castration anxiety." Gradually this conflict is resolved by repressing his desire for his mother and identifying with his father. The female child likes her father, and hates her mother. This is called ''Electra Complex''.

About the oedipus and Electra phases, Freud says that these are the results of the sexual attraction or pleasure of that children experience in the company of the parent of the opposite sex.

4. The latency stage : This is the fourth developmental stage where in girls starts from 6 years and boys 7 to 8 years. They like to play with there own sex and neglect or hate members of the opposite sex.

5. The genital stage : Puberty is the onset of the genital stage. The children at this stage have very strange feeling, as they have strong sensation in their genitals and gets attracted towards the opposite sex. At this stage they may fall in love with themself, takes interest in beautifying themselves and even go to the extent of sexual relation.

2.3.5 Educational Implication :

Freud's theory of psychoanalysis is very important in the aspect of human psyche and the study of human behaviour and also as a therapy for treating the mentally ill. Children's development of personality may be treated through the understanding of defferent stages of personality as was developed by Frued like oral stage to genital stage.

The psychological counselling is suggested as required on the basis of analysis of the structure of mind. Therefore, Frued's contribution is understanding development of personality is revolutionary.

2.3.6. Check Your Progress.

(16) What is psycho-analysis ?

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(17) Differentiate between 'Anal' and 'Oral' stages.

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(18) Who is the author of psychoanalysis theory ?

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2.4.1. Ecological Theory of Bronfenbrenner :

In the process of child's socialzation the Bronfenbrenner Theory of ecological development is very important. In the perspective of davelopment and education of human being this theory is very effective.

Urie Bronfenbrenner was an American psychologist. He was the son of Doctor Alexander Bronfenbrenner and Eugenia Kamenetskaja, born of April 29, 1917 in Moscow, Russia. He come to the United States at the age of six. He left his last breath on September 25, 2005.

He is admired greatly in the field of developmental psychology. His most important brainchild was the ecological systems theory. In this theory, he defines four concentric systems which are the micro, the meso, the exo and the macro systems. He later added a time-related fifth system, the chorono system. The Bronfenbrenner ecological systems theory lays stress on the quality and content of the child's surroundings. He maintains that because the child develops, the interaction with the environments acquires a complex nature. The chance for complexity appears since the physical and cognitive structure of a child grow and nature. (Paquette & Ryan 2001)

2.4.2. Bronfenbrenner's Structure of Environment

The microsystem : This layer is very closest to the child and contains the structures

with which the child has direct contact. The microsystem encompasses the relationships and enteractions a child has with her immediate surroundings (Berk, 2000). Structure in the microsystem in clude family, school neighbourhood, or child care environments.

The mesosystem : This layer provides the connection between the structures of the child's micorsystem (Berk 2000). Examples : the connection between the child's teacher and his parents, between his church and his neighbourhood, etc.

The exosystem : It describes the larger social system in which the child does not function directly. The structures in this layer impact the child's development by interacting with some structure in her microsystem (Berk 2000). Parent workplace schedules or community based family resources are example. The child may not be directly involved at this level, but he does feel the positive or negative forces involved with the interaction with his own system.

The macrosystem : It is the outer most layer in the child's environment. While not being a specific framework, this layer is comprised of cultural values, customs, and laws (Brek 2000).

The chronosystem : This system encompasses the dimension of time as it relates to a child's environment. Elements within this system can be either extermal, such as the timing of a parent's death, or internal such as the psychological changes that occur with the aging of child. As children get older, they may react differently to environmental changes and may be more able to determine more how that changes will influence them.

2.4.3. Educational Implications :

This theory has dire implications for the practice of teaching. If there is any breakdown being occurring within children's home, is it possible for ous educational system to make up for these deficiencies ? It seems now that it is necessary for schools and teachers to provide stable, long-term relationships. It is in the best interest of our entire society to lobby for political and economic policies that support the importance of parent's roles in their children's development. Bronfenbrenner would also agree that we should fostor societal atlitudes that value work done on behalf of children at all levels : parents, teachers, extended family, mentors, work supervisors, legislators.

2.4.4 Check your progress :

(19) Why ecological theory of Bronfenbrenner is very important in the aspect of socialzation process of a child ?

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(20) Differentive between microsystem and mesosystem.

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2.5.1 Holistic Theory of Development (Steiner)

Steiner schools have a pioneer approach to educate children, aiming to enable each stage of growth to be fully and vividly enjoyed and experienced.

Holistic Learning Theory by Steainer

In the field of human learning theories Rudolph Steiner is a famous personality. He is from Austria. He was born on 25th February year, and he took his last breath on 30th March 1925. He is not only theorist of holistic development but mathematician linguistic, philosopher, educator, artist, playaright, social thinker and esotericist. He is the founder of Anthroposophy or spiritual science, Waldorf educator.

His theory of learning plays very important role for language learing. Waldorf schools, all based on the theories and principles of Rudolph Steiner's work are all spread across the world and all of them have extraordinary innovations in the teaching world.

2.5.2 Principles of Steiner Education

❏ Up to the age of seven encourage play, drawing, stroy telling, nature study and natural things.

❏ Do not teach children younger than seven to read.

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❏ Teach a child to write before you teach them to read.

❏ Find links between art and science.

❏ Engage with the child and make sure that they are enthusiastic about the material being covered.

❏ Give a moral lead but do not teach a particular set of beliefs.

❏ Encourage learning for its own sake. Do not just work for exams.

Three Holistic Learning Ideas :

Through out this course teacher educatiors will see holistic learning ideas related to making three kinds of connections.

1. Intrapersonal connections.

In this area social studies and other curriculur areas should be used to understand oneself.

❏ Narture and give to self.

❏ Develop intrapersonal intelligence.

❏ Self-actualization.

❏ Align actions with values/philosophies.

❏ Understand emotions, pursure interests, develop strengths.

❏ Imagine and create.

2. Interpersonal connections.

Social studies and other curriculum areas should be used

❏ Empathize and understant others.

❏ Narture and give to others.

❏ Understand humans and humanity.

❏ Develop interpersonal intelligence and social skills.

❏ Perceive interpersonal connections.

3. Interconnectedness.

Social studies and other curriculum areas should be used to understand the whole, to see the world interms of inter-related and interconnected experience.

❏ Nurture and to give to all (enviornment, humans, other)

❏ Develop transpersonal intelligence : use logic, knowledge, intution, emotion to solve problems.

❏ Understand interconnectedness.

❏ Perceive multi dimessionality of all things.

❏ See systems not parts.

❏ Embrace seemingly paradoxical ways of thinking (things are not either/or; rather they are)

Three Views of Teaching :

There are three views of teaching as stated below.

1. Teaching as transmission.

The first and foremost task of teaching is to transmit knowledge. This is a teacher-centric approach in which the teacher is the transmitter of knowledge. A teacher's job from this perspective is to supply students with a designated body of knowledge in a predetermined order. The main focus of this approach is to develop the academic achievement of students.

2. Teaching as transaction.

This view perceives teaching as creating situations whereby students are able to transact with the material. The philosophy of construetivism consistent with this view. A common constructisist learning strategy is to help students generate what they know about a topic before a lesson. This helps them to strengthen the connection between known and new.

3. Teaching as a transformation.

Transformational teaching and learning invite both students and teachers to discover their full potential as learness, as members of society, and as human beings. The ultimate transformational goal is to become more nurturing human beings who are better able to perceive the interconnectedness of all human, plant and animal life (Narve, 2001) Holistic education is an educational philosophy consistent with the transformative view. Academic achievement from this perspective is seen as discovering and developing your unique talents and capbilities to the fullest extent possible.

2.5.3. Educational Implication :

Steiner believed that education should be disgned to meet the changing needs of a child as they develop physically, mentally and emotionaly. So, in the aspect of allround development Steiner's theory of holistic approach is very important in to day's world. It helps a child to fulfil his full potential.

2.5.4. Check Your Progress :

(21) Mention some basic principles of Steainer's education.

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(22) What is interpersonal connection ?

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2.5.5. Let Us Sum Up :

The development means the process that result in changes in an organism right from the beginning of its life. The term development is related to the overall changes, structural as well functional, in all aspects of one's personality namely, physical, mental, emotional, social and moral taking place contineously right-from conception till death.

The course of one's life from conception till death is devided into certain sepecific stages referred to as the stages of growth and development namely, infancy, childhood, adolescence, adulthood and old age. Each of these stages chronologically extent over a rather definite period in years and is characterized by typical norms of behavioural characteristics which are specific to the particular stages in all the different divenssions of the make-up of one's personality.

Various theories have been put forward by different psychologists from time to time for tracing the developmental processes in one or the other dimension of one's personality. Piaget's theory of cognitive development idnetifies four distant stages of children's intellectual development sensory-motor, pre-operational concerete operational and

formal operational stress. A child's cognitive abilities develop as he progresses from stage to stage.

Freud's theory of psycho-sexual development points out five stages of development. Such as—oral, anal, phallic, latent and genital. These stages are seperated from each other on the basis of the shift in the areas of a sex gratification known as erogenous zones. Failure to be appropriately greatified at a partricular stage may result in a fixation at that stage.

Erikson's theory of psycho-social development brings out eight stages spread over the whole span of human life. These ae trust vs mistrust (birth to 1 year) to ego-integrity vs dispair (65 years onwards). Each of these stages is associated with a distinctive cirsis of life faced by the individual at that particular stage. How well one will be developed and acquire positive or negative aspects of behaviour depends upon the manner in which those crisis of life are resolved by him.

Bandura's social learing theory emphasizes the power of observational learning. It advocates that most of what we learn is acquirea through simply observing and imitating the behaviour of others who are taken as models.

Bruner identifies three "modes of representation", namely Enactive, Iconic and Symbolic, corresponding to the chronological and mental development.

2.5.6. UNIT END EXERCISE :

(i) Define and explain the meaning of cognitive development.

(ii) Why Piaget's theory of cognitive development and its stages are very important in the context of child learning ?

(iii) Why Vygotsky's theory of social development is relevent in present social context ?

(iv) Compare the Vygotsky's theory of social development with the theory of Piaget's cognitive development. Which one do you think is more relevent in today's context ?

(v) Explain Bruner's theory of cognitive development.

(vi) Write educational implicatioon of Bruner's cognitive theory of development.

(vii) Why Bandura's theory of social learning is very important in the aspect of child development ?

(viii) What are the educational implication of Bandura's theory of social learning ?

(ix) Why psycho-socical theory of development is very important in learning ?

(x) How many stages are there in the psycho-social theory of development discuss the characteristics of each stages.

(xi) Discuss the various stages f personality development of Freud according to psycho-analysis theory with their characteristics.

(xii) Discuss the structure of 'psyche' or mind of the theory of psycho-analysis of Sigmund Freud.

(xiii) Why ecological theory of Bronfenbrenner is very important in the aspect of socialization process of a child ?

(xiv) Discuss the importance of principles of Steaine's education.

2.5.7. Answer to 'Check Your Progress'

(1) The cognitive development means the development of thinking process. It look, at how we process informution, we receive and how the treatment of this informations leads to our responses.

(2) Object permanence is observed in the sensory motor stage.

(3) Scuking schemes is reach in the sensor of motor stage.

(4) Inductive reasoning.

(5) Use of language and symbols.

(6) Lev Vygotsky's Social learning Theory.

(7) The distance between the actual developmental level and independent problem solving ability.

(8) Jerome Bruner.

(9) Three modes of presentation.

(10) Inactive representation can only deomonestrate the part through Appropriate motor experiences.

(11) According to Bandura reward and punishement both are very important for sheping of behaviour. He opined that child's behaviour is reflected by satisfaction and pleasure.

(12) This theory is very important to understand the socialization process because it takes place through the process of imitation and observation. It is very important for the parents to act well behaved because their gestures are observed by their children otherwise they may imitate worng behaviour.

(13) According the Erikson, the stages of development are categorized into eight phases marked by specific developmental charateristics.

(14) The duration of 1st phrase of development is birth to 1st year.

(15) Puberty begins in the 5th stages, the period of identity vs role confusion.

(16) Psychoanalysis is a shcool of psychology which did not originate in psychology itself. It remians a concersn for modern psychiatry becaue Sigmund Freud who was a pioneer of psychoanalysis was actually a neurophysiologist (from the domen's of Psychiatry).

(17) In the oral stage, the focus of pleasure is in the mouth. The child's love object is his anoher's breast which he sucks to satisfy his hunger. Where as the anal stage refers to the stages when the focus of pleasure shifts from mouth to the anus.

(18) Sinmund Freud

(19) According to Bronfenbrenner sociatal attitudes should foster that value work done on behalf of children at all levels parents, teachers, extended family, mentors work supervisors and legislators.

(20) In the micro system the layer is very closest to the child and contains the structures with which the child had direct contact.

Where as in the meso system, this layer provides the connections between the structures of the child's microsystem.

(21) According to Steainer, up to the age of seven learner should encourage with play, drawing, storgletting, nature study etc. the also suggests that teach a child to write before you teach them to read.

(22) Interpersonal connections mean encouragement of developing the interpersonal intelligence and social skills and to perceive interpersonal connections.

2.5.8. References

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