

Unit-4

Human Development

After reading this chapter you will be able to:

- Understand meaning, definition and nature of development.
- Explain the factors influencing human development.
- Explain the relation of heredity and environment in the context of human development.
- Explain psycho-analytic and pschyo-social theories of human development.

Content

Introduction

- Meaning, definition and nature of development.
- Factors influencing human development.
- Process of heredity and the influence of heredity on human development.
- Heredity and environment
- Psycho-analytic and psycho-social theories of human development
- Main terms
- Important points.
- Multiple choice-questions
- Very Short questions
- Essay type questions.

Introduction

Change is the law of nature, consequently all living and non-living things change as the time passes. In the case of organisms, special point is that along with the environment they themselves contribute something to the process of change. It is not only the physical environment, that is the mean of change lasting. The important fact about the changes occurring in human beings is that they progressively develop themselves and this state of the organisms makes them more capable than what they are in the previous state. The life of human beings becomes capable in contributing to the development of individuals by proceeding from depending on others to achieving independence. This chain of change in human beings is called human development. The aim of development changes is to enable the human beings to adopt and adjust with the environment in which they live. To achieve this aim it is necessary that the individual to recognise and know themselves.

Definitions

Gessel : "Development is more than a concept. It can be observed, appraised and to some extent even measured in three major manifestations anomic psychological, behavioural. Behaviour signs, however, constitute a most comprehensive index of development status and developmental potential".

E.B. Hurlock: "Development is not limited to growing larger. Instead it consists of a progressive series of changes towards the goal of maturity. Development results in new characteristic and new abilities on the part of the individual".

H. Sorenson : "Development is mean by the process of maturity and functional improvement which is caused by the qualitative and quantitative changes

in structure and form. Development is the special indication of qualitative change in comparison to growth.

Era Gorden: "Individual development as the process by which a person from the moment of birth on, progresses towards self-actualization, fulfillment, completeness of maximum organization and integration".

Meaning of Development:

Development means, "proceeding towards more progress, more unfoldment and more maturity". This indicates those changes which are now only quantitatively measured but express themselves as definite patterns of behaviour; as they can not measured in centimeters, inches or pounds, but on the contrary are they can be seen in the term of one's reactions towards others.

Generally psychologists use both growth and development as synonyms because both the terms are interrelated and interdependent. It is very difficult to differentiate the contribution of these two processes to the development of personality of an individual. Some psychologists regards growth as an increase in physical aspects of an individual as height and weight. So they define growth as a change or increase in body and parts of body. According to them growth is quantitative change. American child psychologist Arnald Gessel writes that growth is the activity of environment itself. For the development environment creates atmosphere, but this unfoldment of development is primarily organised by intrinsic physiology of an individual. Development can be defined as an unfoldment of capabilities of an individuals and also as expansion of the capabilities which enable the individual to perform more activities. For example bringing efficiency in games by uncertain

activities causes development in motor ability.

Generally growth is physical development as increasing parts of body and weight which can be measured and observed. Some psychologists differentiate growth and development in the following manner.

1. Growth is a change or increase in a particular aspect or physical aspect of an individual where as development is change in whole organisational aspects. Hence development is more comprehensive than growth.
2. Growth continues only upto a particular period of the life span of an organisms, but development is a life-long process and is a progressive chain. Development of an individual continues throughout life span.
3. Development is possible in the absence of significant growth.
4. Growth is structural change where as development is functional change. Without function structure is meaningless.

In brief development can be called qualitative change which strengthens and expands various aspects of the personality of an individual. In the words of Hurlock, "Development is not limited to growing larger. Instead, it consists of a progressive series of changes towards the goal of maturity. Development results in new characteristics and new abilities on the part of individuals".

Nature of Development

For detailed knowledge of the process of development it is necessary to generalize or understand the nature of development. The nature of development can be understood by the principles of development. According to Garrison and others, "When a child enters from one stage of development in the other stage, we

see some changes in him". Studies have proved that these changes take place according to definite principles. These principles are called the principles of development. Fundamental principles of development are as under.

1. Development is a continuous process

Development is a continuous process. It goes on constantly but the speed of development is sometime slow and sometime fast. For example the process of development of a child is very fast in first three years. There after it slows down but the process of development goes on constantly. There is no sudden change in an individual. According to Skinner "the principle of continuity of development process emphasise on the fact that there is no sudden change in an individual".

2. Development is individualised process

All individuals develop in their own way. Each child has their own rate of physical, mental, emotional and social development. If we observe six year old children, we find great differences in their height, weight, social, emotional and learning readiness, which explains this principle. Douglas and Holland have observed. "The rate of development in different individuals differs and this difference continues throughout the whole span of development".

3. Development follows an orderly sequence

Although the rate of development differs from man to man, yet the development of all the people follows an orderly sequence. Psychologists have pointed some definite trends of development out of which main trend are given below:

- (i) **Cephalo-caudal** : Development proceeds from head to foot. For example the head of fetus develop much before the feet. Even after birth

head develop before the lower part of body develops.

(ii) **Proximodigital** : Development proceed from centre to periphery. For example a child first uses shoulder and then elbow and then, wrists after that fingers to grasp a thing. In this way the child first uses the whole body and after that a particular part as fingers to hold something.

(iii) **Locomotion** : The development of speed in all children of all the culture of world takes place in a sequence. For example the child first learns how to sit, then learns crawling and last of all he learns walking. Although the rate of learning may be different yet the sequence remain the same. Similarly development of language also takes place in a definite sequence.

4. Development is product of interaction

Development is the product of interaction of heredity and environment. Not only heredity and not only environment contributes to the development of an individual but it is due to the interaction of both. It is proved by the word of Skinner who writes. "It has been proved that heredity determines the extent beyond which the child cannot be developed. Similarly it has also been proved that in early years of life, polluted environment, malnutrition or serious disease weakens the potentialities".

5. Different aspects of development are interrelated

Various aspects of development are interrelated and interdependent. The early social behaviour of the child is related to his physical development. If the child is physically handicapped his social behaviour is affected by it. The positive effect of child's motor development is exercised on

his mental development. In this way different types of developments are interrelated and helps in the development of each one. Garrison and others writes "the view point related to body puts emphasis on the coordination and interrelationship of various body parts of the individuals."

6. Development is in integrated form

The process of development follows the principle of integration. According to it child learn to move first the whole part then after they learns to integrate those parts. Changing from general to specific, learns to use particular reactions in their integrated form. Kuppaswami writes, "In development movement proceeds from whole to part and from part to whole. Integration of different parts makes simplification of movement possible".

7. Development is cumulative :

Development is a cumulative process. Whatever change that is visible to us is accumulation of changes. The first word spoken by a child and the first step taken by them is the cumulative progress of continuous development activities. Every change is the accumulation of its previous growth and experiences.

8. Development proceed from the general to the specific

At the time of birth this world appears confused. In the beginning child's indiscriminatory behaviour begins to develop into more discriminatory, refined behaviour and goal directed behaviour. In all the directions of development before specific activities, is seen its general form. For example before grasping something with hands the child tries to strike randomly. Language development of the child at birth begins in the form of crying to common words. At first the child calls individuals

as mother and by and by he develops language skill by learning vocabulary.

9. Development is Predictable

By seeing the speed of development of child prediction can be made about the direction and form of their progress. For example on the basis of child's physical, social and mental development their future development can be predicted. With the help of knowledge of a child's mental abilities their future mental development can be predicted.

10. Rate of Development differs in male and female child

The rate of development differs in male and female child. Girls grow and mature earlier than boys. In pre- adolescence girls are taller and heavier than the boys but by the end of adolescence boys become taller and heavier than the girls.

11. Development is spiral and not linear

The child does not proceed straightly on the path of development with a constant or steady pace. Actually he makes advancement during a particular period but takes rest in the next following period to consolidate their development. In advancing further, therefore he runs back and then moves forward again like a spiral. In this way development proceeds spirally.

12. Early foundation is critical for later development

Early foundation is very important. The pattern of attitudes, experiences, habits and behaviour developed in the early years determines adjustment of individual in life in later years.

13. Role of maturation and learning in development

Maturation and learning play important role in development. Maturation and learning generally,

determine the sequence of behaviour. Learning itself is that development which is caused by the efforts and exercise made by the individual himself.

14. Each phase of development has hazards:

There are physical, psychological and environmental hazards in each stage of development. Hence it is necessary that parents and teachers should be conscious about hazards related to a particular stage so that they may protect the child from them.

15. Development is affected by cultural changes:

The development of the child is affected by cultural changes. The development of an individual happens according to culture. The progress of culture develops qualities in a child according to the amount of progress.

Factors Affecting human Development

Development of a child or a human beings does not depend on one element or factor. Many factors in combination, influence the human development. The development and its speed is affected by diet, fresh air, healthy conditions of life, atmosphere, sun light and seasons. On the otherhand attitudes heredity and social relations also affect human development. These factors affecting human development are mutually related, but nothing can be said about the relative effect of these factors. These factors of human development can be divided into two categories in the context of heredity and environment.

(A) Heredity

Every human being is born with some definite qualities and potentialities. These inherited qualities or potentialities they receives from their parents and their ancestors. These characteristics

and qualities inherited from parents and which are transferred from generation is called heredity. In other words heredity is a gift to human beings from nature.

It is heredity which endows a human being with physical characteristic such as face, complexion, eyes, hands, feet, height etc. Not only this much one gets glands and various system which control internal functioning of body, mental characteristics such as instincts, intelligence and aptitudes are in born. All these inborn potentialities fully develop in environment.

(B) Environment

The environment of human beings is consisted of physical and social conditions in which they are born and develops. Environment plays a very important role in developing potentialities of human beings. In the absence of conducive environment the potentialities remain underdeveloped. Many environmental facts do exert great influence on development rate for development and behaviour.

1. Food

Nutrition and balanced diet is very necessary for general development of human beings. Food must contain all elements necessary for human development otherwise physical weakness, diseases may deter their development. Good food is necessary for the individuals in all the stages of development, but during infancy and childhood it is very essential.

2. Fresh air and sunlight

From the point of view of the general development fresh air and sunlight are very important. Many diseases are cured simply by sun-bath and fresh air. Particularly during early years of the child health conditions, height, age, maturity are greatly

influenced by these. Sunlight provides man with life energy and the bacteria are destroyed by these. Vitamin D is supplied to man by sunlight. Due to the deficiency of vitamin man suffer from rickets and other chemicals such as calcium required us. Sunlight is also necessary for skin diseases. Fresh air purifies blood which is very essential for body. In skin diseases and T.B. (tuberculosis) fresh air is very essential.

3. Culture

Culture has been contributing to the development of children. Every country has its own culture and culture provides various opportunities to children for development. Every country has different customs and traditions, which change according to time and place. Culture, through socializing, influences the development of children. An Indian child grows and develops in the spiritual culture, which clearly influences their emotional, moral and spiritual development. That is why they are different from children of material culture of America. The culture of a country is imbibed in its citizens in the form of sanskars. Well-known psychoanalyst Jung states that the culture plays great role in the development of children. The development of an individual takes place in accordance with the culture of the country. Margaret Mead and Benedict anthropologists have propounded through studies that culture exerts great influence on the development of children. The individuals acquire qualities in same amount as the culture appear to be. For example spirituality can flourish only in our culture and not in western culture.

4. Family

The family status, child's place in the family and

family conditions influence the development of individuals on the basis of family status child's mentality and mental set-up are formed. Socio-economic status of the family plays very important role in the development of child.

5. Society and Social Relations

The development of child is influenced by his family, society and social environment. According to that the development of the child by the culture of his country and the society by determining his social relations gives new direction to his/her development. The behaviour of the child is influenced by their society as members of their family, neighbourhood and activities of the members of school and on that basis the child makes responses. The effect of all these is exerted on all aspects of child's development.

6. Rearing or Upbringing

The development of child is more affected by rearing. The ways of rearing give direction to his behaviour. According to psychology the responses of the child are influenced by behaviour, and it depends on rearing which makes behaviour good or bad. Availability or unavailability of rearing facilities affects child's development. This affects mutual relations of the child with parents and his status.

7. Incidents and Accidents in Life

Good and bad incidents of life and accidents affect human development. Sometime a single incident changes the direction of development for whole life. For example nervous system of a man being injured in an accident, his emotional, social and physical development is badly affected.

In this way both heredity and environment affect human development. Both are complimentary

to each other. A fully developed human being is the result of mutual interaction of these two, as the basic qualities of a plant are contained in its seed and it is only the seed which determines the developed form of a plant but this plant cannot develop in right way, so long it grows in unfertile land or suffers from the want of water and light. In the same way direction of a child's development is determined by heredity but the development of its capacities is possible in environment. Hence the development is the result of the interaction of a child's potentialities and environmental effect.

Nature and Nurture

According to T.P. Nun, for human life, life circumstances are so important as rocks, seawaves and fast winds are important for ships. Many psychologists and educationists think that it is possible to predict how much development may happen. These persons regard heredity more important and do not want to regard environment important for human development. In India caste system based on heredity supports the importance of heredity.

On the contrary some people believe that environment is more important. Some such persons believe that they can develop the personalities of the children through nature and nurture in the direction they want. Both the ideologies differ in their views regarding the importance of nature and nurture for human development. Psychologists have put forward different views about the question. Which is more important heredity or environment as regards to the human development.

Human development is influenced by many factors, out of these factors two factors Nature and Nurture are main. Nature of man is inborn.

This he inherits from his parents and ancestors. This is called their heredity. The factors nurturing development fall in the category of environmental factors. Development of human beings starts in the womb of his mother. This is determined by the gene passed on to him by his parents and the further development after birth is determined by environment. The human development is the product of interaction of heredity and environment.

Nature (heredity)

Generally children look alike their parents in the matter of complexion, appearance, intelligence, wisdom etc, that is they inherit the physical and mental characteristics of their parents. That is why it is said like bagets i.e. as the parents so are their children. We call this heredity. Heredity can be regarded as the sum total of congenital or in-born characteristics.

The process of heredity is consisted of cells of human body. This body starts to take shape from a single cell which is called zygote. This zygote is the sum total of two germ cells, out of which one cell is of the father which is called sperm and the second is the cell of mother which is called ovum. In each cell of father and mother contains 23-23 chromosomes and these make 23 pairs in zygote. These chromosomes have genes which contain innumerable traditional characteristics. Each chromosome contains innumerable genes and each gene determines paternal characteristic. This is why these genes are called hereditary determiners. These genes pass on physical and mental characteristics from one generation to the next one.

Through this process characteristics of forefathers pass on to their decendants from one generation to

the other. Individual inherit physical and mental characteristics of their ancestors, but it is observed very often that a child of learned parents is foolish and different from his parents in physical traits. It is never possible that two individuals are completely similar. Heredity is based on some laws and principles. The laws of heredity most in use are as under.

1. Law of Continuity of Germplasm
2. Law of Resemblance
3. Law of Variation
4. Law of Regression
5. Law of Transmission of Acquired Traits
6. Law of Dominance and segregation

1. Law of Continuity of Germplasm According to this law the germplasm giving birth to a child us never. According to Weismann, the propounder of this law, the function of the germplasm is to form germ cells. The germplasm inherited from parents by the child is transmitted to the next generation. In this way germplasm continues from generation to generation.

2. Law of Resemblance

According to this law as the parents are so are the offsprings. It believes like bagets. The physical features and mental abilities are alike those of the parents.

3. Law of Variation

According to this law a child is not exactly like his parents but is slightly different. In this way the children of one parent being similar, are different from others in intelligence, complexion and temper. Darwin and Lamark through experiments tried to make the law clear and established mutation and natural selection as the causes of variation. These improve hereditary characterstics.

4. Law of Regression

According to this law nature tries keep organisms on the same level by distributing general traits more than specific characteristics. According to this law offsprings acquire general traits or characteristics from their parents and not specific one.

5. Law of Transmission of Acquired Traits

According to Lamark the individuals transmit what ever they acquire in life to their offsprings. Giving an example of this Lamark says that the neck of giraffe was somewhat like that of a horse but because of certain special circumstances, it grew longer and this trait began to be transmitted to next generation. This law was reviewed and criticised and was not fully accepted.

6. Law of Dominance and Segregation

Mandel propound two important laws of heredity. With the help of experiment on peas. Mandel proved that the dominant trait of either parent is seen in the next generation and the trait of other parent remains recessive. This is called by law of dominance. He pointed out that organisms of mixed blood or mixed blood castes in next generation proceed towards their original or general form that is a combination of two traits in one generation appear in the form of separate trait in future. This is called the law of segregation. According to this law only the offspring of pure traits remain in existence.

Influence of heredity on child development

It is believed on the basis of experiments and studies conducted on heredity that the development of a child gets influenced by heredity. According to psychologists the influence of heredity on the development of child is as under.

1. Effect on Basic Capacities of the Child

The basic capacities and abilities of child depend on heredity. This view has been propounded by the Thorndike studied so twins to know their similarities. He studied them through six mental tests.

2. Effect on Physical Traits

According to Karl Pearson, if the parents are tall their children are also tall and the parents are short structured their children are also short structured.

3. Effect on Intelligence

In the opinion of Goddard children of intelligent parents are also intelligent and if parents are slow-witted their children are also slow witted. Their family history shows this effect of heredity on intelligence. He proved this by studying the descendants of a soldier named Kolkank.

4. Effect on Superiority of Races

Kilnberg opinion that race is the cause of superiority of intelligence. According to him whites are superior to negroes of America. In our country Brahmins have been regarded superior to people of other castes.

5. Effect on Professional Skillfulness

Cattell feels that the main causes of professional skillfulness is heredity. He drew this conclusion by studying 885 families of American scientists. He pointed out that 225 out of these families were professionals, $\frac{1}{2}$ of the families were producers and only $\frac{1}{4}$ of the families were agriculturists.

6. Effect on Social Aspects.

Vinshop believes that offsprings of celebrated and virtuous parents are also celebrated and virtuous. They get name and fame. He drew this conclusion by studying the family of Richard Edward. Edward's wife Elizabeth was also like him. The descendants of these two acquired the positions of

M.L.A's, deans of colleges and vice presidents of their country.

7. Effect on Character

Doglous proved that the offsprings of characterless parents are characterless, by studying the descendants of Jyuke. Out of 1000 descendants of five generations of this family 300 died in childhood, 310 spent their life in poor homes, 440 died of diseases, 130 were criminals and only 20 learnt to do some business.

8. Effect on Greatness

According to Galton the course of the greatness of an individual is his heredity. The height, colour, weight, health, intelligence, capabilities etc. are based on heredity. He expressed his opinion after studying the biographies of great judges, politicians, soldiers, literary persons, officials, scientists and players.

According to Kolesnik the genes of an individual determine the body structure in the same amount, the structure of his mind, nervous system, his other traits, his efficiency of playing and his mathematical ability all depends on heredity. The psychological experiments have proved that heredity adequately influence the physical and mental development of an individual. This effect is seen on the physical traits due to genes. Internal motivational factors determine his temper, but environment also influences human development. Every element of environment exerts its effect on human development.

Influence of Environment on Human Development
Psychologists have conducted many studies and experiments about importance of environment in human development. On the basis of these studies they have proved that physical, social and cultural environments have comprehensive

effect on each aspect of personalities of human beings. According to a study conducted by Indian Psychologists more than half of the candidate appearing at I.A.S. exam 1971, were the sons and daughters of parents of ordinary economic status and their children studied in government schools. Some of the psychologists have described the effect of environment as under:

1. Effect on Physical Development

According to Phenx Bons the cause of physical difference in different races is the environment and not the heredity. He proved by giving many examples that the Japanese and Jews who have been living in America for many generations their height has increased due to environment.

2. Effect on Mental Development

Gorden's view is that because of nonavailability of proper social and cultural environment the speed of mental development becomes slow. Because of living in isolation, the cases of Ramu wolf-boy, Amal and Kamala and Casper Hozer prove that due to the lack of proper good environment the speed of mental development becomes slow and proper environment increases the speed of mental development.

3. Effect on the Superiority of Race

According to Clark the cause of superiority of some races is not heredity but environment. This he proved by conducting intelligence test on Whites and Negroes of America. The level of intelligence of Negroes is low because for their educational, social and cultural environment is not available as it is available for Whites.

4. Effect on Orphans

Generally orphans and dependent children live in orphanages. They are usually from low families, but if in centres they are looked after in proper

environment and they are treated well they would prove better than their parents.

5. Effect on Twins

Usually twins are alike as regards to their physical traits, mental power and academic abilities. Newman, Freeman and Holginger studied 20 pairs of twins in different environments, on growing older he found many difference in them. This difference was found in their intelligence through pattern and behavioural traits.

6. Effect of Personality

In the view of Coole, the effect of environment on the shaping of personality is more than that of heredity. An individual by living in better environment can shape his environment in a better way and can become great. The character of an individual to a great extent depends on environment. Environment exerts its influence on physical, mental, social, emotional, moral and spiritual development of a child. Living in good environment for some time, a child can proceed towards it. Similarly if a child who lives in corrupt environment he is bound to acquire vices. In India Ravindra Nath Thakur's Vishwa Bharati has shaped Santhals into good citizens simply by educating them.

Relation of Heredity and Environment

The effect of heredity and environment on human development cannot be separated. On the contrary they are complementary to each other. A healthy seed can become a healthy plant only when the environment is healthy and balanced or good and healthy environment cannot develop unhealthy seed into a healthy plant. In the absence of contribution of seed and environment the complete development of plant is not possible.

Heredity provides capacities and conditions for the development of human beings and environment provides opportunities for the development of these capacities. Human development is not possible only in environment or only in heredity. It is the product combination of both biological inheritance and social inheritance. To what extent heredity and environment contribute to human development, is a question that has not been answered as yet. Psychologists have not yet decided which of the two heredity and environment influences human development in greater amount. In the context of human development it can be said that whatever an individual thinks, does or experiences is the result of mutual relations of factors of heredity and effects of environment. Experiments have proved that individual differences are found in children in spite of their living in same environment and having same heredity. Hence we can say that both heredity and environment influence the development of child. Indeed human beings are the product of combination of biological inheritance and social inheritance.

Comparative / Relative Importance of Heredity and Environment

We have not yet found an answer to the question. Which is more important heredity or environment in the development of child, but on the basis of tests and observations we can express the relative importance of heredity and environment in the development of child as under:

1. Non-separation of heredity and environment

Heredity and environment cannot be separated from each other as regards to their contribution to human development. For the complete and harmonious development of a child combination

of heredity and environment is essential. Each event of life is the result of both of these. Each of these two is essential for the result. Neither of the two can be removed or separated.

2. Equal importance of heredity and environment

For the development of a child heredity and environment are equally important. If the heredity is rich, personality will be developed in equal amount. Similarly prosperity of environment plays an important role in the development of personality.

3. Interdependence of Heredity and Environment

Heredity and environment are complementary, helpful and cooperative to each other. The instincts which a child inheritate from heredity, develop in the environment. For example if a child does not possess intellectual ability even a good environment can not cause the mental development. In the same way a child possessing intellectual ability, cannot develop his mental ability in unfavourable environment. The complete development and behaviour of child are the result of interaction of heredity and environment.

4. Differentiation between the effect of heredity and environment is impossible.

It is impossible to say that to what extent heredity or environment influence the development of a child. Every thing that influences human life and its development comes in the area of heredity and environment, but these things are so complicatedly involved that very often it becomes difficult to differentiate the effects of heredity and environment.

5. Human is the creation of heredity and environment

The relation of heredity and environment in the development of child is not combinatory but is qualitative. By providing similar kind of environment to all children, they cannot be made similar, but good and prosperous environment should be provided to all so that they may get opportunity to develop their personality through potentialities endowed by heredity.

To conclude we can say that heredity and environment are important factors for the development of human personality. If the heredity is the basis and environment is its structure. Heredity and environment cannot be separated from each other. Both are equally important in the human development. In the absence of any of them human personality cannot develop properly. Heredity and environment are helpful to each other and are essential for the success of mankind. Human development can be possible through environment but the extent of its development is determined by heredity.

Psychoanalytic theory of Human Development

Human development has always been an interesting and important subject for investigators. There are many theories of human development which have studied the development from different angles. All these theories of human development can be classified into three main categories. The first theory is psychoanalytical theory which has been propounded by works of mainly Sigmund Freud and Erik Erikson. They emphasise the importance of early experiences help's in the future development and regard unconscious motivation is very important. The second theory is behaviouristic theory which regards association

of stimulus-response as important for learning. This connectionism the result of either classical conditioning or operant conditioning. These theories are regarded more scientific and objective because in these the behaviour of man can be observed and measured. The third theory of development is cognitive theory which emphasises human perception and its organization. This theory of human development can be called molecular.

Psychoanalytical theory of human development includes mainly theories of personality development of Freud and Erikson. Sigmund Freud propounded psychoanalytical theory and psycho-social theory was propounded by Erikson which mentions the stages of human development from birth to adulthood.

Freudian Psychoanalytical Theory

Freud is the father of psychoanalytical theory. He developed the theory of personality development and treatment system. According to his psychoanalytical theory the action system of mind is exhibited in the form of conflicts. Before understanding the Freudian psycho-sexual theory we must try to understand some main concepts. Freud has pointed out such concepts as levels of Mental Life, Instincts, Defence Mechanisms, Personality Components, Stages of Psychosexual development.

1. Levels of Mental life

Freud has pointed out three levels of mental life. They are conscious, subconscious and unconscious levels. These are based on the amount of consciousness of thoughts and feelings. In conscious level all those for which an individual is conscious and included as sensations, perceptions,

recollections, feelings and imaginations for which we are conscious in present time. Role of consciousness in psychoanalysis is less important. Sub-Consciousness links consciousness and unconsciousness which is below consciousness and which includes all the thoughts and sensations for which we are not conscious at present, but that can be easily brought into consciousness. Hence these thoughts and feelings can be recollected at will, for example what we did yesterday can be brought into consciousness.

The biggest and most important portion of mind is unconsciousness, where it lies all our suppressed thoughts, experiences and feelings. We can compare unconsciousness with that iceberg whose external part shows consciousness and the immersed portion shows unconsciousness. According to Freud this unconscious affects our behaviour and experiences continuously, but we do not know much about its effect.

2. Instincts

These are our internal physical excitements. We have many instincts which can be divided into life and death. Each instinct has its own psychic-energy. The psychic-energy for life is called libido energy. This instinct is gratified by sexual satisfaction whereas the death instinct shows aggressiveness, cruelty, murder, suicide like activities. Both the instincts are equally important.

3. Defense Mechanisms

For human life conflicts, tension and frustration are mandatory. Defence Mechanisms reduce frustration and troublesome situations. Frustration is caused by failure of attaining a goal. The defence mechanisms defend the self-concept of individual. For example if failure in exam makes

a student worried, then to reduce anxiety he blames evaluation process. Defense mechanisms are unconscious mental measures adopted by one to reduce worry. Generally following defense mechanisms are used by people.

(i) Rationalization

In it rational causes are given for unreasonable behaviour. For example a criminal blames bad company for his behaviour or on failing to take admission in a course, the person put forth that the course is not good for a vocation. It is used to change the sense of guilt.

(ii) Repression

In this our painful experience or undesired thoughts and feelings, memories are put down into our unconscious because recollecting them is painful. Many women repress their abusive language.

(iii) Displacement

In this mechanism our emotional responses are replaced on others. On getting punishment from mother a child shows anger to his younger ones or breaks the toys.

(iv) Projection

In it the individual projects his worry caused by his own mistake on other person. For example people say she or he hates me in place of I hate her or him.

(v) Introjection

Adopting other person "behaviour as one's, own; as children interject the values of parents as their own.

(vi) Reaction Formation

Developing exactly opposite of one's own feelings or behaviour, as developing love in reaction to hatred.

4. Psycho Sexual Development

According to Freud life long behaviour of human

beings is motivated by the need of basic motivation. Libido or sexuality is not only genital arousal but it is expressed by various physical needs which is called stimulus area. The stages of psycho-sexual development depends on the type of gratification of libido. According to Freud the stages of psycho-sexual development can be classified into five stages.

1. Oral Stage

The first stage of psycho sexual development is oral stage which covers the period from birth to 18 months of age. The child gets pleasure through mouth, so oral activities in which body parts as lips, tongue and other parts take interest. Sucking, biting, swallowing and chewing give pleasure to the child and satisfies his libido energy. According to Freud too much or too less oral stimulation can take him in adulthood towards orally passive personality. According to Freud five oral types work which are pre-types of personality characteristics or a child who feels pleasure in the act of taking food, later on he will develop as a person who is gullible or as a person who will acquire more knowledge or power. Similarly a child who at this stage feels pleasure in retaining something or grasping something, later on he will become obstinate, one who bites will become one who will like to satire, to find faults and to dominate. Spitting or vomiting like activities will develop into negativism.

2. Anal stage

This stage of psycho-sexual development covers a period from 18 months to 3 years of age in which libido energy shifts from oral area to anal area. The child feels pleasure mainly in expulsion or related activities. Expulsion of stool or urine gives

him pleasure and releases him from tension. If the parents given much importance to toilet-training or do-not pay any attention to it, this become a cause of worry for the child and this worry affects other situations. Because of this the child becomes dirty, disorganised and irresponsible. On the contrary he can develop into clean and complaining adult.

3. Post phallic stage

This stage covers the period starting from three years to five years of age in which gratification of child centred on genital organs or reproduction organs. The firing of the phallic area is the centre of causing tension or releasing tension. Behavioural activities related to it appear. The male child identifies himself with father and female child identifies herself with mother. This is seen more in boys than in girls. According to Freud the boy loves his mother and girls loves her father and does-not want to share him or her with others. The child is attached with parent of opposite sex and enmity with parent of similar sex. Freud calls it Oedipus Complex. According to Greek legend King Oedipus unknowingly after murdering his father married his mother. Similarly the identification of girl with her mother and loving father is called Electra Complex, in which she feels enmity with her mother. Freud regards this as sexual conflict, sense of guilt and anxiety. Actually these complexes are not seen in all societies and cultures. These complexes are the exhibition of some kind of enmity which contradict the feeling of ownership. This is not caused by some sexual motive or some kind of competition between child and his parents.

4. Latency Stage

This stage of psycho-sexual development of child

is spread between 5 years of age and puberty in which sexuality becomes inactive or becomes less important. This period is generally peaceful and there is no excitement in any part of body. In this period libido energy is active in non-sexual activities like play and relation with peers. The child engages his thoughts in school activities and playing with his peers. In this period the child expands his area by acquiring cognitive skills and cultural values.

5. Genital Stage

This is the period of adolescence in which libido energy reappears with full strength. This happens due to physiological changes of the child. In this period libido energy wants gratification like in previous period, but it is directed towards heterosexual or towards person opposite sex. In this period feeling of love of an individual becomes self less and like previous stages it is not limited to self satisfaction or self happiness.

According to Freud, although in complete life time some internal conflicts are inevitable, yet in most of individual by the end of genital stage it becomes stable. One of the most important achievement is establishing a balance between love and work. The personality of an individual is consisted of three main components Id Ego and Superego. Each component has its function, principles and mobility and these are related to each other. The behaviour of an individual is the result of the interaction of these three components.

Erikson's Psycho-Social Theory

Erik Erikson was a well known psycho analyst who propounded psycho-social theory of the general development whole life period. Erikson emphasised the importance of social factors for

the development of personality. He developed the concept of variability of stability and permanence of decided determinants of stages. Like Freud, Erikson also accepted that the basis of personality development is biological and sexual but he provided a social basis to Freudian list of development. Erikson pointed out eight stages of development in which he emphasised the importance of interaction of social factors and biological factors for the development of personality. According to him, psycho-social development is related to culture in two ways. Firstly, in all cultures a child passes through similar stages of development but in each culture there are some special ways for directing and enhancing the behaviour of a child. Secondly, in each culture there is a special cultural affiliation which changes as time passes. A custom that fulfills the needs of one generation, becomes outdated or unusable for the next generation. Psychosocial development is like an epigenetic principle. Erikson has pointed out that both negative and positive results of each stage of development are possible as self-dependence versus doubt and shame. Ideally, a child develops in desired proportion in which positive aspect is effective on negative aspect. For example, if an individual wants to know the need to Trust and Mistrust, generally his attitude towards life will be full of confidence. The formation of each stage is the outcome of previous stage and this stage in future affects the next stages. According to Erikson, the chief aim of life is to keep engaged in establishing basic identity.

Erikson's Stages of Psycho-Social Development

S. No.	Stage	Age	Conflict
1.	Oral	0 to 1½ yrs	Trust v/s Mistrust
2.	Anal	1½ to 3 yrs	Autonomy v/s Shame
3.	Phallic	3 to 5 yrs	Initiative v/s Guilt
4.	Latency	6 to 12 yrs	Industry v/s Inferiority
5.	Adolescence	12 to 18 yrs	Identity v/s Identity confusion
6.	Early Adulthood	18 to 35 yrs	Intimacy v/s Isolation
7.	Adulthood	35 to 65 yrs	Generativity v/s Stagnation
8.	Maturity	65 and onward	Integrity v/s Despair

In each stage of development, all individuals face conflicts which can be avoided or removed by accepting changes and adjustment. Erikson identified the effect of three factors: body, self, and society. According to him, the development of personality takes place due to the effect of these factors. In this way, this theory emphasises the integration of social, sociological, and biological factors in personality. A brief description of Erikson's stages of psycho-social development is given here under.

1. Trust v/s Mistrust

This stage is supposed to cover the period from birth to 18 months. The first action of an infant is to develop trust in himself and in his environment. At this stage, an infant totally depends on others for his needs. If his needs are not properly fulfilled, he will lose trust in his world. Hence, there is the need of developing more trust in place of mistrust. If mistrust is more than trust, the child can become frustrated and can feel lack of confidence in his later life.

2. Autonomy v/s Doubt

This period expands from 18 months to 3 yrs of age. In this period child does not want to be helped by others and develops a feeling of autonomy. He likes to work in his own way. Parents should keep a balance between rigidity and flexibility in order to develop healthy feeling of autonomy. Parents should determine limit of freedom for child according to the circumstances of environment. If the child is not allowed desired freedom to discover environment the child will develop mistrust in his ability to work. As a result he grows suspicious. Shame is its other feeling, therefore parents should provide encouraging environment so that the feeling of self control may develop without losing self-confidence. If parents are more strict and are critical the child will lose self-control and acquire suspicion.

3. Initiative v/s Guilt

This period expands from 3 years to 5 years of age. In this period child develops rapidly in these aspects physical, intellectual and emotional. He displays his self-dependent behaviour out of home which takes the form of initiative and a feeling of right and wrong begins to develop in him and he takes initiative to do work ranging from wearing clothes to taking care of his pet animals. If parents instead of encouraging scold him, a sense of guilt develops in him. He can be prepared by motivating initiative for adult work.

4. Industry v/s Inferiority

This period begins at the age of 6 years and ends at the age of 12 years. The child engages his energy in improving himself and winning objects and other people. He wants to enter the wide world of knowledge and actions. It means 'age of industry'

begins in this period. Child is easily prepared to learn and make planning in this period. If parents and teachers discourage him to perform an act, they can create sense of inferiority in him. On the other hand if industry is developed, he can adjust himself well in the world. Whatever a child does he wants to achieve mastery over that. If the child still remains a child it will take him towards developing inferiority.

5. Identity v/s Diffusion or Identity confusion

This stage covers the period starting from 12 years and ending in 18 years of age. The formation of identity is caused by synthesis of successful self and synthesizing again and again from childhood. The integration of identity is caused by specific needs, desired capabilities, important identity, effective and successful role playing. Trust, autonomy initiative and industry jointly contribute to the formation of identity of the child. Rapid physiological changes construct a new physical structure and along with it there is a pressure on the child of various roles. Integration of roles is the main function of this stage. This identity for the adolescent is essential and is appropriate for new needs, skills and goals. If the adolescent is not able to integrate his identity and role, then he faces identity confusion. His personality will be divided. Integration is essential for adolescent in order to learn to integrate the roles of his son, daughter, student, player, friend etc. in the form of meaningful wholeness and also will be able to establish his psychosocial identity. If he fails in doing so he will remain uncertain about himself.

6. Intimacy v/s Isolation

This stage covers the period starting from 18 years of age and ending at the age of 35 years. If a young

man fears that he cannot identify with others he will, in future, advance towards isolation. Intimacy goes beyond the sexual. Intimacy is such a capacity which develops real and mature psycho-social aspect, in which making friends and without losing one's own identity taking care of others are included. In the absence of intimacy feeling of isolation may appear. The main basis of intimacy is love (mutual devotion to each other). One aspect of intimacy is the we feeling. In the case of isolation the relations become formal, indifferent and hollow.

7. Creativity v/s Stagnation

The period of this stage is from the age of 35 years to 65 years or it is the period of middle adulthood. In this period the individual through creative or productive ways keeps his children and guides the next generation. At this stage he thinks about the future of his children and society. If an individual lacks the feeling of creativity and productivity he suffers from passivity and unhealthy mentality. Productivity is associated with the feeling of care which means the individual understands his responsibility for coming generation.

8. Integrity v/s Despair

This stage is called post adulthood and is regarded as the period of more than 65 years. In this period the individual lives with what he has achieved in whole life. Ideally the individual achieves completeness. In completeness acceptance of limitations of life, accepting oneself as a part of previous stages, feeling of wisdom of various stages and the ultimate perfection of all the previous stages are included. Opposite to it the individual feels despaired in which he repents for what was done and what was not done, feeling of

going towards death and hatred for himself appear.

Main terms : Nurture, Heredity Psychoanalysis, Attitude, Defence Mechanisms, Repression, Projection, Reaction formation, Mutation Displacement, Introjection.

Important Points

1. Development means proceeding towards more maturity which is not quantitatively measurable but in qualitative change.
2. Development is continuous, systematic and sequential.
3. In each cell of parents there are 23 chromosomes and these constitute 23 pairs.
4. Each chromosome has many genes and each gene determines one or the other trait or characteristic.
5. Heredity provides potentialities to develop. These potentialities develop in environment.
6. Sigmund Freud propounded psychoanalytic theory and Erikson propounded Psycho-social theory which describe the stages of development from birth to adulthood.

Exercise

Multiple Choice Questions

1. What is the meaning of heredity?
 - (A) Sperm and ovum
 - (B) Chromosomes and genes
 - (C) Mitosis and Meiosis
 - (D) DNA and RNA
2. Which of the following theory has been propounded by Freud?
 - (A) Cognitive theory
 - (B) Psycho-social theory
 - (C) Stimulus-response theory
 - (D) Psycho analytic theory
3. Who out of the following has propounded

psycho-social theory?

(A) Sigmund Freud

(B) Erik Erikson

(C) E.B. Hurlock

(D) Not any of these

Very short answer type questions

1. What do you mean by development?
2. Which levels of mind have been pointed out by Freud?
3. What is meant by life instinct?
4. What is repression?

Short Answer type questions

1. Explain the nature of development.

2. What is the relation between heredity and environment?

3. Explain briefly the defence mechanisms.

4. Explain integrity v/s despair stage?

Essay type questions

1. Explain the factors influencing development.
2. Explain the process of heredity.
3. Explain the psycho-sexual development in the theory of Freud.
4. What is psycho-social theory and also discuss its stages?

Answers to Multiple Choice Questions:

1. B 2. D 3. B