

Growth & Development

Dr. Shivakumar G S

Assistant Professor

Kumadvathi College Of Education

Shikaripura

Growth & Development

GROWTH

- Growth refers to **changes** in human **weight, height** and **structure**.
- **Disappearance** of old features & **acquisition** of new ones.

According to the Crow & Crow (1962)

“Growth refers to **structural & physiological** changes”.

DEVELOPMENT

- Development refers to a **continuous** process of **changes** through which **task managing abilities** of the individual are **polished** resulting in experiences and learning.

According to the Hurlock (1959)

“Progressive series of changes that occur in an **orderly, predictable pattern** as a result of maturation & experience”.

Growth Vs Development

Growth	Development
Quantitative change	Qualitative Change
Cellular Multiplication	Organization of all the parts which growth has produced
Does not continue throughout life	Continue throughout life-span
Growth is an aspect of Development	Development is an integrated whole which growth is a part.

Growth

Development

Observable & Measureable

Cannot Measured Scientifically

Under Natural principles

Under Experiences and observations of an individual

Various parts of body become larger due to growth

An organization in functions of various parts of body is observed due to development

Increase in height, weight, structure is regarded as growth

Intelligence, social understanding, expertise in language and utilization of educational opportunities.

Stages of Growth & development

Stages of Development	Approximate Age (years)
Infancy	0-2
Childhood	3-12
(a) Pre-childhood	3-6
(b) Later childhood	7-12 or up to the Puberty
Adolescence	13-19 or till the attainment of Maturity
Adulthood	20-60 ceases to produce one's own kind
Old age or ageing	61-till death

Principles of Development

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the right side of the frame, creating a modern, layered effect. The rest of the background is plain white.

1-Principle of continuity

- it is a never-ending process.
- It starts with conception and ends with death.
- Small, gradual and continuous in all dimensions

Educational Implications

- We should never give up our efforts to achieve perfection in our students in different dimensions.

2-Principle of lack of uniformity in the developmental rate.

- Often so silent and gradual as to be almost invisible
- Sometime as fast as to be noticed quite easily
- For example, shooting up in height, sudden change in social interest, intellectual curiosity.

3-Principle of Individual Difference

- Every organism is a distinct creation in itself.
- Development in various dimensions is unique and specific.

Educational Implications

Each child should be helped along the developmental process within the sphere of his own strengths and limitations.

4-Principle of uniformity of pattern

- Individuals follow a definite pattern which is uniform and universal with respect to its species.
- For instance, the development of language follows a somewhat definite sequence quite common to all human beings.

Educational Implications

As child follow the uniformity of patterns, so we should also follow the relevant pattern to ensure and enhance the learning.

5- The principle of proceeding from general to specific responses

- Individual exhibits general responses and learn to show specific and goal directed responses afterwards.
- For instance, when a newborn infant cries , his whole body is involved in doing so but as he develops , it is limited to the vocal cords, facial expressions, and eyes etc.

Educational Implications

It help us to plan the learning processes and arrange suitable learning experiences so as to achieve maximum gains in terms of growth and development.

6- Principle of Integration

- Patterns of behavior are broken into smaller ones, and smaller ones are put together.
- A baby learns to reach for objects by maintaining an upright posture in order to facilitate the grasp, then he has to learn how to move his arm towards the desired object. When he is able to move his arm with intent and in the right direction, the baby must stabilize himself in order to grasp what he wants. Finally, upright and secure with his hand in the correct place the baby can grasp and hold the object.

Educational Implications

It help us to plan the learning processes and arrange suitable learning experiences so as to achieve maximum gains in terms of growth and development.

7-Principle of Interrelation

- Various aspect or dimensions of one's growth and development are interrelated.
- A healthy body tends to develop a healthy mind and emotionally stable & socially conscious personality.

Educational Implications

Strive for the all round harmonious growth and development of the personalities of our children and caution us not to encourage a particular aspect.

8-Principle of Interaction

- Involves active interaction between the forces within the individual and forces belonging to his environment.
- Individual's behavior or personality make-up is nothing but an end-product of the constant interaction between hereditary endowment and environmental set-up.

Educational Implications

- Heredity is a factor which we cannot control but as for as environmental factor is concerned ,we should provide such a environment that is conducive to learning.

9-Principle of Cephalo-caudal & Proximo-distal

- According to Cephalo-caudal tendency, developments proceeds from Head to Foot direction.

For instance, Baby first gain control over head and arms and then on his legs.

- According to Proximo-distal tendency, developments proceeds from Middle to Outward.

Child is seen to exercise control over the large fundamental muscles of arms and hands and then muscles of fingers.

Educational Implications

Help us to arrange the suitable learning experiences, processes and environmental set-up so as to accommodate the students.

10- Principle of Predictability

- With the help of the uniformity of the pattern and sequence of development, we can predict the future development.

For example, with the knowledge of the development of bones of a child it is possible to predict his future structure and size.

Educational Implications

This knowledge help the teacher that what is expected in terms of development so she can plan accordingly to achieve it by organizing the experiences.

11-Principle of Spiral versus Linear Advancement

- The child doesn't proceed straight 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 his development. In advancing further, therefore, he turns back and then makes forward again like a spiral.

Educational Implications

To make adequate arrangements for the subsequent progress and consolidation of the progress.

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FACTORS INFLUENCING GROWTH AND DEVELOPMENT

Right from conception, the beginning of life in a mother's womb, the growth and development of human beings influenced by variety of factors categorized as

Internal Factors
External Factors

INTERNAL FACTORS

1-HEREDITY FACTORS:

What is transferred to the offspring from its immediate parents in the form of genes and chromosomes at this time, constitutes the hereditary contribution.

2-BIOLOGICAL FACTORS:

- 1) Physical weak or internal deformities
- 2) Nervous System
- 3) Functioning of Glands
Hypo activity & Hyperactivity
- 4) Appearance Defectiveness

4-INTELLIGENCE:

The physical, social, emotional, moral and language development of a child is greatly influenced and controlled by his intelligence.

5-EMOTIONAL FACTORS:

A child who is found to be overwhelmed by negative emotions like fear, anger, jealousy, etc. is adversely affected in his physical, mental, social, moral and language development.

6-SOCIAL NATURE:

A person's socialization helps him in achieving adjustment and advancement in other aspects of his growth and development.

EXTERNAL FACTORS:

1-ENVIRONMENT IN THE WOMB OF THE MOTHER.

- a) Physical & mental Health of Mother.
- b) Single or multiple Child
- c) Nutrition received by embryo
- d) Radiation
- e) Normal or Abnormal Delivery
- f) Any damage to baby in womb

2- ENVIRONMENT AVAILABLE AFTER BIRTH.

- a) Accidents and incidents in life
- b) The quality of Physical environment, medical care, and nourishment.
- c) The quality of the facilities and opportunities provided by the social and cultural forces.

THEORIES OF GROWTH & DEVELOPMENT

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ERIKSON'S THEORY OF PSYCHOSOCIAL DEVELOPMENT

Development of self concept, ways
of interacting with the others and
attitude towards world.

Development of an individual is the result of his interaction with social environment.

Conceptualized development as psycho social

Individual moves through eight stages of psycho social development. Based on epigenetic principle.

In each stage there is a specific crisis or conflict between competing tendencies.

Resolution of a stage lays the foundation for negotiating the challenges of the next.

Emphasis on society, relationships and interaction with people

STAGES OF PSYCHOSOCIAL DEVELOPMENT

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8 - Integrity vs. despair

7 - Generativity vs. stagnation

6 - Intimacy vs. isolation

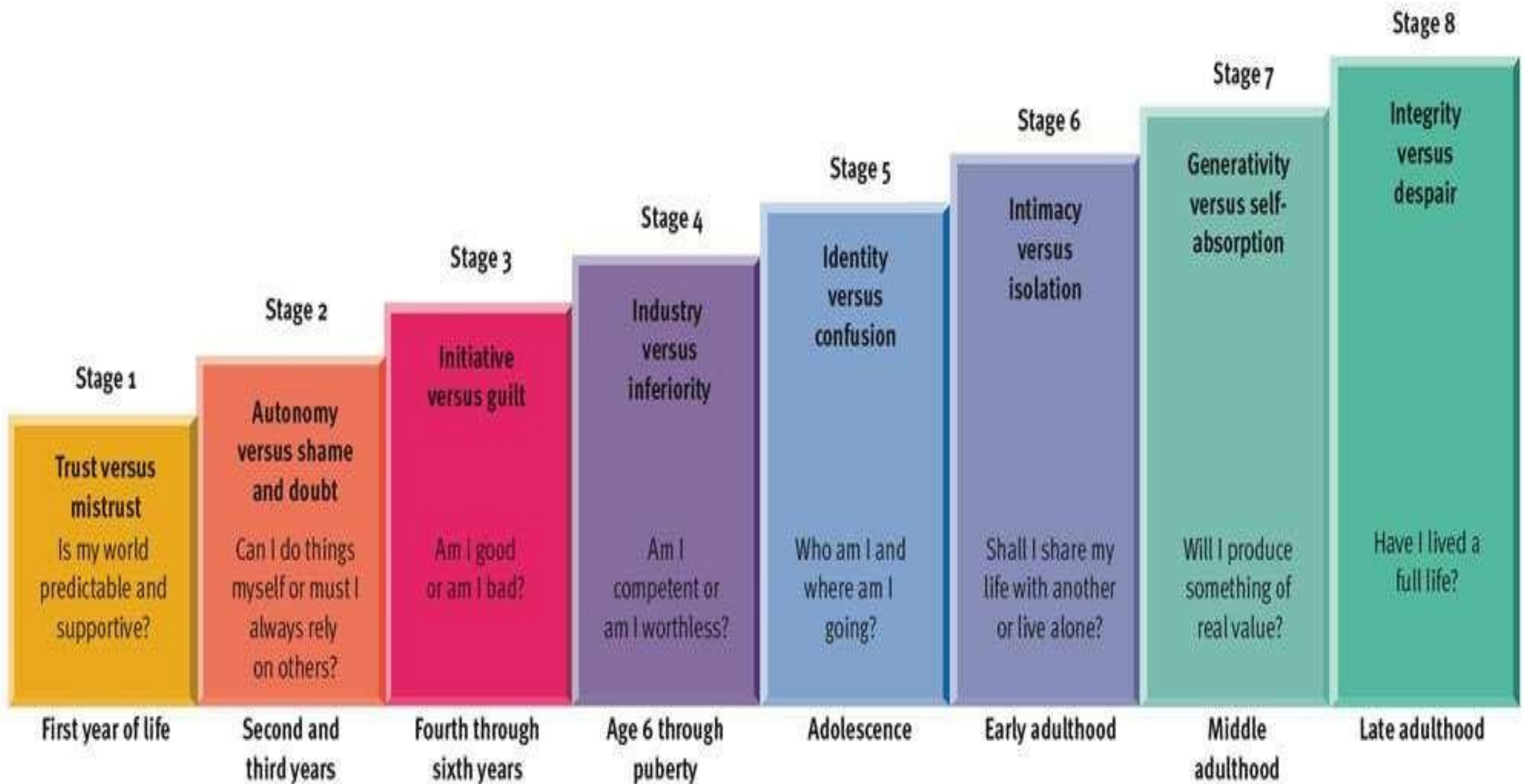
5 - Identity vs. identity confusion

4 - Industry vs. inferiority

3 - Initiative vs. guilt

2 - Autonomy vs. shame and doubt

1 - Trust vs. mistrust



Stage 1

Approximate age	Birth to 18 months (infancy)
Psychological crisis	Trust /mistrust
Significant relationship	Maternal Person.

MAIN FEATURES

Mother is the important Person and the infant

depends on her for food & affection.

Ego strength - hope

If the basic needs are not met, an attitude of mistrust build toward the world

IMPLICATIONS

Parents should ensure a trusting relationship with the child.

Satisfying the needs develops trust.

Anxiousness and anger develops mistrust.

Stage 2

Approximate age	18 months to 3 years (toddlerhood)
Psychological crisis	Self autonomy/doubt
Significant relationship	Parental persons

MAIN FEATURES

Children try to do things Independently.

Growing mobility

Language acquisition

Ego-strength - will

If the freedom and exploration are encouraged, toddler develops autonomy, if they are overly restricted, they experience shame, self doubt

IMPLICATIONS

Arrange for each child to have something which are his own and with which he can identify.

Values the things the child makes

Development of early trust is necessary

Stage 3

Approximate age	3 years to 6 years (preschooler)
Psychological crisis	Initiative vs guilt
Significant relationship	Basic family

MAIN FEATURES

Resolution of Oedipus

Ego strength- Purpose

Takes initiative in interacting with the environment, if this tendency is censored, through criticism or control, develop a sense of guilt

IMPLICATIONS

**Do not punish children for their
initiativeness**

Create a playful atmosphere

**Value children's play and talk to them
about their play.**

Stage 4

Approximate age	6 to 12 year elementary school age
Psychological crisis	Industry vs inferiority
Significant relationship	Neighborhood/school

Main Features

Peers become important and the child tries to measure and evaluate himself with peers

Ego strength- Competence

Children seek to establish a clear identity

Children learn various skills, develops a sense of pride in his competencies

Implications

Assign roles for them and appreciate for their effort

Make confidence in them by giving opportunities to express their abilities

Praise them for doing their best and encourage to finish task

Strengthen the school environment

Stage 5

Approximate age	12 to 18 year Adolescence
Psychological crisis	Identity vs identity confusion
Significant relationship	Peer group

Main Features

Children seek to establish a clear self identity
(understands his own unique traits)

Begins with puberty
Role confusion

Ego strength- Fidelity and loyalty

Failure to discover self identity, results in
identity crisis and role confusion.

Implications

Help the students to identify their roles that are socially acceptable

Give reinforcement towards positive roles

Prevent them from unlimited imaginations

Assign duties and responsibilities

Stage 6

Approximate age	20 to 40 year youngAdulthood
Psychological crisis	Intimacy vs isolation
Significant relationship	Partner in friendship/sex

Main features

Selection of a mate

Establishment of an occupational pattern

Harmonious relationships with others

Intimacy- “finding oneself, but losing oneself in another person”

Ego-strength- Love

Avoiding intimacy, fearing commitment lead to isolation, loneliness even depression

Implications

Develop harmonious relationship

Develop the habit- To love and to work

Stage 7

Approximate age	40 to 65year middleAdulthood
Psychological crisis	Generativity vs stagnation
Significant relationship	Divided labour and shared household

Main features

Interest in establishing and guiding the next generation

Focus on career and family

Involve in creative pursuits - voluntary works art science, education etc.

By failing to achieve these objectives, one become stagnant (disinterested in others, concerned only with self)

Ego strength - care

Implications

**Be active in home and
community**

Stage 8

Approximate age	60 onwards
Psychological crisis	Integrity vs despair
Significant relationship	mankind

Main features

Time of introspection

Acceptance of accomplishments, failures and ultimate limitation

Accept the finality of death

Ego-strength- Wisdom

If feels his life as unproductive, feel guilty about past, becomes dissatisfied with life and develop despair

Implications

Introspection is necessary

Listen to elderly people.

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KOHLBERG

Three Level & Six Stages

Moral Development

THEORY

Level 1

Preconventional Level

Stage 1

Punishment and Obedience Orientation

Children obey because adults tell them to obey

people base their moral decisions on fear of punishment

Stage2

Individualism, purpose, and Exchange

Individual pursue their own interests
but let others do the same. what is
right involves equal exchange

Level 2

Conventional Level

Stage 3

**Mutual interpersonal
Expectations, Relationships, and
Interpersonal Conformity**

**Individuals value trust, caring, and loyalty to
others as a basis for moral judgments**

Stage4

Social System Morality

Moral judgments are based on understanding and the social order, law, justice, and duty

Level 3

Post Conventional Level

Stage 5

Social Contract or Utility and Individual Rights

Individual reasons that values, rights, and principles transcend the law

Stage 6

Universal Ethical Principles

The person has developed moral judgments that are based on universal human rights. When Faced with the dilemma between law and conscience, a personal, individualized conscience is followed.



Post-Conventional

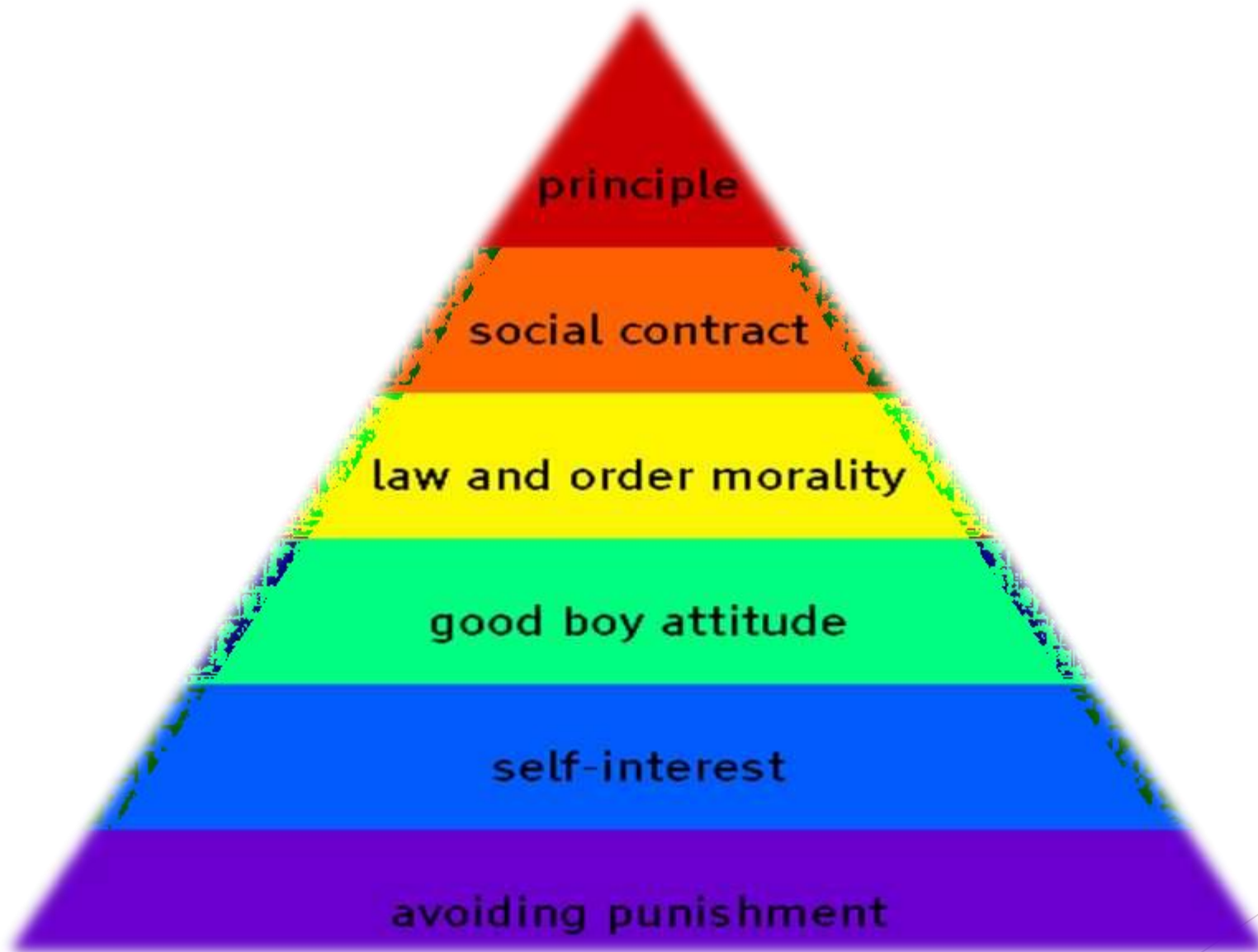
Conventional


Pre-Conventional

SOURCE: KOHLBERG, (1963,1981)

Kohlberg's Levels of Moral Development

LEVEL	STAGE	CHARACTERISTICS OF STAGE/LEVEL
A Preconventional	Stage 1	PUNISHMENT-OBEDIENCE ORIENTATION
	Stage 2	INSTRUMENTAL RELATIVIST ORIENTATION
B Conventional	Stage 3	INTERPERSONAL CONCORDANCE ORIENTATION
	Stage 4	AUTHORITY AND SOCIAL-ORDER MAINTAINING ORIENTATION
C Postconventional Autonomous, or Principled	Stage 5	SOCIAL-CONTRACT LEGALISTIC ORIENTATION
	Stage 6	UNIVERSAL ETHICAL PRINCIPLE ORIENTATION





Thank You