

## UNIT : II

### HUMAN DEVELOPMENT AND FAMILY RELATIONS

#### CHAPTER : 3

#### CONCEPT OF HUMAN GROWTH AND DEVELOPMENT

Development Psychology deals with the study of development from conception of child to old age or in other words, it is the study of lifelong physical, mental and behavioral development. The process of development takes place in some or the other form beginning from conception to death. In simple words, Development is related to qualitative changes in the body. Growth is related to the quantitative changes such as increase in weight, height, size of body etc.

**Definition of Growth-** General meaning of growth is 'increase' or expansion. Growth refers to structural physical changes which occur in a sequence as a person matures. That is to say growth is progressive elongation. Therefore, it represents growth in height, size and weight of an individual.

**Definition of Development-** Development deals with an individual's development starting from conception to death in an inter-disciplinary perspective. In this way, three elements are of prime importance in the above mentioned definition of development:

1. Human development is an individual experience.
2. It is a continuous process.
3. It is an inter-disciplinary study.

Development hints not only towards physical growth but also mental, social, intellectual, psychological, emotional changes. For example, during infancy, increase in weight occurs due to growth of nerves, glands and muscle tissues.

#### Difference between growth and development:

The fundamental difference between growth and development is as follows:

GROWTH		DEVELOPMENT	
1.	Growth is quantitative change.	1.	Development is a qualitative change.
2.	Growth is concrete.	2.	Development is abstract.
3.	Growth can be measured. Size, weight, height can be measured.	3.	Development cannot be measured but can be experienced.
4.	Growth is internal or external physical change.	4.	Development can be physical, mental, intellectual, emotional, and psychological.
5.	Growth begins from conception and ends towards matured age.	5.	Development begins from conception and goes on lifelong.

Table 3.1

STAGES	DURATION
1. Gestational age	Conception to birth
2. Infancy	Birth to 2 years old
(a) Neonate :	Birth to 2 weeks
(b) Infancy	2 week to 2 years
3. Childhood	2-12 years
(a) Early childhood	2-6 years
(b) Later childhood	6-12 years
4. Adolescence	
(a) Pre-adolescence	11-12 to 13-14 years
(b) Adolescence	13- 17 years
(c) Later- adolescence	18-21 years
5. Early Adulthood	21-40 years
6. Middle Age	40-60 years
7. Old age	After 60 years
8. Death and bereavement	End of life

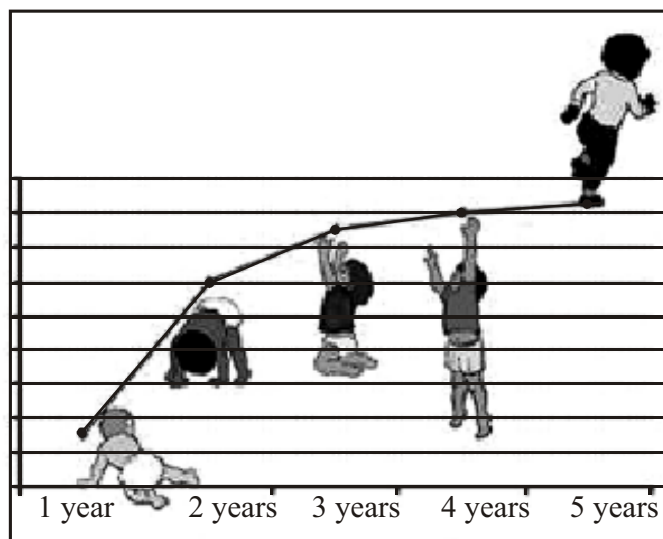


Figure : 3.1 Growth and Development

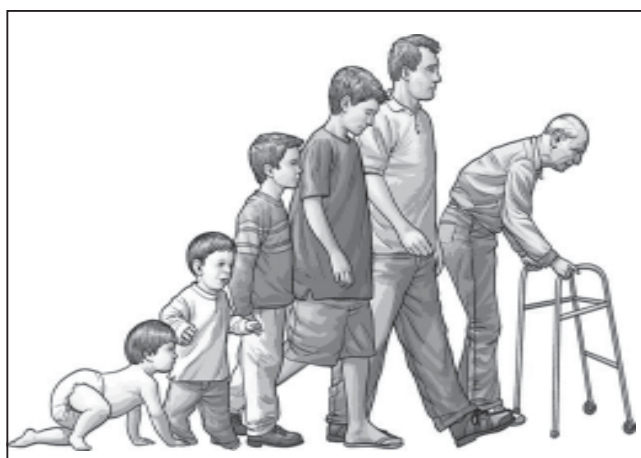


Figure : 3.2 Human Stages of Development

### Stages of Development

Under the life-wide interpretation of human development approach, development is divided into various phases. Main stages of development and their duration are given in table 3.1:

### Principles of Development

- 1. Development involves changes** - Development is a long series of changes which on undisrupted from conception to the end of his life. In the process of development, physical, mental, intellectual, social and emotional changes occur.
- 2. Development is sequential-** Whether it is an animal or a human, development has a fixed format. Physical development of an individual takes place in two directions:
  - (a) In this order physical development takes place from head to feet. In other words, first development is in the brain and then the body, stomach, towards the back. At the end are the feet.
  - (b)

3. **Development is a result of maturity and learning-** Physical and mental development is a result of both learning and maturity. Maturity lays the foundation of learning.
4. **Early development is more important than the later development-** On the basis of developmental studies it is clear that the development that takes place early in life is far more important than that taking place in later life. Initial conditions affect the foundation of development. The environment of a child has a considerable effect on the development of his genetic potential. The main conditions are- favorable interpersonal relationship, positive emotional conditions, way of training a child, impact of playing a role, family structure, environmental stimulation, etc.
5. **Development proceeds from general to specific-** Developmental responses move from simple to complex. The entire foetus is movable yet he cannot move a part by himself. Before lifting something with his hand, a child lifts the hand again and again.
6. **Development is continuous-** Development deals with an individual's development, starting from conception to death in which slow or rapid changes takes place. According to Pikovsky (1968), development is not same every time instead it has some phases of balance as well as imbalance. There are obstructions too in the process of development. This can be found at one level or at many levels.
7. **Different parts grow at different rates in developmental process-** Though different physical and mental capacities develop constantly however every part does not grow with same speed. Maturity develops in different parts at different times. Like in adolescence hands-feet and nose are completely developed but the lower part of face and development of shoulder takes place at slow speed.
8. **Development is inter related** - It is a general belief that deficiency in one development side is compensated by the higher development of another capacity. For example, an intelligent boy can be physically weak. When physical development takes place at a rapid speed, then mental development too takes place rapidly. There are individual differences in development.
9. **Development has individual differences-** Though the development form is found to be same in all children however the speed and behavior of development varies. Development takes place slowly in some while in others it occurs at a rapid pace. Thus, all children cannot attain the excellence of development at the same age. The differences in development are due to many factors. For example physical development, partially on genetic potential and to some extent on other environmental factors like food, health, fresh air and light, emotions and physical fatigue also decides development. In the same way mental development depends on internal capacities as well as emotional conditions, encouragement, learning opportunities, strong motivation etc.
10. **Definite periods in developmental pattern-** Though development is continuous yet its speed is slow in some phase and fast in other. Vijoy suggests that these periods can be distinguished not only on the basis of age but also on the basis of biological incidents and other changes

in an individual's behavior.

### 11. Social expectation for every development period -

Generally it is seen that some social behavior and skills are learned more successfully at a particular age than at some other age. Therefore, society expects that an individual develops according to the fixed timetable. These social requirements are also known as developmental tasks. Havighurst (1995) has defined developmental task as "A developmental task is a task which is learned at a specific point and which makes achievement of succeeding tasks possible. When the timing is right, the ability to learn a particular task will be possible." Some of these tasks are achieved because of maturity while others due to social, cultural pressure, like learning appropriate sexual roles or learning the style of reading and writing.

#### IMPORTANT POINTS:

1. Growth refers to structural physical changes, like growth in height, weight and size of a person.
2. Development includes qualitative changes like social, mental and intellectual development.
3. Growth and development differ from each other significantly. Like, growth is concrete which can be observed while development is abstract which cannot be observed.
4. There are 8 salient stages of development.
5. Many rules are included in the rules of development, like, it is variable, occurs in a definite sequence, it is a result of maturity and learning. In this the early development is more important than the later stage development.

Development is simpler to complex. Continuity is found in development, etc.

#### EXERCISE:

##### 1. Choose the correct option:

- (i) \_\_\_\_\_ is qualitative.  
(a) Growth (b) development  
(c) Belief (d) (a) and (b) both
- (ii) The age of 3-12 years is known as  
(a) Gestational period (b) infancy  
(c) Adolescence (d) childhood
- (iii) Development is a result of  
(a) Age (b) learning  
(c) Maturity (d) (b) and (c) both
- (iv) The duration of developmental forms is  
(a) Definite (b) indefinite  
(c) Infinite (d) none of these

##### 2. Fill in the blanks

- (i) \_\_\_\_\_ are found in development.
  - (ii) The process of development takes place from \_\_\_\_\_ to \_\_\_\_\_
  - (iii) \_\_\_\_\_ is a lifetime process.
  - (iv) The stage from conception to birth is called \_\_\_\_\_ stage.
3. What is developmental task?
  4. Differentiate between growth and development.
  5. Describe the importance of development.
  6. Explain the stages of development.
  7. Describe briefly the rules of development.

#### ANSWERS

1. (i) b (ii) c (iii) d (iv) a
2. (i) Individual differences, (ii) Conception, death, (iii) Development (iv) Gestational