

### GROWTH AND DEVELOPMENT OF THE CHILD

**Q. Define physical growth and development?**

**R.** The term 'growth' has biological significance. It is used to mean merely an increase in size, height and weight of an individual. It is a quantitative concept. It can be measured. The term 'development' is a comprehensive concept as compared to growth. It is used to mean interrelated growth of various aspects of personality. It refers to improvement in functional efficiency of a person. So it is quantitative concept.

The process of growth includes becoming bigger, taller and heavier. It also includes changes in bodily proportions. It refers to growth in the physical part of personality. But development is an all-inclusive concept which encompasses the dimensions of human personality viz. intellectual, emotional, social, moral, physical etc.

**Q. What are the principles of growth and development?**

**a. Continuous process.** It continues right from the moment of conception until the individual reaches maturity. Development of both physical and mental traits continues gradually until these traits reach their maximum.

**b. Continuous but uneven process.** During infancy and early childhood growth is fast but it slows down during later childhood. In early adolescence is rapid as compared to the late adolescence.

**c. Fixed direction.** Physical growth and development follows a certain order and direction.

**d. Growth proceeds from spinal cord outwards.** Spinal cord develops first and then ribs.

**e. Growth is complex.** It is impossible to understand the physical child without understanding him at the same time as a child who thinks and feels.

**f. Development pattern vary.** The children of same age differ in intellectual capacity

**Q. What are the educational implications of physical growth and development?**

**a.** If parents and teachers know the capacities and capabilities of a child, they can provide suitable educational opportunity to the child. It can help in optimum growth & development of the child.

**b.** Awareness of principles of growth and development tells us that there are wide individual differences even from one stage of life to another. This fact justifies the provision of diversified courses for the development of specific talents, abilities and interests of children.

**c.** It guides us to locate the degree of abnormality in our children and to take like-wise remedial measures.

**d.** It enables us to know what to expect and when to expect from an individual with respect to his physical, mental, emotional and social development at different stages of development

**Q. What are various stages of growth and development?**

**R.** A child has to pass through various stages of growth and development which are reflected as under:

1. Prenatal stage. -----Conception to birth.
2. Infancy.. -----From birth to 3 years.
3. Childhood.-----From 3 to 12 years.
4. Adolescence.-----From 12 to 18 years.
5. Adulthood.-----From 18 year onwards.

**Q. Discuss the stagewise development during infancy?**

**R. Meaning of infancy.** This period starts from the day the child is born. It continues upto 3 years.

**Physical development.** Infancy is a period of rapid physical growth.

1. At birth a normal child weighs about 7 pounds and his height is about 20 inches. But by the end of first year, weight increases to 20 pounds and the height increases to 28 inches.
2. Child develops his sensory and muscular skills.
3. By the second year, the child develops sufficient motor skills.

**Emotional development.**

1. The child at this stage cannot show specific emotions like anger, fear or joy as the adults do.
2. He makes random reaction.
3. By second year child exhibits anger. Anger is usually exhibited when adults interfere in his activities.
4. He also expresses joy on seeing familiar faces.
5. He starts crying at the least delay in preparation of his food.

**Social development.** At birth he is neither social nor antisocial. He is asocial.

1. Social development takes place at slow rate.
2. He keeps his contacts only with those persons who look after him.
3. The first event of social development takes place when he starts playing with his peers.
4. The child shows sign of selfishness.
5. He hides himself on seeing outsiders. He feels shy.

**Cognitive/Intellectual development.** In this period, the child's vocabulary develops at tremendous rate.

1. At the end of first year, his vocabulary consists of 3 or 4 words but by the 2<sup>nd</sup> year it develops to 280.
2. The speed of learning is fastest.
3. He has sharp memory.
4. It is the period of development of perception of size, colour, shape, time and distance.
5. Initially span of attention is low, but it increases slowly.

**Educational Implications.**

1. The child security at this stage matters. They should be given balanced diet for their body growth.
2. The child should be given enough freedom in his movements.
3. Over-protection and under-protection should be avoided.
4. He should be provided with play material. This play material should be easy to handle and use.

**Q. Discuss the stagewise development during Early childhood?**

**R. Early childhood.** Early childhood is also known as pre-school stage. From educational point of view this is the most important and impressionable age. It is the period of rapid physical and intellectual development.

**Physical development.** During this period there is an all round development of the body.

1. Height and weight progresses at a fairly uniform rate.
2. Motor development and motor skills which start during infancy go on unchecked to know why and how of things.
3. He develops vocabulary and is able to express himself.

4. The head grows slowly and the brain achieves about ninety percent growth and development.

**Emotional development.**

1. The child throws himself on the ground if his wishes are interfered.
2. He fights with the children of his age.
3. Fear is also common at this stage.
4. The child is also jealous of new born baby, if there is any.
5. Bursts of aggressiveness, anger and negativism are the characteristic behaviour of this stage.

**Social development.**

1. If the family atmosphere is secure and permissive, the child's social development will be facilitated and vice versa.
2. He learns how to talk, behave and converse with his family members.
3. He also develops friendship with the children in the neighbourhood.
4. He develops complex social behaviour characterized by cooperation, sympathy, imitation, teasing and quarrelling.

**Intellectual development.**

1. He tries to understand various objects around him.
2. He develops his power of reasoning.
3. He attends to concrete material only. He does not proceed to abstract thinking at this stage.
4. He can relate objects to each other and classify them.
5. His vocabulary is enriched at a great speed.
6. Language skill develops rapidly.
7. His curiosity leads him to ask questions to parents and teachers.

**Educational implications.**

1. The child should be encouraged to do things with his own hands, thus developing his muscles.
2. In schools there should be provision of games and the child should take part in these games.
3. The teacher should provide scope for co-curricular activities and encourage child to take part in them.
4. Healthy atmosphere should be encouraged.
5. The teacher should facilitate the students to ask questions, thereby addressing their curiosity.

**Q. Discuss the development during late childhood stage?**

**R.** This is the period between 6 and 12 years of age beginning with the entry into school and ending in the advent of puberty.

**Physical development.**

1. There is great increase in height and weight of the individual.
2. Muscular coordination facilitates the learning skills.
3. Boys take interest in games and skills requiring physical strength.
4. Girls are interested in the finer works and household work.
5. During this period sex difference becomes quite clear.

**Emotional development.**

1. Later childhood is the stage in which a child develops control and stability over his emotions.
2. He develops the techniques of controlling, suppressing and postponing emotions.
3. He gets angry but he does not hit out.
4. He is still jealous, but does not cry.
5. He may be afraid of things but tries to look brave.

**Social development.** The child develops social tendencies and picks up so many social virtues.

1. He likes to play in groups and share his toys with others.
2. The child prefers group games to individual games.
3. Feelings of mutual cooperation, team spirit and group loyalties are developed.
4. His social circle widens and is not limited to family members and neighbourhood, but beyond this.

**Intellectual development.**

1. He tries to understand various objects around him.
2. He develops his reasoning ability.
3. He attends to concrete material only. He does not proceed to abstract thinking at this stage.
4. He can relate objects to each other and classify them.
5. His curiosity leads him to ask questions to parents and teachers.
6. Children at this stage judge their actions and also criticize the actions of others.

**Educational implications.**

1. It is the job of the teacher and parents to provide the child with rich and varied experiences and situations and opportunities for the development of the reasoning, thinking, observation, concentration and intelligence.
2. In schools there should be provision of games and the child should take part in these games.
3. The teacher should provide a number of co-curricular activities and encourage child to take part in them.
4. The teacher should encourage the students to ask questions, thereby satisfying their curiosity.
5. Variety of reading material should be provided to boys as well as girls to satisfy the diversity of their interests.