

# CHILD DEVELOPMENT & PEDAGOGY

## Child Development

### Concept of Child Development and its Relationship with Learning

Child development refers to the biological, psychological, emotional changes that occur in human beings between birth and the end of adolescence then through adulthood, as the individual progresses from dependency to increasing autonomy.

**Meaning of Growth :** In general, growth means the growth of different parts of human body and the ability of those parts to work. The physical growth effects our behaviour and vice versa. Thus growth means—body, shape and growth in weight. This includes growth of muscles also.

**Herbert Sovenson** has called physical growth as ‘big and heavy’.

**Meaning of Development :** The word ‘Development’ indicates towards changes related to Growth and moves towards maturity. Due to Qualitative and Quantitative changes, men form and create changes. Thus development is a process of maturity. Physical growth depends mostly on physical development.

According to **Jersild, Telford and Sawrey**, “Development refers to the complex set of processes involved in the emergence of a mature functioning organism from fertilized ovum.”

**E. Hurlock** said, “Development is not limited to growing layer. Instead it consists of a progressive series of changes towards the goal of maturity.”

E. Hurlock also said, due to development new abilities grow in a man.

**Growth and Development :** The terms growth and development are often used interchangeably. But in fact they are conceptually different. Growth refers to quantitative changes in size which include physical changes in height, weight, size, internal organs etc. We observe that as an individual develops old features of his, like his body fat, hair and teeth etc. disappear. In their place, it comes various new features like facial hair etc. When maturity it comes, the second

set of teeth and primary and secondary sex characteristics, etc. appear. Similar changes occur in all the aspects of personality.

Growth and Development can be understood as under :

**Growth :** During infancy and childhood, the body of a person steadily becomes larger, taller and heavier. It is growth. Thus, it is evident that growth involves changes in body proportions as well as in overall state and weight. The term growth, thus, indicates an increase in bodily dimensions.

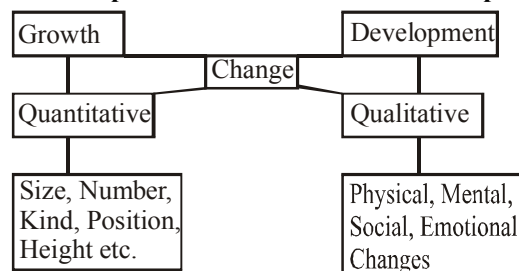
**Development :** Development refers to the various qualitative changes taking place simultaneously with quantitative changes of growth. Thus, development may be defined as a progressive series of orderly and coherent changes. To understand development these terms are to be explained :

(i) **Progressive :** The term Progressive denotes that changes are directional. They lead forward rather than backward.

(ii) **Orderly and Coherent :** These terms suggest that there is a definite relationship between the changes taking place and those that precede or will follow them.

Thus, development represents changes in an organism from its origin to its death. It is the series of overall changes in an individual due to the emergence of modified structures and functions that are the outcome of the interactions and exchanges between the organism and its environment.

### Pictorial Representation of Growth and Development

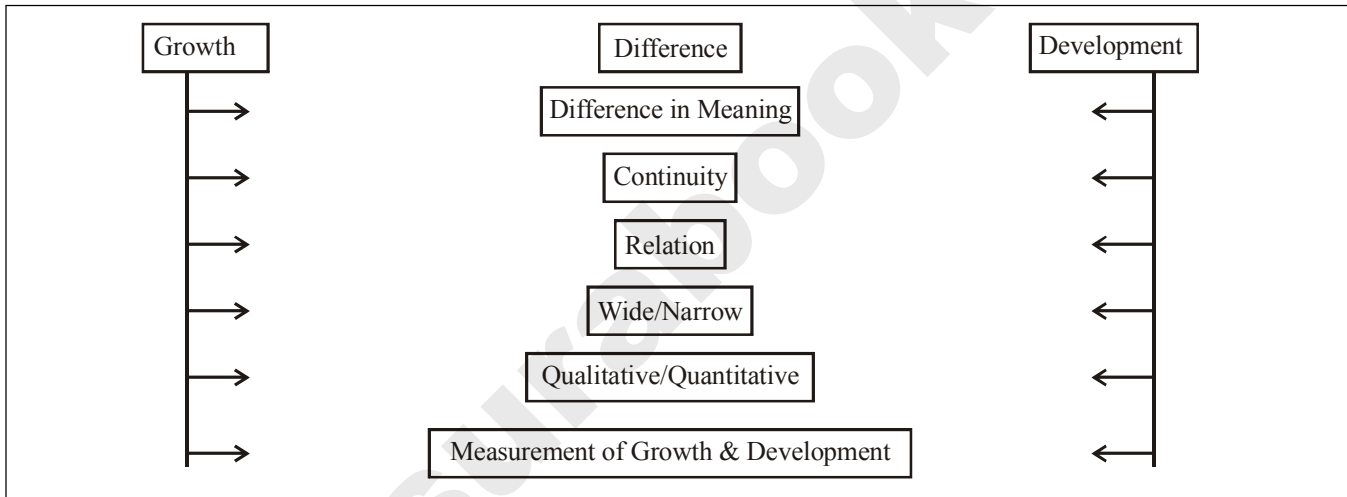


### Difference between Growth and Development

(1) The term growth is used in purely physical sense. It generally refers to an increase in size, length, height and weight. Changes in the quantitative aspects come into the domain of growth.	(1) Development implies overall changes in shape, form or structure resulting in improved working or functioning. It indicates the changes in the quality or character rather than in quantitative aspects.
(2) The changes produced by growth are the subject of measurement. They may be quantified and are observable in nature.	(2) Development, as said earlier, implies improvement in functioning and behaviour and hence brings qualitative changes, which are difficult to be measured directly. They are assessed through keen observation in behavioural situations.

CHILD DEVELOPMENT AND PEDAGOGY

(3) Growth may or may not bring development. A child may grow (in terms of weight) by becoming fat but this growth may not bring any functional improvement (qualitative change) or development.	(3) Development is also possible without growth as we have seen in the cases of some children that they do not gain in terms of height, weight or size but they do experience functional improvement or development in physical, social, emotional or intellectual aspects.
(4) Growth is one of the parts of development process. In strict sence, development in its quantitative aspect is termed as growth.	(4) Development is a wider and comprehensive term. It refers to overall changes in individual. Growth is one of its parts.
(5) Growth may be referred to describe the changes, which take place in particular aspects of the body and behaviour of an organism.	(5) Development describes the changes in the organism as a whole and does not list the changes in parts.
(6) Growth does not continue throughout life. It stops when maturity has been attained.	(6) Development is a continuous process. It goes from womb to tomb. It does not end with the attainment of maturity. The changes, however small they may be, continue throughout the life span of an individual.



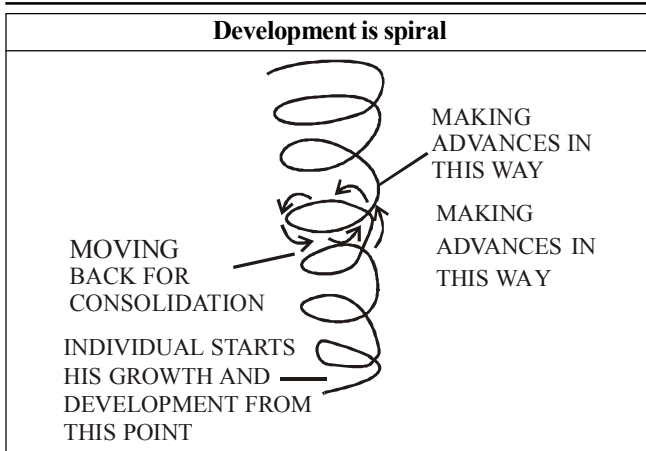
STAGES OF GROWTH AND DEVELOPMENT	
Name of Stages	Period and Approximate Age
(1) Pre-natal (pre-birth) stage	From conception of birth
(2) Stage of Infancy	From birth to two years
(3) Childhood stage	From 3 to 12 years or in strict sense up to the onset of puberty
(a) Early Childhood	From 3 to 5 years
(b) Later Childhood	From 6 to 12 years
(4) Adolescent stage	From the onset of puberty to the age of maturity (generally from 12 to 19 years)
(5) Adulthood	From 20 years and beyond or in strict sense from the age of attaining maturity till death

**Developmental Tasks (Learning) of the Various Stages of Development**

The Development period as we know in the human being ranges from birth to the attainment of maturity *i.e.* expiry of the adolescence period. The significant stages of development

during this period may be named as stage of infancy, stage of childhood and stage of adolescence. Let us try to know about something about the nature of development tasks needed to be performed by the youngsters during the above mentioned three developmental stages of our life.

CHILD DEVELOPMENT AND PEDAGOGY



**Development Tasks of Infancy (up to 2 years)**

- Learning to crawl, stand, walk, run, climb, jump, throw etc.
- Learning to drink and to take solid food
- Learning to talk
- Learning to acquire physiological stability
- Learning to control elimination of bodily wastes
- Learning to explore the physical environment surrounding him
- Learning to play with toys
- Learning to accomplish the skill of tricycling
- Learning to pay attention towards the things, persons and events
- Learning to recognize and identify the things and persons
- Forming simple concepts of social and physical reality
- Learning to recite the poems and stories
- Learning to imitate the behaviour and actions of others
- Learning to acquire almost all the positive and negative emotions in his behavioural expression
- Learning to shift his attention from the play material to his playing mates
- Learning to take interest in the company of his age-mates and other growing children
- Learning to relate oneself emotionally to parents, sibling and others

**Development Tasks of Early Childhood (from 3 to 5 years)**

- Learning to acquire competencies in the motor skills like walking, jumping, climbing, sliding, tricycling, hopping, galloping, skipping, throwing, bouncing and catching
- Learning to acquire simple basics in language skills like, speaking, listening, reading and writing
- Learning sex differences and sex modesty
- Learning to distinguish right and wrong and developing a conscience
- Learning to develop right concepts related to social and physical reality
- Learning to remain away from the parental authority and enjoy the companionship of other children

- Learning to give up his 'I' feeling and develop the 'we' feeling
- Learning to acquire the ability to sense similarities and dissimilarities and compare and contrast the things
- Learning to control over expression of emotions

**Developmental Tasks of Later Childhood (from 6 to 12 years)**

- Learning motor and physical skills necessary for playing different indoor and outdoor games
- Learning to get along with age-mates
- Learning appropriate sex roles
- Building wholesome aptitudes towards oneself as a growing organism
- Development of necessary skills in language and communication, computation, sketching and drawing etc.
- Development of various interests, attitudes, likings and dislikings towards the things, persons and ideas
- Development of concrete and abstract concepts regarding things, persons, ideas and processes
- Development of conscience, morality and scale of values.
- Development of the capacity to reason, think and problem solving
- Development of the loyalty towards the group

**Development Tasks of Adolescence (from 13 to 18 years)**

- Development of abilities, motor and physical skills for playing difficult complex and hard indoor and outdoor games
- Development of abilities, motor and physical capacities for performing mental tasks and physical labour
- Development of mental and cognitive abilities to perform difficult mental tasks and operation
- Development of all types of concept - requiring concrete or abstract operation
- Learning to accept one's physique and satisfaction with one's appearance
- Learning to play a masculine or feminine role
- Learning to develop new relations with age-mates of both sexes
- Learning to acquire maturity in sex behaviour
- Development of a sense of one's own identity
- Development of a sense of one's identity
- Learning to gain the means and ways for economic independence
- Development of sentiments towards things, persons, places and values
- Learning to acquire civic sense, social responsibilities and ways of democratic living
- Learning to build a sense of belongingness to one's group, culture, community and nation
- Learning to adjust with a sense of self-sacrifice and martyrs-like feelings for the cause of society, religion, nation and humanity

- Gaining vocational awareness and getting ready for entering into higher academic or professional courses of study
- Gaining competencies and skills for meeting the needs of specific interests and aptitudes
- Striving to gain desired height on the mental, emotional and social maturity scales
- Preparing for playing the roles of a matured adult in future life

At the end we can say - Development is a gradual process and studies show that there are great individual variations between and within individuals, in the expressions of behaviour. With development, behaviour peaks out in different individuals at different age levels. Nevertheless, we can make some rough predictions of the crisis stages in development. From around eighteen months through three years of age we have the stage of negativism, a stage of resistance. Approximately at the age of six the child again shows his negative side; he is impulsive, compulsive, bossy and full of indecision. Experiences seem to come prematurely.

## Principle of Child Development

### General Principle of Development

The process of development is very wide, complex and continuous' thus some principles need to be followed to understand it. Some of these principles are as under :

**1. Principle of Continuity :** Development follows continuity. It goes from womb to tomb and never ceases. An individual starting his life from a tiny cell develops his body, mind and other aspects of his personality through a continuous stream of development in these various dimensions.

**2. Principle of Uniform Pattern :** The process of development has uniformity and few individual differences. But uniformity is in functions like development of language in children. The physical development is also in a uniform manner. This development starts from head. Thus the milk teeth falls first. Thus the development of similar species have a definite uniformity.

**3. Principle of Individual Differences :** Psychologists give due importance to the principle of individual differences. The process of development has been divided into different age-groups and as every age group has its specific features and have different behaviour; these differences cannot be ignored. Even twin-children have differences. Thus every individual has individual differences.

**4. Principle of Integration :** Where it is true that development proceeds from general to specific or from whole to parts, it is also seen that specific response or part movements are combined in the later process of learning or development. "Development", as **Kuppuswamy** (1971) observes, "thus involves a movement from the whole to the parts and from the

**parts to the whole".** It is the integration of whole and its parts as well as of the specific and general responses that make a child develop satisfactorily in the various dimensions of his growth and development.

**5. Principle of Interrelation :** The growth and development in various dimensions like physical, mental, social etc. are inter-related and interdependent. Growth and development in any one dimension affect the growth and development of the child in other dimensions. For example, children with above average intelligence are generally found to possess above average physical and social development. The lack of growth in one dimension diminishes the bright possibility in other dimension. That is why, the child having poor physical development tend to regress in emotional, social and intellectual development.

**6. Principle of Maturation and Learning :** In the process of Growth and development, maturation and learning play an important role. In maturity growth and development get effected towards learning. Any child needs to be mature to do a work. Maturity also has different levels. These levels affect his learning process. For instance if a child is keen to learn something and lacks maturity then he will not be able to learn it.

**7. Principle of Joint Product of Heredity and Environment :** Child growth and development is the joint product of heredity and environment. Various examples have proved this fact. The effect of both of these cannot be sparated. Heredity is the foundation of the personality of a child.

**8. Principle of Total Development :** The physical development in human beings is as per time and side-by-side the different aspects of human personality also develops like social, physical, emotional, mental etc. All these aspects are dependent on each other and affect each other. Thus a teacher should take care of all the aspects of a child.

**9. Principle of Development Direction :** Growth and development have their own definite direction. In human body, first of all, head becomes of adult size and legs in the end. In the development of embryo, this principle is very clear. Thus development has different directions :

- (i) Cephalocaudal Saquence :** Human child grows from head to legs and not *vice versa*.
- (ii) Proximodistal Sequence :** This development starts from back have one and then external Promixodistal sequance starts. Thus we can say that at embryo stage, firstly head develops, then lower portion of the body. Similarly firstly spinal cord develops, then heart, chest etc.
- (iii) Structure Precedes Functions :** Firstly all the body parts develop then they are used, but before that their muscles should develop.