INTRODUCTION

Have you seen your childhood photos? Have you thought about the changes that happened to you by now? You have experienced changes in size, appearance, emotions and other psychological characteristics. But individual differences exist in the process of change. Thus the change pattern differs from individual to individual which determines the uniqueness of the individual. But the fundamental process of change remains the same as each and every person passes through the same stages of development. The changes are basically determined by two major factors—heredity and environment. You, as an individual, with your own unique heredity and environment travel the journey of growth and development with your peculiarities making you unique. Thus to understand the unique characteristics of the individual, it is important to understand the various concepts related to growth and development. In this unit, you will understand the concept of human growth and development, principles of development, stages of development, and issues related to growth and development. You will also study the developmental tasks in diverse socio-economic and cultural background and the impact of school on the development which will help you to understand the behaviour of your students so that you can facilitate the process of development as per their unique demands.

OBJECTIVES

After going through this unit, you should be able to:

- explain the concept of growth and development;
Growing Up: Infancy to Adulthood

- differentiate the concept of growth and development;
- explain the principles of development;
- describe the various stages of development with real-life examples;
- discuss the various issues related to development;
- identify the developmental tasks in diverse socio-economic and cultural backgrounds; and
- explain the impact of school on development.

### 4.3 HUMAN DEVELOPMENT

Human being undergoes changes throughout the life. You can recall your past memories about the changes you have undergone. These changes are progressive in nature as a response to the environmental demands. These not only differ from individual to individual rather stage wise also. A child may exhibit fast changes in physiological and psychological dispositions but later on the speed of action changes. The changes are determined sometimes by genetic inheritance and sometimes by environmental factors. If you compare the rate of changes in infancy and adolescence, you will understand that there is not only difference in the rate of change but the aspects of change also differ from stage to stage.

#### 4.3.1 Concept of Growth and development

You know that from conception to death the individual undergoes change. There are two concepts associated with human changes—growth and development. Generally, we may use these words interchangeably. But they differ from each other with respect to the nature of changes they brought in the individuals.

Growth basically refers to the quantitative changes in body proportion like change in height, weight, internal organs etc. In other words, growth means increase in size of not only the overall dimensions of the body in terms of height and weight but also of the parts of the body such as head, arms, trunk, heart and muscles. It changes from early stage of growth to the later stage. Thus growth is confined to the physical changes which are quantifiable. You might know that at the time of birth, the details of a newborn baby like body weight, height and sex are recorded in the medical document. You can study any medical file of any newborn baby to understand the various aspects related to the concept of growth.

Development, on the other hand, reflects the qualitative changes in the individual. It may be defined as a progressive series of orderly, coherent changes. The term progressive denotes that changes lead forward. Orderly and coherent assume that there is a definite relationship between the changes occurring and those that precede or will follow them. These changes bring functional maturity in the individual. So, development is qualitative changes in the person which is reflected in the improvement in working or functioning of the person. For example, if we measure the height and weight of the child then we are dealing with the concept of growth but when we talk in terms of improvement in functioning like writing with pen or keeping objects on high place, then these changes in the child denotes developmental process. Thus, we may conclude that growth stops after a certain age whereas development may go on.
Check Your Progress 1

Notes:  (a) Write your answers in the space given below.

(b) Compare your answers with the one given at the end of the unit.

(i) Indicate ‘G’ for Growth and ‘D’ for development for the given statement.
   a. A three months baby starts turn over.
   b. A one year old child starts pronouncing ‘Maa’.
   c. A girl’s height increased by eight inches after six months of her birth.
   d. A ten years old boy is able to serve water to guests.

(ii) Differentiate the concept of growth and development on any five points.

(iii) Observe any two kids of different age and identify any five examples of growth and development in each of them.

4.3.2 Principles of Human Development

From the above paragraphs, you have come to understand that development is a progressive series of qualitative changes that occur due to maturation and experience. Thus human development is based on certain principles. Let’s try to understand the underlying principles of human development.

- Principle of Continuity

Development follows the principle of continuity which starts with conception and ends with death. It is a never ending process in life. The child, through the developmental process, passes continuously with changes although the pace and quantity of change vary from stage to stage. Although it seems that a child has a maturity level still s/he undergoes change. For example, a child at the age of four has learnt some words but later on s/he will learn to prepare sentences out of it. So, development never ends but it continues till the death.

- Principle of Individual Differences

Case 1: Rishabh and Chitranshu are siblings. They are brought up under same family environment. Rishabh used to play football but Chitranshu always ignored to play those games which demand rigorous physical efforts. When examined by the pediatrician, his mother came to know that Chitranshu is suffering from the problem of heart enlargement.
What would you infer from the above case? You may say that though the two children were born in the same family, there is difference in their physical development. As we have already discussed earlier, every individual is unique in himself/herself as the heredity and environmental factors makes him/her different from others. So, development is also based on the principle that although some aspects of development will be common for all the individuals, but because they possess different hereditary traits and environment, they differ from each other. For example, if the child is having an inborn capacity of music s/he may not exhibit the same amount of skill of performing the music as compared to the child who got the opportunity to be trained in music.

- **Principle of Sequentiality**

Principle of sequentiality states that every individual although exhibit difference in change, they follow the same sequence of change. In prenatal stage of development, a genetic sequence is followed appearing at fixed intervals with specific characteristics. **Cephalocaudal** and **proximodistal tendencies** are found to be followed in maintaining sequence and direction of development. The **Cephalocaudal tendency** exhibits that the development proceeds in the longitudinal direction i.e. from head to foot. That is the reason why the child first gains control over head before s/he starts walking. **Proximodistal tendency** proceeds from near to the distant and from parts of the body near the center develop first then the extremities. Therefore the child in the earlier stage of development exercises on the fundamental muscles rather than the smaller muscles or fine motor skills. Thus the child follows the sequence in the development process as s/he first draws some haphazard line before writing an alphabet.

![Fig. 4.1: Principle of Sequentiality](image)

- **Principle of Generality to Specificity**

As we have already discussed that the development process follows a sequence. It proceeds from head to foot and from central axis to extremities of the body. In the same way, this principle of sequentiality also suggests that the nature of development follows the principle of generality to specificity. The development process starts with general responses shown by the child as s/he passes through the later stages s/he starts exhibiting specific behaviours. For example, a child may utter a sound which is common for each and every object and person s/he sees in the environment, like *inna*, but later on s/he starts pronouncing specific words denoting specific objects or persons, like *maa, pa*, and so on.
Activity 1
Observe children below 3 years in your neighbourhood and give more examples for the principle of generality to specificity.

-----------------------------------------------

· Principle of Interrelation

Case 2: Pinky is 16 year old who is gaining physical maturity. Earlier she used to play with all the kids in neighborhood, but now her social circle has reduced to girls only while attraction towards opposite gender can be observed. This suggests that the change in the physical aspect of Pinky has affected her social and emotional behaviour.

As we all know that development does not solely mean physical aspect of human life rather it includes cognitive, affective, social and moral aspects also. Thus, the development of an individual is reflected through the balanced interrelation of all the aspects of life. Development in any aspect affects the other aspect also. For example, if an adolescent girl passes through a significant change in physical aspect, her emotional, social and moral dimensions also will change.

Activity 2
Observe 11-16 year old children in your school. Note the behavioural changes in girls and boys as they start showing physical gender appearances. Do you come across any difficulty faced by those who mature early?

-----------------------------------------------

· Principle of Interaction

The principle of interaction suggests that an individual is the product of heredity and environment. In other words, the interaction takes place within and outside forces of the child. As we have earlier studied that the individual standing before the society is not the sole product of heredity rather it is due to the combination of what s/he is and what s/he receives from the environment. For example, if a child is deficient in mental capacity it is due to her/his genetic disposition but if s/he is capable of doing some household activities then it is possible due to the environment. In the society also some people are successful enough but some are not. The reason behind it may be due to the differences in individual’s environment. Thus, it can be said that development is the product of the interaction between the environment and heredity.

· Principle of Differentiation in Rate

Differentiation in rate indicates that individuals differ in the rate of development. We can observe that there is difference in the rate of development in girls and boys, like girls grow faster than the boys at the early stage of development. Another aspect is that the rate of the development process also differs stage wise and dimension wise. For example feet, nose, hands develop at the early stage of adolescence but the
shoulder grows gradually. In the same way, the nature of mental development is also not of uniform pace. For example, a child starts memorizing concepts or facts at the early stage of development, but later on s/he starts thinking logically.

- **Principle of Integration**

Principle of Integration refers to the integration of various aspects of development like physical, mental, emotional, social and moral. The individual we are observing is not the sole reflection of any one aspect rather it is the integration of all the dimensions of development. Although we have already studied that the change in any dimension affects other dimension also but the personality of a child is the product of the balanced integration of all the aspects. For example, a child who is performing brilliantly in any examination is not only the reflection of her/his mental development rather the performance is the balanced reflection of all the aspects of development.

- **Principle of Predictability**

Development is predictable i.e. with the help of the uniformity of the pattern and sequence of development. We can predict the behaviour to a great extent of child in one or more aspect in a particular stage of her/his growth and development. Likewise, the prediction of an adolescent can be done on the basis of the characteristics s/he exhibits at her/his stage of development. For example, an adolescent child’s choice of clothing is more guided by the choices of her/his friends circle. Thus, we can assume that in case of interference of parents in buying clothes, may lead to reactive behaviour or may not taking interest in buying it. Therefore, the nature of development, to a great extent, is predictable.

---

**Reflect**

Suppose you got an opportunity to teach students of class XI, to whom you have earlier taught in Class VIII. How will you decide about the methods and strategies of teaching on the basis of principle of predictability?

---

**Check Your Progress 2**

**Notes:**

(a) Write your answers in the space given below.

(b) Compare your answers with the one given at the end of the unit.

(i) Indicate the principle reflected for the given statement.

a. Sita is studying in a convent school and Gita in a government school. They met each other in a science exhibition and Gita was very surprised on seeing Sita using laptop for explaining her project.

b. Mamta saw her niece after seven years and she was shocked that her height increased significantly.

c. My friend’s daughter is now a grown up girl, she has started showing preferences for playing with girls only.

d. Uttering ‘mum’ for water and later on speaking ‘pani’.

(ii) Differentiate the principle of integration and interrelation with the help of an example.

..............................................................................................................................................
..............................................................................................................................................
..............................................................................................................................................
..............................................................................................................................................
...............................................................................................................................................
..............................................................................................................................................
4.4 STAGES OF DEVELOPMENT

The development process, as we have already learnt, passes through certain stages. These stages differ from one another. Each stage of development (see fig.4.2) is unique and has certain specific characteristics.

Fig. 4.2: Stages of development

As per the psychological classification, age range has been used to specify stage of development. The stages of development are classified as follows-

<table>
<thead>
<tr>
<th>Name of the Stage</th>
<th>Period and Approximate age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prenatal</td>
<td>Conception to birth</td>
</tr>
<tr>
<td>Infancy &amp; toddlerhood</td>
<td>Birth to 2 years of age</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>2 to 6 years of age</td>
</tr>
<tr>
<td>Later childhood</td>
<td>6 to 10 years of age</td>
</tr>
<tr>
<td>Adolescence</td>
<td>11 to 18 years of age</td>
</tr>
<tr>
<td>Adulthood</td>
<td>18 years and above</td>
</tr>
</tbody>
</table>

Let’s try to understand unique features of each and every stage of development except prenatal development.

- **Infancy**

The period of infancy covers the preschool stage of child development. Infancy stage is the period of rapid growth and development. Inner as well as outer organs develop at a rapid speed which can be seen in increase in height and weight. The infants of first two weeks are called neonates. They have soft, wrinkled skin and they sleep for almost 18 to 20 hours. They cry only when they are hungry. As soon as their hunger is satisfied they sleep again. In this stage they depend more on the family members especially on mothers. The baby starts recognizing mother. Few months later, the child is able to babble and exhibit some muscular movements and later on till six months s/he is able to exhibit coordinated muscular movements. The baby begins to concentrate on her/his own body. When s/he starts crawling, her/his curiosity increases. The infant starts gaining motor control of the head then of the muscles of the lower part of the body.
After six months s/he starts seeking emotional satisfaction from the family members. Self-assertion is one of the key features of this stage. Although the child is depending still s/he demands that her/his wishes should be satisfied. This is the period of baseless imagination. S/he imagines and aspires than her/his actual capabilities. At this stage of development the child is ego-centric. S/he demands everything from the environment. S/he is not aware of the social norms. The child only focuses on the gratification of needs. This stage is labelled as sensorimotor stage which is marked by moving from reflex action to goal directed behaviour.

Activity 3

Interview the parents of an adolescent. Sketch the developmental pattern followed.

- Early Childhood

This stage is known as preschool stage. The child refines his/her behaviour and enlarges the scope of associating with people. Although the rate of physical growth continues to be normal, there is marked difference in the cognitive and linguistic abilities of the child. At this stage of development there is expansion of cognitive abilities. The child, at this stage, exhibits the semiotic function which means the ability to deal with symbols. Although the child is able to think about symbols still he lacks reversibility. Reversibility here means the way in which the child has learned anything he is not able to understand if it is slightly reversed. For example, if you show two same glasses of water to the child s/he will answer that both glasses contain equal quantity of water but if you pour it in a narrower glass the glass will seem to be more filled than the earlier one so the child is not able to guess correctly about the quantity of water.

Another aspect is of language development. The child at this stage starts developing sentences on his/her own by using the grammatical rules to some extent. Moreover, in comparison to infancy stage, the emotions of the child are more common, intense and distinguished, while socially the child reflects happiness in learning, growing and playing together (fig.4.3).
Later Childhood

The period from 7 to 12 years of age is slow in comparison to the early stage of development. The later childhood is characterized by intellectual, moral, and social development. The children are more aware about their achievements and form groups. They start understanding rules and they accept rules. They stick to one or two close friends and prefer to play with the same gender. The motor coordination improves and thus, leads towards the plays like climbing tree, skipping, etc. As their intellectual abilities develop, they are able to make perceptions about the people around them.

Adolescence

Adolescence is the stage of transition. The child moves from childhood to more mature stage of development. This stage is characterized by important changes in physical, cognitive, and social aspects.

Physical changes are very important in this stage. There is change in height and weight of both boys and girls. There is increase in height. The age differs from individual to individual. But increase in height has its association with the pubertal growth. Sexual differences are observed. At the age of 13 years girls surpass boys but by the age of 15 boys surpass girls. In majority cases, girls by the age of seventeen and boys till eighteen reach their maximum height.

Along with the change in height and weight one important physical change is observed in the form of maturity in sexual organs. This change in the form of sexual maturity has impact on the socio-emotional aspect of the child. They become more conscious about their physical appearance. At this stage we can see that children are more attracted towards the opposite sex. We can also notice the development of ‘infatuation’ in this stage. Now, they have their own world which is basically influenced by their friends circle.

On the emotional aspect, this stage is characterized by heightened emotionality. There are many reasons behind the emotional hike during adolescence period. Due to hormonal changes adolescents face emotional disturbances, like self-consciousness, inferiority complex, and stressed relationship with parents which lead to a diversion in social relationships.

Therefore, another important aspect of this stage is the social change. At this stage, the children are more influenced by their peer group which act as standards for them. Their choices are basically directed by the group they belong to. But, the friends at this stage are less in number. Children select their friends on some criteria. They live in the world of fantasy. Heroes are role models for them. Their choices of clothing and fashion are guided by peer group or heroes. Moreover, daydreaming is one feature of this period. Along with this, children become conscious about their career and start thinking in that direction.

This stage is marked by significant cognitive developments. One of the important characteristics of this stage is that children develop ability to generalize facts. They start doing logical thinking and for this they are capable of doing abstract thinking. Thus, this period is the most important period of human development as it is a transitional period in which a child undergoes significant physical, cognitive, emotional, and social changes which are base for the future life of the child. That is why this stage is also referred as the stage of stress and storm. Let us understand this with the help of a case study.
Case 3: Apoorv’s mother is cooking something special for his birthday celebration. She took half day from her office for all these preparations. Apoorv happily comes down and finds her mother busy in kitchen. He asks her mother what she is doing. Mother tells him that she is preparing special food for evening party on his birthday. Apoorv reacts rashly and informs her mother that he is going out to celebrate with his friends. He demands cash for the party. On refusing, he gets irritated and shouts loudly that he is now grown up and none of his friends celebrates birthday at home. He doesn’t want to get insulted in front of his friends.

Reflect

Raj is studying in Class XII. He is from a rich family with both mother and father working in multinational companies at higher posts. They return home late night and on weekends, they get busy in late night parties. Raj, therefore, used to spend his time with friends. One day, while cleaning his room, his mother found some undesirable things. She gets disturbed and immediately contacted his father. With further enquiries they came to know that their child has started taking drugs.

What as a teacher, are you going to suggest Raj’s parents?
......................................................................................................................
......................................................................................................................
......................................................................................................................
......................................................................................................................

Adulthood

Adulthood stage is comparatively a mature stage. At the early phase of this stage the individual is more bothered about her/his career and future life. Now the social expectation also changes. This stage basically demands planning for professional life and marriage. This the most responsible phase of life.

In the later part of adulthood, the role of the individual also changes. Now, s/he may have the responsibility of the whole family. Moreover, s/he may be able to guide others as a mature person regarding career, life etc. on the basis of the experience s/he has gathered in her/his life.

The last part of adulthood deals with the old age. At this stage the individual is at retirement stage or near to retirement. The concerns change and the individual is more conscious about the health hazards. Some people may develop spiritual inclination and start preparing for the ultimate end of life.

Check Your Progress 3

Notes: (a) Write your answers in the space given below.
......................................................................................................................
......................................................................................................................
......................................................................................................................
......................................................................................................................
......................................................................................................................
4.5 ISSUES IN DEVELOPMENT

We have already studied that each and every individual passes through certain developmental stages. There are certain underlying principles of development which are more or less common to all individuals. Still psychologists and educationists differ in their opinion about the nature and underlying principle of development. As we have already established that heredity and environment both affect the growth and development of the individuals, there are other issues related to this phenomena. Let’s try to understand them one by one under different captions.

4.5.1 Nature vs. Nurture

Is development the product of nature or nurture? Psychologists and educationists had debate on this issue. When we talk about nature in child development, we are talking about what comes to children through heredity. When we talk about nurture, we are referring to the influence of the environment. People who are in favour of nature suggest that only nature is responsible for the development. On another hand, those who are in favour of nurture, suggest that the development of an individual depends on the environment, how it nurtures the individual. Thus the issue of nature vs. nurture emerges.

But if we analyze the development of the individual, it neither seems to be the product of sole nature nor of sole nurture component, rather it is the product of both nature and nurture. Let’s try to understand it with the help of a case.

Case 4: Raju and Nikhil were identical twins. When they were 2 years old their mother expired. Raju was sent to his grandmother at the nearby village in Tamilnadu and Nikhil was brought up by his father. After some years Raju went to meet his father. Raju’s father was very surprised looking at him. He was not different in his physical development but a complete difference may be noticed in language, social behaviour and cognitive parts of the two. The dissimilarity was due to the difference in upbringing environment of the two brothers. Thus, if the nature remains same, still the difference in environment makes significant difference in the development process. Therefore, the individual’s development is the product of interaction between nature and nurture.

4.5.2 Continuity vs. Discontinuity

Do you believe that humans change gradually, in ways that leave them not so different from the way they were before, or do you believe humans change abruptly and dramatically?

One aspect of the continuity vs. discontinuity issue focuses on whether the changes humans undergo over the life span are gradual or abrupt. Continuity theory suggests that an individual’s development is a smooth and gradual process. As you can see in the figure 4.4a, the girl is moving from infancy towards adulthood in a progressive manner. The base for the path of all the developmental stage is common. Here, you
can observe that the early stage of development provides a base for the consequent stage.

![Continuous development](image1.png) ![Discontinuous development](image2.png)

**Fig. 4.4a: Continuous development**  **Fig. 4.4b: Discontinuous development**

But the discontinuity theory suggests that the change is abrupt during the course of life. It also believes that each stage of development is unique and is characterized by distinct feature. For example, if a child is at infancy stage s/he will exhibit the behaviours peculiar to that stage, which will not be the characteristic of the same child at adolescence stage (fig.4.4b). In other words, in the view of discontinuity theory development is stage specific.

### 4.5.3 Activity vs. Passivity

Let’s try to understand another issue related to development with the help of a case. 

**Case 5:** Aparajita and Madhvi are studying in same class. Aparajita has cognitive ability to achieve high scores even when she takes classes in a very light manner. She is basically not interested in studies. On the other hand, Madhvi is a student with average cognitive ability but she puts hard work in learning concepts. Madhvi willingly took admission and was very eager to take up the course. In the first test Aparajita scored higher than Madhvi, where as the latter showed a tremendous improvement in her second test. This was due to her own efforts on assessing her weakness and working hard on it.

From the above mentioned case, we can analyze that there are two issues related to individual’s development. The first issue of ‘activity’ assumes that in the development process the individual is active. S/he does not accept what is coming naturally. Rather s/he tries to choose her/his own pathway of development, as we can see in the case of Madhvi’s efforts for improvement in her achievement.

On the other hand, ‘passivity’ in development suggests that individual accepts as it is whatever is coming in the pathway of development. In other words, the psychologists interpreting development as a product of passivity of individuals consider that individual accepts the change coming naturally. Like the case of Aparajita who does not put any effort for improving her scores as she was very passive in studies.

### 4.5.4 Universality vs. Context Specific

We have already studied that development is a continuous process which starts from birth to death. Development of the individual is based on certain principles. The principle of sequentiality and uniform pattern leads to one important issue of universality. Universal assumption of development assumes that the path of development is common to all individuals. For example, the stages of development
starting from infancy to adulthood are common for all the individuals. In other words, every human being passes through sequential pattern of development irrespective of culture, community and society.

The extent to which the developmental changes are different across cultures, community, society and individuals is an issue of ‘context-specific’ development. Path of development followed in one culture may be quite different from path followed in another culture. This issue suggests that development takes place in the specific context of the different aspects like society, culture, individual etc. For example, an individual from a tribal background may have a set of social behaviours which is different from the individual of urban area. Moreover, the way of greetings, language, art and aesthetics also reflect the context-specific development of individuals. Therefore, within a particular culture, the developmental changes may differ from subcultures to subcultures, family to family and individuals to individuals. But, it may be observed that despite the context-specific development, individuals pass through the similar developmental stages.

**Check Your Progress 4**

**Notes:**
(a) Write your answer in the space given below.
(b) Compare your answer with the one given at the end of the unit.
(i) What issues have been central to the study of children and adolescents?

..................................................................................................................
..................................................................................................................
..................................................................................................................
..................................................................................................................
..................................................................................................................

**4.6 DEVELOPMENTAL TASKS IN DIVERSE SOCIO-ECONOMIC AND CULTURAL BACKGROUNDS**

We have already studied about the raised issues regarding the nature of development of individual. Now it is important to analyze and discuss the developmental tasks in the context of multicultural and diversified students in terms of socio-economic status. We, as teachers/prospective teachers, may confront such situation during our career that the individuals with whom we are dealing have diversified nature. In such situations, we are supposed to plan tasks according to the diversified nature of class. Here comes a challenge for teacher.

Before we start understanding the challenge of diversification, it is very important to know what developmental task is. A developmental task is a task which arises at a certain period in the life of the individual. The individual passes through a socially regulated cycle from birth to death and there is socially prescribed schedule for rendering major life events. The norms vary from culture to culture and socio-economic background.

It was Robert Havighurst (1951) who coined the term developmental task to delineate the individual’s accomplishment of certain social abilities or attitudes related to development. Developmental tasks are skills, knowledge, functions, or attitudes that an individual must acquire at various stages during her/his lifetime in order to adjust successfully to the more difficult roles and tasks that lie before her/him. You might know that these tasks are acquired through physical maturation, social fulfillment, and personal effort. Successful mastery of these tasks makes an individual well
adjusted and competent of dealing with future levels of development. On the contrary, failure to acquire these tasks leads to maladjustment, increased anxiety, and an inability to deal with the more difficult tasks in future. Havighurst also stressed that the developmental tasks of any given stage are sequential in nature; each task is a prerequisite for each succeeding task. He points out that the kinds of developmental tasks through which the individual must proceed may differ from culture to culture; and biologically determined tasks are more likely to be culturally universal than the tasks that have a strong cultural component.

As in secondary and senior secondary schools, we are concentrating more on adolescents, let us discuss the major tasks that are needed in this adolescence stage. With respect to adolescence, Havighurst has noted nine major tasks:

**Developmental tasks of Adolescence**

1. Accepting one’s physical makeup and acquiring a masculine or feminine sex role;
2. Developing appropriate relations with age mates of both sexes;
3. Becoming emotionally independent of parents and other adults;
4. Achieving the assurance that one will become economically independent;
5. Determining and preparing for a career and entering the job market;
6. Developing the cognitive skills and concepts necessary for social competence;
7. Understanding and achieving socially responsible behaviour;
8. Preparing for marriage and family;
9. Acquiring values that are harmonious with an appropriate scientific world-picture.

**Source:** Havighurst, R.J. (1972). Developmental tasks and education (3rd ed.). New York: David McKay.

Let us consider this case:

**Case 6:** Sunder has taken admission in class IX of an urban school. He basically belongs to a rural background. He is very eager to study in a big city. At the very first day of his school, he realizes a totally different picture of school in comparison to his school at village. He feels difficult to adjust with his peer group and face difficulty in understanding the classes.

Now this case puts a challenge before a teacher. If you are a teacher of Sunder, how would you deal with this case? As a teacher, you have to understand the background of Sunder and make him adjust with the new environment slowly. A teacher has to bring changes in all the students irrespective of their background. The developmental tasks have to be designed on the basis of multicultural demands of students. For example, while teaching any concept you should give examples from different cultures. Another effort may be that if you are teaching in a school where students are coming from rural background, you could use local dialect for teaching various concepts that may help the students to understand properly.

As development of the students targets the future adjustment in the society so there is a need to create such environment in the class so that they not only learn the modern terminologies rather they should be sensitive enough to preserve their own culture. There are many components of education process which can be modified to meet the demands of students of diversified backgrounds (fig. 4.6).
Development has been a critical issue in the education process. School holds a central place in the developmental process set forth for the students. They are the longest, organized and sustained extra-familial context for students. From the time they first enter the school until they complete their schooling, students spend more time in schools other than any place outside their homes. Consequently, educational institutions play a central role in both promoting children’s acquisition of knowledge and shaping the ways in which they learn to regulate the retention, emotion and behaviour.

When we imagine a school, the thought which comes in our mind is of academic activities. School is supposed to organize academic activities for the cognitive development of the students. We can see significant differences in the cognitive development of the students across schools. The reason behind this may be the way in which the prescribed content is communicated. Students of some schools exhibit high level of understanding of content with its practical implications, whereas some students are very good in theoretical part of their syllabus. Therefore, these academic tasks and instructions may include varied activities like, debates, discussions, group works, projects etc. so that they can internalize the concept rather than just memorize it. Care should be taken on the part of teacher while designing academic tasks and instructions in terms of the individual differences exist in the class. Thus, groups for classroom activities may be formed sometimes on the basis of children’s ability level or on the basis of representing a diverse array of abilities brought together in a co-operative work arrangement. Therefore, the class environment can be made co-operative and competitive.

Teacher is the most powerful component of the developmental process of the students. Teachers’ behaviour includes three important components which affect the whole classroom environment. These are: (i) teachers’ beliefs about the role and nature of ability; (ii) instructional practices; and (iii) teacher-student relationship.

The first aspect is how teacher perceives her/his profession. If a teacher perceives herself/himself as mere instructor, her/his role will be of fact sharing entity. On the
other hand, if s/he considers her/his responsibility as a shaper of the students’ behaviour, then her/his approach may be different. S/he will put more efforts to enhance the cognitive, affective as well as psychomotor domain of students’ life. A teacher can hold different expectation from various individuals within the same class providing differential teaching-learning practices.

The motivational and emotional support of the teacher influence students’ satisfaction, motivation, overall achievement and self-concept. Students feel more comfortable in the class, where their emotions are satisfied. The important impact of the supportive behaviour of the teacher strengthens the relationship of students and teacher. Teachers who are trusting, caring and respectful of students provide the socio-emotional support that children need to approach, engage and persist on academic learning tasks and to develop positive achievement related to self-perception and values.

School also functions as a formal organization. The organizational factors affect children’s intellectual, socio-emotional and behavioural development. School climate plays the most important role in the developmental process. For example, appreciation in assembly, ranking on report cards, curriculum offered for various ability levels, and competition may enhance the developmental process of the students. Parents’ involvement in the form of monitoring academic activities and homework, providing assistance with homework, engaging children in educational enrichment activities outside school, and active participation in classroom activities and school activities, create positive linkages with the school environment. Moreover, school can establish linkages with society and community by conducting projects and services for them.

**Check Your Progress 5**

**Notes:**

(a) Write your answers in the space given below.

(b) Compare your answers with the one given at the end of the unit.

(i) List out any five criteria on which the diversified needs of students are identified.

..................................................................................................................
..................................................................................................................
..................................................................................................................
..................................................................................................................
..................................................................................................................

(ii) Mention the points to be kept in mind by the teacher while teaching in diversified nature of class.

..................................................................................................................
..................................................................................................................
..................................................................................................................
..................................................................................................................
..................................................................................................................

(iii) List out any five activities for establishing community linkages by school authority.

..................................................................................................................
..................................................................................................................
..................................................................................................................
..................................................................................................................
..................................................................................................................
Development has been the most important issue in education. Human development is dynamic in nature. There are two processes involved in the development process of the individual—Growth and Development. The two terms are sometimes used interchangeably. But they both connote different meaning. Growth basically refers to the quantitative changes in body proportion like change in height, weight, internal organs etc. In other words, growth means increase in size of not only the overall dimensions of the body in terms of height and weight but also of the parts of the body such as head, arms, trunk, heart and muscles. Development, on the other hand, reflects the qualitative changes in the individual. It may be defined as a progressive series of orderly coherent changes. There are many underlying principles of development—Principle of continuity, Principle of individual differences, Principle of sequentiality, Principle of generality to specificity, Principle of interrelation, Principle of interaction, Principle of differentiation in rate, Principle of integration, Principle of predictability.

Development has been later classified under four major stages—Infancy, childhood (early childhood and later childhood), adolescence and adulthood. Each and every stage has its own characteristics.

Psychologists have many issues regarding the nature of development. The debate is based on four major issues. They are nature vs nurture, continuity vs discontinuity, activity vs passivity and universality vs context specific.

The individual varies on the developmental aspect, making classroom diversified in nature. There are many components of Education needed to be restructured for satisfying the diverse needs of students. They are content description, knowledge construction, pedagogy, prejudice reduction, school culture and social culture. Moreover, school has great impact on the developmental aspect of the students. The environment of the school affects the cognitive, affective and psychomotor development of the students. One of the components of school is teacher. Teacher’s perception about the profession, attitude towards students and subject also have great impact on student’s development. Moreover, the school as an organization also plays important role in helping the students in the development of domains but also in establishing linkage with the culture and society.

### 4.9 UNIT–END EXERCISES

1. Match the stages of development with appropriate characteristic.

<table>
<thead>
<tr>
<th>STAGES</th>
<th>CHARACTERISTIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Infancy</td>
<td>Slow pace of growth</td>
</tr>
<tr>
<td>b. Childhood</td>
<td>Abstract thinking</td>
</tr>
<tr>
<td>c. Adolescence</td>
<td>Conscious about health hazard</td>
</tr>
<tr>
<td>d. Adulthood</td>
<td>Semiotic function</td>
</tr>
</tbody>
</table>

2. Describe principles of growth and development.

3. Discuss the four major issues in development.

4. Conduct a survey for at least 35 children of class IX to study their diverse educational, socio-economic and cultural backgrounds.
4.10 ANSWERS TO CHECK YOUR PROGRESS

   (ii) Refer section 4.3.1
   (iii) Write your own observation.

   (ii) Refer section 4.3.2

3. (i) Infancy, childhood, adolescence and adulthood
   (ii) Refer section 4.4

4. (i) Nature-nurture, Continuity vs. Discontinuity, Activity vs. Passivity, Universality vs. Context Specificity

5. (i) Intelligence, aptitude, interest, culture and residential background
   (ii) Refer section 4.6 and Fig. 4.6
   (iii) Camps in rural area, NSS activity, Awareness programs, Project, etc.

4.11 REFERENCES AND SUGGESTED READINGS


