

Human Growth and Development Meaning, Principles, Difference, Aspects And Factors

The most potent fact in psychology is that of growth and development. An understanding of the nature and principles of growth and development is very essential for the realisation of the aim of education i.e., the maximum and integrated growth and development of personality—physical and motor development, cognitive or intellectual development (including language development), emotional development, social development, aesthetic development, moral and spiritual development and vocational development.

The teacher has to stimulate growth and development of the child. He can do it only if he has a thorough knowledge of growth and development at various stages.

(A) MEANING OF GROWTH AND DEVELOPMENT

Meaning of Growth :

Growth means increase in size, height and weight. It implies growth of heart, brain, muscles and body in general. It can generally be easily observed, appraised or measured. The following points further highlight the meaning of growth from psychological point of view :

1. Intrinsic process : Growth is an intrinsic process. In words of *Arnold Gessel*, "Growth is the function of the organism rather than of the environment. The environment furnishes the soil and the surroundings for the manifestation of development, but these manifestations come from inherent inner organism and an intrinsic physiology of development. Growth is a process so intricate and so sensitive that there must be powerful stabilizing factors, intrinsic balance of the total pattern and direction of the growth trend."

2. Intrinsic changes : Growth implies the intrinsic changes in the human body i.e., the enlargement of muscles, elongation of skeleton and increase in the general size of internal body parts and internal organ systems.

3. Extrinsic changes : As in psychology, the term 'growth' is used in a purely physical sense, it generally refers to an increase in size, length, height and weight. Thus growth refers to quantitative changes.

4. Aspect of development : Growth is simply a part (an aspect) of development. Development has both quantitative as well as qualitative aspect. The quantitative aspect of development is known as growth.

5. Measurable : Growth can be measured. It can be observed, quantified and measured.

6. Dependent upon multiple factors : Growth is a unifying concept. It is dependent on the interaction of many factors like the education, environment, glandular secretions and health.

7. Not continuous : Growth is not a continuous and life long process. It starts with conception and continues upto some particular stage. It stops when the person attains maturity.

Meaning of Development :

1. A. Angyal's view (1941) : "Development cannot be considered in terms of the mind alone but rather in terms of the individual as a whole in relationship with his experience with others. Thus development is concerned with the biological total process taking place in the subject-object interrelation."

2. G.W. Allport's view (1948) : "The developing individual cannot be thought of a thing in himself. Development, in so far as it is considered to be produced from within the individual himself alone, is only a convenient abstraction."

3. **J.E. Anderson's view (1952)** : "Development does not consist merely of adding inches to one's height or improving one's ability. Instead, development is a complex process of integrating many structures and functions."

4. **E.B. Hurlock's view (1959)** : "Development means a progressive series of changes that occur in orderly predictable pattern as a result of maturation and experience."

5. **Harold Stevenson's view (1965)** : Stevenson has put the concept of development as, "Developmental psychology is concerned with the study of changes in behaviour through the life span."

6. **Webster's Dictionary** : "Development is the series of changes which an organism undergoes in passing from an embryonic state to maturity." These changes refer to the physical, motor, intellectual and emotional aspect of behaviour.

7. **View of Libert, Poulos and Marmor (1979)** : "Development refers to a process of change in growth and capability over time, as function of both maturation and interaction with the environment." Thus development includes : (1) Growth, (2) Capability, (3) Maturation, (4) Interaction with the environment. Mathematically speaking, *Development* = *Growth* + *Capability* + *Maturation* + *Interaction with the environment*

To sum up, development is a series of orderly progression of change towards maturity. 'Orderly' refers to the arrangement of the changes. That is, each change at each stage is dependent upon what preceded it and it affects what will come later. Development does not take place haphazardly.

In strict sense, development refers to change in structure and improvement in functioning. For example, 'hands' do not grow only large but they also develop because they improve in their functions. *Thus development can best be defined as a progressive series of changes in an orderly coherent pattern*. The term 'progressive' signifies that these changes are directional leading forward rather than backward, and the direction is towards adaptation which is conducive to the survival of the individual.

The following points further illustrate the meaning of development :

1. **Wider and comprehensive** : Development is a wide and comprehensive term. It includes growth. Growth is one of the parts of development. Development can be physical as well as intellectual (mental or cognitive), emotional, social, moral and spiritual. Development in its quantitative aspect is known as growth.

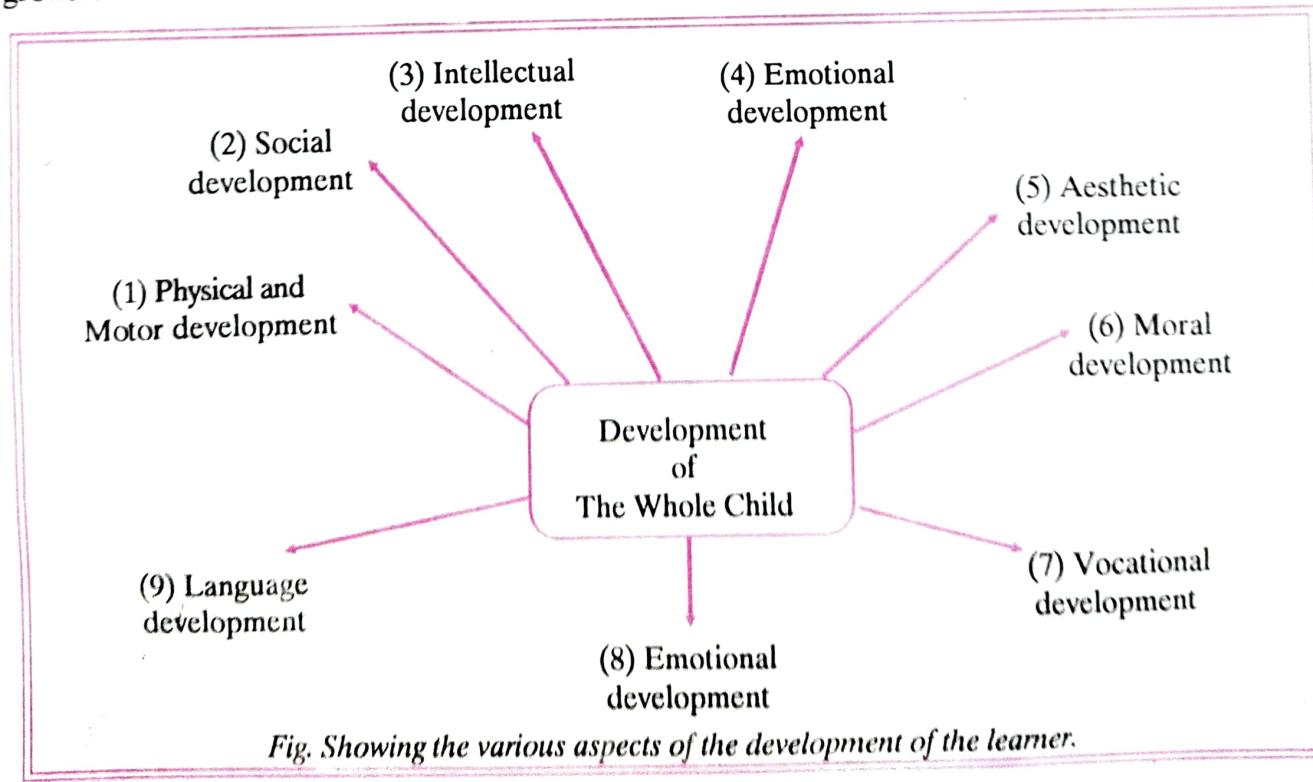


Fig. Showing the various aspects of the development of the learner.

2. Continuous : Development is a continuous and life long process. It continues throughout life. It starts with the birth of the child and ends with the death of the individual. It covers the whole life span of the individual. Growth stops when maturity is attained.

3. Changes in body and behaviour : Development refers to changes in various parts of the body and behaviour as a whole. On the other hand, growth refers to changes in particular aspect of body and behaviour.

4. Quantitative as well as qualitative changes : Development implies quantitative as well as qualitative changes. It refers to changes in structure, form or shape as well as improvement in functioning.

5. Improvement in behaviour : Development signifies improvement in behaviour i.e., physical, intellectual, emotional, social or moral behaviour (including character). It promotes efficiency. Development has been defined as a progressive series of changes in an ordered pattern throughout life.

6. Integrated process : Development is an integrative process which causes the human being to acquire physiological and psychological capacities and capabilities. It is a complex process of integrating many structures and functions. It is considered in terms of individual as a whole in relationship with growth, capability, maturation, experiences with others and interaction with the environment. According to *Hurlock*, development is an integrated process as it implies : (1) changes in size, (2) changes in proportion, (3) disappearance of old features and acquisition of new features.

7. Organisational process : *Frank* observes that growth may be looked upon as the cellular (of the cells) multiplication, and development as an organisation of all the parts which grow and differentiation have produced. As stated earlier, growth refers to changes in the particular aspects of the body and development implies the organisation as a whole.

8. Product of heredity and environment : Development is the joint product of heredity and environment. What the child receives from the heredity (including from his parents) and what he shares with his environment conjointly shape his personality. His growth and development in any dimension, at any time, is directly or indirectly, influenced by the forces of heredity and environment.

9. Subject to assessment : Development can be observed and assessed by noting changes in the shape as they occur and in the mode of behaviour as their maturation is completed. Qualitative changes are the subject of assessment and not the subject of measurement because direct measurement of qualitative changes is not possible. On the other hand, growth can be measured.

10. Related to growth : Development is closely related to growth. In fact, both growth and development are inter-related. Generally, they go hand in hand. Growth without development is meaningless. For example, when body grows in structure, it also develops in function. But this is not always true. Child may grow fat, but this may not be accompanied by any functional improvement or development. Therefore, growth in height or weight may not indicate any improvement in functioning. Some times development is possible without significant growth. Some individuals do not grow in size or height but they develop intelligence, stamina and ability to adjust in various situations. Intellectual and social development may continue even after the growth in general has stopped.

(B) DIFFERENCE BETWEEN GROWTH AND DEVELOPMENT

Table showing Difference between Growth and Development :

Growth	Development
1. Part : Growth is a part or an aspect of development process of human beings.	1. Wider : Development is a wider and comprehensive term. It includes growth and covers all those changes which take place within the organism. It includes physical as well as intellectual, emotional, social, aesthetic and moral (including character) aspect of development.

Growth	Development
2. Not continuous : Growth is not a continuous process. It starts with conception but ends at some particular age. Mostly, it stops when the person attains maturity.	2. Continuous : Development is a continuous and life-long process. It starts with the birth of the child and ends with the death of the individual. It covers the whole life span of the individual.
3. Changes in particular aspect : Growth refers to change in particular aspect of body and behaviour.	3. Changes as a whole : Development refers to changes in various parts of the body and behaviour as a whole.
4. Quantitative changes : Growth refers to increase in size, height and weight. It implies growth of heart, brain, muscles and body in general. It refers to quantitative changes.	4. Quantitative and qualitative changes : Development refers to changes in structure, form or shape as well as improvement in functioning. It implies both qualitative as well as quantitative changes.
5. Improvement in structure : Growth refers to improvement in structure or body.	5. Improvement in structure and functioning : Development signifies improvement in structure as well as improvement in functioning of various parts of the body and behaviour (physical, intellectual, emotional, social and moral behaviour) of the individual.
6. Not integrated : Growth is not an integrated process. It refers to changes in structure or physique only.	6. Integrated : Development is an integrated process as it implies changes in size, changes in proportion, disappearance of old features and acquisition of new features. It is considered in terms of individual as a whole in relationship with growth, capability, maturation, experiences with others and inter-action with environment. It is a complex process of integrating many structures and functions.
7. Cellular : Growth may be looked upon as the cellular multiplication. It refers to changes in the particular aspects of the body.	7. Organisational : Development is an organisation of all the parts which grow and differentiation have produced. It implies the organisation as a whole.
8. Organism : Growth is primarily the function of the organism rather than that of the environment.	8. Environment : Development is a function of both organism and environment.
9. Subject of measurement : The changes produced by growth are the subject of measurement. They may be quantified.	9. Subject of assessment : Development implies changes in structure as well as improvement in functioning and behaviour. Qualitative changes brought by development are very difficult and sometimes impossible to be measured. These changes are the subject of assessment.

Growth	Development
10. May not bring development : 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.	10. Possible without growth : Generally, growth and development go hand in hand. But development is also possible without growth. Some persons do not gain in terms of size, height or weight but they do experience functional improvement or development in social, intellectual or emotional aspects.

(C) PRINCIPLES OF GROWTH AND DEVELOPMENT

1. Principle of Sequential Development : Development follows a pattern (sequence) :

(a) Every species whether animal or human follows a general or specific pattern of development. In the case of human beings, the process of development follows a definite pattern.

(b) It follows **cephalocaudal sequence** which means control over the body as well as improvement in the structure itself. It means that we begin to grow from head downwards.

(c) Development follows **proximodistal sequence** i.e., the spinal cord of the individual develops first and then outward development takes place.

2. Principle of orderly development : Development proceeds from general to specific. The child first learns general things and it is only afterwards that he learns specific or particular things. For example in building a vocabulary, the child first learns general words and it is only afterwards that he learns specific words.

3. Principle of rapid development during early years : Development proceeds more rapidly in the early years of life. Period of infancy is marked by period of very rapid growth and development. In early years of life physical, intellectual, emotional and social development takes place at a very rapid speed. It means that development is more rapid at certain stages than others.

4. Principle of continuous development : Development is continuous. Development of both physical and mental traits continues gradually until these traits reach their maximum growth.

5. Principle of constancy of individual differences : Individual differences in the development remain constant. Those who develop slow at birth will continue to do so, while those whose development was rapid during early years of life will continue to develop rapidly.

6. Principle of different rates of development : Development occurs at different rates for different parts of the body. Different aspects of physical and mental traits develop at their own rates and reach maturity at different times. In some areas, bodily growth may be rapid while in others it may be slow.

7. Principle of inter-related development : Development occurs as a whole. The most important characteristic of growth and development is that individual grows and develops as a whole. His physical, intellectual, emotional, social and other types of development are inter-related and inter-dependent.

8. Principle of predictability : Development is predictable. As the rate of development for each child tends to be fairly constant we can safely predict the physical and mental development of the child. It is possible to predict the aptitude or intelligence of a person on the bases of aptitude or intelligence tests given in earlier years.

9. Principle of cumulative and recapitulatory development : Development is cumulative and recapitulatory. Cumulative means "to add up". In development, a single experience matters and it does not go waste. Our behaviour is a result of previous experiences. Development is recapitulatory because characteristics of one stage can be established in other stages. As for example, self-love of infancy can also be seen in the adolescent stage.

10. Principle of interaction of heredity and environment : Development is caused by both heredity and environment. An individual is a product of both heredity and environment. Both heredity and environment play very important role in physical, intellectual, emotional and social development of the child.

11. Principle of interaction of maturation and learning : Growth and development occur both as a result of maturation and learning. Maturation refers to changes in a development or organism due to the unfolding and ripening of abilities, traits, potentialities and characteristics present at birth. Learning denotes the changes in behaviour due to training or experience. Maturation and learning are interacting.

12. Principle of unique development : Individuals differ individually with regard to their time schedules, i.e., all children will first sit up, crawl and stand before they walk. But individual children will vary in regard to timing or age at which they can perform these activities. It means that development is not uniform in all individuals.

13. Principle of differential development : There is principle of differential development of the male and female child. Girls mature earlier in comparison to boys.

14. Principle of integration : This principle implies that the development of the child proceeds both from general to specific and from specific to general. The child while busy in his specific activities arrives at a general rule. Again he gives a try-out of his general rule on certain specific activities. Thus, the development of the child integrates both general and specific activities.

15. Principle of struggle : While the child is developing up towards maturity, there are conflicting impulses and demands. The child struggles against these in his striving for maturity.

16. Principle of anticipation : The child in his process of development also uses his capacity of self-despair. He modifies his behaviour and even habits keeping in view what he is going 'to become' in future. Thus, he continuously anticipates his future direction of development.

17. Principle of indigenous motivation : As the child matures in his capacity of doing, thinking and feeling, he has an impulse to put them to use and he does it wholeheartedly. This has been described by Jersild as "Indigenous motivation".

18. Principle of spiral versus linear advancement : The path followed in development by the child is not straight and linear and development at any stage never takes place with a constant or steady pace. At a particular stage of his development, after the child had developed to a certain level, there is likely to be a period of rest for consolidation of the developmental progress achieved till then. In advancing further, therefore, development turns back and then moves forward again in a spiral pattern as illustrated below :

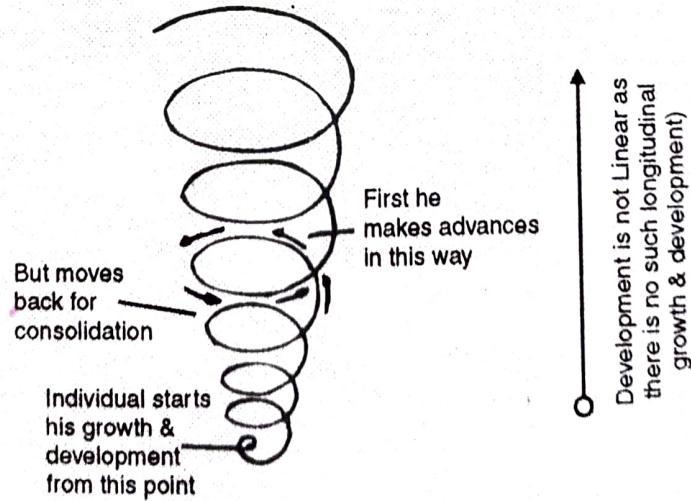


Fig. Showing spiral pattern of movement in development (as opposed to linear).

Educational Significance of Principles of Growth and Development :

The knowledge of the principles of growth and development is very important and useful for parents, teachers and educationists. Some of the uses of the principles of growth and development are :

1. Adjusting school programmes : It helps the teacher in adjusting school programmes, procedures, and practices according to the level of development of the child and hence his teaching can become very effective in the class.

2. Sympathetic handling : It helps parents and teachers in treating their children or pupils sympathetically and solving their problems in realistic way.

3. Effective guidance : It helps the teacher in providing the proper guidance programme by having an insight and understanding of the individual differences of children.

4. Importance of childhood period : It helps the parents and teachers in knowing the importance of childhood period. Hence parents and teachers should provide a large variety of social and emotional experiences so that healthy patterns of adjustment and behaviour are formed.

5. Right expectation : It helps the parents and the teachers in knowing that they should expect from the children neither what is beyond the stage of growth and development nor what is below their stage of growth and development. If they expect much from the children, then children will get a feeling of inadequacy and nervousness. On the other hand, if too little is expected from the children, then the children will find no incentive for learning.

6. Importance of environment : It helps the parents and the teachers in knowing and creating importance of healthy and good environment.

(D) ASPECTS OF DEVELOPMENT

Aspects of Development illustrate the meaning of development :

1. Physical and motor development : **Physical development** means progressive development of the various parts of the body. It includes the development of internal as well as external body organs of the individual. It implies growth in height and weight, body proportions (head, skeleton, nose, trunk etc.), nervous system and changes in internal organs. These changes are connected with respiration, circulation, digestion, in glands and in reproductive organs.

Motor development includes the development of strength, speed and precision in the use of one's arms, legs and other body muscles. Motor activities such as head and eye movement, manipulation of objects, sitting, standing, crawling, walking, running, jumping, climbing, dancing, vocalisation and handwriting are important to the child in his growth and development.

2.(a) Intellectual or mental or cognitive development : Intellectual development includes the development of intellectual powers like thinking, reasoning, imagination, memory, problem solving, attention, concepts, percepts, interests, curious, questions, intelligence, sensation, perception, association, discrimination, generalisation and such other abilities.

(b) Language development : Like development of thinking, reasoning, memory, imagination, creativity, sensation and perception, language development is an important aspect of intellectual, mental or cognitive development. It includes the learning of language for communication and the development of various skills and abilities for the effective use of language.

3. Emotional development : In emotional development, the evolution of different instincts and emotions leads to the formation of sentiments and the progress of sentiments to character. The emotional behaviour is developed to the point of emotional maturity.

4. Moral development : Moral development includes the evolution of moral sense and development of character. It implies development of ethical and moral codes.

5. Aesthetic development : Aesthetic development includes the evolution of aesthetic sense and artistic tendencies.

6. Social development: Social development includes acquisition of the ability to behave in accordance with social norms, customs, mores, expectations and making social adjustments. Social development implies the development of the following :

- (1) Ability to co-operate with the others.
- (2) Ability to tolerate the views of others.
- (3) Ability to adjust to members of various social groups.
- (4) Ability to take interest in others.
- (5) Ability to make friends.
- (6) Sense of competition, group loyalties, belongingness and social acceptance.

Educational psychology studies all the above-mentioned aspects of development during different stages namely infancy, late childhood, adolescent and adulthood stage.

Note : For detailed study please read chapters on Physical and Motor Development, Emotional Development, Social Development, Cognitive Development, Language Development and Moral Development.

(E) FACTORS INFLUENCING GROWTH AND DEVELOPMENT : INTERNAL AND EXTERNAL

Both internal and external factors play an important role in influencing growth and development of the individual.

(A) Internal Factors :

1. Hereditary and biological factors : Heredity plays an important role in the growth and development of the individual. Genes are considered to be the real carriers of heredity. Hereditary factors are those that reside in the child from moment of conception. Heredity lies at the root of all the possibilities of development, environment being a means to the actualisation of these possibilities. Some of the hereditary factors which influence various aspects of development are :

(i) Physique : The height, weight, complexion, colour of eyes, characteristics of hair, physical structure and defects like deafness, dumbness and blindness may develop a feeling of inferiority if other persons tease him. Similarly if a person is over weight his playmates, class-fellows and friends tease him and he may develop inferiority feelings. Deformities of the body, deafness, dumbness and blindness have adverse effect on development. Biologically, physically weak or internally disturbed children suffer from illness and diseases. They have to face adjustmental problems in social environment and their intellectual, emotional and social development are negatively affected. On the other hand, a child who has good health, strength, energy and vigour generally develops emotionally balanced attitude towards life and takes part in various types of competitions.

(ii) Intelligence: Intelligence is mainly hereditary. Intelligence is the ability to adjust, ability to learn, ability to carry on abstract thinking and ability to make right decision at a right time. Intelligent persons are likely to have reasonable control over their emotions and they can make better adjustment in home, school and society than those persons who are less intelligent. Moreover, intelligent children are likely to be inventive, imaginative and creative. All aspects of development of the person namely physical, cognitive, emotional, social, language, aesthetic and moral are significantly influenced and controlled by the level of intelligence.

(iii) Sex differences: Boys are generally more assertive, tough minded and vigorous. They generally show interest in machinery and outdoor activities and prefer adventures. But girls are interested in less vigorous games. They have a better sense of tolerance, sympathy, kindness, sense of honour, sacrifice, cheerfulness and various other social qualities. Girls attain maturity earlier than boys.

(iv) Nervous system: Nervous system plays a vital role in the various aspects of development of the person. Person's intellectual ability, motor ability, manipulative ability, physical strength, insight into social situations and ability to adjust depend upon the structure and functioning of nervous system. Any injury to nervous system will have negative effect in the development of the person. Nervous system limits one's learning capacity.

(v) **Chemique (Endocrine glands)** : By chemique is meant the possible effects of endocrine or ductless glands in growth and development. Endocrine glands play an important role in influencing physical, intellectual, emotional, social and moral development of the person. The normal functioning of endocrine glands is essential for a balanced growth and development. The malfunctioning of these glands has an adverse effect on various aspects of growth and development.

(a) **Adrenal glands** : The malfunctioning of adrenal gland causes *Addison's Disease* which causes the impairing of judgement, loss of sleep, sex interest, and weakness. The overactivity of this gland makes the individual energetic, persistent and vigorous. If this gland is underactive, the individual becomes indecisive, irritable and neurasthenic.

(b) **Thyroid gland** : Thyroid gland has a very important function in the development of physical structure as well as mental development. Thyroid gland is directly related to the metabolism of the body, i.e., the constructive and destructive changes in the body tissues. If it is overactive the body tissues are overstimulated and the person becomes restless, irritable, worried and excitable. If it is underactive, oxidation is lessened, blood pressure falls and the body becomes depressed. The underactivity of this gland causes a disease known as *cretinism* which makes the individual slow, sluggish and lethargic.

(c) **Pituitary glands** : Pituitary glands which are sometimes called *master glands* have their effect on physical, intellectual and emotional development. The underactivity leads to dwarfism, lack of aggression and submission. The overactivity of this gland leads to the unusual increase in body height, and the size of hand, feet and some internal organs. It causes thick skin, aggressiveness and pugnacity.

(d) **Sex glands or gonads** : Sex glands exert significant influence on the sex life of the individual. If they are overactive they will make the individual over-sexed. If they are underactive the sex urge becomes weak.

2. Emotionality : Emotional maturity positively influences physical, intellectual, emotional, and social development and various types of adjustments. Lack of emotional maturity has adverse effect on physical, intellectual, emotional, social and moral development.

3. Socialisation : Socialisation is a process in which the person learns to behave according to social standards and make social adjustments. Socialisation significantly influences various aspects of growth and development.

(B) External Factors (Environmental Factors) :

External factors influencing growth and development are those factors which are present in the environment. External or environmental factors can be studied under two headings :

(1) **Pre-natal environment (Environment before birth)** : Many things having to do with the baby's growth and development between conception and birth are referred to as pre-natal or before birth. The baby's pre-natal environment is the womb of the mother or mother's body. If the mother is in good physical condition and eats a well balanced diet, chances are that the baby will grow and develop normally. Some of the factors influencing growth and development associated with pre-natal environment are as under :

- (1) Physical and mental health of the mother.
- (2) Single child or multiple children getting nourishment in the womb.
- (3) Diet taken by the mother.
- (4) Normal or abnormal delivery.

Unfavourable conditions or factors in the pre-natal environment are :

- (1) Malnutrition of the mother.
- (2) Vitamin and glandular deficiencies.
- (3) Excessive use of alcohol.
- (4) Excessive smoking.
- (5) Use of drugs especially narcotics and tranquilizers.
- (6) Constant diseases such as diabetes, tuberculosis or cancer.

- (7) Certain venereal diseases.
- (8) Severe and constant stress on the mother.
- (9) Subjection of the embryo to harmful radiation or rays.
- (10) Any damage or accident to the baby in the womb.

(2) **Post-natal Environment (Environment after birth)** : Factors influencing growth and development associated with post-natal environment are ahead :

1. **Food** : Food is one of the most important considerations for the normal development of the child. Defective teeth, skin diseases, and other health disturbances can be traced directly to poor diet during infancy and childhood, and adolescent period. Balanced diet is required for proper physical development. Balanced diet is one in which the main essential elements—carbohydrates, proteins, fats, vitamins and minerals are present in required proportions.

2. **Fresh air and sunlight** : Fresh air and sunlight which the child gets during the early years of life influence general health condition, size and maturity age of the child.

3. **Physical exercises and activities** : Physical exercise is very essential for child's physical development. Physical exercises and activities like sports, drills, games, dancing, hiking, gymnastics, wrestling, football, kabaddi etc. significantly influence growth and development.

4. **Incidents and accidents** : Good and bad incidents and accidents in life influence growth and development. Growth and development may be retarded by head injuries and toxic and bacterial poisons. Proper medical care influences growth and development.

5. **Geographical environment** : Physical or geographical environment influences growth and development of the individual. People belonging to hilly areas are generally physically healthy and strong. They are industrious.

6. **Family environment** : Congenial family environment is essential for healthy growth and development of the child. In well adjusted families there are better chances of growth and development. If there is love and understanding between husband and wife, the family structure contributes towards healthy growth and development. Disruptive family environment may produce disrupted, delinquent, backward and maladjusted personalities. The number of members in the family, birth order of the child, outlook of parents, education of parents, character of parents, cultural and economic conditions of the family significantly influence growth and development. Poverty of parents and lack of money to fulfil the legitimate needs of children leads directly to certain kinds of frustration.

7. **Family life pattern** : Family life, aims, ambitions, aspirations, and attitudes of parents, their emotional stability or instability, their over-protection or under-protection to children influence growth and development. Over-protection by parents may lead to withdrawal behaviour and under-protection by parents to aggressive behaviour. A lot of experimental evidence is available which shows that parent-child relationship is very important in growth and development. Freud pointed out that parents' behaviour may bring about love, anxiety, or hate in a child. Excessive parental tenderness 'spoils' the child and often leads to neurosis. Children accepted and loved by the parents are generally emotionally stable, well socialised and calm. The children rejected by the parents generally show emotional instability, restlessness, aggressiveness, indifference and antagonism.

8. **Childhood experiences** : Childhood experiences play important role in various aspects of development. Tensions and emotional upsettings of early life, methods of breast feeding and toilet training influence development of the child.

9. **Neighbourhood** : Neighbourhood exerts significant influence on certain aspects of development. Cultured and educated neighbours influence development in a positive manner. Habits, interests, attitudes, way of talking and behavioural patterns of neighbours significantly influence development of the child.

10. **Friends and companions :** Friends and companions exercise a good deal of influence on the development.

11. **School :** School plays a vital role in various aspects of development. (1) Teacher's personality i.e., his attitudes, beliefs, ideas, habits, ambitions, aspirations, sentiments and emotional maturity, (2) Curriculum of school, (3) Methods of teaching and co-curricular activities, (4) Congenial or uncongenial environment in the school significantly influence various aspects of development.

12. **Television, clubs and cinemas :** Development is influenced by television, clubs, gang and camp experiences.

13. **Religious institutions :** Religious institutions like temples, gurudwara and church and their religious activities, fairs and ceremonies influence development.

14. **Form of government :** Development of the person in a democratic government will differ from that in a totalitarian government.

15. **Community :** Community influences in the development of the child are powerful parks, playgrounds, museums and libraries.

16. **Society and culture :** Society and culture play important role in influencing growth and development of the person.

QUESTIONS

1. What is meant by growth and development ? How will you differentiate growth from development ?
2. Explain principles of growth and development and their educational implications.
3. Explain factors (internal and external) influencing growth and development.
4. Show your acquaintance with various aspects of development.
5. Show your acquaintance with internal factors influencing growth and development.
6. Describe external factors of growth and development.