

Unit: 1: Introduction to Developmental Psychology (5th Semester)



Presented by
Dr. Kunjalata Baruah
Assistant Professor
Department of Education
Mangaldai College

Concept of Growth & Development

- ❑ The terms **growth** and **development** are often **used interchangeably**. Actually they are **conceptually different**. Neither growth nor development takes place all by itself.
- **Growth** refers to the **biological changes** that are observed as people grow from babies to adults.
 - In other words, growth describes the process of young organisms **growing larger in appearance**.
 - This includes **observable changes**, such as growing taller and gaining mass.
 - However, it can **also include unobservable patterns of growth**, such as the growth of internal structures and organs, like the brain and lungs.
 - These types of physical growth are generally thought of as a product of **cellular production** that are influenced by genetics.
 - Overall, growth is a term used to describe the **natural processes of biological change**.
 - It refers to **quantitative changes** - physical changes in height, weight, size, internal organs, etc.

Concept of Growth & Development

- **Development**, by contrast, refers to **qualitative changes** taking place simultaneously **with quantitative changes** of growth.
- It may be defined as a **progressive series** of **orderly, coherent changes** that occur as a result of **maturation and experience**.(E.B.Hurlock)
- The term **progressive signifies** that changes are directional, that they lead forward rather than backward.
- **Orderly and coherent** suggest that there is a definite relationship between the changes taking place and those that precede or will follow them.
- Development represents **changes in an organism from its origin to its death**, but more particularly the progressive changes which take place from origin to maturity.
- Thus, development may be explained as 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**.

Principles of development:

- Development is **similar** for all children
- Development of behaviour proceeds from **general to specific**
- Development is **continuous**
- Development **proceeds at different rates** for different behaviours
- There is **correlation** rather than compensation in development
- Development follows **two sequences**: **Cephalo-caudal** (from head to foot) **and Proximodistal sequences** (from the central axis to the extremities)
- All children **do not reach** the point of development **at the same age**
- **Early development is more important** than later development
- Development proceeds **stage by stage**
- Certain behaviours **considered normal at one stage may not be accepted as normal in a different state** of development

Ref: (Panda, K.C.(2000). *Elements of Child Development*. Kalyani Publishers, New Delhi)

Difference between Growth and Development

Growth

- It is defined as the changes of a person in **height, weight, age, size etc.**
- It is a process that focuses on **quantitative improvement**. For instance, a child visibly grows in weight and height.
- It is **limited to a certain level**, i.e., a person's height grows till a certain age.
- It depends upon the **cellular changes**, i.e., a child grows into an adult. The child undergoes many changes throughout his/ her childhood to adulthood

Development

- It is defined as the process wherein a **person's growth/ change in relation to the physical, environmental, and social factors**
- It is a process that focuses on both **qualitative and quantitative refinement**. For instance, a child's IQ increases with the growing age.
- It is **not limited to a certain level**, i.e., a person is developing every single day in terms of his/ her habits, maturity level, IQ, etc.
- It is basically dependent upon **organizational growth/transformation**, i.e., the environment in which a child lives or studies affect them immensely. The skill-set of a child changes in such an environment.

Difference between Growth & Development

Growth

- It can be considered as **physical growth** that is seen from one stage to another.
- It is an **external process**.
- It **changes the physical aspects** of a person.
- It is **limited**, i.e., it happens till a particular point in time.
- It focuses on **only one aspect**, i.e., an increase in the child's size.
- It is **structural**.
- It is **influenced by development**.

Development

- It is considered as a **gradual change** in skill-sets, behaviour, habits, etc.
- It is an **internal process**.
- It **changes the character** of a person.
- It takes place **throughout life**, i.e., it doesn't depend upon time or age.
- It focuses **on various aspects** like interpersonal skills, intelligence, etc.
- It is considered as **functional**.
- It is **not dependent upon growth**.

Summary: Differences between G & D

Growth

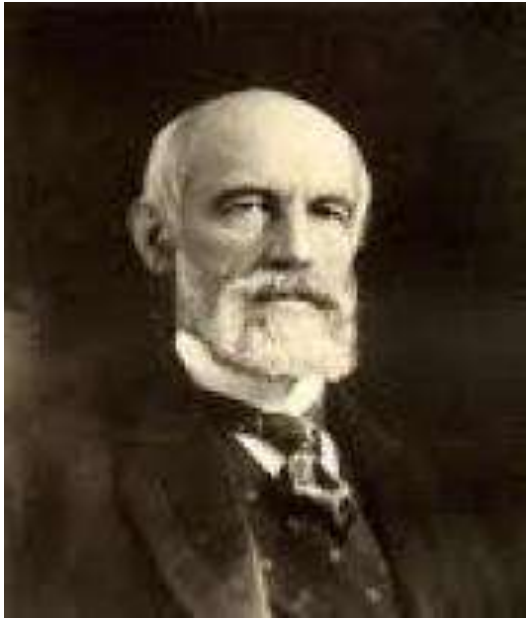
- Focuses primarily on **quantitative change**.
- Ends at **maturity**.
- Depends on **cellular /structural changes**.
- **External** in nature.
- Determines changes in **physical appearance**.
- Takes place **within a limited period** of time.
- Focuses on **one aspect** of the life of a child.

Development

- Focuses on both **qualitative and qualitative change**.
- Continues **until the individual dies**.
- Depends on **organizational transformation/functional changes**.
- **Internal** in nature.
- Specifies changes in the **character** of the individual.
- Takes place **within a wide range** of time.
- Focuses on **variety of facets** of a child's life, such as emotional health, maturity and interpersonal skills.

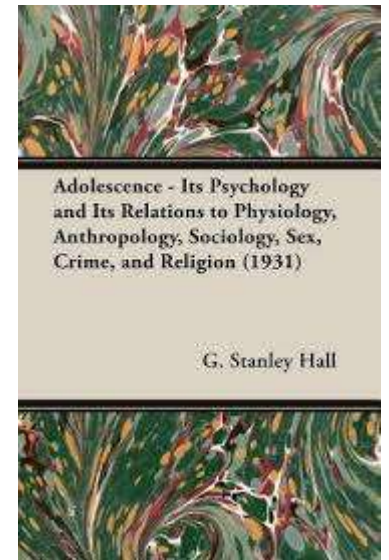
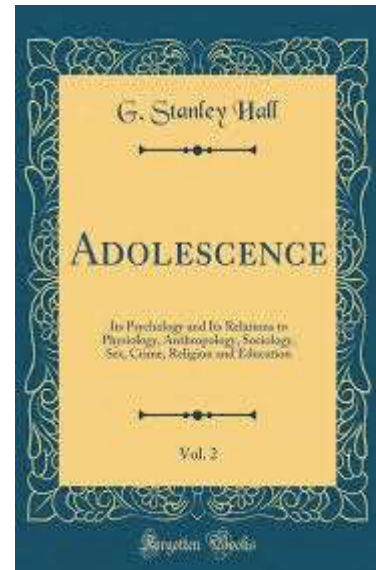
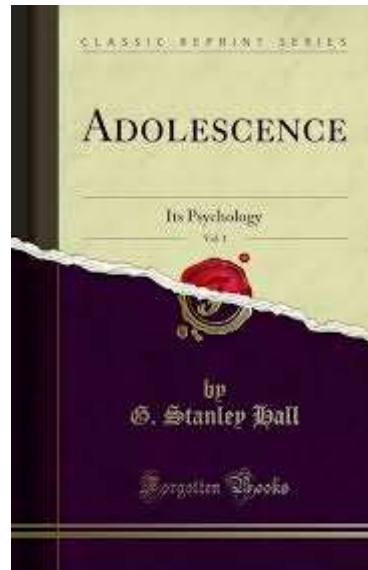
Meaning of Developmental Psychology:

- Developmental psychology is the branch of General psychology.
- It studies all aspects and stages of growth and development of human life.
- It is the scientific study of how and why humans grow, change, and adapt across the course of their lives.
- It examines the influences of nature and nurture (Heredity & Environment) on the process of human development, as well as processes of change in context across time.
- It aims to explain how thinking, feeling, and behaviors change throughout life.
- It examines change across three major dimensions, which are physical development, cognitive development and socio-emotional development.
- A broad range of topics such as motor skills, language acquisition, moral understanding, emotional development, socialization, personality development, self-concept and identity formation etc., are included within these three dimensions.
- **G. Stanley Hall** -- the father of Developmental Psychology. Jean Piaget, Alfred Binet, Watson, Terman etc. are prominent developmental psychologists.



Granville Stanley Hall (February 1, 1844 – April 24, 1924) was an American psychologist and educator who earned the first doctorate in psychology awarded in the United States of America at Harvard College in the nineteenth century. His interests focused on human life span development and evolutionary theory.

G. Stanley Hall, called the **father of Developmental Psychology**, is credited with conducting the first systematic studies of children. (NWE) (www.newworldencyclopedia.org)



Definitions of Developmental Psychology:

- Developmental Psychology is the scientific study of **how and why humans grow, change, and adapt** across the course of their lives. (**Wikipedia**)
- Developmental Psychology is the branch of psychology that **studies the changes—physical, mental, and behavioral**—that occur from **conception to old age** and **investigates** biological, neurobiological, genetic, psychological, social, cultural, and environmental **factors that affect development** throughout the lifespan. (**American Psychological Association Dictionary of Psychology**)
- Developmental Psychology is a branch of psychology that **studies changes in human behavior from early life to death**. (**dictionary.com**)

Definitions of Developmental Psychology:

- Developmental Psychology is the branch of psychology that studies intraindividual changes and interindividual changes within intraindividual changes. **(E.B.Hurlock)**
- Developmental Psychology is **not only description**, but also **explication of age-related changes** in behaviour in terms of **antecedent- consequent relationships**. (**La Bouvie**)
- Developmental Psychology was **preoccupied with ages and stages** (**Developmental psychologists sought to learn the typical age at which various stages of development occurred**). **(Siegel)**
- Development Psychology is concerned with **scientific understanding of age related changes in experience and behaviour**. **(George Butterworth and Margaret Harris)**

Nature of Developmental Psychology:

- A **special branch** of general psychology.
- **Thorough study** of different stages of human life.
- **Includes both** prenatal and post natal development.
- **Main concern** is the relationship between growth and development.
- **Another concern** is the interdependence of different development related to age and stage.
- It is a **positive science** as it studies the real behaviour of the individual.
- It is **continous and longitudinal** process.
- It **recognizes influence of individual difference** in qualitative and quantitative development.

Scope of Developmental Psychology:

- Influence of **heredity** on human development
- Influence of **environment** on human development
- Influence of **individual difference** on development
- **Diverse aspects** of development
- **Various stages** of development
- Impact of **maturation and learning** on development
- Principles of **correlation/interrelation** in development
- Influence of **family, peers, society and culture** on individual personality
- **Psycho-physiological processes as well as mental processes**
- Includes **sub-areas** like social psychology, comparative psychology, abnormal psychology, cognitive psychology etc.

Methods of Studying Developmental Psychology

- **Observation method** : Subjective method, **types**-participant & non-participant observation , **Steps:** planning, execution, recording, analysis. Needs trained personnel.
- **Experimental method:** Objective method (**First Psychological laboratory** established by **Wilhelm Wundt** in Leipzig, Germany on **1879**). Memory, imagination, attention, intelligence , problem solving ability etc are studied through this method. Learning theories, methods & principles are developed through experimentation.

This method is the most **scientific, realistic and reliable method of study** .

- **Case-Study method:** Subjective method- aims to find out causes of present problematic/abnormal behaviour by studying past life.
- **Clinical method:** used to treat mental patient but now it is used to study the abnormality in behaviour such as phobia, anxiety, truancy, delinquency, aggressiveness etc .

Methods of Studying Developmental Psychology

- **Psycho-analytical method: (Developed by Sigmund Freud)** aims to study functions of unconscious mind and its effects on individual behaviour. Used **Study of dream and hypnosis** (xonmohanvidya) for data collection. Freud Termed Unconscious mind as **Iceberg** (himshila)
- **Projective method:** Popularized by **Freud**. **TAT**(Thematic Apperception Test), **IBT**(Ink-Blot Test), **WAT**(Word Association Test) etc., are projective tests used to externalized the conflict that gives rise to pain and anxiety in a person.
- **Rating scale:** Objectively & numerically measure different area of development. Types: **Numerical, Ranking, Graphical** rating scale. It is not free from subjective influence.
- **Statistical Method:** Objective and quantitative study. Studies of correlation in psychological field started by **Charles Spearman- rank difference method**, and **Carl Pearson- Product moment method**.

Thank you