



Human growth and development: A Review

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Abstract

Human creation is the mechanism in which all parts of an organism are transformed from conception to death. It is a normal phase to develop for any boy. But it is noted that not all children develop in the same way. Few children had earlier physical growth than others, some individual variations in the development process. Development relies on development and learning. Development is forecast. Early growth is more important than societal expectations of later development poses potential risks. Happiness varies emotionally over various stages of development, some are better than others and so forth. Human development refers to the physical, cognitive, and psychosocial development of humans throughout the lifespan. What types of development are involved in each of these three domains, or areas, of life? Physical development involves growth and changes in the body and brain, the senses, motor skills, and health and wellness. Cognitive development involves learning, attention, memory, language, thinking, reasoning, and creativity. Psychosocial development involves emotions, personality, and social relationships.

Keywords: Development, Physical Growth, Maturation, Happiness, Learning etc.

Presentation

Growth and development being an integral component of health and wellbeing of the child, it is essential that one seeks out for adequate information regarding the same and put the acquired knowledge into action to reap tangible benefits. The term growth refers to increase in physical size of the body and development to increase in skills and function. Growth and development are considered together because the child grows and develops simultaneously. The interaction of biological, cognitive, socio-emotional and ecological systems results in human growth. Genetic influences are the underlying basis for biological growth processes. For example, brain, heart, lungs, nervous system and so forth innovations are primarily dependent on human genetic characteristics. Changes of height, weight and sex features are all part of the biological growth process. Each person tries to keep himself physically and mentally safe. Differences exist within people because of the biological foundation of self-preservation. For example, children with higher physical strength may cope with different challenges that arise in their childhood than children with lower physical strength. Similarly, the mentally healthier and more stable child will face different obstacles in life than the other child. Physical and emotional ability also concerns genetic factors. Because of the genetic aspect, certain children want to live longer and other children want to die.

The biological factors of children's needs are also noted. For eg. If a child is starving, it wants water while he is thirsty, etc. These requirements are related to the protection of life. However, how these needs are met depends on socio-cultural factors. A person's genetics is interlinked



with his behaviour. The body and mind are thus interdependent. Physical injury can cause mental disorders and physical well-being can be affected by mental problems.

When a human being resides in a culture, he deals with his biological abilities with various environmental stimuli. Social customs, history, values, race, etc. affect human behaviour. The individual's culture and actions are inseparable. Human evolution and attitudes are thus combined with biological, social, and psychological forces. For example, if the community encourages the growth of your talents in mathematics by birth, then the child's natural abilities will not develop properly.

Biological influences characteristics of human growth and behaviour:-

Human development and conduct can be understood from the following characteristics:

1) **Comportements are reproduced in the following generations:** Comportements in species are passed on from generation to generation. In other words, over many years, the individual behaviour persists. For instance, goats live in flocks.

2) **Changes in biological processes influence behavioural change:** change in human development and behaviour is dictated by biological process changes. When the biological system or mechanism evolves, this often contributes to changes in human development and behaviours. For example, when a person's brain has trauma, the person's behaviour will change and it can be more offensive or emotional. The ingestion of such substances will also affect the chemistry of the brain, which has triggered behavioural changes in human beings.

(3) **Comportements in families / Comportements are transmitted in families:** in families, it was found that if a person is mentally disordered by a family, other members of the same family may experience any kind of problem as they bear some related genes transmitted over generations.

4) **Developmental genes:** behavioural modifications arise through gene evolution. The chromosomes of primates and humans are almost the same. Chimpanzees are thus nearest to humans and their features and conduct are more or less like humans that can be traced from the history of gene evolution.

Concepts of Development

Change throughout time is referred to as development, although not all changes are developmental. Changes in development are systematic rather than random, and they occur in sequence rather than independently of previous circumstances. Changes from a global type of organisation to a more specialised and complicated form, according to Werner (1957), are considered developmental.

- Understanding the pattern of human development can help you predict what to anticipate from youngsters, when different patterns of behaviour will emerge (roughly), and when these



patterns will be replaced by more mature patterns. This knowledge is necessary in order to know what to expect from a kid in respect to the norms of her or his age group. If we demand too much of a kid, he or she may develop feelings of inadequacy, and if we expect too little, they may be denied of opportunities to reach their full potential.

- Because all normally developing children have a similar pattern of growth, evaluating each kid in regard to the norms of her or his age group is simple. Social expectations may be adjusted by ordinarily developing youngsters. Children who depart from the norm, on the other hand, may benefit from assistance, opportunity, and incentive.
- Understanding the pattern of normal development may help parents and teachers guide, give opportunities, and support children who are behind in their development.

Human Growth Standards

Development psychologists agree that comprehension of a precise developmental cycle is crucial to children's understanding. There are some underlying concepts that define growth and development trend and method. These principles characterise traditional production as an ordered and consistent process. While there are individual variations in the behaviours, perceptions, behaviour and time of development of children, development concepts and features are common trends.

1. Transition includes development: - The individual undergoes changes from the moment of creation to the time of death. Various types of modifications occur, such as changes in scale, size, loss of old features and acquisition of new features etc. The purpose of these developments is self-realization, which is called auto-actualization by Abraham Maslow. Each person has some skills and ability at birth. By using natural or innate skills one seeks to understand and seek to realise oneself throughout the whole life span. The attitude of children towards change is usually dictated by their experience of these changes, their social attitudes towards them and how adults in public perceive children when these changes occur.

2. Progress is an evolving process: - Development continues throughout an individual's lifespan. This method is carried out in interaction with a person's environment. The fundamental structure for the next step of development is one stage of progress. A kid has insufficient environmental awareness and experience. But, as he progresses, he learns more knowledge by reviewing and advertising the abilities he has already learned, and the additional knowledge form the foundation of more accomplishment and mastery. The boy, for example, will write and draw, but have a hand balance to handle a pencil and pencil. A individual therefore has considerable experience and expertise as he grows up.

Domains of Human Development

We need to look at various areas of human growth to identify parallels and variations in development. Three key directions like - The domains may be classified

- Fitness development (Organized as motor development and posture and large movements)



- Cown development.

This may be used to give information on age for observation and to get a comparative perspective of the child's achievements versus the average anticipated achievements: i.e. normal development. This will offer knowledge and development sequence as well as important phases in each area.

Development Physical

The motor development progress comes from a bi-directional interplay between maturation and experience leading to a dynamic system constantly self-organizing.

The motor development influences:

Neural maturation is biologically reliant on

I Muscle tone and strength maturation of muscle

ii) Enhance balance and coordination

iii) Developing capacity for information processing

Experience - Current cycle of perception of activity

I The perception of potential and self-capacity

ii) the interaction of motivation, social and cognitive development with other sectors;

(iii) Specific and flexible education

cognitive growth

Every kid can learn. The learning references the use of cognitive or intellectual growth to adapt to one's surroundings. The capacity of a person to deal with the changed environment via constant organising and reorganisation of experiences may be described as intellectual growth.

Cognitive development refers to the participating processes

- Care - focuses on sensory stimulus selection
- Perception - including sensory information detection, organisation and interpretation
- Memory - relates to information retention and retrieval.
- Reasoning – utilising knowledge to link known and new facts, to reach conclusions
- Reflection - assessment of ideas quality and issues solution
- Insight - new connection identification between two information parts

Stages in Human Growth and Development



1. Fetal stage: Fetal health issues can have detrimental effects on postnatal growth. One-third of neonates with intrauterine growth retardation might have curtailed postnatal growth. Good perinatal care is an essential factor in promoting fetal health and indirectly postnatal growth.

2. Postnatal stage: The process of postnatal growth and development happens together but at different rates. The growth occurs by discontinuous saltatory spurts with a stagnant background. There are five significant phases in human growth and development,

- Infancy (neonate and up to one year age)
- Toddler (one to five years of age)
- Childhood (three to eleven years old) - early childhood is from three to eight years old, and middle childhood is from nine to eleven years old.
- Adolescence or teenage (from 12 to 18 years old)
- Adulthood

Conclusion

Human growth, development, and maturation have evolved, sometimes as discrete processes but more often as an integrated series of biological events. Biological anthropologists and human biologists have long been interested in how human growth, development, senescence, and aging differ from the corresponding processes in other apes, our closest phylogenetic relatives, other nonhuman primates, and mammals. A biocultural approach is taken to the study of the evolution of human growth and development. The patterns of human postnatal growth and development—the stages of infancy, childhood, juvenility and adolescence—were reviewed.

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