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# B.P.C.-2

## DEVELOPMENTAL PSYCHOLOGY

*By: Kshyama Sagar Meher*

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# QUESTION PAPER

(June - 2019)

(Solved)

## DEVELOPMENTAL PSYCHOLOGY

Time: 2 Hours ]

[ Maximum Marks: 50

Note: All sections are compulsory.

### SECTION-A

Answer the following questions:

**Q. 1. Discuss the various characteristics of life span development.**

**Ans. Ref.:** See Chapter-1, Page No. 3, 'Characteristics of Life Span Development'.

**Q. 2. Elucidate the major factors contributing to psychosocial development.**

**Ans. Ref.:** See Chapter-5, Page No. 46, 'Major Factors Contributing to Psycho Social Development'.

**Q. 3. Discuss the critical developmental tasks as identified by Havighurst.**

**Ans. Ref.:** See Chapter-14, Page No. 116, 'Developmental Tasks'.

**Q. 4. Explain Erikson's eight psychosocial stages.**

**Ans. Ref.:** See Chapter-5, Page No. 44, 'Erikson's Theory of Psychosocial Development'.

### SECTION-B

**Q. 5. Discuss Maslow's theory of personality development.**

**Ans. Ref.:** See Chapter-2, Page No. 14, 'Abraham Maslow's Theory'.

**Q. 6. Explain perceptual processing during infancy.**

**Ans. Ref.:** See Chapter-4, Page No. 35, 'Perceptual Processing in Infancy'.

**Q. 7. Differentiate between authoritative and authoritarian style of parenting. Discuss reasons for differing parenting styles.**

**Ans. Ref.:** See Chapter-7, Page No. 65, Q. No. 8 and Page No. 62, 'The Reasons for Differing Parenting Styles'.

**Q. 8. Discuss the relationship between adolescents and their peers.**

**Ans. Ref.:** See Chapter-11, Page No. 95, 'Adolescence and their Relations with Peers'.

**Q. 9. Differentiate between death and dying. Explain the various prevalent attitudes towards death and dying.**

**Ans. Ref.:** See Chapter-16, Page No. 130, 'Death and Dying' and 'Attitude Towards Death and Dying'.

### SECTION-C

**Q. 10. Regression and repression**

**Ans.** The defense mechanism of regression, in psychoanalytic theory, occurs when an individual's personality reverts to an earlier stage of development, adopting more childish mannerisms. For example, when you are driving and someone cuts you off. You get really bad road rage from all the stress. That is one form of a defense mechanism. The problem with regression is that you may regret letting your childish self-show in a self-destructive way. Driving badly or refusing to talk to people who've made you feel bad, mad, or sad can eventually get you in worse trouble than what you had when you began.

Repression simply involves forgetting something bad. Where you may have been at fault in any instance, Freud's theory of repression would make you get rid of these unwanted thoughts. These unwanted thoughts cause stress. In order to feel better about yourself you must forget it happened. Repression, like denial, can be temporarily beneficial. You might forget an unpleasant experience, in the past, such as a car accident at which you were found to be at fault. You might also use repression when you "forget" to do something unpleasant such as seeing the

dentist or meeting with an acquaintance you don't really like.

**Q. 11. Factors promoting secure attachments.**

**Ans. Ref.:** See Chapter-6, Page No. 56, 'Factors Promoting Secure Attachments'.

**Q. 12. Foreclosure and Moratorium.**

**Ans.** The foreclosure status is when a commitment is made without exploring alternatives. Often these commitments are based on parental ideas and beliefs that are accepted without question. As Marcia himself put it, "The individual about to become a Methodist, Republican farmer like his Methodist, Republican farmer father, with little or no thought in the matter, certainly cannot be said to have "achieved" an identity, in spite of his commitment".

Adolescents may foreclose on the handed-down identity willingly or under pressure. The case of "negative-identity" occurs when adolescents adopt an identity in direct opposition to a prescribed identity. Marcia saw the evidence for the endorsement of authoritarian values by foreclosures as fully commensurate with a view of them as becoming the alter egos of their parents.

Marcia stressed that once an identity crisis has been experienced, returning to the foreclosure status was no longer a possibility.

Identity moratorium is the status of individuals who are in the midst of a crisis, whose commitments are either absent or are only vaguely defined, but who are actively exploring alternatives. Moratoriums report experiencing more anxiety than do students in any other status. The world for them is not, currently, a highly predictable place; they are vitally engaged in a struggle to make it so.



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# DEVELOPMENTAL PSYCHOLOGY

## LIFE SPAN DEVELOPMENT: INTRODUCTION

### Introduction to Life Span Development, Definition, Concept and Characteristic Features



#### INTRODUCTION

Human being undergoes changes and develops constantly from conception to death. Some changes happen by chance incidents and some by personal choices. The majority of changes however occur because of biological and psychological factors, which may be inherited or come from environment.

Human being goes through different developmental stages during his life span development. They are birth, infancy, adolescence, adulthood, old age and death. During this development, gradually he learns how to use his body parts, how to express and communicate with others, how to co-exist with others and how to work. In this chapter, we will study the concept of development, different stages of development, their characteristics and theories of development.

#### CHAPTER AT A GLANCE

##### LIFE SPAN DEVELOPMENT

Life span development means biological and cognitive growth during the life span starting from conception to death. Biological development means growth in body parts and other changes. Cognitive growth means development in skills such as language acquisition, problem-solving, moral and conceptual understanding, identity formation and emotional development. It is not just growth, which may an

increase in size. Development is a positive change towards maturity.

Development of an individual happens through gradual accumulation of knowledge. Of course each individual has innate mental structures, but he learns through experiences. Environment also plays an important role in life span development. All these aspects are incorporated in the study of development.

The study of life span development thus is important to psychology, sociology, education, and health care. Understanding of human development also helps people to live in a better way.

##### Issues in Life Span Development

Some of the major issues in the study of human development are whether it is because of genetics or environment, how it happens – slowly or fast, different stages of development, whether early childhood experiences have more influence on it, or are later events are equally significant in life span development.

**Continuity and Discontinuity:** Psychologists who advocate continuous model describe life span development as a smooth process. For them development is a process of gradual learning of skills, knowledge and behaviours.

On the other hand, psychologists who suggest that development is discontinuous describe life span growth as a series of discrete stages. They suggest human behaviours or skills change qualitatively across time in a discrete way.

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**Stability and Change:** Developmental psychologists also talk about the stability and change of human behaviour or trait. Whether a behaviour like shyness remains stable over time or change. For example, whether an individual's shyness changes across his life span or stays over a period of time.

**Nature vs. Nurture:** Psychologists also talk about the influence of hereditary factors and environmental factors on the human development. Both genetic and environmental factors have impact on an individual's development, even as the amount of influence each of them has on the growth is not so clear. How much of the behaviour is influenced by genetic factors and how much by environment depends on the individual and his circumstances. Psychologists also believe that an interaction between these two factors lead to development. For example, puberty is biological, but environmental aspects like diet and nutrition can affect its onset.

**Stages of Development**

Milestones in life span generally define developmental stages. Milestone is the development that happens as per the age of an individual. For instance, a child starts standing and walking at the age of one year and more. Similarly, he enters school in early childhood at a particular stage.

Each stage in human life is cumulative because an individual develops new skills on top of his old skills and develops from one stage to another. Each stage depends on the previous stage of development. Different children of the same age can be at different stages of development because each individual has his own pace of development.

Each child develops at different rates. For example, a 12-year-old may have passed through puberty and may have the body of an adolescent, but he may not have the cognitive abilities of an adolescent. His mind may take more time to catch up with physical development.

Some individuals reach milestones differently. Sometimes children also skip an entire developmental stage and develop quickly in a short period.

Human development is delayed by various factors including disease, injury, mental disability and environmental circumstances. There is also a time in each person's life when he will be biologically

mature enough to acquire certain skills. For example, when the child becomes about 3 years of age, he is able learn to write when he is taught to do so. A certain readiness is thus needed to learn a skill. The child prepares to learn only at a particular stage in his life. For example, a three-month-old child cannot stand on his two legs.

Proper environment is also required for the child to be ready and open to develop certain things during particular stages. For example, adequate nutrition is required for the child to grow in length and weight. Lack of nutrition will obstruct his growth. Other factor like parental negligence also affects the growth of a child.

**CONCEPT OF LIFE SPAN DEVELOPMENT**

**Definition of Life Span Development**

Life span development is the pattern of change that starts at conception and continues throughout the life until death.

It is a methodical, intra-individual change related to advancement corresponding to age. The development happens in a way that implicates the level of functioning.

In life span developmental psychology, both stability and change in human behaviour is examined throughout the life span. Life span development is biological, social, emotional and cognitive. Development for some developmental psychologists is only some changes which cause qualitative reorganization in the structure of a skill, or ability, or behaviour.

According to Educational Foundation, 2001, life span development is a process that starts at conception that continues till death. The advancement starts with the creation of a fetus and when the unborn child comes to this world his development gets affected by the environment in which he exists.

Levinson suggests that the life cycle has four 25 year eras. They are child and adolescence, early adulthood, middle adulthood and late adulthood. The transition of each era happens with a necessary change in the life and character of an individual. It takes maximum six years to complete the alteration.

Darwin started the study of human development. Darwin believed he could prove his evolution theory with the study of human development. Rutter and

Rutter define life span development as a systematic, organized, intra-individual change linked with expected age related advancement and which influence the functioning in later stage.

### **Periods of Development**

Life span development covers different periods. There are various theories with regard to the periods of development. These theories also have defined how changes happen from one level to the other. Each period has some important tasks to achieve and it depends how the tasks have been accomplished. The periods are: prenatal, infancy, early childhood, middle and late childhood, adolescence, early adulthood, middle adulthood and adulthood. The life span development includes biological, social, emotional and cognitive processes.

### **Human Development Domains**

There are different categories of human development domains. They are physical, cognitive and social domains. The physical domain covers the physical growth and change at all stages. The physical changes are the maximum during the childhood and adolescence.

Psychological domain includes the individual's ability to adjust with the environment. This is also essential for survival of the individual. The child learns to suck, ingests food, eliminates on his own.

The child requires adjustment as he grows up and learns to eat, talk, walk, express and communicate. These adjustments are necessary for his survival. The child has to adjust with himself, others and environment as he grows up. Success means healthy adjustment and failure means maladjustment.

Cognitive domain includes attention, learning and perception. Learning in school and at home is of great importance in the growth and development. These components show the progress of the child.

Social domain is a person's adjustment with whom he co-exists. In cognitive domain covers how learning happens and why memory declines in old age. In social domain, social situations are important. All the domains function together and influence each other in the process of development.

### **CHARACTERISTICS OF LIFE SPAN DEVELOPMENT**

Significant changes happen all over the life span development which is multidimensional, multidirectional and multidisciplinary. Development involves regulation, growth and maintenance.

Paul Baltes suggests human being has the ability and plasticity for positive change as per the environmental requirements. Human being learns ways and means to compensate and solve difficulties throughout his life. Baltes says positive features of growing old like knowing ways to compensate and solve problems are important attributes of old age. These characteristics are beliefs which characterises the life-span approach. Given below are some of the characteristics beliefs of the life span approach.

**(i) Development is lifelong process**—This belief has two aspects. First, the development covers the entire life span. Second, some processes in the development may not be present at birth but emerge all over the life span. There are different points in the process development and both gains and losses happen throughout the life span.

**(ii) Development is multidimensional**—It means that development does not have a single criterion like increase or decrease in certain behaviour. It happens in various domains.

**(iii) Development is multidirectional**—It means that development does not have any particular path that it must take. Developmental happens in a wide variety of ways. It includes multiple abilities with different directions. There will be different types of changes or constancy in the behaviour.

**(iv) Development is plastic**—It means development is modified by circumstances. For example, infants who have been treated for epilepsy recovers the functions associated with the hemisphere after the brain reorganises itself and the remaining hemisphere takes over those functions.

**(v) Development is contextual**—It means development gets influenced by different contexts. Physical environment and social, historical and cultural contexts have impact on the development of an individual.

**(vi) Development is multidisciplinary**—It means the age-related changes do not come under

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one discipline. An understanding of human development thus will be achieved through research in the perspective of different disciplines including sociology, linguistics, anthropology and neuroscience. For example, the development which is sociological or biological in nature cannot be covered under psychology.

**(vii) Development involves growth, maintenance and regulation**—These are three goals of human development. Growth, maintenance and regulation are important for healthy life span development.

**(viii) Development is embedded in history**—It means historical conditions affect life span development. The historical time period affects development.

**(ix) Normative age graded influences development**— It means similar biological and environmental influences for individuals in a specific age group also have impact on their development.

**(x) Normative history graded influences development**—Biological and environmental factors that are related to history common to people of a specific generation also have impact on their life span development.

**(xi) Non-normative events influence development**— Unusual happenings like the occurrence, the pattern and sequence of these events have a major impact on an individual's life.

**SIGNIFICANT FACTS ABOUT DEVELOPMENT**

Given below are certain significant facts about development:

**(i) Early foundations are very crucial for development**—Attitudes, habits and behaviour pattern established in early years determine how a person will adjust in his later life.

**(ii) Maturation and learning have important impact on development**—Maturation shows an individual's inherent nature. Learning happens through experience and efforts of the individual. Maturation and learning influence development.

**(iii) Development follows a definite and predictable pattern**—There are some patterns of physical, intellectual, speech and motor development. There are laws that govern

development. (a) Proximodistal law says development spreads outward from the central axis of the body to extremities, and (b) Cephalocaudal law says development spreads over the body from head to foot.

**(iv) All individuals are different**—Each individual reacts in a different way to an environmental stimulus. It also cannot be predicted how a person will react to a stimulus. These differences give individuality in shaping personality.

**(v) Each development phase has characteristic behaviour**—Certain characteristic behaviours are found in each developmental phase. If a person adapts to environmental demands easily and adjusts and makes good personal, the patterns are marked by periods of equilibrium. If a person experiences difficulty in adaptation and makes poor personal and social adjustment, there will be periods of disequilibrium.

**(vi) Each phase has hazards**—Each period is associated with certain developmental such as physical, psychological and environment. These hazards inevitably involve adjustment problems. We should be aware of these hazards because awareness of these makes it possible to prevent or to at least alleviate these.

**(vii) Development is aided by stimulation**—Development reaches its full potential when it is aided by stimulation even as most development happens because of environmental experiences and maturation. Stimulation is effective when ability is normally developing. Of course it is always important.

**(viii) Development is affected by cultural changes**—Cultural standards and norms affect development. Changes in these standards thus affect the pattern of development.

**(ix) Each stage of development has certain social expectation**—The individual has to adhere to the rules and regulations of the family and society if he has to be successful in fulfilling those expectations.

**(x) Traditional beliefs about people affect development**—Traditional beliefs about physical and psychological characteristics affect development.