M.P.C.-2
Life Span Psychology

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Content

LIFE SPAN PSYCHOLOGY

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PRENATAL, INFANCY AND EARLY CHILDHOOD

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QUESTION PAPER

June – 2023

(Solved)

LIFE SPAN PSYCHOLOGY

M.P.C.-2

Time: 2 Hours]   **[Maximum Marks: 50**

Note: *All sections are compulsory.*

SECTION-A

Note: Answer the following questions:

Q. 1. Explain the concept of growth and development. Describe the characteristics of life span development.

Ans. Ref.: See Chapter-1, Page No. 2, 'Growth and Development' and Page No. 4, 'Characteristics of Life Span Development'.

Q. 2. Describe the physical and psychological development during infancy.

Ans. Ref.: See Chapter-3, Page No. 21, 'Physical Development in Infancy' and Page No. 22, 'Psychosocial Development in Infancy'.

Q. 3. Discuss the psychosocial changes during old age.

Ans. Ref.: See Chapter-15, Page No. 132, 'Psychosocial Changes During Old Age' and 'Erickson's Theory'.

Q. 4. Explain development during adult years. Compare state theories with contextual approach to development.

Ans. Ref.: See Chapter-15, Page No. 128, 'Stages *vs.* Contextual Approach'.

SECTION-B

Note: Answer the following questions:

Q. 5. Explain the environmental influences during prenatal development.

Ans. Ref.: See Chapter-2, Page No. 15, 'Environmental Influences'.

Q. 6. Elucidate the motor skills during early school years.

Ans. Ref.: See Chapter-5, Page No. 45, Q. No. 5.

Q. 7. Explain cognitive development during adolescence.

Ans. Ref.: See Chapter-10, Page No. 87, 'Cognitive Development During Adolescence'.

Q. 8. Elucidate ageing issues and challenges in middle adulthood.

Ans. Ref.: See Chapter-16, Page No. 145, 'Ageing Issues and Challenges in Middle Adulthod'.

Q. 9. Discuss social development during middle childhood.

Ans. Ref.: See Chapter-6, Page No. 48, 'Social Development'.

SECTION-C

Note: Write short notes on the following:

Q. 10. Concept formation.

Ans. Ref.: See Chapter-6, Page No. 47, 'Concept Formation'.

Q. 11. Remedial programme for learning disability.

Ans. Ref.: See Chapter-8, Page No. 68, 'Remedial Programme for LD'.

Q. 12. High risk behaviours.

Ans. Ref.: See Chapter-12, Page No. 106, 'High Risk Behaviours'.

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QUESTION PAPER

December – 2022

(Solved)

LIFE SPAN PSYCHOLOGY
M.P.C.-2

Time: 2 Hours]   **[Maximum Marks: 50**

Note: All sections are compulsory.

SECTION-A

Note: Answer the following questions:

Q. 1. Explain the issues in life span development. Discuss the significant facts to understand the patterns of development.

Ans. Ref.: See Chapter-1, Page No. 8, Q. No. 3 and Page No. 5, 'Facts of Development'.

Q. 2. Describe the characteristics and hazards during infancy period.

Ans. Ref.: See Chapter-3, Page No. 20, 'Characteristics of Infancy Period' and Page No. 21, 'Hazards During Infancy Period'.

Q. 3. Explain cognitive development during middle childhood.

Ans. Ref.: See Chapter-6, Page No. 46, 'Cognitive Development'.

Q. 4. Discuss psychosocial changes during old age.

Ans. Ref.: See Chapter-15, Page No. 132, 'Psychosocial Changes During Old Age' and 'Erickson's Theory'.

SECTION-B

Note: Answer the following questions:

Q. 5. Explain the different stages of prenatal development.

Ans. Ref.: See Chapter-2, Page No. 13, 'Periods of Prenatal Development'.

Q. 6. Describe cognitive changes during old age.

Ans. Ref.: See Chapter-14, Page No. 120, 'Old Age'.

Q. 7. Explain identity crisis. Describe Marcia's identity status.

Ans. Ref.: See Chapter-11, Page No. 95, 'Identity Crisis'.

Q. 8. Discuss Levison's seasons of life theory.

Ans. Ref.: See Chapter-15, Page No. 129, 'Levinson's Seasons of Life Theory'.

Q. 9. Describe psychosocial changes during middle adulthood.

Ans. Ref.: See Chapter-15, Page No. 130, 'Psychosocial Changes During Middle Adulthood'.

SECTION-C

Note: Write short notes on the following:

Q. 10. Factors affecting height and weight during early school years

Ans. Ref.: See Chapter-5, Page No. 38-39, 'Body Mass Index (BMI)'.

Q. 11. Basic school skills

Ans. Ref.: See Chapter-7, Page No. 57, 'Basic School Skills – The 3Rs and AC'.

Q. 12. Egocentrism in adolescence

Ans. Ref.: See Chapter-11, Page No. 97, 'Egocentrism in Adolescence'.

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LIFE SPAN PSYCHOLOGY

PRENATAL, INFANCY AND EARLY CHILDHOOD

Concept of Development, Growth and Development, Life Span Perspective, Methods of Studying Development and Characteristics of Development

1

INTRODUCTION

Human development is a continuous process which begins at conception and continues to take place till day the individual dies. It is a process by which a baby develops from a single cell into an adult and becomes independent due to physical as well as psychological changes taking place when he matures. These changes are due to heredity as well as environment. Both nature and nurture has a complex interaction in the development of one individual.

Therefore, Developmental Psychology refers to the development of an individual throughout his life span. When we say development psychology we mean the growth and development across the life span with emphasis upon normal growth and milestones achieved in the physical, cognitive, social and emotional systems.

The scope of developmental psychology is not only limited to physical aspect only it covers wide areas from involuntary movements to intentional movements, from involuntary watching to voluntary gazing at something. The field of development is an interesting study of beginning from infanthood. It explains various processes like why a child is cheerful and other one moody. Why it is easy to pacify a child very easily while very difficult to handle the other one. It gives answer to the questions like why all

child follow the same rule while they start to walk or speak.

Therefore, developmental psychology is of use to all those people who are in any way associated with children.

Here, it is necessary to mention that development extends till the time an individual expires. Therefore, it should not be misconceived as development principles are related to children only. It covers all the other periods like adolescence, early adulthood, middle adulthood and late adulthood. Where initially in childhood, development is discussed in terms of increasing qualities and abilities; similarly, in late adulthood its is about deteriorating physical capabilities but still qualitative development still goes on with past education and experience that an individual earns in due the course of his/her lifetime.

CHAPTER AT A GLANCE

CONCEPT OF DEVELOPMENT

Development is a very broad concept and is not just limited to biological and physical aspect of growth but also the social and cognitive aspect of growth. It not only includes quantitative changes but also the qualitative changes taking place during the course of maturation of an individual. Someone has rightly said that development is not a destiny but a

journey which means that it an ongoing process. Development is a summation of all the experiences that an individual gains since his childhood till death.

Development is said to be the interplay of genes and environment. Some factors are determined by genes and other factors are influenced by what type of environment an individual gets. That is why it is seen that children who get stimulating environment, develop fast in all spheres of life and those who are left on trial and error opportunities are suspected to develop gradually.

Therefore in today's modern era, we hear a lot about holistic development which means that efforts should be done to prompt the wholesome development of the children. Wholesome development include physical development, intellectual development, moral development, social development, cultural development, emotional development, etc.

Goals of Development Changes

Since developmental psychology deals with changes across the age span, it studies the increasing competence that occurs initially with age and the declines in competence that may occur with later age. The changes observed include those in physical, motor, language, cognitive and social behaviour. It also enquires differences in development as a function of variables such as gender, socio-economic status, and cultural and sub-cultural groups. It looks for explanations for observed changes at all levels.

GROWTH AND DEVELOPMENT

Growth refers to the biological or physical changes across age. Growth is a narrow concept. It includes only physical changes i.e. height, weight, hair, size, etc. While development is a broader concept which includes physical as well as psychological changes such as cognitive changes, social changes, cultural changes that take place when an individual matures throughout his life span.

When one studies about growth and development issues, few factors tend to be contributing in the development of an individual such as society where the individual is living, the culture which is being followed in that area and place where one is born. These factors affects the way an individual's personality will be carved.

Growth and development take place in following areas and these are:

(a) **Physical:** We can observe growth in physical terms such as height, weight, etc. There are few milestones which are recorded to ascertain whether the child is developing properly such as babbling, crawling, standing, walking, etc. These milestones give an index of development.

(b) **Psychological and Cognitive:** Cognition refers to mental processes that are taking place in the brain when one is thinking or doing something. A child masters cognitive skills when he grows. He learns to make use of his thought processes. He learns to answer questions to be at its simplest form. Later, he learns to make reason and with course of age, he involves in refined use of his knowledge and thought processes.

(c) **Social and Emotional:** As children grow, they learn to behave in social setting. They are taught how to follow rules when talking in public. In this way, they learn to conform to societal norms. They observe how others are carrying out. In the similar fashion, they learn some moral values that needs to be followed. Following social rules and holding morality and conduct these are all indicators of social and emotional development.

(d) **Sexuality and Gender Identity:** When a child becomes aware of one's sexuality, he/she learns how their body works, how boys and girls are different and slowly, they develop their own sexual identity. They learn to control their sexual desires and to follow societal norms.

The areas mentioned above are universal and they determine the development pattern of an individual.

Critical Periods During Development

Healthy development takes place when the child is nurtured affectionately since childhood. In the absence of which there occurs many problems which are manifested in a child's behaviour at different point in time. To ensure proper development, one must be raised with love and affection which will enable a child to transit from a dependent to an independent adult.

LIFE SPAN PERSPECTIVES

The study of life span development has fascinated many psychologists for various research

works but its scope is not only limited to psychology but also to those who are in any way related to sociology, education and healthcare. Many issues like what affects development of an individual more – heredity, environmental causes, an individual's own behaviour–has been the topic of various researches.

The study of life span development is not only done to establish theories or to make predictions, it also done to assess various developmental phases of an individual and implement on the basis of past learnings.

The study of life span is of interest in the field of teacher education. The teachers are taught different perspective of development because they have to deal with children and should be thorough with healthy development and developmental delay to be able to inform the appropriate people at the right time. Understanding child development is an integral aspect of teaching children.

Psychologists use developmental milestones to judge whether a particular child is developing according to the age-specific norms or whether there are some underlying causes which are hampering growth rate. Therefore, psychologists and other mental health workers study the field of growth and development. Their physical research areas may be related to reflexes, vision, hearing, motor movements etc. Their psychological research areas may be temperament, irritability, attachment, separation anxiety, object permanence, emotional-social development, cognitive development, etc.

The study of development is also of benefit to the parents and caregivers who are rearing children and want to ensure healthy development of their wards. They can refer as and when they need any guidance.

The developmental periods are considered as child and adolescence, adulthood, middle adulthood and late adulthood.

Understanding Life Span Development

The pattern of changes in due course of maturation of an individual does determine development but there are some patterns which remains same for a period of time which is very natural. There are four interactive forces that shape an individual's development and they are as follows:

(i) **Biological forces:** These are those factors which are governed by genetics and health and affects an individual's development. For example hunger, height, prenatal development, puberty, menopause, etc.

(ii) **Psychological forces:** Psychological forces are those forces which are internal and indicative of psychological development of an individual. For example instincts, perception, emotions, motivation, intelligence, honesty, and self esteem etc.

(iii) **Life cycle forces:** Life cycle forces determines uniqueness of an individual as compared to others. It tells how different people are affected differently by the same events. According to the twin studies, it is evident that even the same age and heridity twins react differently to a situation.

(iv) **Socio-cultural forces:** Socio-cultural forces include factors related to society in which one lives, cultural factors and ethical factors. The development of an individual is influenced to much extent by family, peer group, neighbours, colleagues, etc.

Issues in Life Span Development

There are a number of issues which are of concern to life span development. They are as follows:

(i) **Nature *vs* Nurture:** Whether the development is affected by heredity or environment? This is one of the oldest debate and study of life span psychology attempts to find the answer to whether the genes have the more important role to play in the development of an individual or the environment. For its clarification many adoption studies and twin studies have been done but still there is no sure answer to it. According to those who believe that nature guides development, they believe that the development depends on the heredity and genetic makeup. They believe the characteristics of father and mother will determine what kind of personality a child will develop. On the other hand, those who believe that development is guided by nurture i.e. environment, they believe that though there is role of genetics in forming a child and giving entity to a new individual, they still believe that it is the environment which affects remarkably to what kind of person a child will become. For example: This can be confirmed with the adoption studies. The child

who is born to an affluent and very civilized family and due to some circumstances, the same child is raised in either orphanage or in a slum, will develop an accent quite different from his biological parents. Not only the accent but all the habits, his outlook towards life and self will be tremendously influenced by the environment in which he is brought up.

(ii) **Continuity *vs* Discontinuity:** There is a question whether the development is continuous or discontinuous? According to theorists who believe that development is continuous, they believe that it is relatively a smooth process without any predetermined stages while on the other hand, the theorists who believe that development is discontinuous believe that each individual passes through definite stages and fixation at any stage results in haltered development. For example: The notion that development is continuous is confirmed by the fact that an individual accumulate small experiences at different point in time and all these experiences combine to form his identity or self-concept later in life. Therefore, it cannot be said that experience once felt by an individual will be lost after one stage ends, it has its role to play in the longer run.

(iii) **Stability *vs* Change:** Stability *versus* change is another issue that asks whether a determinant of development stays stable or change with due course of time? For example, whether a child who is extrovert in nature will remain so across his lifespan or not? Whether a woman who remains anxious will endure these characteristic over her lifetime or she may become balanced in her attitude and become more relaxed. These questions raise doubts in the study of development whether development is more stable or is bound to change. While some traits and attitudes are there to change throughout lifetime, there are some things like temperament that is relative stable which remains same throughout life.

Stages of Development

A stage is defined by achievement of a milestone. An individual passes through various stages across his life. Their development is determined on the basis of achievement of milestones with regards to age-specific norms.

Human development is classified according to the following developmental periods:

   (i) Prenatal Development (0-9 months).
  (ii) Childhood and adolescence (birth to age 20).
 (iii) Early adulthood (age 17 to 45).
 (iv) Middle adulthood (age 40 to 60).
  (v) Late adulthood (over 60 years of age).

DOMAINS OF HUMAN DEVELOPMENT

The domains of human development are described as psychological, cognitive and social domains. Psychological domain emphasize on how an individual is adjusted to the environment. Adjustment is the process of co-existence. In the very beginning, the child learns to adjust in the mother's womb, then when he grow up, he learns to adjust to his feeding timings, and ultimately as the life conditions become complex, he has to learn to adjust to people in his surroundings. If the person is able to adjust well, it leads to success and if he is not able to adjust well, it leads to failure. On the basis of these, the trend of development is ascertained.

Cognitive domain reflects memory, thinking, attention, perception, etc. Development is ascertained as to how well a child is able to performed these functions. Cognitive domain gives answer to why young children have good memory and why this starts to decline with age.

Social domain focuses on interpersonal relationships. It helps in ascertaining how well the social development is taking place. It includes interaction with peer group, parents, classmates, neighbours etc. As the child grows, these interactions becomes complex and mastery in them is expected.

CHARACTERISTICS OF LIFE SPAN DEVELOPMENT

There are a series of universal features that characterize pattern of growth and development. These characteristics help us predict in what order and pattern development will take place in a child. These characteristics help us not only in prediction but also in implementing the child-rearing practices efficiently. These characteristics are as follows:

(i) **Development is Multidisciplinary:** The study of life span development is multidisciplinary.