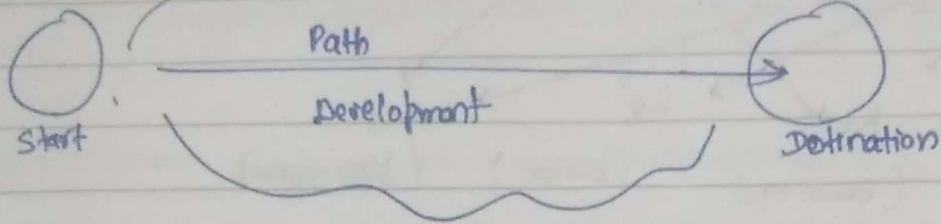


⑦ Development - Life span

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↑ traits & turns = unique individual = Social + biological + environment interaction

Human Development :-

scientific study of changes that occur in people as they age from conception to death

expt :-

- ✓ longitudinal : same people followed & assessed at different times as group ages.
- ✓ cross sectional :- different age groups studied @ same time.

longitudinal + cross-sectional = cross-sequential design

Hitter में दोनो का ruolo होता है

Nature vs Nurture :-

Personality / Trait = f (Nature, Nurture)
 Heredity environment

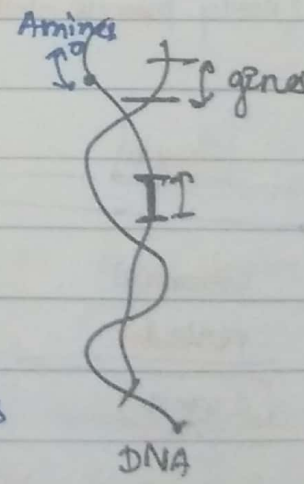
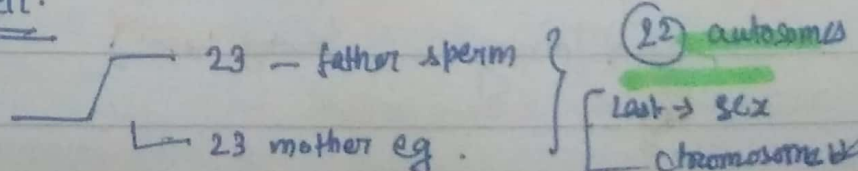
DNA → A/T/G/C base →

each section contains sequence of amines → "genes"

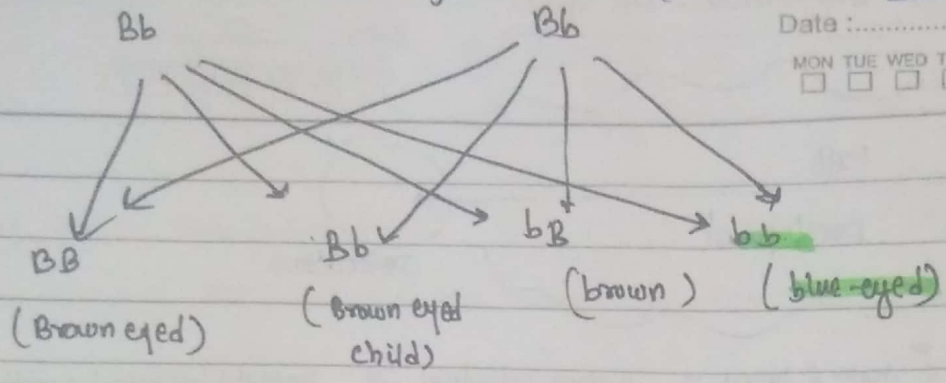
Gene located on rod shaped structure called chromosomes

found in nucleus of a cell.

Human chromosome: 46



Brown eyed parents (brown dominant)



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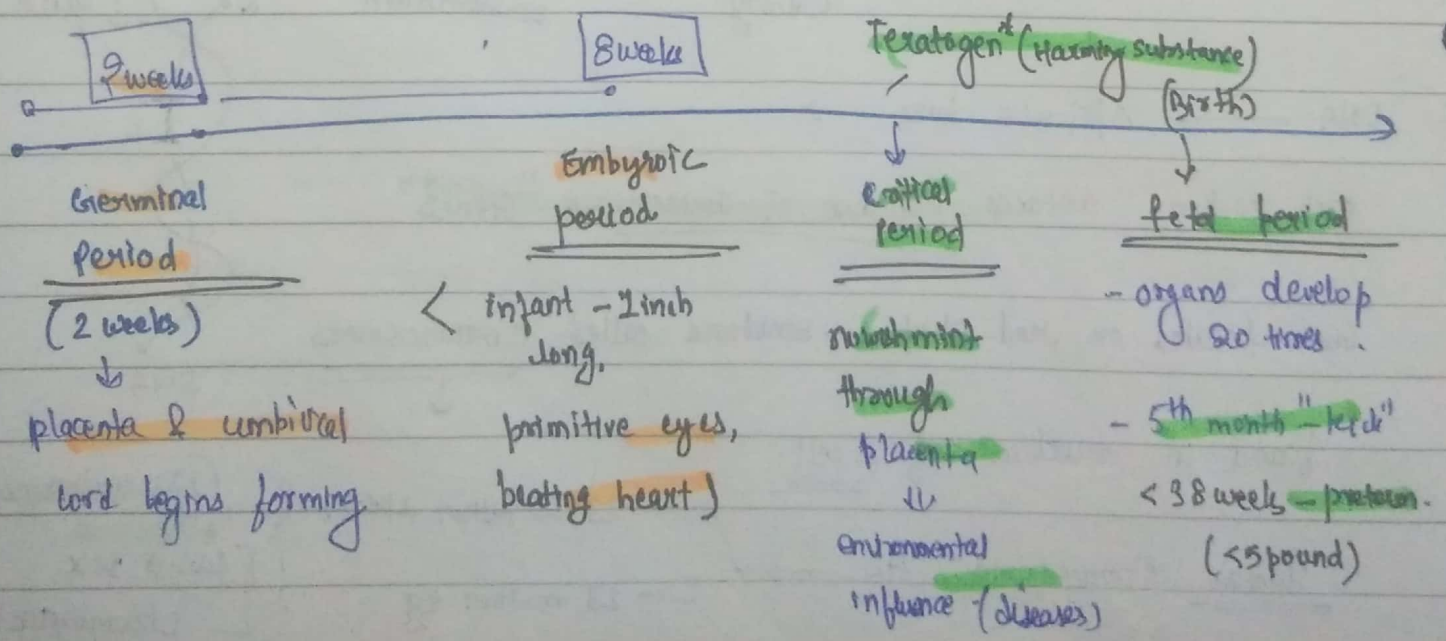
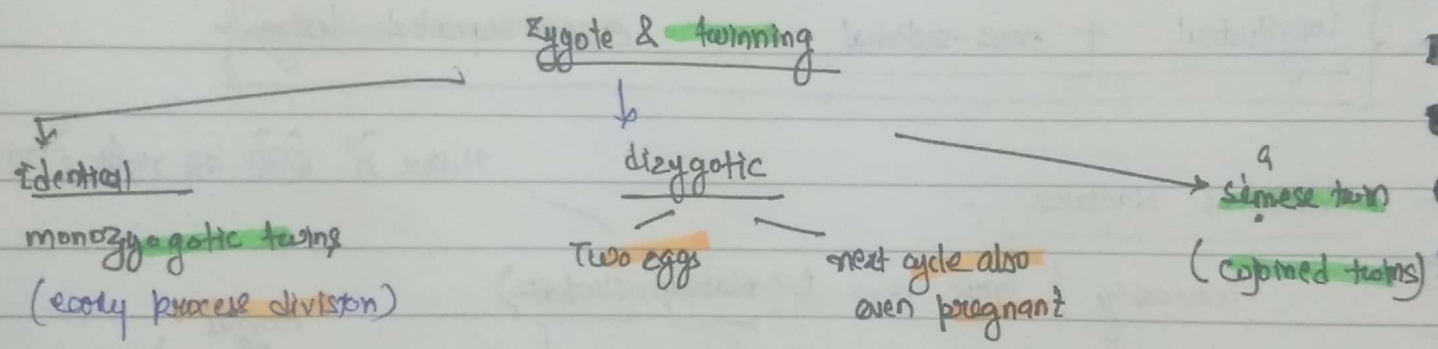
✓ Dominant Genes: - more active in influencing the trait

others are called as recessive gene (less active gene) - fed in background

Actual: more than one pair controls \rightarrow polygenic inheritance

Diseases: Down syndrome: - 21st pair of extra chromosome (mental retardation)

Turner's syndrome: missing 23rd X \rightarrow lone X chromosome - short, infertile female



miscarriage / Spontaneous Abortion : First 3 months.

✓ even before knowing that she was pregnant.

✓ sometimes genetic defect in which embryo was developing.

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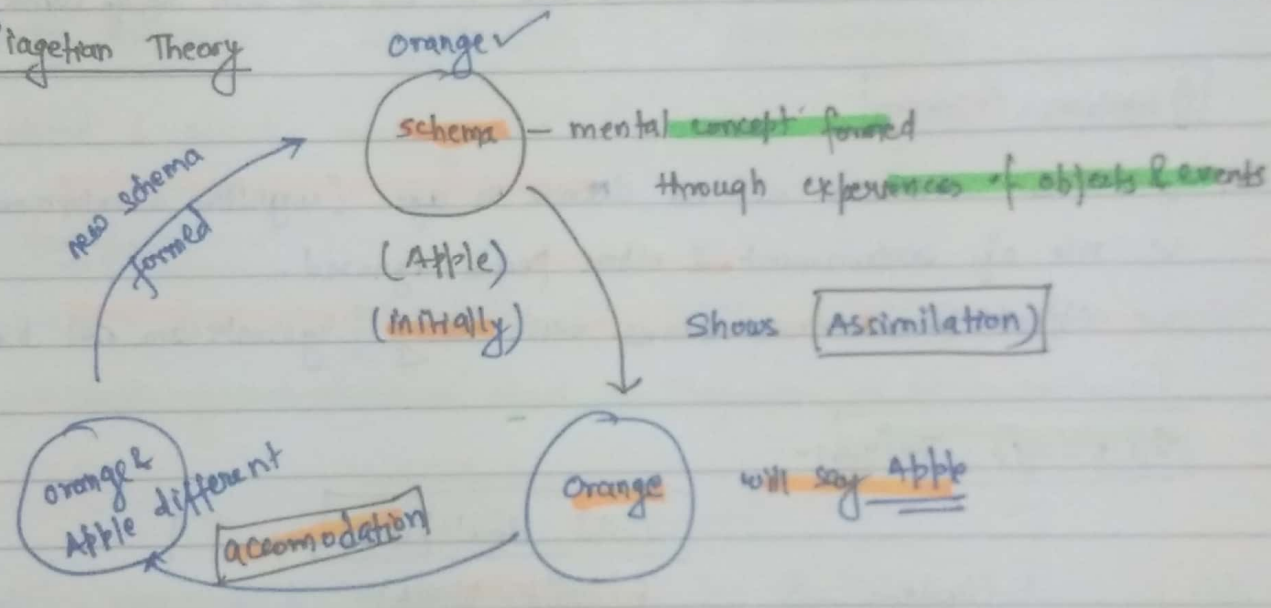
Infancy & childhood :- Excess fat consumed initially after baby is born.

innate patterns from birth babies have is called as reflexes { mostly involuntary }

• sensory development : Touch (skin to womb) & smell (own's mother milk) ↑↑
 vision is least developed ↓↓ (look & prefer complex patterns)

• cognitive development :- by 1 yr 75% of brain weight = adult brain weight etc

Piaget's Theory



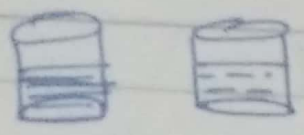
Stages of development

<u>Sensorimotor</u> (Birth - 2 yrs)	<u>Preoperational</u> (2-7 yrs)	<u>Concrete operations</u> 7-12	<u>Formal operations</u> (12-adulthood)
<ul style="list-style-type: none"> ✓ involuntary → voluntary ✓ senses & Ability to move → schemas & <u>object permanence</u> (knowledge object exists even not in sight) - <u>peek-a-bow</u> gift 	<ul style="list-style-type: none"> • mental concept ✓ • not much logical thought ✗ - overwhelmed by appearance - <u>egocentrism</u> (own's eye) 	<ul style="list-style-type: none"> - <u>concrete thinking</u> - follow rules - think <u>less</u> more than parents - <u>Abstract concept</u> ✗ 	<ul style="list-style-type: none"> - <u>Abstract thinking</u> ✓ - critical, problem solving, abstract - needed in college

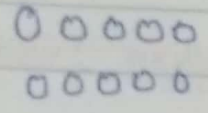
Preoperational

Centration example

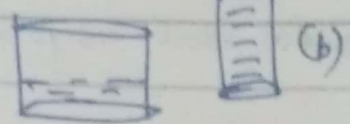
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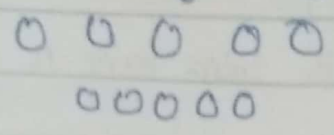
equal water



equal coins



(a) they will say b contains more water than (a)



more coins

→ Santa Claus will come to each house.

Conservation
 (→ same →)

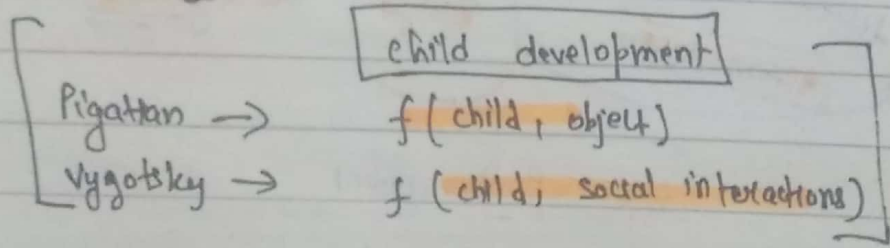
Centration ←
 ↓
Irreversibility

→ new water in tubes is poured back to old ones will apply same X.

Piagetian Criticism

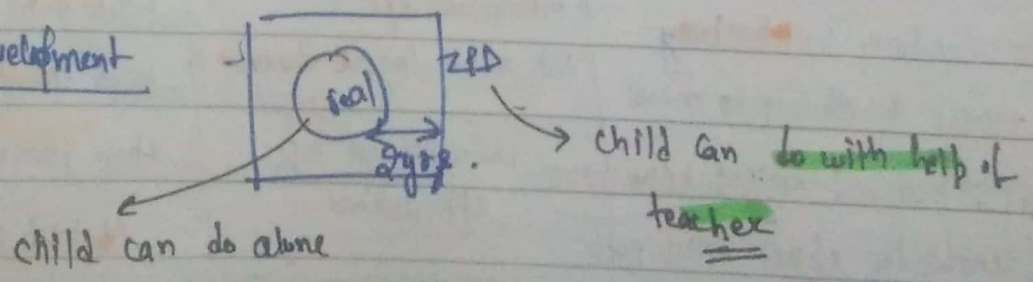
- ✓ it is continuous not as discrete as age (cognitive development)
- ✓ role of environment & other people ignored.
- ✓ object permanence comes much early | egocentrism not true.

Vygotsky's Theory:-



Scaffolding: more highly skilled person gives the learner more help in beginning to learn new concepts & then begins to withdraw.

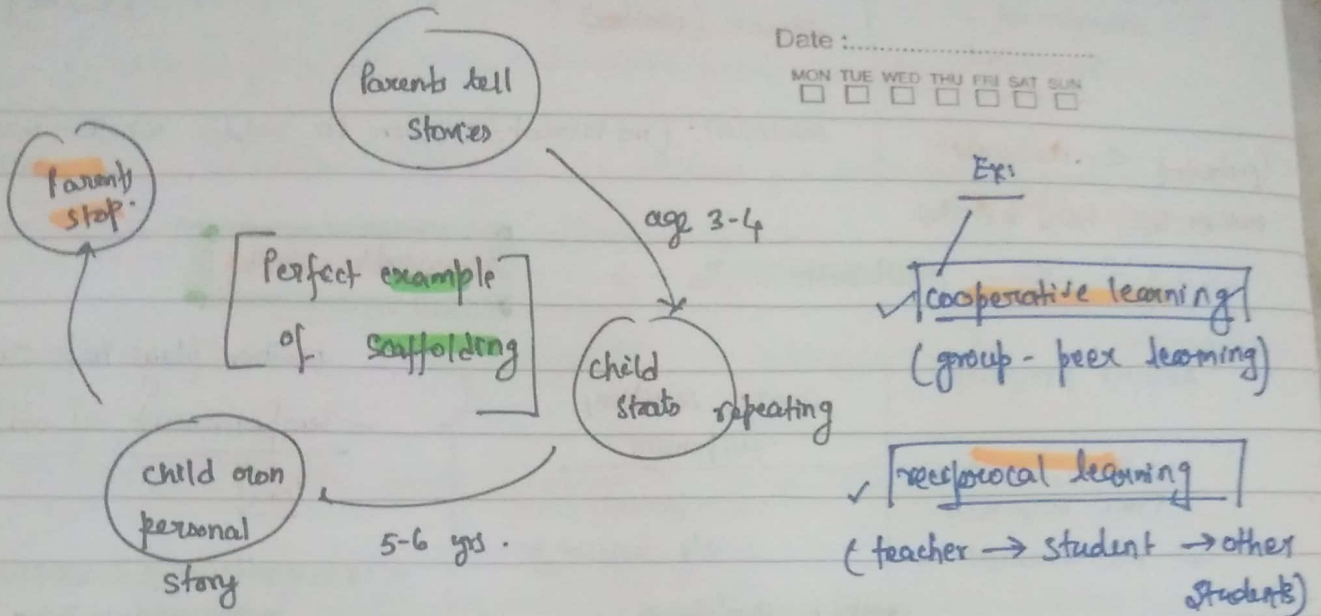
Zone of proximal development



Era Ramayana

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Information processing theory: Infants also habituate, stop responding to unchanging stimulus

main memory non-verbal, 2 words - 3 yrs

Control strategies

Procedural & episodic memory

semantic x → then rehearsal & metamemory format

Language development

Allows children to think in words rather than just images, communication, form concepts.

{ cooing → Babbling → one word speech → Telegraphic → whole sentence }

Psychosocial development

① Temperament: behavioral & emotional characteristics fairly well established @ birth.

- easy (Adaptable to change)
- Difficult (irregular schedules, loud, active, crabby)
- Slow to warm up (Silent but slow to adopt changes)

→ whether temperament good to fit depends on temperament of parents as well.

② Attachment :- emotional bond between infant & primary caregiver.
(forms in first 6 months & manifests in next 6 months - generally mother)

(not able to decide when mother returned)
disorganized -
disoriented

sensitive (mother)

play anything as long as mother present

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□ □ □ □ □ □ □

(protested ← Ambivalent
mother left, hard to soothe)

Avoidant (no interest/concern in babies whether mother or not)

← Attachment styles →

Ainsworth expt

Abusive / neglectful

Caring, sensitive,
responsive

- mother plays imp role
- Temperament of child as
(cell)

Tired, hyperactive
but not consistent

unresponsive,
coldly rejecting

✓ cross-cultural / home environment
is a valid point

mother profile

⊗ Attachment expt of Rhesus monkey

- develops oral only because mother is primary reinforcer (food) but
secondary reinforcer as well (pleasurable contact comfort)

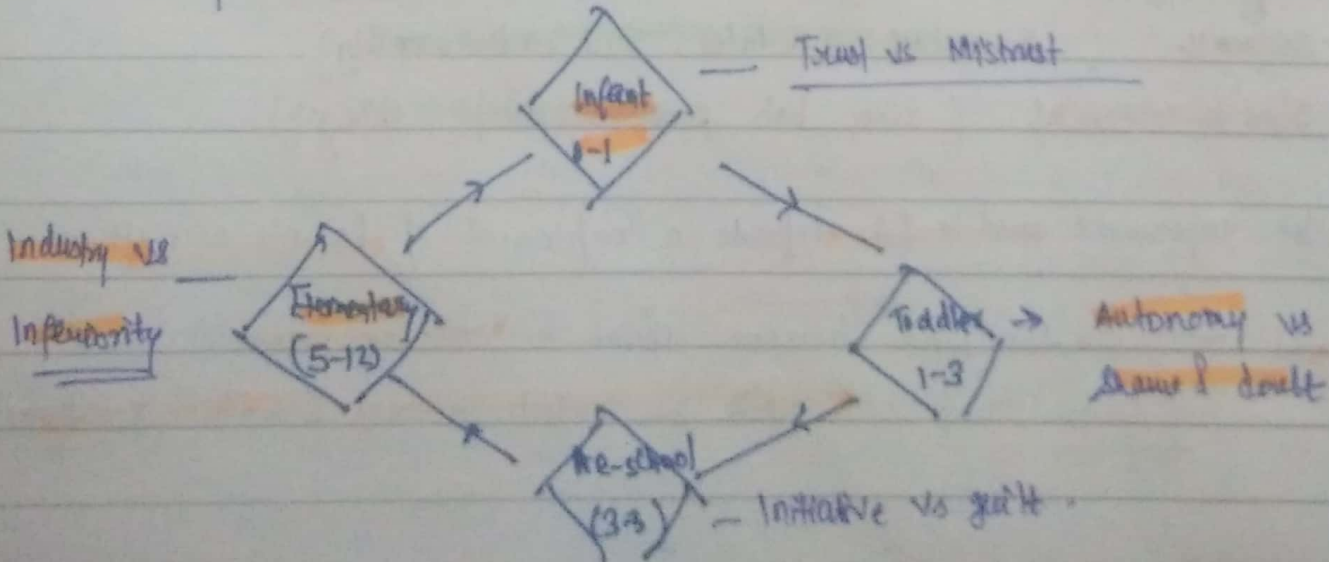
wise surrogate with food
(X) avoided

without food self contact
(✓) (monkeys went)

Erikson's Theory

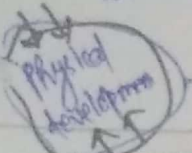
Psychoanalytic → social relationship in shaping personality.

Total 8 stages of emotional crisis → successfully met → Normal & Healthy psychological development
(4 stages occur in childhood)

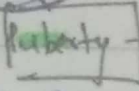


Gender Identity: cultural phenomenon #1

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behavior that goes along with male/female in particular culture.

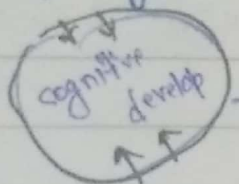


Endocrine activities - Master gland < Pituitary Gland >

Primary & secondary sex organs start developing

(4 yrs of puberty cycle complete).

Thyroid glands → rate of growth, adrenal glands.

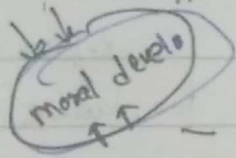


Piaget's formal operations - frontal lobe of brain develops.

adolescents think their thoughts are as important to others as they are to themselves.

Personal fable

(due to own thought - I am special
I am different, unwanted pregnancy, rough driving)



understanding of "right" or "wrong" - Kohlberg theory (morality)

Imagery Audience

everyone looking at them.
always at centre of world
becomes self conscious.

Kohlberg Levels

Preconventional

(very young #)

(consequences determine)

(theft → not caught → don't see it wrong)

Conventional

(social norms)

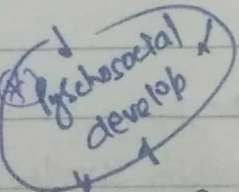
(adolescents)

(no speeding)

Post conventional (about 20A)

Moral principle by person

right/wrong (JNU) - may be against social norm.



Erikson's 5th stage dilemma: Identity vs role confusion

If first 4 stages went well, can cope up, peer pressure, group adherence.

Confusion: when trying to play multiple identities at one time

Parent/Teen conflict: on trivial issues (music, hair) but on big moral issues - same thought

menopause / andropause

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hot flashes

Adulthood

Physical → Young → Mid → old

Cognitive → speed of processing slows down through knowledge & experience increases

→ decline of memory (Alzheimer's disease) / also due to stress

→ keep solving challenging puzzles, sudokus, chess / physical activities

Psychosocial →

Erikson's Intimacy vs Isolation - intimate relationship.

Generativity vs Stagnation : creative + productive + nurturant

Ego Integrity vs Despair :- life reviews → relatively full life and (wisdom)

come to terms with regrets & losses → integrity. / unfinished regrets - despair.

Theories of Ageing

• cellular clock theory :- cells limited in no. of times → reproduce for damage

Telomeres : in chromosomes - shorten each time a cell reproduces → when too short → aging.

• Wear & Tear theory :- outside stress / bodily damage → use & abuse of body organs.

Collagen : natural flexible wears out.

• Free radical theory :- Biological explanation wear & tear. free radicals of oxygen molecules steal electron from cell & increase the damage → more with age.

• Activity theory :- more active individual (volunteering) → less ageing.

Death & Dying

ABMD (Attention deficit Hyperactivity Disorder)

denial (death is real)

anger (Helplessness & anger at death)

bargaining (deal with doctor / god)

depression (loss of job / dignity)

acceptance (Accepted inevitability)