UNIT 2 : HISTORY OF DEVELOPMENTAL PSYCHOLOGY

UNIT STRUCTURE

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2.1 LEARNING OBJECTIVES

After going through this unit, you will be able to-

- get acquainted with the history of developmental psychology
- understand the definition and concept of life-span
- comprehend the different stages of life-span
- identify the principles of human development to get familiar with the developmental changes in different stages of life-span.

2.2 INTRODUCTION

The preceding unit has helped you to better acquaint with the basic concept of developmental psychology as an important branch of psychology, its scope and allied concepts. As you are studying about developmental psychology, you must be clear with its historical background and the most basic concept associated with the study of developmental psychology. Developmental psychology is a branch of psychology which makes study about different psycho-physical changes brought to men throughout one's life. As an individual we all experiences different changes in life through

different stages of life. Characteristics accompanied by these stage differs from one another. We are not the same person we were in our childhood or in our adolescence period. As a learner of developmental psychology, you all must be clear with these stages and how changes take place through these stages. This unit will deal with those stages of our life, which is going to be not only interesting and but exciting too to study.

2.3 HISTORY OF DEVELOPMENTAL PSYCHOLOGY

Human development is a natural process. Every one of us is being is influenced and controlled by this process. We cannot deny the natural process of human development. Developmental psychology is a scientific study of human development. Hence, it is also known as human development psychology. As already mentioned in the preceding unit, initially, developmental psychology was refereed as child psychology as developmental psychology was primarily concerned with child and adolescent development. Later, adult development and aging began to assume more importance under its umbrella, and came to known as developmental psychology. Studying about human development is the concern of many disciplines, including biology, sociology, anthropology, education, and medicine. Developmental psychology is concerned with change in psychological functioning in men over the life span.

If we try to trace the historical background of Developmental psychology, we must remember the name of Confucius (551-479BC), Plato (427-347BC), and Aristotle (384-322BC) who had contributed to the study of human development through their rich psychological tradition. In the seventeenth century, John Amos Comenius strongly felt that children should be studied not as embryonic adult but in their essential child nature so as to understand their capacities and how they deal with the changes. From a philosophical perspective, John Locke (1632--1704) and Jean-Jacques Rousseau (1712-1778) are the usual starting points for Western discussions of development. The first scientific record of development of young child was by Pestalozzi on his own son (Three and a half year old) and the record was published in 1774. It is important to note that in his famous book Emile,

Rousseau described three stages of human life-Infants (referring infancy) Puer (referring childhood) and Adolescence period of human life.

The theory of evolution by **Charles Darwin** (1809-1882) was the starting point for many Western developmental psychologists, both European and American. The famous article of Darwin –"**Biographical Sketch of an infant**" published in 1877 gave a detailed and careful observation of behavior and development of an infant. In addition, Darwin's emphasis on individual differences and adaptation became important components of developmental psychology.

Moreover, **"Baby biographies,"** were used as early attempts to understand developmental descriptive accounts of children, usually written by a parent, and often biased. The German philosopher, Dietrich Tiedemann (1748-1803) is credited with creating the first baby biography (1787). Hundred years later, another German biologist Wilhelm Preyer (1841-1897), kept a detailed account of the mental development of his son during his first four years. He published the results as Die Seele des Kindes (The Mind of the Child) in 1882. *Many educationists wanted to mark it as the start of developmental psychology as a separate discipline*. The best known and the most thorough of the early American studies was Milicent Shinn's(1858-1940) **Biography of a Baby** based on her observation of her niece from birth to first year of life.

Among the many contextual forces which contributed to the rise of developmental psychology, the **child study movement** was the most important. This movement emerged during the latter part of the nineteenth century. It focused on the welfare of children and, among other things, helped to bring about the passage of laws governing child labor and compulsory education. Its leadership was assumed by **G. Stanley Hall**. Hence, he is considered as *father of the child study movement*. In 1891, Hall published the first journal of developmental psychology, Pedagogical Seminary, later renamed the Journal of Genetic Psychology. Besides, Adolescence (1904) and Senescence (1922) were his two significant book on development. He is also called the *"father of American developmental psychology."*

The 19th century key figure who contributed towards the developmental study are-Jean, Piaget, Lev Vygotsky, John Boulby, Watson, Sigmund Freud, Arnold Gesell are worth mentioning. Developmental psychologists are making constant study of the natural process of growth and development and the scope of it is increasing day by day. As a discipline, it arose shortly after the emergence of scientific psychology in the latter part of the nineteenth century. Its antecedents were different from those that led to the founding of experimental psychology.



LET US KNOW

German biologist Wilhelm Preyer (1841-1897), kept a detailed account of the mental development of his son during his first four years. He published the results as Die Seele des Kindes (The Mind of the Child) in 1882. Many educationists wanted to mark it as the start of developmental psychology as a separate discipline.



CHECK YOUR PROGRESS

Q 1: What are the stages of development according to Rousseau as mentioned in his book Emile?

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Q 2: Name the two famous books by Stanley Hall written on Development.

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Q 3: Who wrote the first Baby Biograph?

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2.4 DEFINITION AND CONCEPT OF LIFE SPAN

Human life is full of variety of experiences and explorations. Life of human being starts with the conception in the womb of the mother. It is a transitional process. Throughout life, an individual exhibit typical behavioral characteristics in all the dimensions of behavior and personality. Life span is the ongoing process that we go through while growing up**.** It is the period of time between the birth and death of an organism. Lifespan Development refers to the full process of human development from conception to death. The concept of life span implies that there is an individual whose existence has a definite beginning and end. It is a holistic approach to understand all of the physiological, cognitive, emotional, and social changes that people go through. Life-span simply means the average duration of existence of an individual in a particular environment or under specified circumstances. Life-span development refers to the pattern of change that begins at conception and continues through the one's life cycle. Lifespan development can be defined as a methodical, intra-individual change associated with progressions corresponding to age. The development progresses in a manner implicating the level of functioning.

According to **Baltes, (1987),** Life-span developmental psychology is the field of psychology that involves the examination of both constancy and change in human behavior across the entire life span, that is, from conception to death.

According to **Educational Foundation (2001),** life span development is a process beginning at conception that continues until death. The progression initiates with the emergence of a fetus from a one-celled organism. As the unborn child enters the world, the environment in which the child exists begins to influence the child's development.

Life span development includes issues such as the extent to which development occurs through the gradual accumulation of knowledge versus stage like development, or the extent to which children are born with innate mental structure versus learning through experiences.

2.5 STAGES OF LIFE SPAN

Human development periods span the lifetime from conception to the end of life. Across life-span, people develop in stages. When we examine the sequence of changes over the entire life-span we find broad patterns in different phases of life. These stages are broad pattern of development characterized by some dominant feature. In each stage of development, a person shows typical capabilities, pattern of behavior and characteristics modes of functioning. Each period has certain important tasks to accomplish by the individual and depending on the success or completion of the tasks, the movement to the next stage of development take place

Various theories attempt to define how the movement from one level to the next level of development occurs. Educators and psychologists have pointed at different ways of describing stages of development in the life span of an individual. Psychologists vary in their view regarding the classification of human stages. Some justify it as five stages, whereas other want to categorize life span as nine or seven stages and so on based on developmental characteristics. Here, we are out forwarding some of the classification of life –span as classified by renowned psychologists or thinkers-

A. Rousseau's Classification of Stages of Development: The earliest effort at marking out the stages of development was made by Rousseau. He attempted to divide the individual's development into four stages as given-

	Stage of Life-span	**Period**
1	Infancy	1 to 5 years
2	Childhood	Between 5 to 12 years
3	Pre Adolescence	12 to 15 years
4	Adolescence	15 to 20 years

B. E.H. Erickson's Eight Stages of Human Development: Famous Psychoanalyst Erickson tried to classify human development into eight stages on the basis of his psycho-social development theory. The eight stages are-

	Stages	Period
Stage I	Infancy	Birth to 1 and a half year
Stage II	Toddler Age	1 and a half year to -3 years
Stage III	Preschooler Age	3-6 years
Stage IV	School –Age	6-12 years
Stage V	Adolescence	12-20 Years
Stage VI	Early Adulthood	20 to 45 years
Stage VII	Middle Adulthood	45 to 65 years
Stage VIII	Later Adulthood	65 years onwards

C. Celley's Classification on human development: Celley had classified human life-span development into three categories-

	Stages	Period
1	Infancy	1 to 5years
2	Childhood	5 to 12 years
3	Adolescence	12 to 18 years

D. James Ross's Classification: James Ross had classified human development into following five stages-

	Stages	Period
1	Infancy	Birth to 3 Years
2	Early Childhood	3 to 6 years
3	Later childhood	6 to 12 years
4	Adolescence	12 to 18 years
5	Adulthood	18 years onwards

E. Jean Piaget's Development Stages: Piaget, a Swiss educator on account of his biological background traced the initiation of human cognitive development and classified the human intellectual development into four developmental stages -

	Stage	Period
1	Sensory-Motor Stage	Birth to Two years
2	Pre-Operational Stage	2 years to 7 years
3	Concrete Operational Stage	7 to 11 Years
4	Formal Operational Stage	12 to 15 years

F. Dr. Earnest Classification on Human Life Developmental Space:

	Stage	Period
1	Infancy	1 to 5 years
2	Late Childhood	6 to 12 years
3	Adolescence	12 to 18 years
4	Maturity	18 years onwards

Thus, we find that there are variation in the classification of life-span of human. Psychologists have classified human development on the basis of different developmental dimensions and characteristics. There are certain common developmental or practical characteristics belonging to each stage. The human organism shows peculiar quantitative and qualitative changes in his body and behavior with the help of which we can say at what particular age an individual belongs to which definite stage of his life. The process of development involves the interaction of biological, cognitive and social-emotional processes. But, for our better understanding and convenient discussion, the life-span of individual is classified into the following common stages according to growth and development-

Stage I: Pre-Natal Period (From Conception to Birth)

Stage II: Post-Natal period (From birth to death)

Stages under Post-Natal period—

1. Neo-Natal Period (Birth to 10-14 Days) o
2. Babyhood or Toddler (Two Weeks to 2 Years)
3. Early Childhood or Stage of Pre-school aged (2 years to 6 Years)
4. Late Childhood or stage of School Aged child (6 years to 12-13 Years)
5. Adolescence (From 12 years to 18 Years)
6. Adulthood (18 years to 60 years)
7. Old Age or Aging (From 61 years till death)

Let's discuss the stages of life in brief under two primary stage of pre-natal and stages under post-natal-

Stage I: Pre-Natal Period (From Conception to Birth)

Pre-natal stage refers to the period of development before birth. It is a period that ranges from the time of conception to birth. The period approximately lasts for about 280 days. During this period, development is

extremely rapid. It is mainly physiological and consist of the growth of all the bodily structure. Pre-natal development is of interest to psychologists investigating the context of early psychological development. This is the period, during which individual develops from a single cell to a fully developed organism. The development from conception till birth of a baby constitute the prenatal stage, although babies are not born exactly after 280 days of conception. Biologically, it takes about 266 days from conception for a fetus to become ready for birth process. Actual birth of normal baby may take place any time after that. The pre-natal development of human is viewed in three separate stages-

1. Germinal Stage: The range of this period is conception to 2 two weeks.
2. Embryonic Stage: The range of this period is three week to eight week.
3. Fetal Stage: It ranges from week 9 to time of birth.

The detail about this period will be covered by unit 5.

Stage II: Postnatal period begins immediately after the birth of a child. During this period the mother's body returns to pre-pregnancy conditions as far as uterus size and hormone levels are concerned. The word Postnatal is derived from a Latin word which means 'after birth', again, from post meaning "after" and natalis meaning "of birth". It is the period beginning immediately after the birth of a child and extending for about six weeks. But the stages of post-natal development covers the stages from-neo-natal till death. Another term would be postpartum period, as it refers to the mother, whereas postnatal refers to the infant.

The following are the stages of post-natal development-

1. Neo-Natal Period (Birth to 10-14 Days)

This is the period of the newborn or the neonate. During this period, an infant try to adjust to a totally new environment outside the mother's body. At this stage, the organism goes through a sensorimotor development through contacts with external world. The details of this period will be discussed in unit 6.

2. Babyhood or Toddler stage (Two Weeks to 2 Years)

Babyhood stage is also termed as infancy period. From birth until the child begin to speak, they are referred as an infant. The word, infant

is derived from the Latin word-*infans* which means unable to speak. When the human child learns to walk, the term toddler is used. The period from two week to two years constitute the infancy stage of life. Babyhood period marks the transition from a purely reflective function organism to a psychological organism. At first babies are completely helpless and during the first six weeks he/she spends most of the time in sleeping. When he is awake, however he engages himself in active interaction with the environment. This interaction serves to stimulate the psychological and social development in the infants. Gradually the infant learns to control his muscles so that he can become increasingly self-reliant. Babyhood is the period, in which he gains control over his bodily movement and he learns to speak. The details of this period will be covered by unit 7 and unit 8.

3. **Early Childhood or Stage of Pre-school aged (2 years to 6 Years)**

Early childhood is also known as pre-school period. When children go to pre-school, they broaden their social horizons and become more engaged with those around them. Broadly it covers the period from 2 to 6 years. This is the time during which the children become mobile, he is able to widen the sphere of his/her activities beyond the caregivers and the family. Through interaction with the wider society and the environment the child learns the rules of appropriate social behavior and develops mental abilities which prepare him/her for formal schooling. Children starts using short sentences and learns to explore and control his surroundings. The child incessantly ask questions, makes friends with his peer group. Hence, this period is also termed as pre-gang age. Details about the developmental characteristic of this stage will be discussed in unit 9.

4. **Late Childhood or Stage of School Aged child (6 years to 12-13 Years)**

This is the formal schooling age. Hence, it is also called stage of School Aged child. During this period, children go through the transition from the world at home to that of school and peers. Children learn to make things, use tools and acquire the skills to be a worker and a

potential provider. Children receive feedback from outsiders about their accomplishment. The major development in this stage is building up friendship and socialization. During this stage, growth becomes more gradual and rate of physical change becomes slower until puberty at about 12-13 years when there is again a rapid growth spurt. Details about the developmental characteristic of this stage will be discussed in unit 10.

5. Adolescence (From 12 years to 18 Years)

This is the transitional period from childhood to adulthood. It is the period from the onset of puberty till attainment of adulthood. The word-Adolescence has been derived from Latin word –*adolescere* which means –*to grow* or *to grow to maturity*. As such the essence of the word adolescence is growth and it is in this sense that it represents a period of intensive growth change in nearly all aspects; of individual's development. Puberty marks the beginning of sexual maturity and reproductive capacity of an individual. As such with the occurrence of sexual maturity adolescence begins. This is the period of physiological upheaval especially sexual maturation. In the later adolescence period, there is increased heterosexual interest and concern for personal appearance and the desire to make a good impression on others. The peer group has greater influence in this period than the home and they desire for independence. During this period, the individual becomes ready for adulthood and family life. This period is known for the formation of personal and social identity and discovery of moral purpose. Unlike the childhood, adolescence is the stage in which intelligence exists in logical form of demonstration. Details about the developmental characteristic of this stage will be discussed in unit 13.

6. Adulthood (18 years to 60 years)

This is the stage of complete maturity. Identity versus role confusion is coming to an end in this stage. The individual learns how to form intimate relationship both in friendship and love. The development of this skill relies on the resolution of other stages. The young adult becomes a fully functioning social being assuming the role of a married

family person and developing intimate social and sexual relationship. Although most of the physical development is over by the end of adolescence period, some development do occur during the early part of adulthood period.

The later part of adulthood which is often termed as middle adulthood refers to the period between ages 40 to 60. During this period, the middle-aged experience a conflict between generativity and stagnation. They may either feel a sense of contributing to the next generation and their community. Physically, the middle aged experience a decline in muscular strength, reaction time, sensory keenness. Especially women experience menopause and a sharp drop in the hormone estrogen. Middle age is called as "Shrinking circle stage" of family life because the most important change at this time is reduction of family members living under the same roof.

7. Old Age or Aging (From 61 years till death)

The period of life from 60 till death is the period of old age. Now-a days, with increasing life expectancy and longer work period there is a delayed onset of the actual feeling of old age. During this period, people experience a conflict between integrity versus despair. It denotes to the feeling of sense of accomplishment or failure when they reflect their life. Besides retirement from active work life, the old people have to cope with many other challenges such as their own declining physical fitness, ill health, and death of dear and near ones in the family including possible loss of spouse leading to loneliness. There are wide individual variation in the way old people prepare to face death and other challenges associated with the age. Changes in recreational activities in old age are due to changes in health and mental status.

The development of individual take place throughout these mentioned stages of life. Development is a continuous process. It starts with the pre-natal period and continues till the death of an individual. Each stage is unique in its developmental traits and sequence. Individual difference is too common in each stage of

development. The further units will help you to go in depth of these stages and help you to understand the beautiful journey of men from womb to tomb.



CHECK YOUR PROGRESS

Q 4: Define life-span development.

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Q 5: What are the stages of development as classified by Jean Piaget?

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Q 6: Fill in the Blanks-

a) The Word Infant had been derived from .....

b) The Word adolescence had been derived from .....

c) The Middle age is called as .....

2.5.1 Principles of Human Development

Development is a continuous as well as systematic process of bringing changes in men. It just does not occur. It follows some procedures. If you want to know how developmental changes take place in men through the different stages of life-span, you must be clear with its procedure. The knowledge of principles of growth and development will help you to be better acquainted with the process-

- **Principle of Continuous Development**: First of all, development is a continuous process. Development follows continuity. It goes from womb to tomb and never ceases. An individual starting his life from a tiny cell develops his body, mind, and other aspects of his personality through a continuous stream of development in various dimensions.
- **Principle of Change:** The life of an individual is dynamic in nature. It is never static. From the moment of conception to the time of death, it undergoes no. of changes. At each stage

of human development, change take place.

- **Rate of Growth and Development is not uniform**: Although development follows continuity, yet the rate of growth and development is not steady and uniform at all times. It proceeds more rapidly in the early years of life but slows down into later years of infancy. Again, at the dawn of puberty, there is a sudden rise in the speed of growth and development, but it is not maintained for long. Therefore, at no stage, the rate of growth and development show steadiness. It rather takes place by fits and starts.
- **Principle of Individual Difference**: According to this principle, there exist wide individual differences among the children with respect to their growth and development in various dimensions. Each child grows at his own unique rate.
- **Principle of Uniformity of Pattern**: Although development does not proceed at a uniform rate and shows marked individual differences, yet it follows a definite sequence or pattern somewhat uniform in the offspring of a species. For example, all offspring of human beings begin to grow from head downwards. Similarly, the motor development and language development in all children seems to follow a definite sequence.
- **Development Proceeds from General to Specific:** In all phases of child's development, the general activity precedes specific activity. His responses are of a general sort before they become specific. For example, the boy waves his arms in general which is a random movement before he is capable of so specific a response as reaching. Similarly, when a newborn infant cries, the whole of the body is involved. With growth, crying is limited to the vocal cords, eyes etc. In language development, the child learns general words before specific. He uses the word daddy in greeting many men, and it is only afterwards that he uses it for his father.

- **Principle of Integration**: Where it is true that development proceeds from general to specific or from whole to parts, it is also seen that specific responses or part movements are combined in the later process of learning or development. It is the integration of whole and its parts as well as of the specific and general responses that make a child developed satisfactorily in the various dimensions of his growth and development.
- **Principle of Interrelation**: The growth and development in various dimensions like physical, mental, social etc. are interrelated and interdependent. Growth and development in any one dimension affects the growth and development of the child in other dimensions. For example, children with the above-average intelligence are generally found to possess above-average physical and social development. The asset of growth in one dimension diminishes the bright possibility in other dimensions. That is why, the child having poor physical development tend to regress in emotional, social and intellectual development.
- **Principle of Prediction:** With the help of the rate of growth and development of a child, it is possible for us to predict the range within which his mature development is going to fall. For example, X-rays of the bones of the wrist of a child will tell approximately, what his ultimate size will be. Similarly, the knowledge of the present mental ability of a child will help in predicting his ultimate mental development.
- **Interaction between Heredity and Environment:** The individual is the product of interaction between his heredity and environment. However, genes are important in determining the rate and quality of his growth and development, his social and cultural environment, physical surroundings and the emotional climates will have their own impact.
- **Principle of Interaction of Maturation and Learning:** Growth

and development occur because of both maturation and learning. Maturation refers to change in a development organism due to the unfolding and ripening of abilities, characteristics, traits and potentialities present at birth. Learning denotes the changes in behavior due to training and/ or experience. Maturation and learning are interacting.



2.6 LET US SUM UP

After going through this unit, it can be summarized as-

- History of developmental psychology is marked by the work of Confucius (551-479BC), Plato (427-347BC), and Aristotle (384-322BC).
- From a philosophical perspective, John Locke (1632--1704) and Jean-Jacques Rousseau (1712-1778) are the usual starting points for Western discussions of development.
- Rousseau described three stages of human life-Infants (referring infancy) Puer (referring childhood) and Adolescence period of human life in his famous book Emile.
- The theory of evolution by Charles Darwin (1809-1882) was the starting point for many Western developmental psychologists, both European and American.
- German biologist Wilhelm Preyer published his baby biography as Die Seele des Kindes (The Mind of the Child) in 1882. Many educationists wanted to mark it as the start of developmental psychology as a separate discipline.
- Child study movement during the latter part of the nineteenth century contributed towards the development of the discipline. Its leadership was assumed by G. Stanley Hall. Hence, he is considered as father of the child study movement.
- Life span is the ongoing process that we go through while growing

up. It is the period of time between the birth and death of an organism.

- Life-span development refers to the pattern of change that begins at conception and continues through the one's life cycle.
- Human development periods span the lifetime from conception to the end of life.
- Various theories attempt to define how the movement from one level to the next level of development occurs. Educators and psychologists have pointed at different ways of describing stages of development in the life span of an individual.
- But, for our better understanding and convenient discussion, the life-span of individual is classified into the following common stages according to growth and development-Stage I: Pre-Natal Period (From Conception to Birth), Stage under post-natal are- I: Neo-Natal Period (Birth to 10-14 Days), Stage II: Babyhood or Toddler (Two Weeks to 2 Years), Stage III: Early Childhood or pre-school stage (2 years to 6 Years) Stage IV: Late Childhood or school stage(6 years to 12-13 Years), Stage V: Adolescence (From 12 years to 18 Years), Stage VI: Adulthood (18 years to 60 years) and Stage VII: Old Age or Aging (From 61 years till death)
- Each stage is unique in its developmental traits and sequence. Individual difference is too common in each stage of development.
- Development just does not occur. It follows some procedures. The knowledge of principles of growth and development help us to be better acquainted with the process. Some of the principles are- principle of Continuous Development, principle of Change, and principle of Individual Difference etc.



2.7 FURTHER READING

1) Dash B.N (2011): A textbook of Educational Psychology, Dominant publishers and distributors' pvt. Ltd.

2) Chetry Krishna Kumari (2016): Developmental Psychology, Ashok Book Stall, Panbazar, Ghy.

3) Goswamee Gayatree (2008): Child Development and Child Care, Arun Prakashan, Guwahati, Assam.

4) Mangal S.K (2006 2nd Edition): Advanced Educational Psychology, Published by Asoke K Ghosh, Prentice Hall of India Private Limited, New Delhi.

5) Singh Punam (2011): Developmental Psychology, Centrum Press, New Delhi.



2.8 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Rousseau described three stages of human life-Infants (referring infancy) Puer (referring childhood) and Adolescence period of human life in his famous book Emile,

Ans to Q No 2: The two famous book **by G. Stanley Hall** are Adolescence (1904) and Senescence (1922) on development.

Ans to Q No 3: The German philosopher, Dietrich Tiedemann (1748-1803) is credited with creating the first baby biography (1787).

Ans to Q No 4: According to **Baltes, (1987),** Life-span developmental psychology is the field of psychology that involves the examination of both constancy and change in human behavior across the entire life span, that is, from conception to death.

Ans to Q No 5: The stages of development as classified by Jean Piaget are-

Sensory-Motor Stage	Birth to Two years
Pre-Operational Stage	2 years to 7 years
Concrete Operational Stage	7 to 11 Years
Formal Operational Stage	12 to 15 years

Ans to Q No 6: Fill in the blanks-

a) Latin word-*infans*

b) Latin word –*adolescere*

c) "Shrinking circle stage" of family life.



2.9 POSSIBLE QUESTIONS

A. Short Questions (Answer each questions in about 150 words)

Q 1: What is Baby Biography?

Q 2: Why G. Stanley Hall is considered as father of child study movement?

Q 3: Mention the classification of human development as made by Erickson.

Q 4: State briefly the principles of human development.

Q 5: How would you differentiate between childhood and adolescence?

Q 6: Differentiate between pre-natal and post-natal development.

B. Long Questions (Answer each questions in about 300-500 words)

Q 1: Discuss the historical background of Developmental psychology as a separate discipline.

Q 2: Define life-span. Discuss the stages of life-span.

Q 3: How does the knowledge of principles of human development help a laymen to understand the process of life-span?

Q 4: Which is the most crucial stage of life-span according to you and why? Give your views.

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