

DEVELOPMENTAL PSYCHOLOGY – DETAILED EXAM ANSWERS

1a. Short Notes

Recalling: The process of retrieving previously learned information from memory into conscious awareness. It involves accessing stored information without the original stimulus being present. Effective recall depends on how well the material was encoded, the use of retrieval cues, and the learner's level of understanding.

Relearning: This occurs when previously learned material is learned again after some forgetting has taken place. It is usually quicker than the first learning because some traces of the original learning remain. It is measured by the savings method – the difference in time or effort between the initial learning and relearning.

Retention: The ability to keep information stored in memory over time so it can be recalled when needed. Retention is influenced by the strength of initial learning, repetition, and meaningfulness of the content.

1b. Factors Influencing Retention and Forgetting

Several factors affect how well information is retained or forgotten:

- **Meaningfulness:** Information that is meaningful and connected to prior knowledge is retained longer.
- **Practice and Rehearsal:** Frequent review and spaced repetition strengthen memory traces.
- **Interference:** Proactive (old knowledge interfering with new) and retroactive (new interfering with old) interference hinder recall.
- **Motivation and Attention:** Focused learning increases retention; distractions reduce it.
- **Emotional State:** Moderate emotions enhance memory; extreme stress or anxiety can block recall.
- **Sleep and Health:** Adequate rest supports consolidation of memory.
- **Passage of Time (Decay):** Memories fade when not rehearsed.

2a. Social Learning Theory

Proposed by Albert Bandura, this theory emphasizes that learning occurs not only through direct experience but also by observing and imitating others. People watch models, remember what they observe, and later reproduce similar behaviors. Four key processes are:

1. **Attention:** The learner must pay attention to the model's behavior.
2. **Retention:** The behavior must be remembered and mentally rehearsed.
3. **Reproduction:** The learner must be physically and mentally capable of performing it.
4. **Motivation:** Learners imitate behavior when they see rewards or positive outcomes. This explains moral development, aggression, and classroom behaviors through observation.

2a(i). Classical Conditioning Theory

Pioneered by Ivan Pavlov, this theory explains learning as the process of forming associations between stimuli. A neutral stimulus, when paired repeatedly with an unconditioned stimulus, begins to evoke the same response. For example, a student who experiences anxiety before an exam may develop anxiety even when entering a classroom. Classical conditioning is useful

for understanding emotional learning, fears, and preferences.

2b. Application of Social Learning in Classroom

Teachers can apply social learning principles by:

- Modeling desirable behavior such as punctuality, politeness, and enthusiasm.
- Using peer models to demonstrate correct learning strategies.
- Employing vicarious reinforcement – praising one student publicly so others are motivated.
- Encouraging self-evaluation and goal-setting so learners develop internal motivation.
- Creating positive role models within the school environment.

3b. Reward is Better than Punishment in Education

Reward encourages repetition of desirable behavior by creating positive associations, while punishment suppresses undesired behavior but does not teach what to do instead. Rewards promote motivation, increase engagement, and develop intrinsic interest over time.

Punishment may cause fear, resentment, or avoidance of the learning situation. Hence, teachers should use praise, tokens, and acknowledgment to reinforce effort and achievement rather than punish mistakes.

3c. Transfer of Learning

Positive Transfer: When previous learning helps new learning (e.g., knowing arithmetic aids algebra).

Negative Transfer: When previous learning interferes with new learning (e.g., driving on the left side after learning on the right).

Zero Transfer: When previous learning has no influence on new learning (e.g., painting has no effect on solving math problems).

4a. Psychology and Its Importance

Psychology is the scientific study of behavior and mental processes. It seeks to understand how people think, feel, and act. We study psychology to understand human behavior, improve teaching and learning, promote mental health, solve social problems, and enhance personal and interpersonal effectiveness.

4b/4c. Advantages of Experimental Method Over Observational Method

The experimental method allows manipulation and control of variables to determine cause-and-effect relationships. It provides accuracy, replicability, and statistical validation. Observational methods describe behavior as it occurs naturally but cannot establish causation. Therefore, experiments give stronger scientific evidence and help test hypotheses objectively.

5a. Usefulness of Social Psychology in Education

Social psychology helps teachers understand group behavior, cooperation, peer influence, and communication. It aids in classroom management, reducing prejudice, improving teamwork, and developing social skills among students. It also helps in designing interventions for positive peer relationships and motivation.

5b. Distinction Between Educational and General Psychology

General psychology studies human behavior broadly across different situations – including emotions, perception, and intelligence. Educational psychology applies these principles

specifically to learning, teaching, and classroom practice. Its focus is on how learners acquire knowledge, what motivates them, and how teachers can improve instruction.

5c. Educational vs Counseling Psychology

Educational psychology focuses on enhancing teaching methods, instructional design, and learning assessment. Counseling psychology, on the other hand, deals with helping individuals overcome emotional, social, and personal challenges. Both are related but have different areas of emphasis – one focuses on learning environments, the other on individual well-being.

6a. Objective of Educational Psychology

The main objective is to apply psychological knowledge to improve the teaching–learning process. It aims to understand learners' needs, cognitive development, and motivation so that teachers can design effective lessons and promote holistic growth – intellectual, emotional, and social.

6b. Difference Between Developmental Psychology and Psychology of Learning

Developmental psychology studies changes in behavior and mental processes throughout the lifespan – from infancy to old age. The psychology of learning, however, focuses on how learning occurs through conditioning, reinforcement, and cognitive processes. Developmental psychology explains 'when' and 'why' behaviors change; psychology of learning explains 'how' learning happens.

6c. Components of Psychology of Learning

Key components include:

- Classical and Operant Conditioning
- Cognitive Learning Theories
- Social/Observational Learning
- Motivation and Reinforcement
- Transfer of Learning
- Memory and Metacognition

7a. Developmental Tasks of Early Adulthood

Early adulthood involves major life transitions such as forming intimate relationships, establishing a career, achieving independence from parents, and building social and economic stability. Success in these tasks leads to emotional maturity and fulfillment; failure may lead to isolation and instability.

7b. Advantages of Experimental Method and Data Collected Through Tests

Advantages include control of variables, accuracy in measurement, and ability to determine cause-effect relationships. Data that can be collected through tests include:

1. Quantitative scores (grades, marks)
2. Behavioral data (reaction times, participation)
3. Qualitative responses (opinions, written reflections).

7c. Difficulties in Adult Adjustment

Adults face adjustment problems due to work–life imbalance, financial pressures, health issues, and role conflicts. They have multiple responsibilities and fewer social supports.

Established habits and rigid thinking make change harder. Midlife transitions, job insecurity, and family obligations also add to the difficulty of adjustment.

B1. Erik Erikson's Eight Psychosocial Stages

1. **Trust vs Mistrust:** Developing basic trust through consistent care.
2. **Autonomy vs Shame:** Encouraging independence without excessive control.
3. **Initiative vs Guilt:** Promoting creativity and responsibility.
4. **Industry vs Inferiority:** Building competence and confidence.
5. **Identity vs Role Confusion:** Forming a clear sense of self.
6. **Intimacy vs Isolation:** Building close relationships.
7. **Generativity vs Stagnation:** Contributing to family and society.
8. **Integrity vs Despair:** Achieving life satisfaction and acceptance.

B2. Six Stages of Critical Thinking

The stages are:

1. Remember
2. Understand
3. Apply
4. Analyze
5. Evaluate
6. Create.

These represent increasing levels of complexity in thought and are essential for problem-solving and creativity.

B3. Two Motivation Theories in Learning

1. **Intrinsic and Extrinsic Motivation:** Intrinsic motivation arises from internal satisfaction, curiosity, and interest in the task. Extrinsic motivation comes from rewards such as praise, grades, or recognition. Effective teaching balances both.
2. **Expectancy–Value Theory:** Learners are motivated when they believe they can succeed (expectancy) and when they value the outcome (value). Teachers enhance this by building confidence and showing the usefulness of learning.

B4. Enhancing Transfer of Learning and Its Importance

Transfer can be improved by:

- Teaching principles, not just facts.
- Providing varied examples.
- Encouraging active reflection.
- Teaching in multiple contexts.
- Highlighting similarities between old and new tasks.
- Developing metacognitive awareness.

Transfer of learning is vital because it ensures that knowledge gained in school can be applied in real-life situations, making education meaningful and practical.