

**Time:** The tests should take you one and a half hours to complete if you've been studying. If not, it could take you up to two hours. The test will happen during class hours.

**Course outcomes mapped:**

1. Explain the cognitive, cultural, environmental and social factors that influence development throughout the lifespan.
2. Explain changes in moral and identity development and examining the role of self, gender and others.

**CIA 2 - 35 Marks**

**Assignment Description:**

CIA 2 is an Open-book **reflective in-class individual assignment** titled “**Diversity, Development and Mental Health**”.

This is a research-based reflective assignment. Students need to choose one specific social location based on developmental context and conduct archival research (literature review) on that; the in-class assignment would be an amalgamation of the report of the conducted research and their own understanding of developmental theories and contexts.

**The assignment will include the following tasks:**

- a. Students need to choose a specific social location based on developmental context and explain the possible holistic developmental experiences of individuals of that social location.
- b. They need to provide a brief description of how the cohort would be, what they think, what they feel, and any developmental advancement or limitation across their lifespan.
- c. Students need to use relevant theoretical perspectives to evaluate each stage and context of development critically.
- d. They also need to include relevant research citations based on their archival research on the chosen topic and context.
- e. The purpose would be to chart the impact of context and diversity on the development of behavioral, cognitive, emotional and social domains of the discussed cohort.
- f. Apply Paul Bates’ lifespan characteristics to strengthen explanations of issues in the report.
- g. Identify 2-3 possible critical impacts of the context and discuss their significance - focussing on crisis resolution.

- h. Reflect on specific practical measures that can be opted for, focusing on mental-health and well-being in the lifespan and suggest some possible measures to help the cohort that could be taken based on existing mental-health facilities and/or social policies available.

**Guidelines to follow:**

- ❖ The assignment will be **completely handwritten** (no mobile phones or laptops allowed during assignment) and submitted at the end of the allotted time.
- ❖ Time-limit will be **2 hours** (the assessment will be conducted during a block-hour class).
- ❖ Students may come prepared with **1-2 pages** (A4 Size page, both sides can be used) **of notes** which are bulleted and not detailed. These points (references, citations, empirical research points or theoretical points etc.) will only act as indicators for them to develop their report. **Notes are to be submitted to the facilitator at least one day prior to the assessment (write names & Reg numbers on top of the pages), which will be handed over during the in-class assessment to the students for referring to those.**
- ❖ The word limit of the assignment is **1000-1200 words** (excluding references).
- ❖ Theoretical references and other supportive resources (if used for critical evaluation) need to be cited in-text and completely referenced in the reference list (reference list can be brought and attached with in-class report), at the end of the assignment.
- ❖ All secondary resources should preferably be empirical research articles selected from indexed academic journals.
- ❖ Have clear demarcation among the developmental stages of the chosen cohort.
- ❖ Academic language to be used in writing.
- ❖ Avoid plagiarism of any kind. Any assignment with significant similarity with resources will be rejected.
- ❖ **The assessment will be conducted in class during regular class hours.**

**Assignment outcome:**

- The Students will be able to evaluate various issues in the lifecycle using developmental theoretical perspectives.
- The Students will be able to connect theoretical concepts of developmental psychology to possible diverse experiences of individuals.
- The students will be able to reflect on and critically analyze the role of socio-cultural and environmental factors in an individual's development across domains.
- The students will demonstrate the ability to identify the areas of growth or hindrance and find a resolution to them.

- The students will be able to reflect on the importance and measures of mental health and wellbeing in an individual's lifespan and align those with existing mental-health infrastructure.

**Course outcomes mapped:**

- **CO3:** Demonstrate an understanding of the socio-emotional theoretical perspectives on human development and appreciate the diversity of experiences that shape the development.
- **CO5:** Describe developmental theories to explain emerging adults, changes in adulthood, mid-life crisis, aging

**Assessment date: 17th October (Tuesday) 2-4 pm or 18th October (Wednesday) 11am -1 pm**

**Evaluation criteria:** The assignment will be evaluated on the following criteria-

- Critical evaluation of the role of context and diversity
- Critical evaluation of developmental issues and resolution
- Usage and clarity of theoretical frameworks
- Depth of reflection and archival research
- Application of life-span characteristics
- Organization of content and language
- Evaluation of mental-health structures and wellbeing measures