

ANNEXURE - III
Syllabi for Psychology Core Courses (Major Elective) at the S.Y.B.A.
For the academic year 2017-2018

Code	Semester	Course Title	Credits	Marks
UAPSY302	1	Developmental Psychology: Part I	3	100 (75 +25)
UAPSY402	2	Developmental Psychology: Part II	3	100 (75 +25)

Objectives: -

1. To impart knowledge of the basic concepts and modern trends in Developmental Psychology
2. To foster interest in Developmental Psychology as a field of study and research
3. To make the students aware of the applications of the various concepts in Developmental Psychology in Indian context.

Semester III. Developmental Psychology: Part I (Credits = 3)
 3lectures per week; 45 lectures per Semester

UNIT 1. AN INTRODUCTION TO LIFESPAN DEVELOPMENT

a) An Orientation to lifespan development

Characterizing Lifespan Development: Scope of the Field; Cohort and Other Influences on Development

b) Theoretical Perspectives to Lifespan Development

The Psychodynamic Perspective; The Behavioral Perspective; The Cognitive Perspective; The Humanistic Perspective; The Contextual Perspective; The Evolutionary Perspective

c) Research Methods

Measuring Developmental Change

UNIT 2. THE START OF LIFE- PRENATAL DEVELOPMENT AND BIRTH

a) The Prenatal Growth and Stages

Fertilization; The stages of Prenatal Period; Pregnancy Problems; The Prenatal Environment: Threats to development

b) Birth

Labor: The Process of Birth Begins; Birth: From Fetus to Neonate

c) Birth Complications

Preterm Infants; Post mature Babies; Cesarean Delivery; Mortality and Stillbirth; Postpartum Depression

d) Competent newborn

Physical Competence; Sensory Capabilities; Early Learning Capacities; Social Competence; Inherited and genetic disorders

UNIT 3. INFANCY

- a) **Growth and stability- Physical and Motor Development**
Physical growth; SIDS; Reflexes; Motor Development- Gross and Fine Motor Skills
- b) **Nutrition**
Malnutrition; Obesity; Breast or Bottle; Introducing Solid Foods
- c) **Cognitive Development and Roots of Language**
Key Elements of Piaget's Theory; Sensorimotor Stage of Development; Fundamentals of language; Speaking to children
- d) **Forming Relationships**
Attachment: Forming Social Bonds; Producing Attachment: The Role of Mother and Father; Infant Interaction; Infants' Sociability with their Peers

UNIT 4. PRESCHOOL YEARS

- a) **Physical Growth and Intellectual Development**
Growing Body; Motor Development; Piaget's theory of Preoperational Thinking; Language development
- b) **Gender Identity**
Biological Perspective; Psychoanalytic Perspective; Social Learning Approaches; Cognitive Approaches
- c) **Friends & Family**
Development of friendships; Playing by rules; Effective Parenting; Child abuse; Resilience
- d) **Aggression and Violence in preschoolers**

UNIT 5. MIDDLE CHILDHOOD

- a) **Physical development and Motor development**
The Growing Body; Gross and Fine Motor Skills
- b) **Health during Middle Childhood**
Psychological Disorders; Children with Special Needs; Attention Deficit Hyperactivity Disorder
- c) **Relationships**
Individual differences in friendships; Schoolyard and cyber-yard bullies; Gender and Friendships
- d) **Family**
Changing home environment; Home and Alone

Semester IV. Developmental Psychology: Part II (Credits = 3)

3lectures per week; 45 lectures per Semester

UNIT 6. ADOLESCENCE

a) Physical Maturation

Growth during Adolescence; Puberty; Nutrition, Food and Eating Disorders

b) Cognitive Development

Egocentrism in Thinking; Cyberspace

c) Threats to Development&Identity

Illegal Drugs; Alcohol; Tobacco; Sexually Transmitted Diseases

Self-Concept & Self Esteem; Identity formation; Depression and suicides

d) Relationships, Dating, Sexual behavior and teenage Pregnancy

Family Ties; Culture and Autonomy; Relationship with peers; Dating; Sexual Relationships; Sexual Orientation; Teenage Pregnancy

UNIT 7. EARLY ADULTHOOD

a) Physical Development

Physical Development & the Senses; Motor Functioning; Eating, Nutrition and Obesity; Physical Disabilities; Stress and Coping

b) Cognitive Development-Pursuing higher education and Work

The Development of Higher Education; College Adjustments; Gender and College Performance; Dropping out of College; Identity during Young Adulthood: The Role of Work; Picking an occupation

c) Forging Relationships

The Components of Happiness; The Social Clocks of Adulthood; Seeking Intimacy; Friendship; Falling in Love; Passionate & Compassionate Love; Sternberg's Triangular Theory; Choosing a Partner

d) The Course of Relationships

Cohabitation; What makes Marriage Works; Parenthood

UNIT 8. MIDDLE ADULTHOOD

a) Physical Development

Physical Transition; Sex in middle childhood

b) Health

Stress; Coronary heart disease-Linking Health and personality; Threat of cancer

c) Relationships

Marriage; Divorce; Becoming Grandparents; Family Violence

d) Work and leisure

Work and careers: Jobs at Midlife; Challenges of Work; Unemployment; Switching-and-Starting-Careers in Midlife; Leisure Time: Life beyond Work

UNIT 9. LATE ADULTHOOD

a) Physical Development and Health

Aging-myth and reality; Ageism-confronting the stereotypes; Health Problems; Sexuality in old age

b) Cognitive Development

Explaining memory changes; Technology and learning

c) The daily life of late adulthood

Living Arrangements; Work and Retirement in Late Adulthood

d) Relationships

Marriage in the Later Years; The Social Networks of Adulthood; Family Relationships; Elder Abuse

UNIT 10. DEATH AND DYING

a) Dying and Death

Defining Death

b) Confronting Death

Understanding The Process of Dying

c) Choosing the Nature of Death

Living Wills; Euthanasia and Assisted Suicide; Caring for the Terminally Ill

d) Grief and Bereavement

Cultural Differences in Grieving; Bereavement and Grief; Dealing with Loneliness

Book for study

Feldman, R. S. (2014). Development across the Life Span. (7th Ed). New Jersey: Pearson Education

Books for reference

1) Berk, L. E. (2006). Child Development.(7th Ed). New Delhi: Pearson Education Dorling Kindersley India pvt ltd.

2) Berk, L. E. (2004). Development through the lifespan.(3rd Ed). New Delhi: Pearson Education Dorling Kindersley India pvt ltd.

3) Cook, J. L., & Cook, G. (2009). Child Development: Principles and Perspectives. Boston: Pearson Education

4) Crandell, T. L., Crandell, C. H., & Zanden, J. W. V. (2009). Human Development.(9th Ed). New York: McGraw Hill co. Inc.

5) Dacey, J. S. & Travers, J. F. (2004). Human Development across the lifespan.(5th Ed). McGraw Hill co.

- 6) Feldman, R. S., & Babu, N. (2011). Discovering the Life Span. Indian subcontinent adaptation, New Delhi: Dorling Kindersley India pvt ltd.
- 7) Kail, R. V. (2007). Children and their Development.(4th Ed). New Jersey: Pearson Education Inc.
- 8) McDevitt, T. M., & Omrod, J. E. (2007). Child Development and Education.(3rd Ed). New Jersey: Pearson Education Inc.
- 9) Papalia, D. E., Olds, S. W., & Feldman, R. (2012). Human Development.(12th Ed). McGraw Hill, international Edition
- 10) Shaffer, D. R., & Kipp, K. (2007). Developmental Psychology: Childhood and Adolescence.(7th Ed). Thomson Learning, Indian reprint 2007

ANNEXURE V
Internal Assessment

The internal assessment for both the semesters will be for 25 marks. Of the 25 marks, 15 marks will be allocated for the class test and 10 marks for assignment.

Pattern of Question Paper for Class Test of 15 marks to be implemented from 2017-2018 for Developmental Psychology Semester III & Semester IV

The class test can be on any 1 unit out of the 5 units in the said semester. It can be conducted in the class or it can be conducted online, if the technical facilities are available. The specific questions asked in class test should not be repeated in the semester end examination. The duration for the class test will be 30 minutes.

The pattern can be any one of the following types, according to suitability to the particular unit and the need to vary the combination of unit and question each year.

1. Write short notes. (Any 3 out of 5, 5 marks each)
2. Explain the terms in brief. (Any 5 out of 8, 3 marks each)
3. Fill in the blanks (No internal options, 1 mark each)
4. Multiple choice question (No internal options, only 3 alternatives, 1 mark each)
5. Any combination of the above 4 types of questions

Assignment of 10 marks in each semester

The professor should give an orientation about the topics of assignments and the nature of assignments. A handout may be given to the students about the requirements/format of the written assignment. The assignment should be based on any one unit of the five units. Assignments can be any of the following types –

- 1) Review of literature
- 2) Book review
- 3) Preparation of charts/posters (educational aids), and class presentation/exhibition
- 4) Interview an expert/professional in the field
- 5) Field visit/s to an Institute/NGO and report of the visit/s

Pattern of Question Paper for Term End Examination of 75 marks to be implemented from 2017- 2018 for Psychology courses

Duration of examination = 2 ½ hours

Marks = 75 marks

All 4 questions carry 15 marks and are compulsory. There will be internal choice in Question 2 and Question 3.

Q. 1 will be from the unit allotted for class assignment

Questions will be asked in any of the following forms without any choice:

1. Fill in the blanks
2. Multiple choice question
3. Match the column
4. True or false
5. Answer in one or two words
6. Any combination of the above 5 types of questions

Q. 2 will be Explain the terms in brief, based on all 5 units (Any 5 terms out of 10; 2 terms from each of the 5 units).

Q. 3 will have 4 essay-type questions each carrying 15 marks. Students will have to attempt any two out of the four questions. There will be four questions from each of the four units.

No questions will be asked from the unit which is reserved for the class assignment.

Q. 4 will be 4 Short Notes or Give Reasons from the four units, except from the unit which is reserved for the class assignment.

An Example of Exam Paper Pattern

Q. 1	From the unit allotted for class assignment	Objective type question	15
Q. 2	On all 4 units except the unit covered in Q.1	Explain the following terms	15
Q. 3	One from each unit except the unit allotted for class assignment	Attempt any two A. Essay-type question. B. Essay-type question. C. Essay-type question D. Essay-type question	15 15 15 15
Q.4	On all 4 units except the unit in Q.1	Write Short notes / Give reasons (Any 3/4)	15