

**JYOTI NIVAS COLLEGE AUTONOMOUS
SYLLABUS FOR 2018 BATCH AND THEREAFTER**

Programme: BA / B.Sc.

Semester: III

**PAPER III
DEVELOPMENTAL PSYCHOLOGY**

Course Code: 18IIPS3

No. of Hours: 60

COURSE OBJECTIVES:

- To understand basic concepts, issues and debates in the field of developmental psychology.
- To appreciate principal theories of lifespan development.
- To understand the methods of studying human development.
- To see the role of gene and environment in human development.
- To Exhibit knowledge about stages in prenatal development along with influential factors.
- To comprehend human development from the perspective of different domains such as physical, motor, cognitive, language and psychosocial.

LEARNING OUTCOMES:

- To comprehend human development as progressing through different developmental stages.
- To understand the development through major domains namely, physical, motor, cognitive, language and psychosocial.
- To understand the role of gene, environment on pre-natal development.

UNIT I

CHAPTER 1 - INTRODUCTION

12 HRS

Defining development; Domains of human development - Physical, cognitive, psycho-social domains; Developmental research designs – longitudinal, cross-sectional, sequential, microgenetic; Issues in human development: nature and nurture, goodness and badness of human nature, activity and passivity, continuity and discontinuity, universality and context specificity; Theoretical perspectives – Erickson's psychosocial development, Bandura's social learning theory, Bronfenbrenner's bio-ecological theory; Indian perspectives on human development.

Self-study: Baltes' principles of life-span approach.

UNIT II

CHAPTER 2 - GENES, ENVIRONMENT AND DEVELOPMENT

13 HRS

Conceiving a new life - fertilization; Multiple births; Mechanisms of heredity - genetic code, sex determination, patterns of genetic transmission: dominant and recessive inheritance, genotypes and phenotypes; Genetic abnormalities – genetic: recessive (Sickle Cell disease, Cystic Fibrosis, Phenylketonuria, Tay Sachs disease, Albinism), autosomal (Huntington's disease, Tourette syndrome, Achondroplasia) & sex-linked (Fragile X syndrome, Hemophilia, Duchenne muscular dystrophy); Chromosomal abnormalities – autosomal (Down syndrome, Trisomy 13, Trisomy 18), sex-linked (Turner syndrome, Klinefelter syndrome); Characteristics influenced by hereditary and environment: physiological traits, intelligence and school achievements, personality, psychopathology.

Self-study: Down syndrome.

UNIT III

CHAPTER 3 - PRENATAL AND PERINATAL DEVELOPMENT

13 HRS

Pre-natal development - meaning, stages; Environmental influences on pre-natal development – general factors: nutrition, alcohol, drugs, tobacco, pollutants, radiation, caffeine, sexually transmitted diseases, maternal factors: mother's age, gestational diabetics, hypertension, Rh disease, German measles, maternal stress, depression and weight gain, paternal factors; Prenatal assessment - amniocentesis, chorionic villus sampling, embryoscopy, pre-implantation diagnosis, maternal blood test, umbilical cord blood sampling, ultrasound; Birth and the perinatal environment - stages of birth, types of birth.

Self-study: Possible hazards in the perinatal environment - anoxia, complicated delivery, medications

UNIT IV

CHAPTER 4 - INFANCY

11 HRS

Physical development - physical growth: early reflexes - moro, grasping, tonic neck, babinsky, rooting, walking and swimming; Early sensory capacities - touch, taste, smell, hearing and vision (sight); Motor development - milestones of motor development: gross and fine motor skills - head control, hand control and locomotion; Cognitive development - Piagetian approach: sensory motor stage; Emotional development - stranger anxiety, separation anxiety, social referencing; Language development - early vocalization, recognizing language sounds, gestures, first words, first sentences; Psychosocial development – temperament, infant emotions, forming attachments, Mary Ainsworth and the strange situation technique.

Self-study: First peer relations.

UNIT V

CHAPTER 5 - CHILDHOOD

11 HRS

Physical development - bodily growth and change; Motor development/skills - gross motor skills, fine motor skills and handedness; Cognitive development - Piagetian approach: preoperational stage and concrete operational stage; Emotional development - understanding emotions; Emotional growth; Language development - vocabulary, grammar, syntax, pragmatics and social speech, private speech, delayed language development; Social development – self-concept and self-esteem, parent- child attachments, peer networks, peer acceptance and popularity, friendships.

Self-study: Play – meaning, types and implications.

REFERENCES:

1. Lally, M., & Valentine-French, S. (2017). Lifespan Development: A Psychological Perspective.
2. California: College of Lake County.
3. Papalia, D.E., Olds, S.W., & Feldman, R.D. (2004). Human Development. (9th Edn.) New Delhi: Tata Mc-Graw Hill Publishing Company Ltd.
4. Sigelman, C.K. (1999). Life-Span Human Development. (3rd Edn.) New York: Brooks/Cole Publishing Company.
5. Shaffer, D.R., Kipp, K. (2010). Developmental Psychology: Childhood and Adolescence. (8th Edn.). Belmont, CA: Wadsworth, Cengage Learning.
6. Zanden, Vander. (1997). Human Development. (6th Edn.) New York: The McGraw-Hill Companies, Inc.
7. Hurlock, E.B. (1978). Child Development. New Delhi: McGraw Hill Series.
