

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

**Programme: BA / B.Sc.**

**Semester: IV**

**PAPER IV  
DEVELOPMENTAL PSYCHOLOGY**

**Course Code: 18IVPS4**

**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 - PUBERTY & ADOLESCENCE**

**12 HRS**

Puberty – the end of childhood; Physical Development - growth spurt, primary and secondary sexual characteristics, signs of sexual maturity, psychological implications, early versus late development; Cognitive development - Piaget's stage of formal operations and its implications, Elkind's immature characteristics of adolescent thought; Physical and mental health - nutrition and eating disorders, use and abuse of drugs: risk factors of drug abuse, gate way drugs; Moral development - Kohlberg's theory of moral reasoning.

Self-study: Adolescent sexual activity.

**UNIT II**

**CHAPTER 2 - EMERGING ADULTHOOD AND YOUNG ADULTHOOD**

**14 HRS**

Emerging adulthood – meaning, characteristics, cultural variations.

Young adulthood: Beginning; Physical changes: cardiovascular and respiratory systems, motor performance, immune system, reproductive capacity; Obesity; Alcohol abuse; Cognitive development – the shift to post-formal thought, dialectical thought; Psycho-social development - factors influencing attraction; Gender identity, gender roles and transgender; Sexual orientation – meaning, continuum, variations, development, discrimination; Adult lifestyles – singlehood, hooking up, co-habitation, gay and lesbian relationships, friendships, marriage; Online dating and implications; Career development and employment – stages of career development, NEETs, gender and career.

Self-study: The adulthood social relationships – social networks, adult friendships, adult relationships and adult development.

### **UNIT III**

#### **CHAPTER 3 - MIDDLE ADULTHOOD**

**10 HRS**

Physical changes: sensory and psychomotor functioning, sexuality and reproductive functioning - menopause and its meanings, changes in male sexuality, women's health after menopause; Cognitive development – the distinctiveness of adult cognition: the role of expertise, integrative thought, practical problem solving, creativity; Psycho-social changes – marriage, midlife divorce, midlife crisis, empty nest syndrome, relationships with maturing children, becoming grandparents; Work in midlife – challenges.

Self-study: Gender roles – masculinity, femininity and androgyny

### **UNIT IV**

#### **CHAPTER 4 - LATE ADULTHOOD**

**14 HRS**

Physical changes - sensory and psychomotor functioning: vision, hearing, taste and smell, strength, endurance, balance and reaction time, sexual functioning; Cognitive changes – memory, language processing, problem solving, wisdom, factors related to cognitive change, lifelong learning; Psychosocial changes - personal relationships in late life: social contact, relationships and health, multigenerational family, non-marital kinship ties: relationships with adult children or their absence, relationship with siblings; Work and retirement – transitioning into retirement, retirement age changes, delayed retirement, stages, post-retirement care.

Self-study: Living arrangements during late adulthood.

### **UNIT V**

#### **CHAPTER 5 - THE END OF LIFE**

**14 HRS**

Theories of aging – programmed theories, damage theories, nature and nurture theories, cellular clock theory; Aspects of death – biological and social; Care of the dying – curative, palliative, hospice; The experience of dying – Kubler-Ross's stages of dying; The experience of bereavement – the Parkes/Bowlby attachment model; Patterns of grieving death and bereavement across the lifespan; Finding meaning and purpose in life and death; Religious practices after death – Hindu, Judaism, Muslim and Roman Catholic.

Self-study: The right to die – euthanasia: passive euthanasia, voluntary active euthanasia, assisted suicide

#### **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. (8<sup>th</sup> Edn.). Belmont, CA: Wadsworth, Cengage Learning.
6. Zanden, Vander. (1997). Human Development. (6<sup>th</sup> Edn.) New York: The McGraw-Hill Companies, Inc.
7. Hurlock, E.B. (1978). Child Development. New Delhi: McGraw Hill Series.

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