

2025 BATCH AND THEREAFTER

NO. OF CREDITS- 3

NO. OF HOURS- 60

Course Outcomes:

After the successful completion of the course, the student will be able to:

- CO1 To understand the salient features of physical, cognitive, emotional, moral, and psychosocial development from adolescence through late adulthood, and recognize their psychological implications.
- CO2 To analyze and evaluate key theoretical perspectives such, across various life stages.
- CO3 To examine and compare the influence of socio-cultural factors (e.g., gender roles, online dating, multigenerational families, spiritual beliefs) on psychosocial development and ageing.
- CO4 To summarize and critically assess contemporary research findings on health, sexuality, cognition, and psychosocial issues throughout adulthood.
- CO5 To examine and compare the influence of socio-cultural factors on psychosocial development and ageing.
- CO6 To explore and reflect on the concepts of death, dying, and bereavement, and to develop personal insight into meaning and purpose in life and death.

MODULE I: PUBERTY & ADOLESCENCE (14 Hours)

- a) Puberty (CO1): Meaning, biological changes – growth spurt, primary and secondary sexual characteristics, signs of sexual maturity, psychological implications, early versus late development; Physical and mental health - nutrition and eating disorders, use and abuse of drugs: risk factors of drug abuse, gateway drugs;
- b) Cognitive development (CO1) and (CO2): Elkind's immature characteristics of adolescent thought;
- c) Moral development (CO1) and (CO2): Kohlberg's theory of moral reasoning.
- d) Psychosocial development (CO1) and (CO2): Marcia's four identity statuses, parents and teens, peers, and adolescent sexual activity.

MODULE II: EMERGING ADULTHOOD AND YOUNG ADULTHOOD (14 Hours)

- a) Emerging adulthood (CO1): meaning, characteristics, cultural variations.
- b) Young adulthood (CO1): Physical changes: Physiological peak, Health and Fitness; Obesity; Alcohol abuse;
- c) Cognitive Development: Perspectives on adult cognition- reflective thought and post formal thought.
- d) Psycho-social development (CO1) and (CO4): Factors influencing attraction; Gender identity, gender roles and transgender; Sexual orientation (CO1) and (CO4) and (CO5): meaning, continuum, variations, development, discrimination; Adult lifestyles – singlehood, hooking up, cohabitation, gay and lesbian relationships, friendships, marriage, parenthood; Online dating and implications;
- e) Career development and employment (CO4) and (CO5): Stages of career development, NEETs, gender and career.

MODULE III: MIDDLE ADULTHOOD (14 Hours)

- a) Physical changes (CO1): Sensory and psychomotor functioning, sexuality and reproductive functioning - menopause and its meanings, changes in male sexuality, women's health after menopause;
- b) Cognitive development (CO1) and (CO2): The distinctiveness of adult cognition: the role of expertise, integrative thought, practical problem solving, creativity - creativity and intelligence, creativity and age;

- c) Psycho-social changes: Gender roles (CO4): masculinity, femininity and androgyny, midlife divorce, midlife crisis, empty nest syndrome, relationships with maturing children, parenting grown children, the cluttered nest, becoming grandparents; Religion and spirituality;
- d) Work in midlife: Challenges (CO4): stress, burnout, work-life balance, glass ceiling.

MODULE IV: LATE ADULTHOOD (14 Hours)

- a) Physical changes (CO1): Body changes, skin and hair, height and weight;
- b) Sensory and psychomotor functioning: vision, hearing, taste and smell, touch, pain;
- c) Cognitive changes (CO1): Memory, language processing, problem-solving, wisdom.
- d) Psychosocial changes (CO4) and (CO5): 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;
- e) Work and retirement (CO5): Transitioning into retirement, retirement age changes, delayed retirement, stages, post-retirement care.

MODULE V: THE END OF LIFE (10 Hours)

- a) Primary and secondary ageing (CO1) and (CO6): Theories of ageing: Evolutionary theory, cellular clock theory, damage theories (DNA, mitochondrial, free radicals), immune and hormonal stress theories; Aspects of death– biological and social;
- b) Care of the dying (CO6): Curative, palliative, hospice;
- c) The experience of dying (CO1) and (CO6): Kubler-Ross’s stages of grief; The experience of bereavement: The Parkes/Bowlby attachment model;
- d) Right to die: Medical, legal, and ethical issues - suicide and euthanasia; Types of euthanasia and assisted suicide;
- e) Patterns of grieving death and bereavement across the lifespan (CO6);
- f) Finding meaning and purpose in life and death;

References

1. Lally, M., & Valentine-French, S. (2017). Lifespan Development: A Psychological Perspective. California: College of Lake County.
2. Papalia, D.E., Olds, S.W., & Feldman, R.D. (2014). Human Development. (14thEdn.) New Delhi: Tata Mc-Graw Hill Publishing Company Ltd.
3. Sigelman, C.K. (2018). Life-Span Human Development. (9thEdn.) New York: Brooks/Cole
4. Shaffer, D.R., Kipp, K. (2010). Developmental Psychology: Childhood and Adolescence. (8thEdn.). Belmont, CA: Wadsworth, Cengage Learning.
5. Shaffer, D.R. (1996). Developmental Psychology. New York: Brooks/Cole Publishing Company.
6. Zanden, Vander. (1997). Human Development. (6thEdn.) New York: The McGraw-Hill Companies, Inc.