JYOTI NIVAS COLLEGE AUTONOMOUS
DEPARTMENT OF PSYCHOLOGY
SYLLABUS FOR 2024-25 BATCH AND THEREAFTER
I SEMESTER
CORE PAPER 2: PROCESSES IN DEVELOPMENTAL PSYCHOLOGY
I Program: B.Sc Psychology (Single Major)

Number of Hours: 56 Credits: 3

COURSE OBJECTIVES:

● To understand basic concepts, theories, and issues/debates in the field of lifespan development.
● To appreciate the methods of studying human development.
● To view the role of gene and environment in human development.
● To impart knowledge about stages in prenatal development along with their influential factors.
● To comprehend human development from the perspective of different domains such as physical, motor, cognitive, language and psychosocial.
● To have an insight into the Indian perspectives on human development.
● Apply developmental concepts to situation in everyday life.

LEARNING OUTCOMES:

● Understand and appreciate basic concepts and issues/debates in the field of lifespan development
● Appreciate the methods of study in human development.
● View the role of gene and environment in human development.
● Divulge knowledge about stages in prenatal development along with their influential factors.
● Comprehend human development from perspective different domains such as: physical, motor, cognitive, language and psychosocial.
● Have an insight into the Indian perspectives on human development
● Apply developmental concepts to situations in everyday life.

UNIT I: INTRODUCTION 11 Hours
a) Definition of Lifespan Development;
b) Aspects of Human Development: Physical, Cognitive, Psycho-Social and Language;
c) Issues in Human Development: Nature and Nurture, Goodness and Badness of Human Nature, Activity and Passivity, Continuity and Discontinuity, Universality and Context Specificity;
d) Theoretical Perspectives: Erikson's Psychosocial Development, Bandura's Social Learning Theory, Bronfenbrenner's Bio-Ecological Theory; Vygotsky Sociocultural Theory

UNIT II: GENES, ENVIRONMENT AND DEVELOPMENT 12 Hours

a) Conceiving a New Life-Fertilization;
b) Multiple Births;
c) Mechanisms of Heredity: Cell Division (Mitosis, Meiosis), Genetic Code, Sex Determination, Patterns of Genetic Transmission: Dominant and Recessive Inheritance, Genotypes and Phenotypes;
d) 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);
e) Chromosomal abnormalities: Autosomal (Trisomy13, Trisomy18), Sex-Linked (Turner Syndrome, Klinefelter Syndrome).

UNIT III: PRENATAL AND PERINATAL DEVELOPMENT 11 Hours

a) Pre-natal Development -Meaning, Principles, Stages: Germinal, Embryonic and Fetal;
b) Environmental Influences on Pre-natal Development: General Factors - Malnutrition, Alcohol, Drugs, Tobacco, Pollutants, Radiation, Maternal Factors - Mother's Age, Gestational Diabetics, Hypertension, Maternal Stress, Depression, Paternal Factors;
c) Prenatal Assessment: Amniocentesis, Chorionic Villus Sampling, Embryoscopy, Pre-implantation Diagnosis, Maternal Blood Test, Umbilical Cord Blood Sampling, Ultrasound;
d) Birth and the Perinatal Environment: Stages of Birth, Assessing Neonates: APGAR Scale, NBAS.

UNIT IV: INFANCY 11 Hours

a) Physical Development: Early Reflexes: Moro, Grasping, Tonic neck, Babinsky, Rooting, Walking and Swimming;
b) Motor Development: Milestones of Motor Development - Gross and Fine Motor Skills – Head Control, Hand Control and Locomotion;
c) Language Development- Getting Ready to Talk, First Words, The Two-word Utterance Phase, Individual and Cultural Differences, Supporting Early Language Development;
d) Emotional Development –Stranger Anxiety, Separation Anxiety, Social Referencing;
e) Psychosocial Development–Temperament, Infant Emotions, Forming Attachments, Mary Ainsworth and the Strange Situation Technique.

UNIT V: CHILDHOOD 11 Hours

a) Motor Development/Skills: Gross Motor Skills, Fine Motor Skills and Handedness;
b) Cognitive Development: Piagetian Approach: Preoperational Stage and Concrete Operational Stage;
c) Language Development: Vocabulary, Social Speech, Private Speech, Communication Disorders: Fluency Disorders, Articulation Disorder and Voice Disorder;
d) Socio-emotional Development – Self-Concept and Self-Esteem, Peer Networks, Peer Acceptance and Popularity, Gender Typing and Family Influence.

Psychology Experiments/ Tests

1. Competition and Performance
2. Rathu's Assertiveness Scale
3. Family Environment Scale
4. Aspiration and Achievement
5. Brief Resilience Scale

Project: Moti Quiz

References

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2. Papalia, D. E., Olds, S. W., Feldman ,R. D. (2014).*Human Development*. (13th Edn.) New Delhi: Tata Mc-Graw Hill Publishing Company Ltd.

3. Santrock, J. W. (2011). Child development (13th ed.). Boston: McGraw Hill.

4. Sigelman, C. K. (2018). *Life-Span Human Development*.(9th 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. Feldman, R. S. & Babu, N. (2018). *Development Across the Life-Span.* (8th Ed). Pearson India Education Services Pvt. Ltd

7. Gillibrand, R., Lam, V., & O'Donnell, V. L. (2016). *Developmental Psychology*. (2nd ed.). Pearson Education.

8. Hurlock, E. (2017). *Developmental Psychology: A Life-Span Approach*. (5th ed.). McGraw-Hill Education

9. Kail, R. V., & Cavanuagh, J.C. (2016). *Human Development: A Life-Span View*. (7th ed.). Wadsworth Cengage Learning.

10. Laura, B. E. (2017). *Development Through the LIFESPAN*(7rd Edn). Pearson Education. 8. Zanden, V. (1997). *Human Development*. (6thEdn.). New York: The McGraw-Hill Companies ,Inc.