



Course Syllabus
Gyanmanjari Institute of Arts
Semester-1(M.A)

Subject: Developmental psychology- MATPY11504

Type of course: Major

Prerequisite:

For students interested in studying developmental psychology, which focuses on the psychological changes and growth that occur throughout the lifespan, there are several prerequisites and foundational knowledge areas that can be helpful.

Rationale:

The goal is to acquire greater understanding of factors influencing development, such as biological, historical, environmental, or cultural effects. In addition, we will also cover the historical beginnings of developmental psychology and theoretical perspectives that describe, explain and predict developmental changes in humans over the lifespan.

Teaching and Examination Scheme:

Teaching Scheme			Credits	Examination Marks					Total Marks
CI	T	P		C	Theory Marks		Practical Marks		
			ESE		MSE	V	P	ALA	
4	0	0	4	60	30	10	00	50	150

Legends: CI-Class Room Instructions; T – Tutorial; P - Practical; C – Credit; ESE - End Semester Examination; MSE- Mid Semester Examination; V – Viva; CA - Continuous Assessment; ALA- Active Learning Activities.



Continuous Assessment:

(For each activity maximum-minimum range is 5 to 10 marks)

Sr. No	Active Learning Activities	Marks
1	Assignment Faculty will provide assignment and students have to write assignment and upload it on Moodle.	10
2	In-Class Presentation and Discussion Present the Topic in class which is given by subject teacher and upload in Moodle.	10
3	Chart making Create a chart illustrating the stages of child development. Include at least three stages and provide information on each stage as per the students' research.	10
4	Movie review Watch a movie that addresses a social issue and write a review focusing on how it portrays the impact on people's mental health. Submit the review on the model.	10
5	Project work Develop a mental awareness program aimed at improving mental health. Additionally, create a poster or report on mental health and strategies for overcoming mental health issues.	10
Total		50

Course Content:

Sr. No	Course content	Hrs	% Weightage
1	Introduction to Developmental Psychology <ul style="list-style-type: none"> • Definition of development psychology • Nature of developmental psychology • Scope of developmental psychology • Historical perspectives of Developmental psychology 	15	25



	Biological Foundations of Development <ul style="list-style-type: none"> • Prenatal development • Genetics and heredity 		
2	Cognitive Development <ul style="list-style-type: none"> • Piaget's theory of cognitive development Social and Emotional Development <ul style="list-style-type: none"> • Attachment and early social relationships • Theories of social development • Emotional development 	15	25
3	Identity and Personality Development <ul style="list-style-type: none"> • Identity formation in adolescence • Theories of personality development (E. x., Freud, Erikson) • Gender identity and role development 	15	25
4	Individual Differences and Developmental Disorders <ul style="list-style-type: none"> • Intellectual and developmental disabilities • Autism spectrum disorders • Giftedness and talent development 	15	25

Suggested Specification table with Marks (Theory):60

Distribution of Theory Marks (Revised Bloom's Taxonomy)						
Level	Remembrance (R)	Understanding (U)	Application (A)	Analyze (N)	Evaluate (E)	Create (C)
Weightage	20%	40%	40%			

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.



Course Outcome:

After learning the course the students should be able to:	
CO1	Understand What is the fundamental of Development.
CO2	Understand child's Cognitive and Social-Emotional Development.
CO3	Understand that what will be reason of Mental Illness, if someone is suffering from mental health,
CO4	Understand importance of culture in human's development of Intellectual and developmental disabilities

Instructional Method:

The course delivery method will depend upon the requirement of content and need of students. The teacher in addition to conventional teaching method by black board, may also use any of tools such as demonstration, role play, Quiz, brainstorming, MOOCs etc.

From the content 10% topics are suggested for flipped mode instruction.

Students will use supplementary resources such as online videos, NPTEL/SWAYAM videos, e-courses, Virtual Laboratory

The internal evaluation will be done on the basis of Active Learning Assignment

Practical/Viva examination will be conducted at the end of semester for evaluation of performance of students in laboratory.

Reference Books:

1. El. Zabath Hurlock Developmental Psychology Tata, Mcgrow hill publishing Co. 1983.
2. Y.K. Desi, Developmental Psychology Granth Nriman Board, Ahmedabad.
3. S. C. Kanawala, Developmental Psychology Part-1,2 Granth Nirman Board, Ahmedabad.
4. Verny, Thomas., & Kelly, John. (2004). The Secret Life of the Unborn Child. Time Warner Paperbacks: New York.
5. Santrock, J.W. (2011), Life Span Development (13th ed) Indian Edition, Tata - McGraw Hill: New Delhi. Tyagi, M. (2007). Developmental Psychology. Avishkar Publishing: Jaipur.
6. Hurlock, Elizabeth. B. (2016). Developmental Psychology: A Life-Span Approach. Tata McGraw Hill: New Delhi.
7. P. c. Mishara Developmental Psychology today, sahitya prakashan: Aagra, ISBN NO. 8187755172
8. David r. Shaffer and other, developmental Psychology childhood & adolescence, 9th Edition pubiisher jon david hagug,

