

Syllabus of Under Graduate Course (Psychology) SEP

IV Semester Development Psychology

64: HOURS

Marks: 80+20

Learning Outcomes:

1. To understand and analyze the Physical, Cognitive and Psychosocial development.
2. To know about the vocational adjustment.
3. To understand the aging, the ageing process and facing the future.

* Teaching Hours 4 hours per week.
* 60 marks for examination and 40 marks for Internal Assessment.

UNIT I: PUBERTY & ADOLESCENCE

(20 hours)

- a) Puberty: Meaning and Characteristics.
- b) Adolescence: Physical Development – Adolescents' growth spurt, primary and secondary sexual characteristics, signs of sexual maturity.
- c) Physical and Mental Health – Physical Fitness, Sleep Needs, Nutrition and Eating disorders;
- d) Psychosocial Development: Search for Identity- Theories of Erikson. Adolescents in Trouble: Anti social and Juvenile Delinquency (in brief)

UNIT II: EARLY ADULTHOOD

(20 hours)

Characteristics of early adulthood.

- a) Health and Physical Development: Health status, Genetic and Behavioral Influences on Health and Fitness.
- b) Cognitive development – Piaget's shift to post formal thought.
- c) Psycho-social development: Marital and non-marital life styles - Single life, Marriage, co-habitation, LGBT issues.

UNIT III: MIDDLE ADULTHOOD

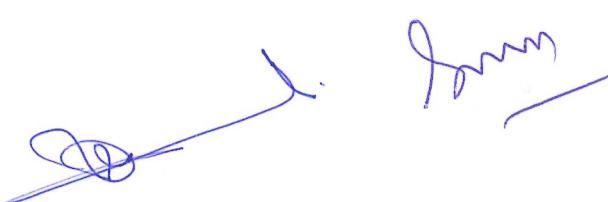
(20 hours)

Characteristics of Middle adulthood:

- a) Physical Development: physical changes – Sensory & Psychomotor Functioning, Sexuality & Reproductive Functioning- Menopause & its Meanings; Changes in male Sexuality.
- b) Cognitive development: The distinctiveness of adult cognition – the role of expertise, Integrative thought practical problem solving, creativity. Occupational Patterns, Work v/s Early Retirement, Work and Cognitive Development, Mature Learner.
- c) Psycho-Social Development: Changes in Relationship at Midlife. Consensual Relationships: Marriage, Midlife divorce.
- d) Vocational Adjustments: Factors affecting vocational adjustment in Middle Adulthood, Vocational Hazards, Adjustment to approaching Retirement

UNIT IV: LATE ADULTHOOD →

(20 hours)



P TO

Characteristics of Late adulthood:

- a)** Physical Changes: Sensory & Psychomotor Functioning – Vision, Hearing, Taste & Smell, Strength, Endurance, Balance & Reaction time.
- b)** Psychosocial Development: – Personal Relationships in Late life: Social Contact, Relationships & Health, and Multigenerational Family. Consensual Relationships: Long-Term Marriage, Divorce.
- c)** Re-marriage, Widowhood, Single Life, Friendships.

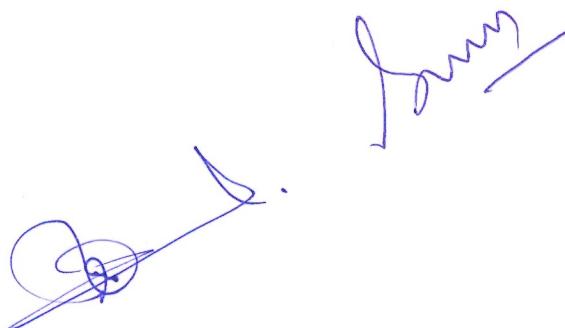
UNITV-LATE ADULTHOOD (Old age)

(20hours)

- a)** Theories of ageing: programmed theories and damaged theories.
- b)** Many faces of death: Care of the dying.
- c)** Finding Meaning & purpose in Life& Death

REFERENCES

1. Diane E Papalia, Sally Wendkos Olds, Ruth Duskin Feldman (2004) -Human development,9th edition, Tata McGrawHill Publication
2. Hurlock, E.B. (1981). Developmental PSYCHOLOGY: A life - span approach. Tata McGraw -Hill
3. John W Santrock (2011) - A topical Approach to Life Span Development, 3rd Edition, TataMcgraw-Hill Edition
4. Rathus,S.A.(2022)-HumanLifeSpanDevelopment,5thEdition,(ENGAGAININDIA)



IV Semester Practical

4 hours per week.

Maximum Marks: 40+10

(Minimum 5 Practical to be conducted)

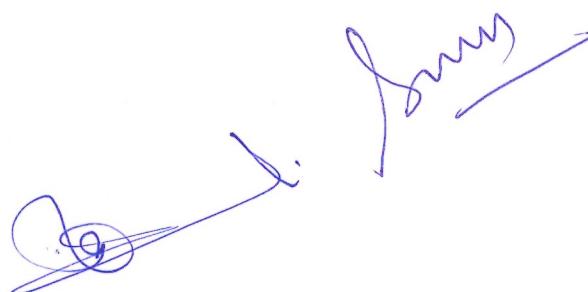
1. College Student Problem Checklist
2. Life Satisfaction Scale
3. Family Environment Scale
4. Study Habits Inventory
5. Job satisfaction
6. Occupational stress
7. Old age adjustment inventory
8. Academic self concept
9. Social Network Addiction Scale
10. Marriage attitude scale
11. Social Intelligence Scale
12. Marital adjustment scale

STATISTICS

Tests of Difference

- i. 't' test
- ii. Independent Sample test
- iii. Paired Sample test

Note: A minimum of 5 practical shall be conducted by each student. Practical should be conducted batch wise. In each batch shall consist of 10 students.



Syllabus of Under Graduate Course (Psychology) SEP

IV Semester (Generic Elective paper)

SECT-2. Psychology of Individual differences

(Credits: P:3+0+0)

Hours: 64

Marks: 80+20

OBJECTIVES: To develop an understanding of the concept of individual differences with the goal to promote self-reflection and understanding of self and others.

Unit-I. Personality

- A. Definition, assumption about human nature, preview of perspectives to Personality: Psychodynamic, Analytical, Social, Trait, Humanistic, Biological and Evolutionary Perspective
- B. Methods: Case study, Correlation, Experimental, Naturalistic, Sampling daily life experiences. Personality assessment: Interview, Self-report inventories, Projective tests.

Unit-II. Intelligence

- A. Concepts of Intelligence : Psychometric and Cognitive approach to Intelligence – Gardner theory of Multiple Intelligences
- B. The Cognitive basis of Intelligence : Processing Speed, Neural Basis of Intelligence: Intelligence and Neural efficiency, Influence of Heredity and environment.

Unit-III. Indian Approach

- A. Self-Identity from Indian Perspective: Buddhist and Jaina views of self- components of Identity
- B. Nyaya, Yoga Psychology and Triguna from Sankya Perspectives

Unit-IV. Enhancing Individual Potential

- A. Self-determination theory: Enhancing Cognitive Potential
- B. Self-regulation and self-enhancement; Fostering Creativity

READINGS

1. James V. McConnel (1977). Understanding Human Behavior, 2nd edition, Holt, Rinehart and Winston publishing house, New York
2. Sheemaaleem (2012). Theories of Personality, Pearson-ICFAI University Series, Delhi
3. Satishchandra Chatterjee & Dhirendr amohan Datta, Rupa Publishing house, New delhi

