As Per NEP 2020

University of Mumbai



Syllabus for Minor Syllabus for Minor (M2) for M1 Format (Scheme I) Syllabus for Minor (M2) for M1-M2 format (Scheme II)

Board of Studies in Psychology				
UG Second Year Programme				
Semester	III			
Title of Paper	Credits			
Introduction to Developmental Psychology	4			
From the Academic Year	2025-2026			

Sr. No.	Heading	Particulars
1	Description of the course: Vertical:	The course contains various components of human development for the students who are opting the course in Minor (M2) for M1 Format (Scheme I) OR Minor (M2) for M1-M2 format (Scheme II). The topics covered in the course include physical, cognitive, personality, and social development from birth till adolescence. Major/Minor/Open Elective /Skill Enhancement / Ability
		Enhancement/Indian Knowledge System (Choose By √)
3	Type:	Theory
4	Credit:	4 credits (1 credit = 15 Hours for Theory)
5	Hours Allotted:	60 Hours
6	Marks Allotted:	100 Marks
7	 Course Objectives: To learn about the process of labor, childbirth, birth complications, alternat birthing procedures, and in the context of Infancy the development which involuphysical, Cognitive, Social and Personality development. To enhance understanding of the Physical, Cognitive, Personality and Social development in the Preschool stage of development. To orient students about the changes which happen in Middle Childhood regard Physical, Cognitive, Personality and Social aspects. To know basic changes that happen during Adolescence stage of development regarding Physical, Cognitive, Personality and Social aspects. 	
8	 Course Outcomes: After completing the course, students will be able to: Describe the entire process of labour, childbirth, birth complications, alternative birthing procedures, and development in Infants with regard to physical, Cognitive, Social and Personality development Evaluate and explain about the Physical, Cognitive, Personality and Social development which occur during the Preschool stage. Discuss development happening in Middle Childhood about Physical, Cognitive, Personality and Social aspects. Demonstrate and summarize the changes which happen during Adolescence stage, relating to Physical, Cognitive, Personality, and Social aspects. 	

9 Modules:- Per credit One module

Module 1: From Birth till Infancy

- a) Birth:
- i) Labor: The Process of Birth Begins
- ii) Alternative Birthing Procedures
- iii) Birth complications
- b) Physical Development in Infancy: Growth and Stability
 - i) Physical Growth: Four Principles of growth
 - ii) The Nervous System and Brain: The Foundations of Development
- c) Cognitive Development in Infancy:
 - i) Piaget's Approach to Cognitive Development
 - a) The Sensorimotor Period
 - b) Appraising Piaget's Theory: Support and Challenges
 - ii) The Roots of Language
- d) Social and Personality Development in Infancy: Developing the Roots of Sociability
 - i) Stranger Anxiety and Separation Anxiety: It's Only Natural
 - ii) Attachment: Forming Social Bonds

Module 2: Physical, Cognitive, Personality, and Social Development in the Preschool Years

- a) Physical Development: Keeping Preschoolers Healthy
 - i) Brain Lateralization
 - ii) Motor Development
- b) Cognitive Development: Intellectual Development
 - i) Piaget's Stage of Preoperational Thinking
 - ii) Vygotsky's View of Cognitive Development-Taking Culture into Account
- c) Personality Development: Forming A Sense of Self: Gender Identity
 - i) Developing Femaleness and Maleness
 - ii) Biological Perspectives on Gender
 - iii) Psychoanalytic Perspectives
 - iv) Social Learning Approaches
 - v) Cognitive Approaches
- d) Social Development: Friends and Family: Preschoolers' Social Lives:
 - i) Playing By the Rules: The Work of Play
 - a) Categorizing Play
 - b) The Social Aspects of Play
 - ii) Effective Parenting: Teaching Desired Behavior
 - a) Four Parenting Styles proposed by Baumrind
 - b) Cultural Differences in Childrearing Practices

Module 3: Physical, Cognitive, Personality, and Social Development in Middle Childhood

a) Physical Development:

- i) Motor Development
- ii) Physical and Mental Health during Middle Childhood
- iii) Psychological Disorders
- iv) Children With Special Needs

b) Cognitive Development: Intellectual Development-

- i) Piaget's Approaches to Cognitive Development: The rise of Concrete Operational Thought
- ii) Vygotsky's Approach to Cognitive Development and Classroom Instructions
- iii) Below and Above Intelligence Norms: Intellectual Disabilities and the Intellectually Gifted

c) Personality Development: The Developing Self-

- i)Psychosocial Development in Middle Childhood
- ii) Understanding One's Self: A New Response to 'Who Am I'?
- iii) Self-Esteem: Developing a Positive or Negative View of the Self

d) Social Development: Families: The Changing Home Environment-

- i) Family Life: Still Important After All These Years
- ii) When Both Parents Work Outside the Home: How Do Children Fare?
- iii) Home And Alone: What Do Children Do?
- iv) Divorce
- v) Single-Parent Families
- vi) Children With Gay and Lesbian Parents

Module 4: Physical, Cognitive, Personality, and Social Development during Adolescence

a) Physical Development: Physical Maturation-

- i) Growth During Adolescence: The Rapid Pace of Physical and SexualMaturation
 - ii) Nutrition, Food, and Eating Disorders: Fueling the Growth of Adolescence

b) Cognitive Development and Schooling

- i) Piagetian Approaches to Cognitive Development: Using Formal Operations
- ii) Threats to Adolescents' Well-Being- a) Illegal Drugs b) Sexually

Transmitted

Infections

c) Personality Development: Identity: Asking 'Who Am I'-

- i) Self-Concept and Self-Esteem
- ii) Identity Formation: Change or Crisis?
- iii) Marcia's Approach to Identity Development: Updating Erikson

d) Social Development: Dating, Sexual Behavior, and Teenage Pregnancy-

- i) Dating, and Sexual Relationships in the Twenty-First Century
- ii)Sexual Orientation: Heterosexuality, Homosexuality, Bisexuality, and Trans-sexualism
- iii) Teenage Pregnancies

1. Feldman, R. S., & Babu, N. (2018). Development across the life span. (8th ed.). Pearson India Education Services Pvt. Ltd. 2. Feldman, R. S. (2013). Psychology and your life. (2th ed.). New York: McGraw Hill Publications 3. Feldman, R. S. (2015). Development across the life span. Dorling Kindersley (India) Pvt. Ltd. 11 Reference Books: 1. Baron, R. A., & Kalsher, M. J. (2008). Psychology: From Science to Practice. (2nd ed.). Pearson Education inc., Allyn and Bacon 2. Ciccarelli, S. K. & Meyer, G. E. (2008). Psychology. (Indian sub-continent adaptation). New Delhi: Dorling Kindersley (India) pvt ltd. 3. Ciccarelli, S. K., White, J. N. & Misra, G. (2015). Psychology.5th edi. New Jersey: Pearson education. 4. Mash, E.J., & Wolfe, D.A. (2005). Abnormal Child Psychology. (3th ed.). Wadsworth Thomson Learning. Internal Continuous Assessment: 40% Continuous External, Semester End Examination: 60% Continuous Learning. Continuous Continuous Internal Evaluation (CIE) Marks: 40 a) Question Paper Pattern for Class Test Examination: 40% Continuous Paper Pattern for Class Test Examination: 40% Continuous Assessment: 40% Continuous Continuous Internal Evaluation (CIE) Marks: 40 a) Question Paper Pattern for Class Test Examination: 40% Continuous Continuous Internal Evaluation (CIE) Marks: 40 Continuous Continuous Internal Evaluation (CIE) Marks: 40 a) Question Paper Pattern for Class Test Examination: 40% Continuous Continuous Internal Evaluation (CIE) Marks: 40 Continuous Continuous Internal Evaluation (CIE) Marks: 40 A) Question Paper Pattern for Class Test Examination: 40% Continuous Continuous Internal Evaluation (CIE) Marks: 40 A) Question Paper Pattern for Class Test Examination: 40% Continuous Continuous Continuous Internal Evaluation (CIE) Marks: 40 A) Question Paper Pattern for Class Test Examination: 40% Continuous Co	10							
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2 Participation in Departmental Activities 05	13	Continuous Evaluation	a) Question Question 1 2 b) Compl	on Pan No.	ternal Evaluation (CIE) Mar per Pattern for Class Test Examination (20 Mar Particular Fill in the Blanks/ match pairs/ MCQ/True False (All are compulsory) Short Notes (Any Three out of Five) of following activities as a part of CIE (20 Noteular) sroom Presentations/ Assignments /Movie	Marks 15 Marks Marks Marks		
	13	Continuous Evaluation	a) Question Question 1 2 b) Compl	on Pan No. letion Part Class Revie	ternal Evaluation (CIE) Mar per Pattern for Class Test Examination (20 Mar Particular Fill in the Blanks/ match pairs/ MCQ/True False (All are compulsory) Short Notes (Any Three out of Five) of following activities as a part of CIE (20 Mar) icular sroom Presentations/ Assignments /Movie ew / Essay Submission/ Book review/ Field Visit	Marks 15 Marks Marks Marks		
i l	13	Continuous Evaluation	a) Question 1 2 b) Compl Sr. No.	on Pan No. letion Part Class Revier Repo	remail Evaluation (CIE) Mar Aper Pattern for Class Test Examination (20 Mar Particular Fill in the Blanks/ match pairs/ MCQ/True False (All are compulsory) Short Notes (Any Three out of Five) of following activities as a part of CIE (20 Mar) icular sroom Presentations/ Assignments /Movie ew / Essay Submission/ Book review/ Field Visit ort / Educational Activity Report	*ks: 40 *rks) Marks 5 15 Marks) Marks 15		

14	Format of Question Paper: for the final examination					
	Exter	rnal / Semester End Examination Marks: 60				
		All Questions are compulsory				
	Q.1	Fill in the Blanks/ match pairs/ MCQ/True False (based on all units).	Marks 12			
	Q.2	Essay Type Questions (Attempt Any One out of two Based on Unit I).	Marks 12			
	Q.3	Essay Type Questions (Attempt Any One out of two on Unit II).	Marks 12			
	Q.4	Short Notes/Problem (Attempt Any Three out of five Based on Unit III).	Marks 12			
	Q.5	Short Notes/ Problems (Attempt Any Three out of five Based on Unit IV)	. Marks 12			

Sd /-	Sd/-	Sd/-	Sd/-
Sign of the BOS Chairman Prof. Dr. Vivek Belhekar Board of Studies in Psychology	Sign of the Offg. Associate Dean Dr. Suchitra Naik Faculty of Humanities	Sign of the Offg. Associate Dean Prof. Manisha Karne Faculty of Humanities	Sign of the Offg. Dean Prof. Anil Singh Faculty of Humanities