



**CALICUT UNIVERSITY – FOUR-YEAR UNDER GRADUATE PROGRAMME (CU-FYUGP)**

**BSc PSYCHOLOGY**

Programme	B. Sc. Psychology				
Course Title	<b>Life Span Development</b>				
Type of Course	Minor Without Practicum				
Semester	II				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic ideas on theories of development				
Course Summary	The course provides insights to understand the details of developmental psychology The course helps the students to explore the different aspects of development throughout the lifespan				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	The students will be able to develop an understanding on physical development from infancy to adolescence	U	F	Assignment/ Quiz
CO 2	The students will be able to describe the motor, sensory, perceptual and cognitive development throughout the lifespan	U	F,C	Assignment/ created exams
CO 3	The students will be able to explain the development of language, socioemotional processes and sexual behavior	U	F,C	Assignment/ Quiz
CO 4	The students will be able to explain the development of moral values and the different perspectives on of death and dying	A	F,C	Assignments /Quiz/Group discussions
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs 60	Marks 70
I	<b>Physical Development from Infancy to Late adulthood</b>		<b>10</b>	<b>18</b>
	1	Patterns of Growth	1	
	2	Infancy	1	
	3	Early and Late childhood	2	
	4	Puberty	1	
	5	Early adulthood, Middle adulthood and Late adulthood	3	
	6	Biological theories of ageing	2	
II	<b>Motor, Sensory, Perceptual and Cognitive Development</b>		<b>10</b>	<b>18</b>
	7	Motor Development-Dynamic systems view, Reflexes, Gross motor skills, Fine Motor Skills	3	
	8	Sensory and Perceptual Development-Visual Perception-Infancy, Childhood and Adulthood, Intermodal perception	3	
	9	Cognitive changes in Adulthood-Piaget's views, Realistic and pragmatic thinking , Reflective and Realistic thinking	3	
	10	Cognition and Emotion	1	
III	<b>Language Development, Socioemotional processes and Development</b>		<b>15</b>	<b>18</b>
	11	Development of emotion- Infancy, Childhood and Adulthood	2	
	12	Temperament-Classifying temperament	2	
	13	Attachment and love- Infancy, Childhood and Adulthood	2	
	14	Career Development, Work and Retirement	3	
	15	Sexuality through Life span-Childhood, Adolescence and emerging adulthood, Adult Development and Aging	2	
	16	Peer relations in childhood and Adolescence	2	
	17	Role of friendships through the life span	2	
IV	<b>Moral Development, Death, Dying and Grieving</b>		<b>13</b>	<b>16</b>
	18	Moral thought, Moral behaviour, Moral feeling	3	
	19	Moral personality	1	
	20	Death Systems and its cultural variations, Issues in determining death	3	
	21	Developmental Perspectives on death, Facing one's own death	3	
	22	Coping with death of someone else	3	
V	<b>Families, Life styles and Parenting</b>		<b>12</b>	
		Describe some important family processes. Discuss the diversity of adult lifestyles and how they influence people's lives. Characterize parenting and how it affects children's	12	

		development. Discuss the main ways the self and understanding others are conceptualized and how they develop.		
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### Books and References

Berk, L.E (2016) Exploring lifespan development. New Delhi: Pearson Education Pvt Ltd

Hurlock, E.B (1996) Developmental Psychology-A Life span Approach. New Delhi: Tata McGraw Hill Publishing Company

Papalia, D.E et.al (2004) Human Development (9th Ed). New Delhi: Tata McGraw Hill Publishing Company

Santrock, J.E (2011) life span development (13<sup>th</sup> Ed) New Delhi: Tata McGraw Hill Publishing Company.

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination

### Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	2	2	1	1	1	3	1	2	1	3	2	2
CO 2	3	3	2	2	2	3	2	2	2	2	1	-
CO 3	3	2	2	2	1	2	1	2	1	2	1	3
CO 4	3	2	2	2	1	2	2	3	2	2	1	-

### Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Internal examExam
- Programming Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓