

B.A. (PROGRAMME) IN PSYCHOLOGY COURSE

SEMESTER-VI

Category II

Psychology Courses for Undergraduate Programme of study
with Psychology as one of the Core Disciplines
(B.A. Programme with Psychology as Major Discipline)

DISCIPLINE SPECIFIC CORE COURSE – I: COUNSELLING

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-11 Counselling Psychology	4	3	0	1	Passed Class 12 th	Basic knowledge of introductory psychology

Learning Objectives

The Learning objectives of this course are as follows:

- To develop an understanding of basic concepts, processes and techniques of counselling.
- Having a comprehensive understanding of the profession of counselling, particularly in the Indian context.

Learning Outcomes

After completing this course, the student will be able to:

- Define counselling and its goals.
- Acquiring basic counselling skills of problem identification, and relationship building (e.g., empathy, listening, paraphrasing, unconditional positive regard).
- Developing qualities of an effective counsellor including increasing self-awareness, reflexivity, self-monitoring and objectivity.
- Helping clients having mild concerns in life; for instance, acting as peer counsellors in the college/community.

SYLLABUS OF DSC-11

UNIT – I

(9 hours)

Introduction-Nature and Goals; Ethics in counseling; Characteristics of a professional counselor; Status and practice of Counselling Psychology in India.

UNIT – II

(12 hours)

Therapeutic Process- Building Therapeutic Relationships; Working in a Therapeutic Relationship; Termination.

UNIT – III

(24 hours)

C. Techniques of Counseling- Psychoanalytic Techniques (Freud); Behaviour Therapy; Person-centered Therapy; Cognitive Therapy.

D. Applications: Family Counselling; Crisis Intervention; Suicide, Grief, and Sexual Abuse

Practical component –

(30 Hours)

Suggestive list of practicals:

1. Need for Counselling among college students/ children/ adolescents using any standardized test.
2. To study the self-efficacy of counsellors using any scale for better understanding of
3. personality characteristics of a professional counsellor.
4. Information-oriented first interview (Cormier & Hackney, 2008).
5. Practical based on any 3 micro skills (Pre-post design).
6. Construction of a Genogram.
7. Aptitude and Interest Assessment in Career Counselling.

Essential/recommended readings

Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10th ed.). New Delhi: Cengage Learning.

Gladding, S. T. (2012). *Counseling: A comprehensive profession*. (7th ed.) . New Delhi. Pearson.

Nystul, M. S.(2016). *Introduction to counselling: An art and science perspective* (5th ed.). New Delhi: Sage.

Rao, K. (2010). Psychological interventions: From theory to practice. In G. Misra (Ed.): *Psychology in India. Volume 3: Clinical and health psychology*. New Delhi. ICSSR/ Pearson.

Seligman, L. & Reichenberg, L.W. (2010). *Theories of counseling and psychotherapy: Systems, strategies, and skills* (3rd ed.). New Delhi; Pearson.

Sharf, R. S. (2012). *Theories of psychotherapy & counselling: Concepts and Cases* (5th ed.). Boston: Brooks/ Cole Cengage Learning.

Suggestive readings

- Belkin, G. S. (1998). *Introduction to counseling* (3rd ed.). Iowa: W. C. Brown.
- Capuzzi, D. & Gross, D. R. (2007). *Counseling and psychotherapy: Theories and interventions* (4th Ed.) New Delhi: Pearson.
- Gibson, Robert, L. Mitchell, Marianne, H. (2015). *Introduction to counseling and guidance* (7thEd.). New York: Pearson.
- James, R. K. (2008). *Crisis intervention strategies* (6th ed.). Australia. Thomson Brooks/Cole.
- Hillman, J.L (2002). *Crisis intervention and trauma: New approaches to evidence-based practice*. New York: Kluwer Academic/Plenum Publishers.
- S.N. & Sahajpal, P. (2013). *Counselling and guidance*. New Delhi: Tata McGraw Hill.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE – 12: DEVELOPMENTAL

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-12 Developmental Psychology	4	3	0	1	Passed Class 12 th .	Basic knowledge of introductory psychology

Learning Objectives

The Learning Objectives of this course are as follows:

- To assist students in understanding how developmental psychology plays a role in their own lives and future careers
- Connect students to current research and real-world application
- To gain insight in understanding, explaining and applying key human development issues in real life setting
- To foster awareness about the socio-cultural context of human development.

Learning Outcomes

After completing this course, the student will be able to:

- Critically evaluate theories of lifespan development
- Assess the biological cognitive, emotional and social factors that influence development
- Discuss methodological approaches used to study development
- Examine development issues of children and adolescent in the Indian context.

SYLLABUS OF DSC-12

Unit - I

(15 Hours)

Nature and Perspectives of Development: Understanding context: family, peers, school; research methods and designs (Longitudinal & Cross-Sectional). Physical development: patterns of growth from prenatal development to adolescence.

Unit - II

(15 Hours)

Cognitive Development: Brief introduction to cognitive development: Piagetian, Vygotskian. Language development

Unit - III

(15 Hours)

Emotional Development: Displaying, Recognizing and Interpreting Emotions; Attachment; Theories of Moral development (Kohlberg, Gilligan).

Practical component –

(30 Hours)

Suggestive list of practicals:

1. Study on child-rearing practices using test/ case study
2. Impact of family environment on socio-emotional development/ cognitive growth.
3. Application of Piaget's theory of cognitive development
4. Assessment of moral development using test/ dilemmas
5. Language assessment using Multilingual Assessment Instrument for Narratives (MAIN)
6. Assessment of attachment style and socio-emotional development

Essential/recommended readings

Berk, L. E. (2010). *Child Development* (9th Ed.). New Delhi: Prentice Hall. (Unit 3:Chapter 12)

Feldman, R.S. & Babu, N. (2011). *Discovering the life-span*. New-Delhi: Pearson.(Unit 1: Chapter 1, 2 to 8)

Kakar, S. (2012) *The inner world: A psychoanalytic study of childhood and society in India* (4th Ed.). New Delhi. Oxford University Press (Unit 3)

Santrock, J.W. (2012). *A topical approach to life-span development*. New Delhi: Tata McGraw- Hill. (Unit 1 to 3)

Shaffer, D.R. & Kipp, K. (2007). *Developmental psychology: Childhood and Adolescence* Indian reprint: Thomson Wadsworth (Unit 2: Chapter 7 to 10, Unit 3:Chapter 11, 15 &

16)

Sharma, N. & Chaudhary, N. (2009). *Human development: Contexts and processes* In G. Misra (ed) *Psychology in India, Vol 1: Basic psychological processes and human development*. India: Pearson. (Unit 3)

Suggestive readings

Georgas, J., John W. Berry., van de Vijver, F.J.R, Kagitçibasi, Çigdem, Poortinga, Y. P. (2006). *Family across Thirty Cultures: A Thirty Nation Psychological Study*. Cambridge Press.

Mitchell, P. and Ziegler, F. (2007). *Fundamentals of development: The Psychology of Childhood*. New York: Psychology Press.

Saraswathi, T.S. (2003). *Cross-cultural perspectives in Human Development: Theory, Research and Applications*. New Delhi: Sage Publications.

Srivastava, A.K. (1997). *Child Development: An Indian Perspective*. New Delhi.

Patra, S. (2022). *Adolescence in India: Issues, Challenges and Possibilities*. New Delhi: Springer

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.