

Course code	Psychology of Human Development (core course-4A)	L	T	P	C
BPSYC20Y201	मानव विकास का मनोविज्ञान	3	2	0	5
Pre-requisite	Nil	Syllabus version			
		50 Marks			
Course Objectives:					
To understand the basic processes of self and the intricacies of personality growth and development.					
Course Outcome:					
<ol style="list-style-type: none"> 1. To able to understand influences of various factors on development. 2. Able to understand basic concepts human development process. 3. To understand how birth (process) takes place. 4. Able to understand development of language. 5. To understand cognitive development process. 6. To understand physical, motor and development of relations. 7. To learn Physical and mental changes in Adolescence. 					
Student Learning Outcomes (SLO):					
Students will:					
<ol style="list-style-type: none"> 1. Be able to describe the major concepts, language, and major theories of the discipline to account for psychological phenomena. 2. Be able to explain the major perspectives of development psychology (e.g., biological, cognitive, behavioral, socio-cultural, etc). 					
UNIT – I	Concept and laws of human development, Difference between Growth and Development, Relation between maturation and learning, Theories of development Psychoanalytic, Cognitive and Social learning. Methods of Studying Human Development- Cross Sectional and Longitudinal. मानव विकास का संप्रत्यय एवं नियम, वृद्धि एवं विकास के बीच अंतर, परिपक्वता एवं अधिगम के बीच सम्बंध। विकास के सिद्धान्त मनोविश्लेषणात्मक, संज्ञानात्मक एवं सामाजिक अधिगम। मानव विकास के अध्ययन की विधियां। अनुप्रस्थ काट विधि कालानुक्रमिक विधि।	15			
UNIT – II	Physical and Motor development: Meaning and Stages, Factors influencing Physical and Motor development, development of Self, Social Development and development of Social Relations. शारीरिक एवं क्रियात्मक विकास: अर्थ एवं अवस्थार्ये, शारीरिक एवं क्रियात्मक विकास को प्रभावित करने वाले कारक, स्व का विकास, सामाजिक विकास एवं सामाजिक संबंधों का विकास।	16			
UNIT – III	Cognitive development: Piaget’s Theory; Language development: theories Skinner, Chosmskey and Influencing Factors; Communication- Process and Types; Theories of Moral development: Kohlberg and Piaget. Factors affecting Moral Development. संज्ञानात्मक विकास: प्याजे का सिद्धान्त, भाषा विकास– सिद्धान्त स्किनर एवं चोम्सकी, प्रभावित करने वाले कारक, संप्रेषण– प्रक्रिया एवं प्रकार, नैतिक विकास सिद्धान्त, कोहलवर्ग एवं पियाजे, नैतिक विकास को प्रभावित करने वाले कारक।	18			
UNIT – IV	Factors influencing development, Heredity and Environment, role of Family and school in development, Effect of Mass media and peer group on development विकास को प्रभावित करने वाले कारक: अनुवांशिकता एवं वातावरण, विकास में परिवार एवं विद्यालय की भूमिका, विकास पर जनसंचार एवं मित्र समूह का प्रभाव।	19			

UNIT – V	<p>Emotional development: Nature, Factors, affecting Emotional Development, Problems of Adolescence. Psychology of exceptional children (Gifted Children). Enhancing psychological Well being Life Style, Quality of life, Happiness, Across major stages of life Span Development.</p> <p>संवेगात्मक विकास – प्रस्तावना, संवेगात्मक विकास को प्रभावित करने वाले कारक, किशोरावस्था की समस्याएं। विशिष्ट बालको का मनोविज्ञान (प्रतिभाशाली बालक)। जीवन विस्तार की मुख्य अवस्थाओं में मनोविज्ञानिक कल्याण, जीवनशैली, जीवन की गुणवत्ता एवं प्रसन्नता को बढ़ाना।</p>	22
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# Mode: Flipped Class Room, Case Discussion, Lectures	
Text Book(s)	
<ol style="list-style-type: none"> 1. लाल, जे.एन. मानव विकास का मनोविज्ञान। 2. वर्मा एवं प्रीति, विकासात्मक मनोविज्ञान। 	
Reference Books	
<ol style="list-style-type: none"> 1.. Berk, L.E. (1989) Child Development Boston, Allyn and Bacon. 2.Brodzinsky, D. M., Gormly, A.V. and Aniborn, S.R. (1986). Life span Human development.New Delhi, CBS publisher. 3.Healtherintone, E.M. and Parks, R.D. (1986).Child Psychology, New York: McGraw Hill. 4.Santrock, J. W. (1999). Lifespan development: An Indian perspective, New Delhi: NCERT. 	

Ashish

Dr. Anshu

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Course code	Counselling Psychology(Core Course – 4B)	L	T	P	C
BPSYC20Y202	परामर्शन मनोविज्ञान	3	2	0	5
Pre-requisite	Nil	Syllabus version			
		50Marks			
Course Objectives:					
To familiarize the students with the concept of counseling approaches.					
1. To impart fundamental knowledge of Humanistic-Existential and Transactional analysis approaches.					
2. To acquaint the students with techniques of Behavior Therapy and Rational Emotive Behavior Therapy.					
3. To develop an understanding of basic concepts, processes, techniques of Counseling.					
Course Outcome:					
The Students will be able to:					
1. Students would learn to organize guidance programme at different levels.					
2. Students would be able to provide guidance for career choices.					
3. Students would learn effectively the application of psychological tests.					
4. Students would gain knowledge regarding the assessment techniques at individual as well as group.					
5. To able to understand Career opportunities in Psychology.					
Student Learning Outcomes (SLO):					
1. Having a comprehensive understanding of the profession of counselling, particularly in the Indian context.. Acquiring basic counselling skills of problem identification, and relationship building (e.g. empathy, listening, paraphrasing, unconditional positive regard).					
2. Demonstrating skills of helping clients. Students may choose relaxation, reducing negative/maladaptive self-talk, and also learn skills of terminating the counselling relationship.					
3. Developing qualities of an effective counsellor including increasing self-awareness, reflexivity, self-monitoring and objectivity.					
4. Developing proficiencies to assist professional counsellors during intake interviews.					
5. Helping clients having mild concerns in life; for instance acting as peer counsellors in the college/community.					
UNIT – I	Counselling: Meaning and Goals, Ares of Counselling, Guidance – Nature, Difference between counselling and Guidance. Education and Vocational Guidance, Career Counselling.	15			
	परामर्शन: अर्थ तथा लक्ष्य, परामर्शन के क्षेत्र। निर्देशन: प्रकृति। निर्देशन एवं परामर्शन के बीच अंतर। शैक्षणिक निर्देशन एवं व्यवसायिक निर्देशन। जीवन वृत्ति परामर्शन।				
UNIT – II	Study of consciousness Sleep – Wake Schedule, Dreams and stimulus Deprivation. Approaches to Counselling. Psychoanalytic, Behavioural, Humanistic, and Cognitive behavioural.	16			
	चेतन अवस्था का अध्ययन-निद्रा जागृति चक्र, स्वप्न एवं उद्दीपक वंचन। परामर्श के उपागम: मनोविश्लेषणात्मक व्यवहारात्मक, मानवतावादी एवं संज्ञानात्मक व्यवहारात्मक।				
UNIT – III	Characteristics of effective counsellor, training of Counsellor, Counselling relationship: meaning, establishing and maintaining relationship. Ethical and Professional issues in Counselling.	19			

	प्रभावी परामर्शदाता की विशेषताएं, परामर्शदाता का प्रशिक्षण। परामर्शन संबंध: अर्थ, परामर्शन संबंध की स्थापना एवं स्थापित करना। परामर्शन में नैतिक एवं व्यवसायिक मुद्दे।	
UNIT – IV	Counselling Interview – Process, Types, and Advantages. Group Counselling, Family Counselling, Pre Marital Counselling. Counselling with Parents, Counselling with Juvenile Delinquents. परामर्शन साक्षात्कार: प्रक्रम, प्रकार एवं लाभ। समूह परामर्शन, परिवार परामर्श, विवाह पूर्व परामर्श, माता-पिता के संग परामर्श, बाल अपराधी के साथ परामर्शन।	22
UNIT – V	Counseling with old age people, Crisis intervention counselling. counseling Alcohol and Drug Abuse, HIV /AIDS, Mental Retardation. वृद्ध लोगों के साथ परामर्शन। आपदा हस्तक्षेप परामर्शन। परामर्शन: मद्यपान एवं औषधी व्यसन, एच.आई.वी./एड्स एवं मानसिक मंदता।	18

# Mode: Flipped Class Room, Case Discussion, Lectures		
Text Book(s)		
<ol style="list-style-type: none"> 1. अस्थाना मधु एवं राय, पारसनाथ निर्देशन एवं परामर्श, मोतीलाल बनारसीदास। 2. शुक्ल देवर्षि (2016), निर्देशन एवं परामर्श, राखी प्रकाशन आगरा। 3. उपाध्याय राधावल्लभ (2008), निर्देशन एवं परामर्श, अग्रवाल पब्लिकेशन। 		
Reference Books		
<ol style="list-style-type: none"> 1. Crow, L. and Crow, A. (1970). An Introduction to Guidance: Basic principles, New Delhi Publishing House. 2. Jiaswal, S.R. (1968). Guidance and Counseling. Lucknow, Ahmadabad. 3. Jones, A. (1970) (6th Edition). Principal of Guidance. Bombay: Tata McGraw Hill Publishing Co. 4. Rao, S. Narayan (1981). Education Guidance- principles and practices New York. 5. Sronge, R. (1981). Educational guidance – principles and practices New York. 		




