

**SANT GADGE BABA UNIVERSITY, AMRAVATI**  
**BACHELOR OF COUNSELLING AND PSYCHOTHERAPY**  
**(With effect from the academic year 2023 - 24)**

**1. Objectives**

The Primary objectives of the Degree are:

1. To prepare personnel to provide quality services to infants and toddlers who are disabled or at risk and their families.
2. To prepare the students to fulfill the role of interventionist in inclusive setup who delivers services to children and their families
3. To function as Program Co-Ordinator and Supervisors in delivering services to children and their families.
4. To prepare the professionals to operate the students effectively with in an interagency, inter disciplinary approach.
5. To equip personnel to assess, understand and implement Individualized Education Plan intervention to infants and toddlers.
6. To develop competencies in organizing early intervention and remedial intervention services.
7. To impart techniques of working with families and community for effective intervention.
8. To develop competency in report writing, record maintenance and communication.
9. To facilitate and integrate the children into inclusive setting in regular school programmes and family guided intervention.

**Programme Objectives**

- 1) To sensitize students about the needs of the haves not or the disadvantaged sections of the society
- 2) The students are able to think critically about the societal issues, its cross cutting nature, stakeholders, involved in the process, macro level perspective
- 3) The students shall acquire knowledge about the legal rights of the client he/ she serve for, administrative machinery involved in it, procedures for facilitation of the issue
- 4) The students shall acquire psycho-social and cultural aspects for the holistic understand
- 5) Students shall acquaint himself with the skills such as resource mobilization, facilitation of the process capacity building of the client groups and the care givers
- 6) To develop capacities in the students to organize training programmes, awareness campaigns
- 7) To build capacities like identification of the felt and unfelt needs of the client groups
- 8) To build-up training skills, organization of events for societal betterment, promoting livelihood aspects of the families and the community
- 9) To inculcate professional values and ethics that guide Psychotherapy and counselling graduates in professional practice

## Program Outcomes

1. The Pass out students would be absorbed in the jobs of the various government departments meant for public.
2. welfare, protection of special groups and the posts where the participation of the special groups and the posts where the participation of the people / user groups is expected. The students shall also be getting jobs in the non government organizations, C.S.R groups, government sponsored projects, survey activities in which the need of the disadvantaged section count a lot.
3. Students would be able to make use of the knowledge acquired where critical thinking about the societal
4. issues, roles of the different stake holders, legalities involved in the issues, micro and system .
5. The socially sensitized students would be able to safe guard and advocate the needs, rights of the disadvantaged sections of the society and shall built up their capacities to fight against the exploitation.
6. The Students would be able to protect the dignity of the individuals and groups irrespective of caste, creed, religion, gender, age, regionality, disability, marital status, sexual orientation etc.
7. Analyzing the impact of social policies on individuals, groups and society. Student would be able to work in the multi disciplinary teams of Para professionals where the technical knowledge of the barefoot level helps each other while serving the needs of the client groups as well as in conducting the awareness, sensitization and training for their capacity building.
8. Students while working in the agency structure shall be able to make use of acquired skills in planning, organizing, staffing directing and coordination, reporting, budgeting etc.
9. Employability Potential in Counselling and Psychotherapy Program  
is a clear progression to professional practice. A significant number of our graduate students find work in the agency or authority where they have been placed and many others are successful in gaining employment within the region - many in a statutory setting, others in voluntary organizations or the private sector .
10. Employability as a set of achievements which constitute necessary proponents of ‘core’, ‘key’ and ‘transferable’ skills and are strongly aligned with the academic valuing of **good** learning.
11. Employers generally see a graduate’s achievements related to the subject discipline as necessary but not sufficient for them to be recruited. In some employment contexts the actual subject discipline may be relatively unimportant. Achievements outside the boundaries of the discipline (such as the possession of socalled ‘soft skills’) are generally considered to be important in the recruitment of graduates.
12. ‘Employability’ refers to a graduate’s achievements and his/her potential to obtain a ‘graduate job’, and should not be confused with the actual acquisition of a ‘graduate job’ (which is subject to influences in the environment, a major influence being the state of the economy).
13. Employability derives from complex learning, and is a concept of wider range than those of ‘core’ and ‘key’ skills.
14. Employability is not merely an attribute of the new graduate. It needs to be continuously refreshed throughout a person’s working life.

The Counselling and Psychotherapy Programme is not only an academic discipline but also a practice-based profession, hence the learner or student enroll to the Programme enhanced his/her skills through learning and doing process.

## **Employability skills.**

The Psychotherapy and counselling Programme not build the skill set of Students but also develops their personality by imparting values to them, through which they can work in any situation. Those skills and values are as follows;

- 1) Interpersonal Skills
- 2) Personal Qualities
- 3) Critical Thinking Skills
- 4) Applied Academics Skills
- 5) Resource Management Skills
- 6) Information Use
- 7) Technology Use
- 8) System Thinking
- 9) Communication Skills
- 10) Leadership Skills

## **Values of Programme**

- 1) Service.
- 2) Social justice.
- 3) Dignity and worth of the person.
- 4) Importance of human relationships.
- 5) Integrity.
- 6) Competence

## **Employment Opportunities for Students of Programme**

There are plenty of employment opportunities in Psychotherapy and counselling sector depending the skills set and employability of Counsellor.

These opportunities are available in both the sector private and public. At National & International Level.

These courses also develop the skills of entrepreneurship of students for building their capacities to work in social entrepreneurship sector.

Some Employment opportunities for Students of Psychotherapy and counselling Programme as follows;

Student can work as independent professional Counsellor, Labor Welfare Specialist, Teacher, Social Security Officer, Criminology specialist, Family Counselor, Social Entrepreneur, Women & Child Welfare Officer, Social Welfare Officer, CSR executive, Human Resource Manager, Project Officer, Research Officer, Superintendent in Govt. Hostels, Departments, content writer etc

## BCAP – 11 Paper I - English-1

COs:

The students would be able to :

- 1) Communicate in fluent English.
- 2) Debate in English.
- 3) Seek information in English regarding his/her study.
- 4) Perform effectively using English grammar.
- 5) Write columns in media.

Unit	Content
Unit 1	PROSE 1) A Tiger of Malgudi (R. K. Narayan) 2) Child Marriage (M. K. Gandhi) 3) Seeing Mr. Emerson (Ralph Ellison) 4) Monday Morning (Mark Twain) (15 Periods )
Unit 2	POETRY 1) The Railway Clark (Nissim Ezekiel) 2) Trees (Keshav Meshram) 3) Stopping by Woods on a Snowy Evening (Robert Frost) 4) Prospice (Robert Browning) (15 Periods )
Unit 3	LETTER WRITING 1) Application for a Job 2) Letter to Field Work Agency 3) Letter to Principal (15 Periods )
Unit 4	GRAMMAR 1) Articles 2) Prepositions ( 15 Periods )
<ul style="list-style-type: none"><li>• Write letters to agency in English to seek permission for visit.</li></ul>	

**BCAP – 11      Communication Skill in English  
(AEC)**

**Marks: Internal Assessment Total Marks: 25**

**Course Objectives:**

- To enable students to learn and enrich vocabulary in English
- To assist students to learn and use present and past tenses
- To help students to use future aspect
- To introduce different types of sentence constructions in English
- To enable students to use new vocabulary in sentences with correct tenses.

**Detailed Syllabus:**

- Enriching Vocabulary
- Tenses and Types of Sentences
- Arrange dialogue practice for students.
- Arrange programme for building English words power.
- Arrange programme for reading news-papers to enhance reading-skill
- Prepare news of paper-reading programme in English to publish in news-paper

**Course Outcomes:** After learning this course, students will be able:

- to learn and use new English vocabulary
- to learn and use present and past tenses
- to use future aspect
- to use different types of sentence constructions

Teaching Hours Distribution: Total hours of teaching -30

**References:**

- Hewing's, Martin (2023). Advanced English Grammar. New Delhi: Cambridge University Press.
  - Jones, Daniel (2006) Cambridge English Pronouncing Dictionary. Singapore: Cambridge University Press .
  - Leech, Geoffrey and Jan Svartvik (2005) A Communicative Grammar of English, Third Edition. Singapore: Pearson Education Ltd.
  - Lewis, Norman. 1978. Word Power Made Easy. New York: Pocket Books.
  - Rao, Prasad (2019) High School English Grammar and Composition. New Delhi: Blackie ELT Books. Swan,
  - Michael (2007). Practical English Usages. New Delhi: Oxford University Press.
- 
-

## BCAP – 12 Paper 3- Fundamentals of Psychology – 1

### Unit 1- The Science of Psychology

Origin & History of Psychology - Definition - Psychology as a science - Goals - What is not psychology-. Psychology in India - Methods of Psychology - Experimental Method, Systematic Observation, Case Study Method, Survey Method - Correlation research - Scope of Psychology: Branches of basic Psychology – Branches of applied Psychology

### Unit 2- Methods of Psychology-Experimental, Observation, Survey, Correlational and Clinical Method.

Biological bases of Behavior: Function and structure of Neuron, Spinal Cord and Brain. Autonomic Nervous System.

### Unit 3 - Sensation: Sensation: Visual, Auditory, touch(tactile), olfactory and gustatory.

### Unit 4 - Perception: Meaning, Types – figure and ground laws of perceptual organization, Determinants of perception, Illusion.

**Attention:** Attention: Meaning and types of attention, span of attention, Divisions of attention, Determinants of attention.

### Unit 5 - Consciousness

Consciousness – Meaning – Two major types - Natural State of Consciousness: Biological Rhythms – Circadian Rhythms; Waking States of Consciousness - Stages of sleep, Sleep disorders, Dreams- Meditation, Hypnosis, Meditation – other altered states

## **BCAP – 13      Paper 4- Introduction to Psychotherapy - I**

### **Unit – 1- Basics of Psychotherapy**

Definition and History of Psychotherapy,

Nature, Scope and Goals of Psychotherapy,

**Unit – II - Elements of psychotherapy**, characteristics of effective Psychotherapist, Brief sketch of psychotherapies.

**Unit- III – Psychoanalytical Psychotherapy- Sigmund Freud**

**Unit – IV – Psychoanalytical Psychotherapy Brief Overview, Key Concepts, Therapeutic process**

**Unit – V – Adler’s individual Psychotherapy: Brief overview, Key Concepts, The Therapeutic Process,**

## **BCAP – 14      Paper 5 . Counseling Process Skills and Techniques**

### **Unit I**

Understanding counselling as a process – definition – outcome & process goals in counselling; characteristics of counsellors; ethics in counselling, Counsellor Competence – Beyond Micro skills,

**Unit II-** Concerns and Challenges faced by a Counsellor, Importance of Personal therapy during Training, Significance of Supervision, ethical and legal aspects of counselling.

**Unit III-** Stages and skills in counselling process: the three stages of counselling in perspective – ways to initiate communication and build counselling relationship; core conditions of counselling; ways to enhance communication;

**Unit IV-** Counselling in-depth exploration – goals & methods – advanced empathy, immediacy, confrontation, interpretation; role playing, emotional catharsis, transference and countertransference.

### **Unit V**

Tools of Counselling: A. Questionnaire; B. Psychometric Test; C. Projective Test; D. Interview Method

## **BCAP – 15      Paper 6. Introduction to Personality Theories**

UNIT I: Personality: Definition, Meaning, Nature & scope, Individual Uniqueness – Determinants of Personality: Heredity & Environment.

UNIT II: Psychoanalytic Theory by Sigmund Freud: Classical Psychoanalysis – Instincts – Structure of Mind – Psychosexual Development – Therapeutics Techniques – Free Association – Catharsis – Dream Analysis;

UNIT III: Carl Jung: Analytical Psychology – Psychological Types – Collective Unconscious; Alfred Adler: Individual Psychology – Inferiority Feelings – Role of Birth Order.

UNIT IV: Life-Span And Trait Perspectives Of Personality Erik Erikson: Identity Formation – Ego Crises – Approaches to Trait: Lexical – Statistical – Theoretical;

UNIT V: Gordon Allport: Culture – Functional Equivalence – Personal Dispositions,

### **REFERENCE BOOKS:**

1. Antony, D. John (2009), Principles and Practice of Counselling. Anugraha Publications, Dindigul, Tamil Nadu 1662
2. Corey, Gerald (2009) Counselling and Psychotherapy: Theory and Practice. Cengage Learning. India.
3. Seligman, Linda & Reichenberg, Lourie, W. (2010) Theories of Counselling and Psychotherapy. Pearson. India
4. Antony D. John, (2011), The Body Never Lies: The basics of Body Language, Guru Publications, Dindigul.
5. Burnard, Philip (1999) Counselling Skills Training: A Sourcebook of Activities. Viva Books Private Ltd. Chennai
6. Brems, C. (2001). Basic skills in psychotherapy and counseling. Singapore: Brooks/Cole.
7. Corey, G. (1996). Theory and practice of counseling and psychotherapy (5th ed.). Pacific Grove, CA: Thomson Brooks/ Cole.
8. Smith, E.J. (2016) Theories of Counselling and Psychotherapy: An Integrative Approach, 2<sup>nd</sup> Edition, Singapore, Sage Publications.



## SEMESTER-I List Of Practical's

### COs:

After successful completion of Laboratory work, the students will be able: (Any 4 of the following)

1. To Understand the concept of Psychology experiments.
2. To enhance cognitive abilities by conducting experiments on attention, perception and problem solving.
3. To understand the process of learning.
4. To understand the memory process and information processing of memory.

Sr. No.	Name of Practical
1.	Substitution Learning.
2.	Span of Attention.
3.	Division of Attention
4.	Memory Span
5.	Multiple Choice Problem Solving.
6.	Recall and recognition
7.	Retroactive Inhibition
8	spiral pattern

## SEMESTER II

<b>BCAP 21 Paper 7 - Compulsory English - 2</b>	<b>Lectures</b>
<b>Unit I: Prose</b> 1) The Last Leaf – O’ Henry 2) Of Studies – Francis Bacon 3) Why is the Sea Blue? – G. Venkatraman 4) The Mute Companion - R. K. Narayan	<b>18</b>
<b>Unit II: Poetry</b> 1) Treasured Moments – Manjushree Sardeshpande 2) Ode on a Grecian Urn – John Keats 3) Leave this Chanting and Singing – Ravindranath Tagore 4) How do I love thee? – Elizabeth Barrett Browning	<b>18</b>
<b>Unit III: Speaking Skills</b> 1) Introducing Yourself 2) Introducing People to Others 3) Interviews 4) Describing Daily Routine	<b>12</b>
<b>Unit IV: Communication Skills</b> 1) Verbal Communication 2) Précis Writing	<b>12</b>
<b>Unit V: Skill Enhancement Module</b> 1) Blog Writing 2) Presentation on a topic from prescribed prose/poem	<b>15</b>

### **Internal Assessment:**

- 1) Class Test 5 Marks
- 2) Viva-Voce 5 Marks

(For Skill Enhancement Module and internal assessment the subject teacher shall be the sole examiner.)

## **BCAP 21 Paper 7 - Communication Skills in English-2**

### **Unit I:**

- 1) Question Tags
- 2) Synonyms and Antonyms
- 3) Prefixes, Suffixes, Zero Suffix and Infix

### **Unit II :**

- 1) Making Requests and Responding to Requests
- 2) Thanking Someone and Responding to Thanks
- 3) Developing a Thoughts

### **Unit III :**

- 4) Skills for a successful interview
- 5) Leadership
- 6) Social Empathy

### **Unit IV:**

- 4) Blog Writing
- 5) Presentation on a topic from prescribed prose/poem

### **Skill Enhancement Module 15**

(Skill Enhancement module will be of 25 marks. This module will be internally assessed flexibly the basis of Class tests, assignments, seminar, reading material, project, survey, group discussion, Study tour, MCQ, Open Book exam (OBE), etc.)

### **Internal Assessment:**

- a) Class Test 5 Marks
- b) Viva-Voce 5 Marks

(For internal assessment the subject teacher shall be the sole examiner.)

## **BCAP 22 Paper 8 – Fundamentals of Psychology – 2**

**UNIT I: Learning: Definition** – Nature - Association Learning: Classical conditioning- Basic principles- Operant conditioning Basic principles –Reinforcement – Types — Types. Schedules of Reinforcement – Shaping – Learned Helplessness; Similarities and Differences between Classical Conditioning and Operant Conditioning. Social and Cognitive Learning: learning – Latent learning, Insight Learning – Observation

### **UNIT II: Memory inputs and understanding**

Definition - Memory Process: Encoding and Storing and Retrieval of Long-term memories - Sensory Memory - Short term memory - Long Term Memory

**UNIT III: Forgetting** – Forgetting curve- Theories of forgetting - Decay, Interference, Motivated forgetting, Memory and Brain - Amnesia-Psychological and Biological –improving memory, levels of processing theory of memory

**UNIT IV: Motivation and Emotion:** Definitions of motivation Motives: biogenic and sociogenic motivational cycle, types of motives and hierarchy of motives.

Conflict of motives: nature and types of conflicts and ways to resolve conflicts. Emotions: aspects of emotions, key emotions, Definitions of emotion, the difference between feeling and emotions, physiological changes in emotion, facial feedback hypothesis and the role of the autonomic nervous system in emotion.

Theories of emotions: James Lange, Cannon-Bard and Schechter Singer

**UNIT V: Intelligence:** Definitions of Intelligence, types, the concept and classification of I.Q., types of Intelligence test. Creativity: nature and characteristics, creativity and intelligence. Theories of Intelligence: Binet, Spearman and Gardner

## **BCAP 23 Paper 9- Introduction to Psychotherapy II**

**Unit I – Gestalt therapy** – Overview, Influence, key concepts in therapeutic process, by

Fredrick pearl

**Unit II — Eric Erikson** - transactional analysis, Key concepts of transactional analysis,

Development, Benefits of transactional analysis,

**Unit III – Carl Roger’s** - Roger’s Client Centered therapy, Person-Centered Therapy

Techniques, Client-Centered Therapy Methods, Benefits

**Unit IV – Albert Ellis** - Rational Emotive Behaviour Therapy, concept, REBT Techniques

**Unit V – Aaron Beck’s** Cognitive therapy: Types, Techniques, Uses, Benefits

–

## **BCAP 24 Paper 10- Ethics In Counseling And Psychotherapy**

**Unit I-** Introduction, What are the Ethics? Objectives, Reasons for Ethical Codes, Ethical Principles of Counseling , Professional Codes of Ethics , ACA Code of Ethics: Purpose

**Unit II** - The ACA Eight Main Sections, Section A: The Counseling Relationship, Section B: Confidentiality, Privileged Communication and Privacy, Section C: Professional Responsibility , Section D: Relationships with Other Professionals

**Unit III** - Section E: Evaluation, Assessment, and Interpretation , Section F: Supervision, Training, and Teaching , Section G: Research and Publication , Section H: Resolving Ethical Issues

**Unit IV** - Ethical and Legal Issues in Psychotherapy, Indian Psychiatric Society and guidelines, positive ethics, risk management, and defensive practice, Basic tenets of a good psychotherapist- Competence Of Therapist, Responsibilities of the therapist towards their clients and self.

**Unit V** - Assessment for Psychotherapy, Informed Consent, the therapeutic contract, Specific issues related to online/e-therapies, Confidentiality and its exceptions during the therapy, Boundary issues during psychotherapy- Boundaries and boundary violations, Steps in interpreting boundary violations, Cognitive errors with regard to boundary violations and steps, Steps to identify and avoid boundary violations

## **BCAP 25 Paper 11 Theories of Personality**

**Unit I.** Introduction, Psychoanalytic and Neo analytic Theories: Karen Horney, Eric Erikson

**Unit II.** Psychoanalytic and Neoanalytic Theories: Kohut, Rollo May

**Unit III.** Trait Theories: Allport, Cattell, Eysenck ; Cognitive Theory: Kelly  
Humanistic Theories

**Unit IV.** Humanistic Theories: Maslow, Rogers ; Existential Theory: May

**Unit V.** Behavioral/ Learning Theories: Skinner, Rotter, Bandura

Current Status and Future Directions in Personality Psychology

### **References:**

1. Brems, C. (2001). Basic skills in psychotherapy and counseling. Singapore: Brooks/Cole.
2. Corey, G. (1996). Theory and practice of counseling and psychotherapy (5th ed.). Pacific Grove, CA: Thomson Brooks/ Cole.
3. Smith, E.J. (2016) Theories of Counselling and Psychotherapy: An Integrative Approach, 2<sup>nd</sup> Edition, Singapore, Sage Publications.

## SEMESTER-II

### COs :

After successful completion of Laboratory work, the students will be able:

1. To understand the concept of Psychometric tests and experiments.
2. To recognize emotions from facial expressions.
3. To administer Psychometric I.Q. test.
4. To analyse various types of personality.

List of Practical/Laboratory experiments/activities etc.

<b>Sr. No.</b>	<b>Name of Practical</b>
1.	Achievement Motivation Test.
2.	Judgement of Emotion (through facial expression)
3.	Alexander Pass Along Test.
4.	Koh's Block Design Test
5.	Introvert Extrovert Inventory
6.	Children's Personality Inventory
7.	Standard Progressive Matrices