

BACHELOR OF COUNSELING AND PSYCHOTHERAPY (NEP)

SEMESTER-I

Title: Communication Skill in English

Type: AEC

Credits: 02

Total Marks-50		Course Code: BCAP11	(Total Number of Periods) Hrs
Theory Exam Marks :30	Internal Marks:20		30

COURSE OUTCOME:

At end of the course 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) (8 Hours)
Unit 2:	POETRY 1) The Railway Clerk (Nissim Ezekiel) 2) Trees (Keshav Meshram) 3) Stopping by Woods on a Snowy Evening (Robert Frost) 4) Prospice (Robert Browning) (8 Hours)
Unit 3:	LETTER WRITING 1) Application for a Job 2) Letter to Field Work Agency 3) Letter to Principal (7 Hours)
Unit 4:	GRAMMAR 1) Articles 2) Prepositions (7 Hours)
Write letters to agency in English to seek permission for visit.	

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.

Title: Fundamentals of Psychology – 1**Type: DSC - I****Credits: 04**

Total Marks-100		Course Code: BCAP12	(Total Number of Periods) Hrs
Theory Exam Marks :60	Internal Marks:40		60

COURSE OUTCOME:

1. Define and explain the meaning, nature, scope, and basic concepts of psychology.
2. Describe the major perspectives and approaches of psychology.
3. Explain the basic psychological processes involved in human behaviour.
4. Understand the concepts of learning, memory, motivation, emotion, and intelligence.
5. Explain individual differences and factors influencing personality and behaviour.
6. Apply basic psychological concepts to understand human behaviour in everyday life.

Unit	Content
Unit 1- The Science of Psychology	Origin and History of Psychology, Definition of Psychology, Psychology as a Science, Goals of Psychology, what is Not Psychology? Psychology in India, Scope of Psychology, Branches of Basic Psychology, Branches of Applied Psychology (10 Hours)
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. (10 Hours)
Unit 3 - Biological Bases of Behaviour	Biological Bases of Behaviour, Structure and Functions of Neuron, Spinal Cord, Structure and Functions of Brain, Autonomic Nervous System. (10 Hours)
Unit 4 – Sensation	Meaning and Nature of Sensation, Visual Sensation, Auditory Sensation, Tactile (Touch) Sensation, Olfactory Sensation, Gustatory Sensation (10 Hours)
Unit 5 – Perception and Attention	Perception Meaning of Perception, Types of Perception, Figure and Ground, Laws of Perceptual Organization, Determinants of Perception, Illusion Attention Meaning of Attention Types of Attention, Span of Attention, Division of Attention, Determinants of Attention (10 Hours)
Unit 6 - Consciousness	Major Types of Consciousness, Natural States of Consciousness, Biological Rhythms, Circadian Rhythms, Waking States of Consciousness Stages of Sleep, Sleep Disorders, Dreams, Meditation, Hypnosis, Other Altered States of Consciousness (10 Hours)

REFERENCE BOOKS

- Nolen-Hoeksema, Susan, Barbara L. Fredrickson, Geoffrey R. Loftus and Christel Lutz (2014). Atkinson & Hilgard's Introduction to Psychology, 16th Edition. Cengage Learning.
- Baron, Robert A. (2002). Psychology, 5th Edition. New Delhi: Pearson Education.
- Feldman, Robert S. (2004). Understanding Psychology, 6th Edition. New Delhi: Tata McGraw-Hill.
- Morgan, Clifford T., Richard A. King, John R. Weisz and John Schopler (2008). Introduction to Psychology, 7th Edition. New Delhi: Tata McGraw-Hill.
- Myers, David G. (2018). Psychology, 12th Edition. New York: Worth Publishers.
- Kalat, James W. (2020). Introduction to Psychology, 11th Edition. Cengage Learning.

Title: Introduction to Psychotherapy - I**Type: DSC - II****Credits: 04**

Total Marks-100		Course Code: BCAP13	(Total Number of Periods) Hrs
Theory Exam Marks :60	Internal Marks:40		60

COURSE OUTCOME:

Upon completion of this course, the students will be able to

1. Define and explain the meaning, nature, scope, and basic concepts of psychotherapy.
2. Describe the major approaches and theories of psychotherapy.
3. Explain the role, functions, and characteristics of a psychotherapist.
4. Understand the basic principles, techniques, and processes involved in psychotherapy.

UNIT	Content
Unit – 1 Introduction to Psychotherapy	Definition of Psychotherapy, History of Psychotherapy, Nature of Psychotherapy, Scope of Psychotherapy, Goals of Psychotherapy (10 Hours)
Unit – 2 Elements and Characteristics of Psychotherapy	Elements of Psychotherapy, Characteristics of an Effective Psychotherapist, Brief Sketch of Psychotherapies, Role and Functions of a Psychotherapist. (10 Hours)

Unit – 3 Psychoanalytical Psychotherapy	Introduction to Psychoanalytical Psychotherapy, Sigmund Freud and Psychoanalysis, Basic Principles of Psychoanalytical Psychotherapy, Freud's Contribution to Psychotherapy (10 Hours)
Unit – 4 Psychoanalytical Psychotherapy: Key Concepts	Unconscious Mind, Structure of Personality, Id, Ego and Superego, Psychosexual Development, Defence Mechanisms Role of Early Childhood Experiences. (10 Hours)
Unit – 5 Psychoanalytical Psychotherapy: Therapeutic Process	Therapeutic Process, Therapeutic Relationship, Free Association Dream Analysis, Interpretation, Resistance Transference (10 Hours)
Unit -6 Psychoanalytical Psychotherapy: Applications and Techniques	Goals of Psychoanalytical Psychotherapy, Therapeutic Techniques, Catharsis, Working Through, Role of the Therapist , Applications of Psychoanalytical Psychotherapy , Limitations of Psychoanalytical Psychotherapy (10 Hours)

REFERENCE BOOKS

- Wampold, Bruce E. (2018). *The Basics of Psychotherapy: An Introduction to Theory and Practice*, 2nd Edition. Washington, DC: American Psychological Association.
- Nelson-Jones, Richard (2014). *Nelson-Jones' Theory and Practice of Counselling and Psychotherapy*, 6th Edition. London: SAGE Publications.
- Reeves, Andrew (2019). *An Introduction to Counselling and Psychotherapy: From Theory to Practice*. London: SAGE Publications.
- Messer, Stanley B. and Nadine J. Kaslow (2019). *Essential Psychotherapies: Theory and Practice*, 4th Edition. New York: Guilford Press.
- Bloch, Sidney (2006). *An Introduction to the Psychotherapies*, 4th Edition. Oxford: Oxford University Press.
- Sharf, Richard S. (2012). *Theories of Psychotherapy and Counseling: Concepts and Cases*. New Delhi: Cengage Learning.

Title: Counseling Process Skills and Techniques**Type: DSC - III****Credits: 04**

Total Marks-100		Course Code: BCAP 14	(Total Number of Periods) Hrs
Theory Exam Marks :60	Internal Marks:40		60

COURSE OUTCOME:

Upon completion of this course, the students will be able to:

1. Define and explain the meaning, nature, goals, and process of counselling.
2. Describe the stages and major skills involved in the counselling process.
3. Develop effective communication and counselling relationship-building skills.
4. Explain and apply basic and advanced counselling techniques.
5. Understand ethical, professional, and legal aspects of the counselling process.
6. Apply counselling skills and techniques appropriately in different counselling situations.

UNIT	Content
Unit I Understanding Counselling	Counselling as a Process, Definition of Counselling, Outcome Goals in Counselling, Process Goals in Counselling, Characteristics of Counsellors, Ethics in Counselling, Counsellor Competence, Counsellor Competence Beyond Micro Skills. (10 Hours)
Unit II: Professional Issues in Counselling	Concerns Faced by a Counsellor, Challenges Faced by a Counsellor, Importance of Therapy During Training, Significance of Supervision, Ethical Aspects of Counselling, Legal Aspects of Counselling, (10 Hours)
UNIT III: Stages and Skills in Counselling Process	Three Stages of Counselling, Initiating Communication, building a Counselling Relationship, Core Conditions of Counselling, Ways to Enhance Communication, Counselling Skills. (10 Hours)
UNIT IV: In-depth Exploration in Counselling	Counselling In-depth Exploration, Goals of In-depth Exploration, Methods of In-depth Exploration, Advanced Empathy, Immediacy, Confrontation, Interpretation. (10 Hours)
UNIT V: Counselling Techniques and Processes	Role Playing, Emotional Catharsis, Transference, Countertransference (10 Hours)
UNIT VI: Tools of Counselling	Questionnaire, Psychometric Test, Projective Test, Interview Method (10 Hours)

REFERENCE BOOKS:

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

Title: Introduction to Personality Theories**Type: DSC – IV****Credits: 03**

Total Marks-100		Course Code: BCAP 15	(Total Number of Periods) Hrs
Theory Exam Marks :60	Internal Marks:40		45

COURSE OUTCOME:

Upon completion of this course, the students will be able to:

1. Define and explain the meaning, nature, scope, and determinants of personality.
2. Describe major theories and perspectives of personality.
3. Explain psychoanalytic and psychodynamic theories of personality.
4. Understand the life-span and trait perspectives of personality.
5. Compare the contributions of major personality theorists such as Freud, Jung, Adler, Erikson, and Allport.
6. Apply basic personality theories to understand individual differences and human behaviour.

UNIT	Content
Unit I Introduction to Personality, Psychoanalytic Theory: Sigmund Freud	Personality: Definition and Meaning, Nature of Personality, Scope of Personality Individual Uniqueness, Determinants of Personality, Heredity and Personality Environment and Personality. Classical Psychoanalysis, Instincts, Structure of Mind, Psychosexual Development, Therapeutic Techniques, Free Association, Catharsis, Dream Analysis (09 Hours)
Unit II: Carl Jung and Analytical Psychology	Analytical Psychology, Psychological Types, Collective Unconscious, Archetypes, Jung's View of Personality (09 Hours)
UNIT III: Alfred Adler and Individual Psychology	Individual Psychology, Inferiority Feelings, Inferiority and Superiority. Role of Birth Order, Adler's View of Personality Development (09 Hours)
UNIT IV: Life-Span and Trait Perspectives	Erik Erikson: Life-Span Perspective, Identity Formation, Ego Crises, Stages of Psychosocial Development, Trait Perspective of Personality, Approaches to Trait. Lexical Approach, Statistical Approach, Theoretical Approach (09 Hours)
UNIT V: Gordon Allport's Theory of Personality	Gordon Allport: Introduction, Culture and Personality, Functional Equivalence, Personal Dispositions, Types of Personal Dispositions, Allport's Contribution to Personality Theory (09 Hours)

REFERENCE BOOKS:

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

Title: Practical– 1**Type: DSC - I****Credits: 02**

Total Marks-100		Course Code: BCAP16	(Total Number of Periods) Hrs
External Marks :50	Internal Marks:50		60

COURSE OUTCOME:

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.

LIST OF PROGRAMS: (ANY FOUR)

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
- 9.

Marks Distribution:

Internal Practical Assessment	Exam	Record	Viva	External Practical Assessment	Perform Practical	Test	Assignment
50	30	10	10	50	30	10	10

Title: MOOCS/SWYAM/NEPTEL/GOEC BASKET COURSES**Type: OE-I****Credits: 01**

Total Marks-50		(Total Number of Periods) Hrs	
College Assessment	Internal Marks:50	30 Hrs of Engagement	

Note:

As part of the academic curriculum, students are required to complete **Open Elective (OE)** courses in addition to the core subjects.

Note that the OE must be selected from Faculty wise basket other than faculty of core subject, allowing you the opportunity to explore interdisciplinary topics and broaden your knowledge.

- **MOOCS/NEPTEL:** You can choose relevant courses from platforms like Coursera, edX, or NPTEL that are pre-approved by the university. Ensure that the course content aligns with the credit requirements and is recognized by the academic guidelines.
- **GOEC Basket:** Alternatively, you may choose an OE from the university's available electives, as listed in the GOEC basket.

The completed OE must be submitted for credit within the prescribed time frame as outlined by the university.

For any further details or guidance on selecting appropriate courses, consult the academic coordinator.

BACHELOR OF COUNSELING AND PSYCHOTHERAPY (NEP)

SEMESTER-II

Title: Communication Skill in English

Type: AEC

Credits: 02

Total Marks-50		Course Code: BCAP21	(Total Number of Periods) Hrs
Theory Exam Marks :30	Internal Marks:20		30

COURSE OUTCOME:

At end of the course students would be able to:

1. Develop effective English language skills through the study of prose, poetry, and literary texts.
2. Demonstrate improved speaking skills for self-introduction, introducing others, interviews, and describing daily activities.
3. Apply appropriate verbal communication skills in academic, professional, and social situations.
4. Develop writing skills through precise writing, blog writing, and structured presentation of ideas.
5. Interpret and appreciate literary works by identifying their themes, ideas, values, and literary features.
6. Enhance confidence, vocabulary, pronunciation, presentation skills, and overall communicative competence.

Unit	Content
Unit 1:	PROSE 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 (8 Hours)
Unit 2:	POETRY 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 (8 Hours)
Unit 3:	SPEAKING SKILLS 1) Introducing Yourself 2) Introducing People to Others 3) Interviews 4) Describing Daily Routine (7 Hours)
Unit 4:	COMMUNICATION SKILLS & SKILLS ENHANCEMENT MODULE 1) Verbal Communication 2) Precise Writing 3) Blog Writing 4) Presentation on a topic from prescribed prose/poem (7 Hours)
Internal Assessment: 1) Class Test 10 Marks 2) Viva-Voce 10 Marks (For Skill Enhancement Module and internal assessment the subject teacher shall be the sole examiner.)	

REFERENCE BOOKS:

- Bacon, Francis. *The Essays of Francis Bacon*. New Delhi: Rupa Publications.
- Keats, John. *Selected Poems*. New Delhi: Penguin Books.
- Narayan, R. K. *Malgudi Days*. Chennai: Indian Thought Publications.
- O' Henry. *The Gift of the Magi and Other Stories*. New Delhi: Fingerprint Publishing.
- Tagore, Rabindranath. *Selected Poems*. New Delhi: Rupa Publications.
- Browning, Elizabeth Barrett. *Sonnets from the Portuguese*. London: Penguin Classics.
- Raman, Meenakshi and Sangeeta Sharma. *Technical Communication: Principles and Practice*. New Delhi: Oxford University Press.
- Rizvi, M. Ashraf. *Effective Technical Communication*. New Delhi: McGraw Hill Education.
- Wren, P. C. and H. Martin. *High School English Grammar and Composition*. New Delhi: S. Chand Publishing.
- Swan, Michael. *Practical English Usage*. Oxford: Oxford University Press.

Title: Fundamentals of Psychology - 2**Type: DSC – I****Credits: 04**

Total Marks-100		Course Code: BCAP22	(Total Number of Periods) Hrs
Theory Exam Marks :60	Internal Marks:40		60

COURSE OUTCOME:

At end of the course students would be able to:

1. Explain the fundamental concepts, principles and major perspectives of psychology.
2. Describe and differentiate various theories and processes of learning, memory, motivation, emotion and intelligence.
3. Apply psychological concepts to understand learning, memory, motivation, emotional behaviour and individual differences in everyday life.
4. Analyse the factors influencing human behaviour, including conditioning, memory processes, motivation, emotions and intelligence.
5. Develop basic understanding of psychological assessment concepts, including intelligence testing, I.Q. and creativity.
6. Demonstrate critical thinking and scientific reasoning while interpreting psychological concepts and theories.
7. Recognize individual differences and appreciate the importance of psychological processes in personal, educational and social development.

Unit	Content
Unit 1: Learning – Basic Concepts and Conditioning	Learning: Definition and nature of learning; association learning; classical conditioning and its basic principles; acquisition, extinction, generalization and discrimination; operant conditioning and its basic principles; reinforcement and its types; schedules of reinforcement; shaping; learned helplessness; similarities and differences between classical conditioning and operant conditioning. (10 Hours)
Unit 2: Social and Cognitive Learning	Social and cognitive learning: Meaning and nature of social and cognitive learning; latent learning; insight learning; observational learning; role of attention, imitation and modeling in learning; applications of social and cognitive learning. (10 Hours)
Unit 3: Memory Processes and Systems	Memory: Definition and nature of memory; memory processes including encoding, storage and retrieval; sensory memory; short-term memory; long-term memory; types of long-term memory; factors affecting memory; memory inputs and understanding. (10 Hours)
Unit 4: Forgetting and Improving Memory	Forgetting: Definition and nature of forgetting; forgetting curve; theories of forgetting including decay theory, interference theory and motivated forgetting; memory and brain; amnesia including psychological and biological/organic amnesia; levels of processing theory of memory; techniques for improving memory. (10 Hours)
Unit 5: Motivation and Emotion	Motivation and emotion: Definition and nature of motivation; motives including biogenic and sociogenic motives; motivational cycle; types of motives; hierarchy of motives; conflict of motives, nature and types of conflicts and ways of resolving conflicts; definition and aspects of emotions; key emotions; difference between feelings and emotions; physiological changes in emotions; facial feedback hypothesis; role of the autonomic nervous system in emotion; theories of emotions including James-Lange, Cannon-Bard and Schachter-Singer theories. (10 Hours)
UNIT 6: Intelligence and Creativity	Intelligence and creativity: Definition and nature of intelligence; types of intelligence; concept and classification of Intelligence Quotient (I.Q.); types of intelligence tests; theories of intelligence including Binet's theory, Spearman's two-factor theory and Gardner's theory of multiple intelligences; creativity, its nature and

	characteristics; relationship between creativity and intelligence. (10 Hours)
--	--

REFERENCE BOOKS:

- Atkinson, Rita L., Richard C. Atkinson, Edward E. Smith, Daryl J. Bem and Susan Nolen-Hoeksema (2000). Hilgard's Introduction to Psychology. Fort Worth: Harcourt College Publishers.
- Baron, Robert A. and Donn Byrne (2004). Social Psychology. New Delhi: Pearson Education.
- Ciccarelli, Sandra K. and J. Noland White (2017). Psychology. New Delhi: Pearson Education.
- Feldman, Robert S. (2017). Understanding Psychology. New York: McGraw-Hill Education.
- Hilgard, Ernest R., Richard C. Atkinson and Rita L. Atkinson (2009). Introduction to Psychology. New Delhi: Cengage Learning.
- Morgan, Clifford T., Richard A. King, John R. Weisz and John Schopler (2001). Introduction to Psychology. New Delhi: Tata McGraw-Hill.
- Passer, Michael W. and Ronald E. Smith (2011). Psychology: The Science of Mind and Behavior. New York: McGraw-Hill.
- Plotnik, Rod and Haig Kouyoumdjian (2011). Introduction to Psychology. Belmont: Wadsworth.
- Zimbardo, Philip G., Robert L. Johnson and Vivian McCann (2012). Psychology: Core Concepts. Boston: Pearson.

Title: Introduction to Psychotherapy - II**Type: DSC - II****Credits: 04**

Total Marks-100		Course Code: BCAP23	(Total Number of Periods) Hrs
Theory Exam Marks :60	Internal Marks:40		60

COURSE OUTCOME:

At end of the course students would be able to :

- 1) Explain the basic concepts, principles, development, and therapeutic process of Gestalt Therapy.
- 2) Describe the principles, ego states, communication patterns, and applications of Transactional Analysis.
- 3) Explain Carl Rogers' Person-Centered Therapy and apply its major therapeutic techniques and principles.
- 4) Understand the concepts and therapeutic techniques of Albert Ellis' Rational Emotive Behaviour Therapy (REBT).
- 5) Explain Aaron Beck's Cognitive Therapy, including cognitive distortions, automatic thoughts, and therapeutic techniques.
- 6) Compare different psychotherapeutic approaches and identify their applications, benefits, and limitations in counselling and mental health settings.

Unit	Content
Unit 1: Gestalt Therapy	Overview of Gestalt Therapy – Historical Background and Influence – Frederick Perls and his Contribution – Key Concepts of Gestalt Therapy – Here and Now Experience – Awareness and Responsibility – Contact and Contact Boundary – Therapeutic Process in Gestalt Therapy – Goals of Gestalt Therapy. (10 Hours)
Unit 2: Transactional Analysis	Introduction to Transactional Analysis – Eric Berne and Development of Transactional Analysis – Basic Concepts – Ego States: Parent, Adult and Child – Transactions and Communication – Life Positions – Games and Scripts – Applications and Therapeutic Process – Benefits of Transactional Analysis. (10 Hours)
Unit 3: Carl Rogers' Person-Centered Therapy	Introduction to Carl Rogers and Person-Centered Therapy – Client-Centered Therapy – Basic Principles and Concepts – Therapeutic Relationship – Core Conditions: Empathy, Congruence and Unconditional Positive Regard – Person-Centered Therapy Techniques – Client-Centered Therapy Methods – Goals and Benefits of Person-Centered Therapy. (10 Hours)
Unit 4: Albert Ellis' Rational Emotive Behaviour Therapy	Introduction to Albert Ellis – Rational Emotive Behaviour Therapy (REBT) – Basic Concepts and Principles – ABC Model of REBT – Rational and Irrational Beliefs – Role of Emotions and Behaviour – Goals of REBT – Therapeutic Process – REBT Techniques. (10 Hours)
Unit 5: Aaron Beck's Cognitive Therapy	Introduction to Aaron Beck and Cognitive Therapy – Development and Basic Principles of Cognitive Therapy – Cognitive Model – Automatic Thoughts – Cognitive Distortions – Types of Cognitive Therapy – Cognitive Therapy Techniques – Identification and Modification of Negative Thoughts. (10 Hours)
UNIT 6: Applications and Benefits of Cognitive-Behavioural Therapies	Uses and Applications of Cognitive Therapy – Benefits and Limitations – Applications of REBT and Cognitive Therapy – Treatment of Anxiety, Depression and Stress – Comparison of REBT, Cognitive Therapy and Person-Centered Therapy – Role of Therapist and Client – Effectiveness and Contemporary Applications of Cognitive-Behavioral Approaches. (10 Hours)

REFERENCE BOOKS:

- Corey, Gerald. (2017). Theory and Practice of Counselling and Psychotherapy. Boston: Cengage Learning.
- Beck, Judith S. (2020). Cognitive Behavior Therapy: Basics and beyond. New York: Guilford Press.
- Ellis, Albert and Dryden, Windy. (2007). The Practice of Rational Emotive Behavior Therapy. New York: Springer Publishing Company.
- Rogers, Carl R. (1951). Client-Centered Therapy: Its Current Practice, Implications and Theory. Boston: Houghton Mifflin.
- Perls, Frederick S., Hefferline, Ralph F. and Goodman, Paul. (1951). Gestalt Therapy: Excitement and Growth in the Human Personality. New York: Julian Press.
- Berne, Eric. (1964). Games People Play: The Psychology of Human Relationships. New York: Grove Press.
- Prochaska, James O. and Norcross, John C. (2018). Systems of Psychotherapy: A Transtheoretical Analysis. Boston: Cengage Learning.
- Feltham, Colin and Dryden, Windy. (2006). Brief Counselling: A Practical Integrative Approach. Maidenhead: Open University Press.

Title: Ethics In Counseling and Psychotherapy**Type: DSC - III****Credits: 04**

Total Marks-100		Course Code: BCAP24	(Total Number of Periods) Hrs
Theory Exam Marks :60	Internal Marks:40		60

COURSE OUTCOME:

At end of the course students would be able to:

- Understand the fundamental concepts, principles and importance of ethics in counselling and psychotherapy.
- Explain the major provisions of professional ethical codes, particularly the ACA Code of Ethics, and understand their application in counselling practice.
- Apply ethical principles related to confidentiality, informed consent, professional responsibility, assessment, supervision, research and professional relationships.
- Identify major ethical and legal issues in psychotherapy and understand the professional responsibilities and competencies expected of therapists.
- Evaluate ethical considerations related to assessment, therapeutic contracts, confidentiality and online/e-therapy practices.
- Identify, prevent and appropriately manage professional boundary issues and boundary violations while maintaining ethical and professional therapeutic relationships.

Unit	Content
Unit 1: Introduction to Ethics in Counseling and Psychotherapy	Introduction to Ethics – Meaning and Definition of Ethics – Objectives and Importance of Ethics – Need and Reasons for Ethical Codes – Ethical Principles of Counseling – Autonomy, Beneficence, Non-maleficence, Justice, Fidelity and Veracity – Professional Codes of Ethics – Role of Ethics in Counseling and Psychotherapy – ACA Code of Ethics: Purpose and Scope. (10 Hours)
Unit 2: ACA Code of Ethics: Counseling Relationship and Professional Responsibility	Overview of the ACA Code of Ethics – Eight Main Sections of the ACA Code – Section A: The Counseling Relationship – Client Welfare and Informed Consent – Section B: Confidentiality, Privileged Communication and Privacy – Section C: Professional Responsibility – Professional Competence and Responsibilities – Section D: Relationships with Other Professionals – Collaboration and Professional Conduct. (10 Hours)
Unit 3: Assessment, Supervision, Research and Ethical Issues	Section E: Evaluation, Assessment and Interpretation – Ethical Use of Psychological Tests and Assessments – Section F: Supervision, Training and Teaching – Responsibilities of Supervisors and Trainers – Section G: Research and Publication – Ethical Principles in Psychological Research – Informed Consent in Research – Confidentiality and Publication Ethics – Section H: Resolving Ethical Issues – Ethical Decision-Making Process. (10 Hours)
Unit 4: Ethical and Legal Issues in Psychotherapy	Ethical and Legal Issues in Psychotherapy – Indian Context of Counseling and Psychotherapy – Guidelines of the Indian Psychiatric Society – Positive Ethics – Risk Management – Defensive Practice – Basic Tenets of a Good Psychotherapist – Competence of the Therapist – Professional Boundaries and Responsibilities – Responsibilities of the Therapist Towards Clients – Responsibilities Towards Self and Profession. (10 Hours)
Unit 5: Assessment, Informed Consent and Online Therapy	Assessment for Psychotherapy – Ethical Considerations in Assessment – Informed Consent – Elements and Importance of Informed Consent – Therapeutic Contract – Rights and Responsibilities of Client and Therapist – Confidentiality in Psychotherapy – Exceptions to Confidentiality – Ethical Issues in Online Counseling and E-Therapy – Privacy, Data Security and Professional Boundaries in Online Therapy. (10 Hours)

UNIT 6: Boundaries and Boundary Violations in Psychotherapy	Boundary Issues in Psychotherapy – Professional and Therapeutic Boundaries – Types of Boundaries – Boundary Violations and Boundary Crossings – Steps in Identifying and Interpreting Boundary Violations – Cognitive Errors Related to Boundary Violations – Risk Factors for Boundary Problems – Steps to Identify, Prevent and Manage Boundary Violations – Ethical Decision-Making in Boundary Issues – Maintaining Professional Relationships. (10 Hours)
--	---

REFERENCE BOOKS:

- American Counselling Association. (2014). ACA Code of Ethics. Alexandria, VA: American Counseling Association.
- Corey, Gerald, Corey, Marianne Schneider, and Callanan, Patrick. (2011). Issues and Ethics in the Helping Professions. Belmont, CA: Brooks/Cole, Cengage Learning.
- Koocher, Gerald P. and Keith-Spiegel, Patricia. (2016). Ethics in Psychology and the Mental Health Professions: Standards and Cases. New York: Oxford University Press.
- Welfel, Elizabeth Reynolds. (2016). Ethics in Counselling and Psychotherapy: Standards, Research, and Emerging Issues. Boston: Cengage Learning.
- Remley, Theodore P. and Herlihy, Barbara. (2020). Ethical, Legal, and Professional Issues in Counselling. Boston: Pearson.
- Bond, Tim. (2015). Standards and Ethics for Counselling in Action. London: SAGE Publications.
- Pope, Kenneth S. and Vasquez, Melba J. T. (2016). Ethics in Psychotherapy and Counselling: A Practical Guide. San Francisco: Jossey-Bass.
- Corey, Gerald. (2017). Theory and Practice of Counselling and Psychotherapy. Boston: Cengage Learning.

Title: Theories of Personality**Type: DSC – IV****Credits: 03**

Total Marks-100		Course Code: BCAP25	(Total Number of Periods) Hrs
Theory Exam Marks :60	Internal Marks:40		45

COURSE OUTCOME:

At end of the course students would be able to:

- 1) Explain the basic concepts, nature, determinants and major perspectives of personality.
- 2) Describe the major concepts and contributions of psychoanalytic, neo-psychoanalytic and existential theorists such as Karen Horney, Erik Erikson, Heinz Kohut and Rollo May.
- 3) Explain the major trait theories of Allport, Cattell and Eysenck and differentiate their approaches to personality assessment and development.
- 4) Understand Kelly's cognitive theory and explain the major principles of humanistic approaches to personality.
- 5) Describe the theories of Maslow, Rogers and May, with emphasis on self, growth, self-actualization, freedom, responsibility and personal meaning.
- 6) Explain behavioural and social-learning approaches proposed by Skinner, Rotter and Bandura and understand contemporary developments and future directions in personality psychology.

Unit	Content
Unit 1: Psychoanalytic and Neo- Psychoanalytic Theories	Introduction to Personality – Definition, Nature and Determinants of Personality – Historical Perspectives of Personality Psychology – Psychoanalytic Perspective – Neo-Psychoanalytic Approach – Karen Horney: Basic Concepts, Basic Anxiety, Neurotic Needs and Coping Strategies – Erik Erikson: Psychosocial Theory, Eight Stages of Psychosocial Development, Identity and Personality Development. (09 Hours)
Unit 2: Neo- Psychoanalytic and Existential Theories	Neo-Psychoanalytic Theories – Heinz Kohut: Self Psychology, Development of the Self, Narcissism and Self-Objects – Rollo May: Existential Approach, Freedom, Responsibility, Anxiety and Meaning – Role of Self and Personal Experience in Personality Development – Applications of Neo-Psychoanalytic and Existential Perspectives. (09 Hours)
Unit 3: Trait Theories of Personality	Introduction to Trait Theories – Nature and Characteristics of Traits – Gordon Allport: Cardinal, Central and Secondary Traits, Functional Autonomy – Raymond Cattell: Surface and Source Traits, 16 Personality Factors – Hans Eysenck: Dimensions of Personality and Biological Basis – Comparison of Major Trait Approaches – Applications of Trait Theories. (09 Hours)
Unit 4: Cognitive and Humanistic Theories	George Kelly's Cognitive Theory: Personal Constructs, Constructive Alternativism and Personality Development – Cognitive Approach to Personality – Introduction to Humanistic Theories – Major Principles of the Humanistic Perspective – Self, Growth, Freedom and Personal Potential – Importance of Subjective Experience in Personality. (09 Hours)
Unit 5: Humanistic and Existential Theories	Abraham Maslow: Hierarchy of Needs, Self-Actualization and Characteristics of the Self-Actualized Person – Carl Rogers: Self Theory, Real Self and Ideal Self, Conditions of Worth and Fully Functioning Person – Rollo May: Existential Theory, Freedom, Choice, Responsibility, Anxiety and Meaning – Applications of Humanistic and Existential Approaches. (09 Hours)

REFERENCE BOOKS:

- Schultz, Duane P. and Schultz, Sydney Ellen. (2017). Theories of Personality. Boston: Cengage Learning.
- Burger, Jerry M. (2019). Personality. Boston: Cengage Learning.
- Feist, Jess, Feist, Gregory J. and Roberts, Tomi-Ann. (2018). Theories of Personality. New York: McGraw-Hill Education.
- Pervin, Lawrence A., Cervone, Daniel and John, Oliver P. (2015). Personality: Theory and Research. New York: Wiley.
- Carver, Charles S. and Scheier, Michael F. (2017). Perspectives on Personality. Boston: Pearson.
- Hall, Calvin S., Lindzey, Gardner and Campbell, John B. (2008). Theories of Personality. New Delhi: Wiley India.
- Mischel, Walter, Shoda, Yuichi and Ayduk, Ozlem. (2008). Introduction to Personality: Toward an Integrative Science of the Person. New York: Worth Publishers.
- Ryckman, Richard M. (2013). Theories of Personality. Belmont, CA: Wadsworth/Cengage Learning.

Title: PRACTICAL-II (Psychometric tests)

Type: DSC

Credits: 02

Total Marks-50		Course Code:	(Total Number of Periods) Hrs
External Marks :50	Internal Marks:50		60

COURSE OUTCOME:

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

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 analyses various types of personality.

LIST OF PROGRAMS:

List of Practical/Laboratory experiments/activities etc. (Any Four)

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

Marks Distribution:

Internal Practical Assessment	Exam	Record	Viva	External Practical Assessment	Perform Practical	Test	Assignment
50	30	10	10	50	30	10	10

Title: DESIGN THINKING AND INNOVATION

Type: SEC

Credits: 02

Total Marks-50		Course Code: BCAP27	(Total Number of Periods) Hrs
Theory Exam Marks :30	Internal Marks:20		30

COURSE OUTCOME:

By the end of the course, students will be able to :

1. Propose real-time innovative product designs and Choose appropriate frameworks, strategies, techniques during prototype development.
2. Know wicked problems and how to frame them in a consensus manner that is agreeable to all stakeholders using appropriate frameworks, strategies, techniques during prototype development.
3. Analyze emotional experience and Inspect emotional expressions to better understand users while designing innovative products.

CONTENTS:**Unit 1: Basics of Design Thinking**

1. **Introduction to Innovation:** Understand the concept of innovation and its significance in business.

2. **Creative Thinking & Problem Solving:** Explore creative thinking processes and problem-solving approaches.

3. **Design Thinking Approach:** Learn the Design Thinking approach and its objectives.

4. **Design Thinking & Customer Centricity:**

- Real-world examples of customer challenges.
- Use of Design Thinking to enhance customer experience.
- Parameters of product experience.
- Aligning customer expectations with product offerings.

5. **Global Success Stories:** Discuss global success stories of companies like AirBnB, Apple, IDEO, and Netflix.

6. **Four Stages of Design Thinking Process:**

- Empathize
- Define
- Ideate
- Prototype
- Implement

Unit 2: Learning to Empathize and Define the Problem

1. **Empathy in Innovation:** Understand the importance of empathy in the innovation process and learn how students can develop empathy using design tools.

2. **Observing and Assimilating Information:** Techniques for observing and gathering information for problem-solving.

3. **Individual Differences & Uniqueness:** Group discussions and activities to encourage understanding, acceptance, and appreciation of individual differences.

4. **Wicked Problems:**

- What are wicked problems?
- Identifying wicked problems around us and understanding their potential impact through solutions.

Unit 3: Ideate, Prototype, and Implement

1. **Ideation Templates:** Learn various ideation templates, including brainstorming and systems thinking.

2. **Brainstorming:** Understanding the concept of brainstorming and how to reach consensus on wicked problems.

3. **Customer Experience Mapping for Ideation:** Learn methods for mapping customer experience during the ideation phase.

4. **Prototyping:**

- Know the methods of prototyping.
- Understand the purpose of rapid prototyping.

5. **Implementation:** Steps for implementing design solutions.

Unit 4: Feedback, Re-Design, & Re-Create

1. **Feedback Loop:** Understanding the feedback loop, focusing on user experience, addressing ergonomic challenges, and creating user-focused designs.

2. **Final Concept Testing:** Conduct final testing of the concept with end-users.

3. **Final Presentation:** Solve problems through innovative design concepts and creative solutions, culminating in a final presentation.

TEXT BOOKS:

- 1) **E. Balaguruswamy** (2023), *Developing Thinking Skills (The Way to Success)*, Khanna Book Publishing Company.
- 2) **Tim Brown** (2008), *Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation*, Harvard Business Review.
- 3) **R.T. Krishnan & V. Dabholkar**, *8 Steps to Innovation*, Collins Publishing.

REFERENCE BOOKS:

1. **Nigel Cross**, *Design Thinking*, Bloomsbury.

Title: MOOCS/SWYAM/NEPTEL/GOEC BASKET COURSES

Type: OE-II

Credits: 01

Total Marks-50		(Total Number of Periods) Hrs	
College Assessment	Internal Marks:50	30 Hrs of Engagement	

Note:

As part of the academic curriculum, students are required to complete **Open Elective (OE)** courses in addition to the core subjects.

Note that the OE must be selected from Faculty wise basket other than faculty of core subject, allowing you the opportunity to explore interdisciplinary topics and broaden your knowledge.

- **MOOCS/NEPTEL:** You can choose relevant courses from platforms like Coursera, edX, or NPTEL that are pre-approved by the university. Ensure that the course content aligns with the credit requirements and is recognized by the academic guidelines.
- **GOEC Basket:** Alternatively, you may choose an OE from the university's available electives, as listed in the GOEC basket.

The completed OE must be submitted for credit within the prescribed time frame as outlined by the university.

For any further details or guidance on selecting appropriate courses, consult the academic coordinator.