

ONE-YEAR BRIDGE COURSE IN PSYCHOLOGY (OBCP)

**Choice-Based Credit System (Semester Pattern) To be implemented from
Academic Year 2026-2027**

ORDINANCE and SYLLABUS



Department of Clinical Psychology

School of Arts, Humanities, and Social Sciences

CHHATRAPATI SHAHUJI MAHARAJ UNIVERSITY, KANPUR

CHHATRAPATI SHAHU JI MAHARAJ UNIVERSITY, KANPUR

Ordinance

One-Year Bridge Course in Psychology

On Campus

The objective of every programme at the Higher Education Institute is to prepare its students for society at large. The CSJM University visualizes all its programmes in the best interest of its students, and in this effort, it offers a new Bridge course with a new vision. Advanced Psychology is a comprehensive and dynamic field, critical to understanding human behavior, mental health, and institutional dynamics. Mastery of this discipline is imperative in contemporary society, as it equips students with the clinical insight, psychometric expertise, and ethical awareness needed to make informed decisions and excel in professional practice, advanced research, and life at large.

1. Aims of the Programme:

The primary aim of this specialized one-year postgraduate bridge course is to build an advanced, comprehensive framework of major psychological concepts, theoretical paradigms, and real-world clinical applications. It is specifically structured to bridge academic gaps, equipping students with the diagnostic, therapeutic, and empirical competencies required to seamlessly transition into advanced clinical practice, professional counseling setups, or higher research-driven specializations in psychology.

2. Programme Outcome:

Upon successful completion of the OBCP program, learners will be able to analyze behavioral determinants and formulate evidence-based interventions across clinical frameworks. They will possess the skills to diagnose clinical disorders, handle lifespan adjustment challenges, deploy crisis interventions, and apply Indian disability laws. Graduates will also be equipped to administer standardized psychometric tests, execute statistical calculations, and design institutional counseling models. Ultimately, a mandatory internship will ensure mastery over clinical screenings, ethical field diagnostics, and case formulations to effectively enhance well-being and resilience.

3. Objectives:

This program imparts advanced theoretical knowledge across core psychotherapeutic, developmental, abnormal, and positive psychology domains while training students in psychometric testing, clinical interviewing, and research methodologies. It cultivates professional field readiness through a mandatory 30-day supervised internship and instils high ethical standards regarding legal frameworks, client rights, and contemporary boundary management.

4. Total intake of students in the course will be 10. Reservation will be as per the rules of the U.P. Government/University.
5. The students shall be selected for the PG Diploma Course in Advanced Psychology Course through an entrance test/merit/as per the University policy in this behalf.

6. Eligibility of Admission:

The eligibility for entry in the **One-Year Bridge Course in Psychology (OBCP)** programme shall be a Minimum 3-year B.A./B.Sc. degree in Psychology from a UGC recognized university with minimum **55% marks in aggregate** (50% for SC/ST, per GOI).

The **OBCP** is a full-time course. It shall be completed in **one year**, divided across **two semesters** (**Semester I - Odd and Semester II - Even**) within a single academic year.

7. Eligibility / Programme Description:

The One-Year Bridge Course in Psychology shall be treated as equivalent to the **Fourth Year of Undergraduate Education in Psychology**, intended to bridge students into advanced/postgraduate level psychological studies in accordance with contemporary higher education frameworks.

8. English/Hindi shall be the medium of instruction in the University examination. The examination shall be after the end of each semester.
9. A candidate who has less than 75% attendance in theory will not be allowed to appear in the examination. However, the Vice-Chancellor, on the recommendation of the head of the department, may condone a shortage of attendance up to 15% on grounds of ill health or some other equally genuine reasons.
10. Ordinarily, 50% Paper setters/examiners shall be internal and 50% external.

11. Curriculum:

- a) The curriculum includes classroom lectures, tutorials, practical laboratory work, and field-based training.
- b) The curriculum emphasizes the development of students' theoretical knowledge, research skills, testing expertise, case formulation capacities, and clinical counseling skills.
- c) The program includes skill development (especially diagnostic, clinical screening, and psychometric skills) through interaction with clinical experts, psychiatric professionals, and institutional counselors.
- d) The campus also offers opportunities for extra-curricular activities like NSS, Sports Clubs, Eco club, Social Work, and Cultural Events, etc.

12. Fee Structure:

The total fee for the entire program is 29,200 Rs. Only, it can be changed further as per the University regulations from time to time.

13. Completion of Course:

As per University regulations.

14. Examination Scheme:

The OBCP programme shall follow the semester pattern of examination.

15. Continuous Internal Assessment:

- a. One fourth of the maximum marks in each course will be reserved for internal assessment. Written examination of each course will carry 75 marks, and the internal assessment will carry 25 marks. (i.e. 75 marks external & 25 internal assessment).
- b. Marks for internal assessment will be awarded on the basis of one mid-semester exam carrying 10 marks, one presentation/assignment carrying 10 marks and 5 marks for Attendance & Conduct. Marks obtained in each of the assignments, presentations, and attendance will be announced to the students. Internal Assessment will only be done once. Marks once obtained in the internal assessment in any course will be final and will not be changed.

For continuous internal assessment (CIA) in each paper, the following method will be followed:

Scheme of Continuous Internal Assessment (CIA)		
S. No.	Components	Marks
1.	Mid Sem Exam	10 marks
2.	Presentation/Assignment (Oral & Written Presentation)	10 marks
3.	Attendance/Conduct*	05 marks
Total CIA Marks		25 marks

* **Note:** As far as the marks of attendance for internal assessment is concerned, **below 60% = 0 marks**; From **60% to below 70% = 1 mark**; From **70% to below 75% = 2 marks**; From **75% to below 80% = 3 marks**; From **80% to below 85% = 4 marks**; and **85% and above = 5 marks** shall be awarded.

For continuous internal assessment (CIA), the schedule of conduct of oral presentation sessions and/or submission of written assignments will be officially/formally announced among the students well in advance (at least one month before) by each respective faculty member. After completion of the internal assessment, the related records, including award lists, should be submitted to the Department at least two weeks before the commencement of the end-of-semester examinations.

The programme shall maintain a Theory–Practical ratio of 40:60 to ensure applied competency, practical skill development, and experiential learning in Psychology.

16. Course Structure:

COURSE STRUCTURE 2026-27

Semester	Major courses 4 credits	Credits
I (ODD)	OBCP 101 Introduction to Advanced Psychology OBCP 102 Treatment Approaches and Intervention OBCP 103 Developmental Psychology OBCP 104 Abnormal Psychology OBCP 105 Practicum-I	20
II (EVEN)	OBCP 201 Psychological Assessment and Research OBCP 202 Positive Psychology OBCP 203 Educational and Vocational Counselling OBCP 204 Counselling and Special Population OBCP 205 Practicum-II OBCP 206 *INTERNSHIP	25

Total cumulative credits across the academic year = 45 Credits

17. Passing Criterion

Greater than or equal to 36% in each individual paper with a minimum 40% marks in aggregate in each of the semester examinations will be the passing criterion.

- A candidate who fails to secure a minimum passing of at least 36% in a course will be allowed to give a back paper of that course in the semester (in which that particular course is offered) of the next academic session. Students with a maximum of 1 back paper will be promoted to the next semester. If a student fails to secure minimum pass marks in two or more papers at any time, such a student will not be promoted to the next semester. Such a student will be allowed to repeat the entire semester as a fresh student.

- b. A candidate who fails in the odd semester will pay only the semester Examination Fee to reappear in the same examination; no Tuition Fee will be payable. A candidate who fails in an even semester will pay the Annual fee in addition to the Examination Fee to reappear in the same examination; no Tuition Fee will be payable.
- c. Any discrepancy will be resolved as per the University norms.

18. Infrastructure:

- a. One lecture room per class with enough space to seat the enrolled batch comfortably under adequate lighting and air ventilation.
- b. The lecture rooms must be equipped with a whiteboard and audio-visual teaching equipment.
- c. At least one computer Lab with computer sets commensurate with the number of students.
- d. A library with an adequate number of courses and reference books, journals, magazines (including e-books and e-journals) relating to commerce and industry and business newspapers. The library shall have a reading room, computers with network connectivity and photocopy machines.
- e. The campus shall have a free wi-fi facility for the students.
- f. There shall be indoor and outdoor games facilities for the students.

19. Award of Diploma / Gradation:

The candidates shall be declared passed and be eligible for the award of the Post Graduate Diploma in Advanced Psychology (OBCP), provided they obtain the following grade of marks:

- **I. First Division:** 60% and above in the cumulative aggregate of all papers.
- **II. Second Division:** 45% and above in aggregate, but less than 60% of all papers.
- **III. Third Division:** 40% and above, but below 45% in aggregate.

PROGRAMME STRUCTURE:

OBCP is a one-year program, divided into two semesters, known as the odd semester and even semester.

COURSE DURATION	SEMESTER-ODD	SEMESTER-EVEN
One Year	Semester 1	Semester 2

PROGRAMME STRUCTURE OBJECTIVES:

After completion of the program, the learner would be able to:

- Analyze the biological, cognitive, and socio-cultural determinants of human behavior using modern psychological perspectives.
- Formulate evidence-based clinical intervention plans using psychoanalytic, cognitive-behavioral, and existential approaches.
- Resolve adjustment and socio-emotional challenges across developmental stages from infancy through late aging.
- Diagnose clinical disorders and implement disability rights under Indian legal frameworks.
- Administer standardized psychological tests and execute parametric statistical calculations for clinical data.
- Apply evidence-based practices to improve well-being, resilience, and character strengths in institutions.
- Construct institutional counselling systems and career resource models matching student progression.
- Deploy specialized crisis intervention strategies for abuse, addiction, marital conflict, and neurodevelopmental conditions.
- Execute qualitative case formulations, clinical screenings, and ethical field diagnostics during the mandatory internship.

SEMESTER-WISE DISTRIBUTION OF COURSES AND MARKS

The schedule of papers prescribed in both semesters and marks shall be as follows:

SEMESTER-I (ODD SEMESTER)						
Course Code	Course Title	Category	End Sem Exam	CIA	Total	Credits
OBCP 101	Introduction to Advanced Psychology	CC	75	25	100	4
OBCP 102	Treatment Approaches and Intervention	CC	75	25	100	4
OBCP 103	Developmental Psychology	CC	75	25	100	4
OBCP 104	Abnormal psychology	CC	75	25	100	4
OBCP 105	Practicum-I	CC	100	-----	100	4
Total Marks			400	100	500	20

SEMESTER-II (EVEN SEMESTER)						
Course Code	Course Title	Category	End Sem Exam	CIA	Total	Credits
OBCP 201	Psychological Assessment and Research	CC	75	25	100	4
OBCP 202	Positive Psychology	CC	75	25	100	4
OBCP 203	Educational and Vocational Counselling	CC	75	25	100	4
OBCP 204	Counselling and Special Population	CC	75	25	100	4
OBCP 205	Practicum-II	CC	75	25	100	4
OBCP 206	*INTERNSHIP		100	-	100	5
Total Marks			500	100	600	25

***Note:** Mandatory Internship duration is 30 Days.

Total cumulative credits across the academic year = **45 Credits**

PAPER I
(OBCP 101)

INTRODUCTION TO ADVANCED PSYCHOLOGY

Course Outcomes: The objective of this course is to develop an advanced understanding of major psychological concepts, perspectives, and applications. After completing the course, students will be able to:

C.O.	Course Outcomes	Blooms Taxonomy
CO1	Understand the nature; scope and modern perspectives of advanced psychology.	Cognitive - Knowledge; Comprehension
CO2	Explain biological; cognitive and socio-cultural determinants of human behaviour.	Cognitive - Understanding
CO3	Apply psychological principles in real-life situations and professional contexts.	Cognitive - Application
CO4	Analyze individual differences including personality; intelligence and motivation.	Cognitive - Analysis
CO5	Evaluate the role of psychology in mental health and well-being.	Cognitive - Evaluation
CO6	Develop sensitivity toward ethical and professional issues in psychology.	Affective - Responding
CO7	Integrate psychological knowledge in educational, social, and clinical settings.	Affective- Organization
CO8	Demonstrate scientific thinking and psychological insight into human behaviour.	Affective - Characterization

Unit 1: Contemporary Perspectives and Scientific Foundations of Psychology

- A. Nature and scope of advanced psychology.
- B. Historical transition from classical to modern psychology, including Indian psychological thought and contributions.
- C. Research approaches, ethical considerations in psychological research, and professional roles of psychologists

Unit 2: Brain, Cognition and Behaviour

- A. Structure and functions of the brain, neurotransmitters, and endocrine systems.
- B. Limbic system and emotion alongside brain plasticity and learning mechanisms.
- C. Dual-process theory of thinking, memory systems, schema theory, cognitive biases, and heuristics.
- D. Problem-solving, decision-making, and emotion-cognition interactions with applications in therapy and education

Unit 3: Personality; Self and Individual Differences

- A. Contemporary understanding of personality and psychoanalytic perspectives: Freud, Jung, and Horney.
- B. Lifespan and trait perspectives: Erikson's psychosocial development theory and trait theories by Allport, Cattell, Costa & Macrae.
- C. Humanistic and constructivist approaches: Personality frameworks of Carl Rogers, Maslow, Viktor Frankl, and Kelly's Personal Construct theory.
- D. Indian perspectives on personality: Panchkoshas, Triguna Theory (Sattva, Rajas, Tamas), and Dosha Theory (Vata, Pitta, Kapha) and their psychological relevance.

Unit 4: Emerging Areas in Psychology

- A. Socio-cultural challenges: Gender and orientation, types of poverty, disability, migration, cultural bias, and discrimination.
- B. Social vulnerabilities: Stigma, marginalization, social suffering, child abuse, and domestic violence.
- C. Peace psychology: Theoretical frameworks of negative peace and positive peace.
- D. Psychology and technology interface: Digital learning, digital etiquette, cyber-bullying, consumption and implications of cyber-pornography, and parental mediation of digital usage.

Recommended Books

- 1. Baron, R. A., & Byrne, D. (2003). *Social psychology*. Pearson Education.
- 2. Myers, D. G. (2014). *Psychology*. Worth Publishers.
- 3. Gerrig, R. J., & Zimbardo, P. G. (2008). *Psychology and life*. Pearson.
- 4. Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (2013). *Introduction to psychology*. McGraw-Hill.
- 5. Atkinson, R. L., & Hilgard, E. R. (2009). *Introduction to psychology*. Cengage Learning.
- 6. Morris, C. G., & Maisto, A. A. (2011). *Understanding psychology*. Pearson.
- 7. Ciccarelli, S. K., & White, J. N. (2017). *Psychology*. Pearson Education.
- 8. Singh, A. K. (n.d.). *Adhunik samanya manovigyan [Modern general psychology]*. Motilal Banarsidass / Bharati Bhawan.
- 9. Srivastava, D. N. (n.d.). *Adhunik manovigyan*. Sahitya Prakashan.
- 10. Mangal, S. K. (n.d.). *Samanya manovigyan*. PHI Learning / Sterling Publishers.

Special Note: Latest version of text books and other relevant books.

PAPER-II
(OBCP 102)

TREATMENT APPROACHES AND INTERVENTION

Course Outcomes: The aim of the course is to develop an understanding of major approaches to psychotherapy and intervention. Upon successful completion of the course students are expected to achieve following course outcomes:

C.O.	Course Outcomes	Blooms Taxonomy
CO1	Students will be able to explain and analyse the theoretical assumptions underlying different approaches to counselling and psychotherapy, and their relevance to different contexts.	Cognitive – Comprehension
CO2	Demonstrate understanding of different psychological interventions.	Cognitive – Applications
CO3	Students will be able to assess and formulate intervention plans for people needing psychological help.	Cognitive – Synthesis and Evaluation
CO4	Students will be able to practice different psychological interventions based on different approaches to counselling and psychotherapy.	Affective – Respond
CO5	Students will be able to follow therapeutic procedures prescribed by each approach to counselling.	Affective – Values
CO6	Students will be able to apply principles for the modification of maladaptive behaviour.	Affective – Organization

Unit 1: Phenomenological and Existential Approach:

- A.** Core foundational assumptions regarding the nature of psychological distress.
- B.** Person-centered therapy: Central concepts, assumptions, therapeutic processes, and core conditions including empathy, unconditional positive regard, and congruence.
- C.** Gestalt therapy: Central concepts, assumptions, here-and-now awareness, and experiential techniques such as empty-chair and two-chair work.
- D.** Existential therapy: Central concepts, assumptions, core existential concerns, and frameworks for meaning-making in therapy.

Unit 2: Psychoanalytic Approach:

- A.** Core foundational assumptions regarding the nature of psychodynamic distress.
- B.** The clinical salience of transference and countertransference within the therapeutic relationship.

- C. Clinical application of free association and systematic interpretation.
- D. Advanced adaptive processing: Methodologies for identifying and working with resistance, working with transference, working through, and the interpretation of dreams.

Unit 3: Behavioural and Cognitive Approach:

- A. Core foundational assumptions regarding the nature of psychodynamic distress.
- B. The clinical salience of transference and countertransference within the therapeutic relationship.
- C. Clinical application of free association and systematic interpretation.
- D. Methodologies for identifying and working with resistance, working with transference, working through, and the interpretation of dreams.

Unit 4: Effectiveness of Counselling Approach and Other Approaches:

- A. Specific systemic variables directly influencing the overall effectiveness of counseling.
- B. Theoretical foundations and clinical practices of Reality therapy.
- C. Operational paradigms of Solution-focused counseling and Strength-based counseling.
- D. Structural frameworks governing Brief counseling and Time-limited counseling.
- E. Principles of Yoga Psychology, therapeutic applications of Yoga, and Ashtanga Yoga (Eightfold Path of Patanjali), Bhagavad Gita in counselling and psychotherapy.

Recommended Readings:

1. Corey, G. (2001). *Theory and practice of counseling and psychotherapy* (6th ed.). Brooks/Cole.
2. Culari, S. (Ed.). (1998). *Foundations of clinical psychology* (2nd ed.). Allyn & Bacon.
3. Goldberg, H. (Ed.). (1983). *Contemporary clinical psychology* (2nd ed.). Brooks/Cole.
4. Hersen, M., & Sledge, W. H. (Eds.). (2002). *Encyclopedia of psychotherapy* (Vols. 1–2). Academic Press.
5. Neitzel, M. T., Bernstein, D. A., & Milich, R. (1998). *Introduction to clinical psychology* (5th ed.). Prentice Hall.
6. Dryden, W., & Mytton, J. (1999). *Four approaches to counselling and psychotherapy*. Routledge.
7. McLeod, J. (2003). *An introduction to counselling*. Open University Press.
8. Prochaska, J. O., & Norcross, J. C. (2018). *Systems of psychotherapy: A transtheoretical analysis* (9th ed.). Oxford University Press.
9. Wolberg, L. R. (2013). *The technique of psychotherapy*. Grune & Stratton.

Special Note: Latest version of text books and other relevant books.

PAPER III
(OBCP 103)
DEVELOPMENTAL PSYCHOLOGY

Course Outcomes: The aim of the course is to develop an understanding of human development across the lifespan and the psychological processes influencing growth and behaviour. Upon successful completion of the course students are expected to achieve following course outcomes:

C.O.	Course Outcomes	Blooms Taxonomy
CO1	Explain the nature, scope, principles and research methods of Developmental Psychology and understand the role of heredity and environment in human development.	Conceptual Understanding
CO2	Describe stages of physical and cognitive development and critically understand theoretical perspectives including the work of Jean Piaget.	Understanding & Analysis
CO3	Analyse social and emotional development including attachment processes and psychosocial development with reference to theorists such as John Bowlby and Erik Erikson.	Analytical Ability
CO4	Evaluate developmental changes during adolescence, adulthood and ageing, and apply developmental concepts to	Application & Evaluation

Unit 1: Foundations of Developmental Psychology

A. Nature, scope, and lifespan perspectives; distinct differences between growth, maturation, and development.

B. Core theories of human development: Paul Baltes' Lifespan Theory and Urie Bronfenbrenner's Ecological Perspective.

C. Research methodologies: Core designs (longitudinal, cross-sectional, sequential, and observational) and ethical issues.

D. Heredity-environment interactions and prenatal development stages (zygote, embryo, fetus) along with early developmental risks.

Unit 2: Physical and Cognitive Development

A. Physical growth patterns, brain development, and maturation across childhood and adolescence.

B. Dynamics of motor development, loco-motor development milestones, and early physical risks.

C. Jean Piaget's cognitive development theory (stages and concepts) and Lev Vygotsky's socio-

cultural approach.

Unit 3: Social and Emotional Development

A. Language development stages of Noam Chomsky, Early Attachment bonding theories of John Bowlby and Mary Ainsworth.

B. Emotional development, differentiation of primary emotions, temperament traits, and emotional intelligence.

C. Stages of social development, factors affecting socialization, and self-concept/self-esteem formulation.

D. Moral and higher intelligence frameworks: Lawrence Kohlberg's moral development theory and spiritual intelligence.

Unit 4: Development Across Adolescence, Adulthood and Ageing

A. Adolescence: Physical, cognitive, and socio-emotional changes, identity crisis, risk behaviors, and youth problems.

B. Early and middle adulthood: Intimacy, marriage, family roles, work-life configurations, and the mid-life crisis.

C. Late adulthood and Aging: Cognitive, emotional, and physical aging problems.

D. Strategies for successful aging, coping with geriatric issues, and maintaining lifespan psychological well-being.

Recommended Books

1. Papalia, D. E., & Feldman, R. D. (2017). *Experience human development*. McGraw-Hill Education.
2. Berk, L. E. (2018). *Development through the lifespan*. Pearson Education.
3. Santrock, J. W. (2019). *Life-span development*. McGraw-Hill Education.
4. Hurlock, E. B. (1981). *Developmental psychology: A life-span approach*. Tata McGraw-Hill.
5. Feldman, R. S. (2020). *Development across the life span*. Pearson.
6. Singh, A. K. (n.d.). *Vikasatmak manovigyan [Developmental psychology]*. Motilal Banarsidass / Bharati Bhawan.
7. Srivastava, D. N. (n.d.). *Bal evam vikasatmak manovigyan*.
8. Mathur, S. S. (n.d.). *Vikasatmak manovigyan*.
9. Sharma, R. (n.d.). *Bal vikas evam manovigyan*.
10. Mangal, S. K. (n.d.). *Bal vikas evam manovigyan*.
11. Tripathi, R. K., & Pandey, N. M. (2024). *Vridhastha Mansik Swasthya: Bahuaayami Drishtikon*. Publisher.

Special Note: Latest version of text books and other relevant books.

**PAPER-IV
(OBCP104)
ABNORMAL PSYCHOLOGY**

Course Outcomes: The aim of the course is to develop an understanding of psychopathology. Upon successful completion of the course, students are expected to achieve the following course outcomes:

C.O.	Course Outcomes	Blooms Taxonomy
CO1	Students will be able to understand concept and perspective of abnormal behavior and psychopathology. Develop an understanding of different perspectives and models of etiology of various psychopathology	Cognitive – Knowledge, Comprehension
CO2	Acquaint students with various manifestations of psychopathology.	Cognitive- Comprehension
CO3	Impart knowledge and skills required for diagnosis of psychological conditions. Students will be able to demonstrate various skills required for practice.	Cognitive - Applications
CO4	Students will be able to diagnose various symptom and psychopathology.	Psychomotor learning- Motor Skills

Unit 1: Perspectives on Abnormal Behaviour

- A. Meaning and Definition of Normality and Abnormality.
- B. Models for understanding causes of Behaviour dysfunction.
- C. PWD Act-1995 and RPWD Act-2016: Introduction to disability laws in India and features of the PWD Act-1995.
- D. Statutory rights: Features of the RPWD Act-2016 alongside rights and welfare provisions for persons with disabilities.

Unit 2: Anxiety Disorders:

- A. Introduction and Types of anxiety disorder: Meaning and concept of anxiety disorders, Generalized Anxiety Disorder (GAD), Panic Disorder, Phobia, Obsessive Compulsive Disorder (OCD), Post-Traumatic Stress Disorder (PTSD)
- B. Remediation protocols: Etiological causes and empirical treatment frameworks for anxiety disorders.

Unit 3: Schizophrenia and mood disorders:

- A. Conceptual orientation and foundational criteria for schizophrenia and mood disorders

- B. Typological variations and structural sub-types.
- C. Causes and Treatment.

Unit 4: Other Behavioral Disorder:

- A. Substance related disorder: Pattern, Types, Causes and Treatment
- B. Personality disorder; Types of personality disorders, Causes and symptoms, Treatment and management of personality disorders

Recommended Books

1. Carson, R. C., Butcher, J. N., Mineka, S., & Hooley, J. M. (2004). *Abnormal psychology and modern life* (11th ed.). Pearson Education.
2. Kaplan, H. I., & Sadock, B. J. (2004). *Synopsis of psychiatry: Behavioral sciences/clinical psychiatry* (9th ed.). Lippincott Williams & Wilkins.
3. Emery, R. E., & Oltmanns, T. F. (1999). *Essentials of abnormal psychology*. Prentice Hall.
4. Oltmanns, T. F., & Emery, R. E. (2006). *Abnormal psychology* (5th ed.). Prentice Hall.
5. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.; DSM-5). American Psychiatric Publishing.
6. Barlow, D. H., & Durand, V. M. (1999). *Abnormal psychology: An integrative approach* (2nd ed.). Brooks/Cole.
7. Buss, A. H. (1999). *Psychopathology*. John Wiley & Sons.
8. Butcher, J. N. (2014). *Abnormal psychology*. Pearson Education.
9. Sarason, I. G., & Sarason, B. R. (2006). *Abnormal psychology* (11th ed.). Prentice Hall India.

Special Note: Latest version of text books and other relevant books.

PAPER V

(OBCP 201)

PSYCHOLOGICAL ASSESSMENT AND RESEARCH

Course Outcomes: The aim of the course is to provide students with an applied and professionally oriented understanding of psychological assessment, along with the basic statistical concepts required to interpret psychological data. Upon successful completion of the course, students are expected to achieve the following course outcomes:

C.O.	Course Outcomes	Blooms Taxonomy
CO1	The students will be able to define the principles and framework on which psychological assessment in applied psychology practice is built.	Cognitive – Knowledge
CO2	Explain basic statistical concepts and their application in psychological assessment.	Cognitive – Comprehension
CO3	Explore various types of psychological assessment tools and develop competence to identify appropriate tools for various client concerns.	Cognitive – Applications
CO4	Formulate case histories and assess different populations using suitable psychological tools.	Cognitive – Synthesis and Evaluation
CO5	Measure various psychological constructs using standardised assessment procedures.	Psychomotor learning – Motor Skills
CO6	Practice different psychological assessment and statistical techniques with appropriate interpretation.	Affective – Respond
CO7	Follow ethical principles in psychological assessment.	Affective – Values

Unit 1: Understanding of Psychological Assessment:

- A. Meaning, Concept and Goal of Psychological Assessment; understanding of Assessment, Measurement, Psychological Test, Evaluation and Appraisal.
- B. History of Psychological Testing and Assessment; Essential Characteristics and Principles of Psychological Tests.
- C. Types and uses of Psychological Tests; Ethical considerations in psychological assessment.

Unit 2: Tests in Psychological Assessment:

- A. Assessment of intellectual and cognitive abilities: Attention, Memory, Intelligence.
- B. Assessment of Aptitude and Interest: Differential Aptitude Tests (DAT), General Aptitude Test Battery (GATB), Edwards Personal Preference Schedule (EPPS).
- C. Personality Assessment: Projective and Non-Projective Tests.
- D. Neuropsychological assessment: Bender–Gestalt Test, Luria–Nebraska Neuropsychological Battery, PGI Battery of Brain Behaviour Dysfunction, AIIMS Neuropsychological Battery.

Unit 3: Qualitative Assessment in Applied Psychology:

- A. Nature, scope, and foundational rationale of qualitative assessment.
- B. Types of Qualitative Assessment: Observation, Interview, and Sociometry.
- C. Case study method and Case Formulation; Mental Status Examination.
- D. Basics of interpretation and report writing in psychological assessment.

Unit 4: Basics of Statistics in Psychological Assessment:

- A. Meaning, Use, and Importance of Statistics in Psychological Assessment.
- B. Measurement; Levels of Measurement; Data and Types of Data; Variables; Hypothesis and Types of Hypothesis; Errors in Hypothesis; Level of Significance; Degree of Freedom; Sampling.
- C. Parametric and Non-Parametric Statistics – Meaning, Characteristics, Assumptions, Advantages and Limitations.
- D. Descriptive Statistics — Measures of Central Tendency: Mean Median Mode – (concept and numerical computation), Measures of Variability; Inferential Statistics — t-test, One-Way ANOVA – concept and numerical computation, Two-Way ANOVA.

Recommended Readings:

1. Anastasi, A., & Urbina, S. (1997). *Psychological testing* (7th ed.). Prentice Hall.
2. Kaplan, R. M., & Saccuzzo, D. P. (2018). *Psychological testing: Principles, applications, and issues* (9th ed.). Cengage Learning.
3. Cohen, R. J., & Swerdlik, M. E. (2018). *Psychological testing and assessment: An introduction to tests and measurement* (9th ed.). McGraw-Hill Education.
4. Gregory, R. J. (2014). *Psychological testing: History, principles, and applications* (7th ed.). Pearson.
5. Cronbach, L. J. (1990). *Essentials of psychological testing* (5th ed.). Harper & Row.
6. Singh, A. K. (2006). *Tests, measurements and research methods in behavioural sciences* (5th ed.). Bharati Bhawan.
7. Garrett, H. E. (2006). *Statistics in psychology and education*. Surjeet Publications.
8. Mangal, S. K. (2002). *Statistics in psychology and education* (2nd ed.). PHI Learning Pvt. Ltd.
9. Gravetter, F. J., & Wallnau, L. B. (2016). *Statistics for the behavioral sciences* (10th ed.). Cengage Learning.
10. Aron, A., Aron, E. N., & Coups, E. J. (2009). *Statistics for psychology* (5th ed.). Pearson Education.
11. Siegel, S., & Castellan, N. J. (1988). *Nonparametric statistics for the behavioral sciences* (2nd ed.). McGraw-Hill.
12. Kerlinger, F. N., & Lee, H. B. (2000). *Foundations of behavioral research* (4th ed.). Harcourt College Publishers.

Special Note: Latest version of text books and other relevant books.

**PAPER-VI
(OBCP 202)
POSITIVE PSYCHOLOGY**

COURSE OUTCOMES

The aim of the course is to develop an advanced understanding of the psychological mechanisms that foster human flourishing, resilience, and optimal functioning. It equips students with the theoretical knowledge and practical tools necessary to apply positive interventions in real-world settings, shifting the focus from treating pathology to actively promoting holistic mental health and well-being.

CO	Course Outcomes	Bloom's Taxonomy
CO1	Define and describe the historical shift from the deficit model to the strengths-based paradigm, including Eastern and Western perspectives on well-being.	Cognitive – Knowledge
CO2	Explain the neurobiological mechanisms, affective theories, and cognitive styles that underlie positive emotional states, resilience, and optimal human functioning.	Cognitive – Comprehension
CO3	Apply evidence-based positive psychology interventions (such as mindfulness practices, gratitude exercises, and job crafting) to foster flourishing in individuals and organizations.	Cognitive – Application
CO4	Analyze and compare different theoretical frameworks of emotional intelligence, hope, and wisdom to evaluate their role as buffers against psychological stress.	Cognitive – Analysis
CO5	Design and structure integrated positive education and workplace wellness strategies using character strengths taxonomy and appreciative inquiry models.	Cognitive – Synthesis & Evaluation
CO6	Measure and track well-being outcomes by administering, scoring, and interpreting standardized psychological tools aligned with positive constructs.	Psychomotor Learning – Motor Skills
CO7	Value and adhere to professional ethics while implementing positive interventions across diverse educational, corporate, and healthcare settings.	Affective – Values

UNIT I: Foundations and Character Strengths

- A.** Positive Psychology: An Introduction, Perspectives on Positive Psychology.
- B.** Shift from the traditional deficit-focused medical model to the strengths-based model (focusing on factors that support human health and well-being).
- C.** Eastern & Western Perspectives: Comparison of Western individualistic views of happiness with Indian and Eastern traditions including Yoga, Bhagavad Gita (Nishkama Karma, equanimity, resilience), mindfulness, spirituality, and holistic well-being.
- D.** Values in Action (VIA) taxonomy of 24 strengths and 6 virtues; Strategies to identify signature strengths.

UNIT II: Affective Science, Neurobiology, and Coping Mechanics

- A. Barbara Fredrickson's Broaden-and-Build Theory of Positive Emotions.
- B. Neurobiological Systems: The role of neurotransmitters: Dopamine, serotonin, oxytocin, endorphins and brain structures: prefrontal cortex, amygdala regulation in maintaining positive affect.
- C. Emotional Intelligence (EI) & Regulation: Comparative study of the Ability Model (Mayer-Salovey-Caruso), Trait Models (Goleman/Bar-On).
- D. Resilience & Post-Traumatic Growth (PTG): The foundational mechanics of resilience (Ann Masten). Tedeschi and Calhoun's model of Post-Traumatic Growth.

UNIT III: Cognitive Architecture, Flow, and Mindfulness Practices

- A. Cognitive Explanatory Styles: Martin Seligman's Learned Optimism vs. Learned Helplessness.
- B. Albert Bandura's self-efficacy theory, Snyder's hope theory (agentic and pathways thinking), and the Berlin Wisdom Paradigm by Baltes.
- C. Flow & Engagement: Mihaly Csikszentmihalyi's flow model and neurocognitive changes during deep flow states such as transient hypofrontality.
- D. Mindfulness: Jon Kabat-Zinn's Mindfulness-Based Stress Reduction (MBSR) framework alongside the cognitive and neurological impacts of prolonged meditation. Yoga and Positive Mental Health: role of Yoga, meditation, pranayama, and mind-body integration in enhancing resilience, emotional regulation, and flourishing.

UNIT IV: Applications and Interventions

- A. Institutional strengths adaptation: Applying strengths inside positive education models in schools.
- B. Organizational growth matrices: Workplace applications using concepts of job crafting and Appreciative Inquiry to optimize workspace culture.
- C. Lifespan health assets: Connections between systemic optimism, cardiovascular health, immune functioning, and the promotion of successful aging.
- D. Practical Positive Interventions (PPIs): Standard, evidence-based practices to enhance everyday life including the Gratitude Visit, Three Good Things, Best Possible Self, and savoring techniques.

Recommended Books

1. Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2020). *Positive psychology: The scientific and practical explorations of human strengths* (4th ed.). SAGE Publications.
2. Baumgardner, S. R., & Crothers, M. K. (2014). *Positive psychology*. Pearson Education.
3. *Bhagavad Gita* (Translated edition as applicable)
4. Compton, W. C., & Hoffman, E. (2019). *Positive psychology: The science of happiness and flourishing* (3rd ed.). SAGE Publications.
5. Easwaran, E. (2007). *The Bhagavad Gita* (2nd ed.). Nilgiri Press.
6. Hefferon, K., & Boniwell, I. (2011). *Positive psychology: Theory, research and applications*. Open University Press.
7. Seligman, M. E. P. (2011). *Flourish: A visionary new understanding of happiness and well-being*. Atria Books.
8. Rashid, T., & Seligman, M. E. P. (2018). *Positive psychotherapy: Clinician manual*. Oxford University Press.
9. Csikszentmihalyi, M. (2008). *Flow: The psychology of optimal experience*. Harper Perennial Modern Classics.
10. Goleman, D. (2006). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.
11. Kabat-Zinn, J. (2013). *Full catastrophe living: Using the wisdom of your body and mind to face stress, pain, and illness* (Rev. ed.). Bantam Books.

Special Note: Latest version of text books and other relevant books.

PAPER-VII
(OBCP 203)
EDUCATIONAL AND VOCATIONAL COUNSELING

COURSE OUTCOMES

This course aims to establish a clear understanding of the necessity and relevance of educational and vocational guidance systems. It equips students to differentiate between academic development challenges and vocational choice theories, while applying these counseling principles across diverse institutional fields. Ultimately, the course builds a practical understanding of how student profiles, career information, and professional development link together to guide student progression.

CO	Course Outcomes	Bloom's Taxonomy
CO1	Define the foundational principles, distinct goals, and historical evolution of both educational guidance and vocational counseling.	Cognitive – Knowledge
CO2	Differentiate between developmental stages of students and standard career development theories.	Cognitive – Comprehension
CO3	Design age-appropriate career information delivery models across primary, upper primary, secondary, and senior secondary schooling stages.	Cognitive – Application
CO4	Analyze systemic barriers to learning, such as learning difficulties, academic stress, and career decision-making anxiety.	Cognitive – Analysis
CO5	Design comprehensive intervention programs that target both school-based academic development and transitional career placement.	Cognitive – Synthesis & Evaluation
CO6	Construct an organized digital or multimedia career resource repository using primary, secondary, national, and global occupational databases.	Psychomotor Learning – Motor Skills
CO7	Follow the different sources of career information – primary and secondary, international, national, state level and local level.	Affective – Values

UNIT I: Foundations of Educational Guidance and Counseling

- A. Meaning, nature, and objectives of educational guidance.
- B. Distinction between educational counseling, vocational counseling, and personal-social counseling.
- C. Organizing school guidance services including orientation, pupil inventory, information, counseling, placement, and follow-up services.
- D. Professional functions of the counselor in educational settings and frameworks for collaborating with teachers, administrators, and parents.

UNIT II: Academic Development, Challenges, and Interventions

- A. Identifying and counseling students with learning difficulties, underachievement, lack of motivation, and poor study habits.
- B. Addressing school-related anxieties such as test anxiety and school phobia.

- C. Targeted clinical and educational interventions for gifted children and slow learners.
- D. Practical optimization training models in study skills and time management.

UNIT III: Vocational Choice and Career Development Theories

- A. Meaning, operational scope, and professional boundaries of career/vocational counseling.
- B. Structural concepts tracking career maturity and fluid life-stage transitions.
- C. Frank Parsons' Trait-and-Factor theory and John Holland's Personality-Environment Match model (RIASEC)
- D. Donald Super's Life-Span theory and Ginzberg's theory of career selection

UNIT IV: Career Information: Nature, Dimensions, Sources and Evaluation:

- A. Significance, functions, structural cores, and developmental stages of career guidance across primary, upper primary, secondary, and higher secondary milestones.
- B. Operational Scope of Career Data: Job Descriptions, Workplace Environments, Entry Pathways, Financial Compensation, Industry Trends, and Pre-requisite Qualifications
- C. Classification of Career Sources: Direct vs. Indirect Channels across Global, National, Regional, and Community Levels
- D. Modalities of Career Information Delivery: Text-based, Multimedia, and Digital Platforms
- E. Quality Assessment of Vocational Resources: Rationale, Benchmarks, and Verification Standards

Recommended Books:

1. Doric, L. (1990). *Essentials of educational psychology*. Sterling Publishers Private Limited.
2. Vashist, S. R. (1993). *Perspectives in educational and vocational guidance* (Vols. 1–5). Anmol Publications.
3. Gibson, R. L., & Mitchell, M. H. (2008). *Introduction to counseling and guidance* (7th ed.). Pearson.
4. Zunker, V. G. (2015). *Career counseling: A holistic approach* (9th ed.). Cengage Learning.
5. Gladding, S. T. (2017). *Counseling: A comprehensive profession* (8th ed.). Pearson.
6. Sharf, R. S. (2013). *Applying career development theory to counseling* (6th ed.). Cengage Learning.
7. Erford, B. T. (2018). *Transforming the school counseling profession* (5th ed.). Pearson.

Special Note: Latest version of text books and other relevant books.

PAPER VIII
OBCP 204
COUNSELLING AND SPECIAL POPULATION

Course Outcomes: The aim of the course is to provide students with an understanding of how to deal with special groups. Upon successful completion of the course, students are expected to achieve the following course outcomes:

C.O	Course Outcomes	Blooms Taxonomy
CO1	Define, describe and explain: developed an understanding of theories and counselling strategies used in the context of Abuse, Addiction, Suicide, Disability and various other conditions, which occur frequently during counselling sessions	Cognitive – Knowledge and Comprehension
CO2	Students will be able to demonstrate basic Counselling Skills for special groups.	Cognitive - Applications
CO3	Students will be able to modify Maladaptive Behaviour	Affective- Organization
CO4	Students will learn how to deal with family and marital issues.	Affective- Response

Unit 1: Conduct Disorder and Autistic Disorder:

- A. Concept, Symptoms & Etiology of Conduct disorder
- B. Intervention with Conduct disorder
- C. Characteristics of Autistic Disorders
- D. Etiology of Autistic Disorders
- E. Treatment of Autistic Disorders

Unit 2: Intellectual Disability (Mental Retardation):

- A. Concept of Intellectual Disability
- B. Classification of Intellectual Disability
- C. Etiology of Intellectual Disability
- D. Prevention and Treatment of Intellectual Disability
- E. Parent Counselling

Unit 3: Counselling Special Groups:

- A. Characteristics, needs, and counselling concerns of special groups, including SEDGs (Socio-Economic Disadvantaged Groups) and vulnerable populations.
- B. Counselling of Drop -outs, AIDS Patients, Drug Addicts, Family-issues and Marital-issues.
- C. Suicide and Suicide Prevention

Unit 4: Introduction to Abuse Counselling:

- A.** Meaning, definitions, and distinct types of abuse
- B.** Theories and Effects of Abuse, Short-term and long-term socio-psychological effects of abuse on victims.
- C.** Therapeutic Implications for Counsellors

Recommended Books:

1. Adams, H. E., & Sutker, P. B. (Eds.). (2001). *Comprehensive handbook of psychopathology* (3rd ed.). Kluwer Academic Publishers.
2. Dana, R. Q., & Blevins, G. A. (2011). *Substance abuse counseling* (4th ed.). Brooks/Cole, Cengage Learning.
3. James, R. K., & Gilliland, B. E. (2013). *Crisis intervention strategies* (7th ed.). Brooks/Cole.
4. Sarason, I. G., & Sarason, B. R. (2002). *Abnormal psychology: The problem of maladaptive behavior* (10th ed.). Pearson Education.
5. Weis, R. (2008). *Introduction to abnormal child and adolescent psychology*. SAGE Publications.
6. Wicks-Nelson, R., & Israel, A. C. (2008). *Abnormal child and adolescent development* (7th ed.). Pearson Prentice Hall.
7. Carson, R. C., Butcher, J. N., Mineka, S., & Hooley, J. M. (2004). *Abnormal psychology and modern life* (11th ed.). Pearson Education.
8. Kaplan, H. I., & Sadock, B. J. (2004). *Synopsis of psychiatry: Behavioral sciences/clinical psychiatry* (9th ed.). Lippincott Williams & Wilkins.

Special Note: Latest version of text books and other relevant books.

Practical for I Semester (Any four):
OBCP 105

- Depression, Suicide, Stress & Anxiety Scale
- **Personality Tests (any two):**
 - Sack 'Sentence Completion Test (SSCT)
 - 16PF
 - Rorschach Ink Blot Test
 - TAT
- Analysis of case studies, films and documentaries to discern elements of therapeutic processes fostering patterns of growth and healing.

Practical for II Semester (Any Six):
OBCP 205

- Test for Mental retardation screening and Autism
- Report writing: based on history taking and any test
- Case Study
- **Intelligence Test (Any two):**
 - Bhatia battery performance test of intelligence
 - Verbal intelligence test
 - Stanford Binet intelligence test (Indian Adaptation)
 - Malin's Intelligence Scale for Indian Children (MISIC)
- OASIS – 3 Occupational Aptitude Survey and Interest Schedule, 3rd Edition.
- Visit to a school in one's vicinity to identify stages of cognitive development among pupils at different levels of education.
- Visit to school in one's vicinity to identify learning disabilities among children.

Note: Latest available version/edition of all psychological tests and assessment tools shall be used wherever applicable.