



Syllabi of

Bachelor of Honors in Psychology

(B.A. Hons. Psychology)

(Effective from the academic session 2026- 2027)

(Developed as per the National Commission for Allied and Healthcare Professions (NCAHP) Guidelines)

Department of Applied Sciences & Humanities

INVERTIS UNIVERSITY

Invertis Village,
Bareilly-Lucknow NH-24,
Bareilly, U.P. (243123)

Table 1. Semester-wise Distribution of Credits

Year	Semester	Courses x Credit per Course	Total Credits
First	I	22	44
	II	22	
Second	III	21	42
	IV	21	
Third	V	22	44
	VI	22	
Forth	VII	20	40
	VIII	20	
Total			170

Program Outcomes

PO1. Demonstrate a comprehensive and integrated understanding of the major concepts, theoretical perspectives, and foundational principles of psychology. The learner will be able to recognize how core ideas across different branches of psychology connect with one another and shape the study of behaviour and mental processes.

PO2. Explain human behaviour, cognition, emotion, and development using psychological principles across the lifespan. The learner will be able to relate these principles to individual differences, developmental stages, and lived experiences in personal and social contexts.

PO3. Analyze the influence of biological, psychological, social, cultural, and environmental factors on behaviour and mental processes. The learner will be able to examine human behaviour critically in light of contextual, developmental, and cross-cultural variations.

PO4. Apply psychological knowledge to understand and address real-life issues in educational, clinical, community, health, and organizational settings. The learner will be able to use appropriate psychological concepts to interpret problems and support practical solutions.

PO5. Use scientific methods to design, conduct, and evaluate psychological research in an ethical and systematic manner. The learner will be able to frame research problems, select methods, and interpret findings with sound scientific reasoning.

PO6. Collect, organize, analyze, and interpret psychological data using appropriate research and statistical tools. The learner will be able to present findings in a clear, meaningful, and methodologically sound manner.

PO7. Demonstrate competence in psychological assessment, testing, observation, and report writing. The learner will be able to use these skills responsibly in academic, research, and applied settings.

PO8. Communicate psychological ideas effectively in oral, written, and digital formats for diverse audiences. The learner will be able to present academic content, field observations, and research findings with clarity and confidence.

PO9. Develop counselling, helping, and interpersonal skills based on empathy, active listening, ethical sensitivity, and respect for human dignity. The learner will be able to use these skills in supportive and professional contexts.

PO10. Promote well-being, resilience, prevention, and positive mental health at individual, family, and community levels. The learner will be able to understand and support strengths-based approaches to psychological functioning.

PO11. Critically evaluate emerging issues such as technology use, cyber safety, digital behaviour, and artificial intelligence in behavioural contexts. The learner will be able to reflect on both the opportunities and concerns associated with digital life.

PO12. Exhibit professionalism, ethical responsibility, cultural sensitivity, and social commitment in academic, applied, and community-based work. The learner will be able to act responsibly in ways that reflect the values of the discipline and the needs of society.

Program Specific Outcomes

PSO1. Apply psychological theories and principles to understand behaviour across developmental, social, health, and community contexts.

PSO2. Demonstrate practical competence in psychological testing, observation, fieldwork, and report preparation.

PSO3. Use research methods and statistical tools to design studies, analyze data, and interpret findings in psychology.

PSO4. Integrate counselling, positive psychology, and health psychology concepts to promote well-being and preventive mental health practices.

PSO5. Engage in community-based and socially responsive psychological practice with sensitivity to diversity, inclusion, and local needs.

PSO6. Apply ethical, professional, and digital literacy skills in academic, research, and applied psychological settings.

B. A. Hons Psychology First year

S. No.	Course Code	SUBJECT	PERIODS			Evaluation Scheme		Subject Total	Credit
			L	P	PR	CA	EE		
I-SEMESTER									
1.	BPSY101	General Psychology	4	0	0	30	70	100	4
2.	BPSY102	Biological Basis of Behavior	4	0	0	30	70	100	4
3.	BPSY103	Indian Psychology Application	3	0	0	25	50	75	3
4.	BPSY104	Human and professional Values and Ethics	3	0	0	25	50	75	3
5.	BPSY105	Understanding the self and other	2	0	0	15	35	50	2
6.	BPSY151	Psychology lab	0	4	0	15	35	50	2
7.	BPSY152	Listening skills and observation-based report writing	0	0	2	15	35	50	2
8.	EPC001	AI based English proficiency course-I	0	0	0	0	50	50	2
		TOTAL	13	4	2	155	395	550	22
II-SEMESTER									
1.	BPSY201	Theories of Personality	4	0	0	30	70	100	4
2.	BPSY202	Developmental Psychology	4	0	0	30	70	100	4
3.	BPSY203	Positive Psychology	3	0	0	25	50	75	3
4.	BPSY204	Community Psychology	3	0	0	25	50	75	3
5.	BPSY205	Cyber Hygiene &Digital Safety	2	0	0	15	35	50	2
6.	BPSY251	Developmental psychology lab	0	4	0	15	35	50	2
7.	BPSY252	A Project Related to Community Care Services	0	0	2	15	35	50	2
8.	EPC002	AI based English proficiency course-II	0	0	0	0	50	50	2
		TOTAL	16	4	2	155	395	550	22

KEYS: L-Lecture, P- Practical, PW-Project work CA-Continuous Assessment, EE-Examination Evaluation.

B. A. Hons Psychology Second year

S. No.	Course Code	SUBJECT	PERIODS			Evaluation Scheme		Subject Total	Credit
			L	P	PW	CA	EE		
III-SEMESTER									
1	BPSY301	Social Psychology	4	0	0	30	70	100	4
2	BPSY302	Psychological Statistics & Research Methodology	4	0	0	30	70	100	4
3	BPSY303	Health Psychology	3	0	0	25	50	75	3
4	BPSY304	Introduction to Counselling Psychology	4	0	0	30	70	100	4
5	BPSY305	Psychology and Artificial Intelligence	2	0	0	15	35	50	2
6	BPSY351	Social Psychology lab	0	4	0	15	35	50	2
7	BPSY352	Community Behavioural Health Project	0	0	2	15	35	50	2
		TOTAL	17	4	2	160	365	525	21
IV-SEMESTER									
1	BPSY401	Psychological Assessment and Testing	4	0	0	30	70	100	4
2	BPSY402	Organisational Behaviour	4	0	0	30	70	100	4
3	BPSY403	Cognitive Psychology	3	0	0	25	50	75	3
4	BPSY404	Introduction to Abnormal Psychology	3	0	0	25	50	75	3
5	BPSY405	Inclusiveness and diversity in Indian Context	3	0	0	25	50	75	3
6	BPSY451	Cognitive psychology lab	0	4	0	15	35	50	2
7	BPSY452	Psychological and Academic Report Writing	0	0	2	15	35	50	2
		TOTAL	17	4	2	165	360	525	21

KEYS: L-Lecture, P- Practical, PW-Project work CA-Continuous Assessment, EE-Examination Evaluation

B. A. Hons Psychology Third year

S. No.	Course Code	SUBJECT	PERIODS			Evaluation Scheme		Subject Total	Credit
			L	P	PW	CA	EE		
V-SEMESTER									
1	BPSY501	Introduction to Neuropsychology	4	0	0	30	70	100	4
2	BPSY502	Evolutionary Psychology	4	0	0	30	70	100	4
3	BPSY503	Forensic Psychology	4	0	0	30	70	100	4
4	BPSY504	Military Psychology	3	0	0	30	70	100	3
5	BPSY505	Critical Thinking and Problem Solving	3	0	0	25	50	75	3
6	BPSY551	Advance Psychology lab	0	4	0	15	35	50	2
7	BPSY552	Internship	0	4	0	15	35	50	2
		TOTAL	18	8	0	170	380	550	22
VI-SEMESTER									
1	BPSY601	Rehabilitation Psychology	4	0	0	30	70	100	4
2	BPSY602	Cognition and Experimental Psychology	4	0	0	30	70	100	4
3	BPSY603	Advance Research Methodology	4	0	0	30	70	100	4
4	BPSY604	Applied Behavioural Analysis	3	0	0	25	50	75	3
5	BPSY605	Sports Psychology	3	0	0	25	50	75	3
6	BPSY651	Experimental psychology lab	0	4	0	15	35	50	2
7	BPSY652	Observership	0	4	0	15	35	50	2
		TOTAL	18	8	0	170	380	550	22

KEYS: L-Lecture, P- Practical, PW-Project work CA-Continuous Assessment, EE-Examination Evaluation.

B. A. Hons Psychology Fourth year

S. No.	Course Code	SUBJECT	PERIODS			Evaluation Scheme		Subject Total	Credit
			L	P	PW	CA	EE		
VII-SEMESTER									
1	BPSY701	Crisis Intervention & Psychological Resilience	4	0	0	30	70	100	4
2	BPSY702	Policy Frameworks in Behavioural and Mental Health	4	0	0	30	70	100	4
3	BPSY703	Counselling Psychology and Psychotherapy II	4	0	0	30	70	100	4
4	BPSY704	Human resource Management	3	0	0	25	50	75	3
5	BPSY751	Counseling psychology lab	0	6	0	25	50	75	3
6	BPSY752	Training and apprenticeship	0	4	0	15	35	50	2
		TOTAL	15	10	0	155	345	500	20
VIII-SEMESTER									
1	BPSY801	Clinical Psychology	4	0	0	30	70	100	4
2	BPSY851	Clinical psychology lab	0	4	0	15	35	50	2
3	BPSY852	Dissertation	0	0	12	100	200	300	12
4	BPSY853	Field work	0	0	2	15	35	50	2
		TOTAL	4	4	14	160	340	500	20

KEYS: L-Lecture, P- Practical, PW-Project work CA-Continuous Assessment, EE-Examination Evaluation.

Paper 1 : General Psychology (BPSY101)	
Teaching Scheme	Examination Scheme
Lectures: 4hrs/week	Mid Term- 12
Tutorials: Nil	Teachers Assessment -6
Credits: 4	Attendance -12
	End Semester Exam -70

Course Objective:

1. To introduce the fundamental concepts and principles of psychology.
2. To develop an understanding of human behavior and mental processes.
3. To familiarize students with major psychological perspectives and theories.
4. To enhance critical thinking regarding psychological issues and applications.

Detailed Syllabus

Unit 1: Introduction to Psychology and its evolution Definition; Definition, nature, scope, and historical development of psychology from philosophical roots to a scientific discipline. Major schools of psychology including Structuralism, Functionalism, Behaviourism, Psychoanalysis, Humanistic, Cognitive, Biological, Evolutionary, Gestalt, and Sociocultural perspectives. Multidisciplinary applications of psychology and contemporary developments including digital learning, artificial intelligence, diversity, and inclusion.

Unit 2: Learning and Thinking Major learning theories: Major theories of learning including Classical Conditioning, Operant Conditioning, Trial and Error Learning, and Transfer of Learning. Nature of thinking, mental processes involved in learning, tools of thinking, and various forms of thinking such as convergent, divergent, critical, reflective, and lateral thinking.

Unit 3: Emotion: Meaning and Nature of Emotions; Physiological Correlates of Emotions; Theories of Emotions: The James-Lange Theory of Emotion, Evolutionary Theory of Emotion, The Cannon Bard Theory of Emotion (Physiological), Schachter-Singer Theory (Cognitive), Brain & Body: Where do we feel emotion?; The social world: What role do other people play in our emotions? How do we manage our emotions?

Unit 4: Empathy and compassion: Definitions: Concepts of empathy, compassion, sympathy, and understanding; scientific foundations of empathy and compassionate behaviour. Active listening, non-judgmental attitude, unconditional positive regard, and professional boundaries. Experiential learning through community

engagement and reflective reporting to develop empathy, compassion, and social responsibility.

Course Outcomes:

- CO1.** Explain the basic concepts, history, and scope of psychology.
- CO2.** Describe major psychological theories and approaches.
- CO3.** Analyze human behavior using psychological principles.
- CO4.** Apply psychological concepts to everyday life situations.
- CO5.** Demonstrate understanding of cognition, emotion, and motivation.
- CO6.** Evaluate psychological issues using scientific reasoning.

Book Recommended

1. Myers, D. G., & DeWall, C. N. (2018). *Psychology* (12th ed.). Worth Publishers.
2. Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (2013). *Introduction to Psychology*. Tata McGraw-Hill.
3. Feldman, R. S. (2021). *Understanding Psychology* (15th ed.). McGraw-Hill.
4. Baron, R. A. (2001). *Psychology* (5th ed.). Pearson.
5. Ciccarelli, S. K., & White, J. N. (2020). *Psychology* (6th ed.). Pearson.
6. Atkinson, R. L., et al. (2014). *Atkinson & Hilgard's Introduction to Psychology*. Cengage.
7. Mangal, S. K. (2013). *General Psychology*. PHI Learning.
8. Passer, M. W., & Smith, R. E. (2019). *Psychology: The Science of Mind and Behaviour*. McGraw-Hill.
9. Wade, C., & Tavris, C. (2016). *Psychology*. Pearson.
10. Lahey, B. B. (2017). *Psychology: An Introduction*. McGraw-Hill.
11. Kalat, J. W. (2019). *Introduction to Psychology*. Cengage.
12. Nairne, J. S. (2017). *Psychology*. Cengage.
13. Gerrig, R. J., & Zimbardo, P. G. (2018). *Psychology and Life*. Pearson.
14. Woodworth, R. S., & Marquis, D. G. (2016). *Psychology*. Surjeet Publications.
15. Coon, D., & Mitterer, J. O. (2015). *Introduction to Psychology*. Cengage.

Paper 2 : Biological Basis of Behaviour (BPSY102)

Teaching Scheme	Examination Scheme
Lectures: 4hrs/week	Mid Term- 12
Tutorials: Nil	Teachers Assessment -6
Credits: 4	Attendance -12
	End Semester Exam -70

Course Objectives

1. To understand the biological foundations of behavior.
2. To examine the structure and functions of the nervous system.
3. To explore the role of hormones and genetics in behavior.
4. To understand brain-behavior relationships.

Detailed Syllabus

Unit 1: Introduction to Biological Basis of Behaviour Psychology Biopsychology; Evolution, Genetics and Experience; Evolution of the human brain; Nervous system: Structure and functions of neurons, types of neurons; Development of the brain, Central Nervous System and Peripheral Nervous system; Neural plasticity, Sleep and Biological rhythm; Concept of arousal: Physiological measures of arousal, Reticular Formation and Central arousal, Functions of sleep.

Unit 2: Biological Basis of Thirst and Hunger Thirst: Mechanisms of water regulation Osmotic thirst- Hypovolemic thirst and sodium specific hunger, Hunger: Digestion and food Selection Short- and long-term regulation of Feeding Brain mechanisms - Eating Disorders.

Unit 3: The biology of learning and memory Localised representations of memory, The engram, Types of memory, Long-term, shortterm, procedural, implicit, explicit, etc, Brain structures associated with memory, Types of amnesia, Korsakoff's syndrome, Alzheimer's disease.

Unit 4: Biology bases of five Senses of Perception Five Senses of Perception, sensory systems and neuronal pathways, transduction and stimulus, processing in the brain Eye: Structure and Functions, Ear: Structure and Functions, Sense of Touch, Sense of Smell and Taste Somatic

senses: The body senses (touch, pressure, temperature and pain), perception of body senses, Neural mechanism of perception of kinaesthetic and vestibular sensations

Course Outcomes

- CO1.** Describe the anatomy and functions of the nervous system.
- CO2.** Explain the role of neurotransmitters and hormones in behavior.
- CO3.** Analyze the influence of genetics on psychological processes.
- CO4.** Discuss the biological mechanisms underlying cognition and emotion.
- CO5.** Relate brain structures to behavioral functions.
- CO6.** Evaluate contemporary research in biological psychology.

Book Recommended

1. Pinel, J. P. J., & Barnes, S. (2018). *Biopsychology*. Pearson.
2. Kalat, J. W. (2019). *Biological Psychology*. Cengage.
3. Carlson, N. R. (2012). *Foundations of Physiological Psychology*. Pearson.
4. Breedlove, S. M., Watson, N. V., & Rosenzweig, M. R. (2010). *Biological Psychology*. Sinauer.
5. Levinthal, C. F. (2016). *Introduction to Physiological Psychology*. Pearson.
6. Mangal, S. K. (2012). *Physiological Psychology*. PHI Learning.
7. Rosenzweig, M. R., Breedlove, S. M., & Watson, N. V. (2005). *Biological Psychology*. Sinauer.
8. Bear, M. F., Connors, B. W., & Paradiso, M. A. (2020). *Neuroscience*. Wolters Kluwer.
9. Carlson, N. R., & Birkett, M. A. (2017). *Physiology of Behavior*. Pearson.
10. Garrett, B. (2018). *Brain and Behavior*. Sage.
11. Purves, D., et al. (2018). *Neuroscience*. Oxford University Press.
12. Kandel, E. R., et al. (2021). *Principles of Neural Science*. McGraw-Hill.
13. Gazzaniga, M. S., Ivry, R., & Mangun, G. (2018). *Cognitive Neuroscience*. Norton.
14. Martin, G. N. (2019). *Human Neuropsychology*. Pearson.

Paper 3 : Indian Psychology Application (BPSY103)

Teaching Scheme	Examination Scheme
Lectures: 3hrs/week	Mid Term- 10
Tutorials: Nil	Teachers Assessment -5
Credits: 3	Attendance -10
	End Semester Exam -50

Course Objectives

1. To introduce the foundations of Indian psychological thought.
2. To examine Indian concepts of mind, self, and consciousness.
3. To explore the relevance of Indian psychology in modern life.
4. To apply Indian psychological principles to well-being and personal growth.

Detailed Syllabus

Unit 1: Evolution of Indian Psychology The Psychology of the Vedas; The Upanishads: First synthesis of Psychology, Samkhya and the Yoga Systems. Psychology and the Puranas; The Psychology of the Tantra. The Gita: Second synthesis of Psychology, Vaishnavism, Bhakti, and Sufism: The Godward Emotions. Buddhist Psychology Integral Yoga: The third synthesis of Psychology

Unit 2: Motivation and emotions Finding your own path: svabhava and svadharma; levels of determination; the role of pain and suffering; dealing with difficulties, the vital, mind, & motivation; Karma, dharma & desire, Growing in consciousness from various religions' point of view

Unit 3: Application of Indian Psychology Introduction to Indian Perspectives: Upanishads, Samkhya, Vedanta, Jainism, Sikhism, Buddhism, Nyaya, Charvak, Bhagavad Gita; Methods of knowing Consciousness and Self and Identity. Dynamics of Action: Feeling and Doing (including Bhakti), Work and organisation Yoga, Health and Well-Being.

Course Outcomes

- CO1.** Explain major concepts and schools of Indian psychology.
- CO2.** Describe Indian perspectives on self, consciousness, and behavior.

- CO3. Apply yogic and meditative practices for psychological well-being.
- CO4. Compare Indian and Western psychological perspectives.
- CO5. Analyze contemporary issues using Indian psychological concepts.
- CO6. Demonstrate awareness of indigenous approaches to mental health.

Book Recommended

1. Cornelissen, R. M. M., Misra, G., & Varma, S. (2011). *Foundations of Indian Psychology*. Pearson.
2. Rao, K. R. (2011). *Indian Psychology: Perception*. DK Printworld.
3. Rao, K. R. (2011). *Indian Psychology: Cognition*. DK Printworld.
4. Rao, K. R. (2011). *Indian Psychology: Emotion and Motivation*. DK Printworld.
5. Misra, G. (2011). *Handbook of Psychology in India*. Oxford University Press.
6. Hiriyanna, M. (2015). *The Essentials of Indian Philosophy*. Motilal Banarsidass.
7. Paranjpe, A. C. (2010). *Self and Identity in Modern Psychology and Indian Thought*. Springer.
8. Atreya, S. P. (2013). *Yoga Psychology*. Motilal Banarsidass.
9. Pandey, J. (2004). *Psychology in India Revisited*. Sage.
10. Dalal, A. K., & Misra, G. (2010). *The Core and Context of Indian Psychology*. Pearson.
11. Cornelissen, M., et al. (2014). *Consciousness, Indian Psychology and Yoga*. Pearson.
12. Radhakrishnan, S. (2008). *Indian Philosophy* (Vol. I).
13. Radhakrishnan, S. (2008). *Indian Philosophy* (Vol. II).
14. Chakraborty, S. K. (2011). *Values and Ethics for Organizations*. Oxford.
15. Rao, K. R., Paranjpe, A. C., & Dalal, A. K. (2008). *Handbook of Indian Psychology*. Cambridge University Press.

Paper 4: Human and professional Values and Ethics (BPSY104)	
Teaching Scheme	Examination Scheme
Lectures: 3hrs/week	Mid Term- 10
Tutorials: Nil	Teachers Assessment -5
Credits: 3	Attendance -10
	End Semester Exam -50

Course Objectives

1. To develop an understanding of the influence of culture, identity, and social contexts on human behaviour and mental health.
2. To examine contemporary social issues, mental health concerns, and the role of psychology in promoting social justice and well-being.
3. To explore emerging areas of psychology and their applications in technology, healthcare, environmental sustainability, and societal development.
4. To foster professional competencies, ethical awareness, and socially responsible practice in psychology.

Detailed Syllabus

Unit 1: Culture and Behaviour Culture and development of self: Culture and development of self, diverse identities, and cross-cultural psychology. Individualistic and collectivistic cultures, indigenous psychologies, and integration of culture in psychology. Indian psyche and culture, with contributions of Sudhir Kakar, Ashis Nandy, Girindra Sekhar Bose, U. Vindhya, Bhargavi Davar, Durganand Sinha, Girishwar Misra, T. S. Saraswathy, and Ajit K. Dalal. Culture, personality, psychopathology, traditional healing, coping, acculturation, mental health, childhood disability, cultural bias, discrimination, and marginalisation.

Unit 2: Psychology and Social Issues Mental health- early considerations: Mental health: historical perspectives, medical versus psychological models, criticisms of DSM classification, and mental health status in India. Forms of violence including communal riots, genocide, and terrorism, and psychological interventions for victims. Gender issues, including LGBTQI+ concerns, gender discrimination, and gender-based violence. Globalisation, migration, poverty, deprivation, social justice, human rights, oppression, empowerment, and societal development.

Unit 3: Emerging Areas in Psychology Indian school of psychology: Indian school of psychology, decolonising behavioural health, and the legacy of functionalism. Applications of psychology in technology, research, healthcare, advocacy, and social justice. Environmental stressors, climate change, peace psychology, conflict resolution, behavioural economics, psychology and law. Human factors, ergonomics, digital learning, cyberbullying, cyber pornography, digital etiquette, and parental mediation of digital use.

Unit 4: Becoming A Skilful Behavioural health professional Scientist-practitioner model in psychology: Scientist-practitioner and Boulder models of psychology. Roles of behavioural health professionals as counsellors, managers, researchers, theoreticians, and change agents. APA guidelines for psychology students (2018), employer-valued skills, employability factors, and skill-based careers in psychology.

Unit 5: Ethical code of conduct of Behavioural health professional: Ethical and social responsibility, truth, politics, and ethical-political psychology. Ethics in psychology, eugenics, ethical violations in research (Asch and Milgram), and professional regulations. Principles of ethical conduct: Beneficence and Nonmaleficence, Fidelity and Responsibility, Integrity, Justice, and Respect for People's Rights and Dignity.

Course Outcomes

- CO1.** Explain the role of culture in shaping behaviour and mental health.
- CO2.** Describe major social issues and their psychological aspects.
- CO3.** Analyze emerging areas and applications of psychology.
- CO4.** Apply psychological knowledge in behavioural health settings.
- CO5.** Demonstrate professional skills and responsibilities in psychology.
- CO6.** Evaluate ethical issues and professional conduct in psychology.

Book Recommended

1. Corey, G., Corey, M. S., & Callanan, P. (2014). *Issues and Ethics in the Helping Professions* (9th ed.). Cengage Learning.
2. Koocher, G. P., & Keith-Spiegel, P. (2016). *Ethics in Psychology and the Mental Health Professions* (4th ed.). Oxford University Press.
3. Fisher, C. B. (2017). *Decoding the Ethics Code* (4th ed.). Sage Publications.

4. Pope, K. S., & Vasquez, M. J. T. (2016). *Ethics in Psychotherapy and Counseling* (5th ed.). Wiley.
5. American Psychological Association. (2017). *Ethical Principles of Psychologists and Code of Conduct*. APA.
6. Rokeach, M. (1973). *The Nature of Human Values*. Free Press.
7. Velasquez, M. G. (2011). *Business Ethics: Concepts and Cases*. Pearson.
8. Frankena, W. K. (1973). *Ethics*. Prentice Hall.
9. Blackburn, S. (2001). *Being Good: A Short Introduction to Ethics*. Oxford University Press.
10. Singer, P. (2011). *Practical Ethics* (3rd ed.). Cambridge University Press.
11. Beauchamp, T. L., & Childress, J. F. (2019). *Principles of Biomedical Ethics*. Oxford University Press.
12. Kitchener, K. S. (1984). *Intuition, Critical Evaluation and Ethical Principles*. The Counseling Psychologist.
13. Banks, S. (2012). *Ethics and Values in Social Work*. Palgrave Macmillan.
14. Nagel, T. (1993). *Moral Questions*. Cambridge University Press.
15. Carr, D. (1999). *Professionalism and Ethics in Teaching*. Routledge.

Paper 4: Understanding the Self and others (BPSY105)

Teaching Scheme	Examination Scheme
Lectures: 2hrs/week	Mid Term- 6
Tutorials: Nil	Teachers Assessment -3
Credits: 2	Attendance -6
	End Semester Exam -35

Course Objectives

1. To develop an understanding of self-concept and identity.
2. To explore interpersonal relationships and social interactions.
3. To examine factors influencing self and personality development.
4. To foster empathy and self-awareness.

Detailed Syllabus

Unit 1: Self, Identity and Emotional Well-being

Exploring the self and personal identity; childhood experiences and self-growth; emotional awareness and emotional regulation; mindfulness and stress management; self-reflection, responsibility, and conscious decision-making; empathy, compassion, and personal well-being.

Unit 2: Interpersonal Relationships, Communication and Group Processes

Communication skills, active listening and non-verbal communication; friendships, family and social relationships; understanding group dynamics, leadership and conflict resolution; diversity, empathy and collaborative learning; non-violent communication and interpersonal sensitivity.

Unit 3: Gender, Society and Contemporary Challenges

Gender and sexuality; stereotypes, prejudice and social conditioning; media influence and consumer culture; artificial desires and psychology of consumption; social awareness, inclusion, and engagement with marginalized communities; ethical and socially responsible living.

Unit 4: Creativity, Nature and Life Enhancement

Creativity, flow and self-expression through art, music and movement; connecting with nature and ecological awareness; appreciation of diversity and cultural experiences; developing hope, wisdom and resilience; cultivating balanced living, inner harmony and meaningful life engagement.

Course Outcomes

- CO1.** Explain concepts related to self, identity, and personality.
- CO2.** Analyze factors influencing self-development.
- CO3.** Demonstrate greater self-awareness and self-reflection.
- CO4.** Understand interpersonal dynamics and social behavior.
- CO5.** Apply psychological concepts to improve relationships.
- CO6.** Exhibit empathy and respect for individual differences.

Book Recommended

1. Feist, J., Feist, G. J., & Roberts, T. A. (2021). *Theories of Personality*. McGraw-Hill.
2. Baron, R. A., & Byrne, D. (2003). *Social Psychology*. Pearson.
3. Myers, D. G. (2018). *Social Psychology*. McGraw-Hill.
4. Berger, K. S. (2018). *The Developing Person Through the Life Span*. Worth Publishers.
5. Santrock, J. W. (2020). *Life-Span Development*. McGraw-Hill.
6. Hurlock, E. B. (2001). *Developmental Psychology*. Tata McGraw-Hill.
7. Mathew, V. G. (2011). *Psychology of Self and Identity*. Authorspress.
8. Baumeister, R. F. (2011). *The Self*. Psychology Press.
9. Leary, M. R., & Tangney, J. P. (2012). *Handbook of Self and Identity*. Guilford Press.
10. Markus, H., & Wurf, E. (1987). *The Dynamic Self-Concept*. Annual Review of Psychology.
11. Rogers, C. R. (1961). *On Becoming a Person*. Houghton Mifflin.
12. Erikson, E. H. (1968). *Identity: Youth and Crisis*. Norton.
13. Gergen, K. J. (2009). *An Invitation to Social Construction*. Sage.
14. Adler, A. (2011). *Understanding Human Nature*. Martino Publishing.
15. Fromm, E. (1994). *Man for Himself: An Inquiry into the Psychology of Ethics*. Holt Paperbacks.

Paper 5: Psychology Lab (BPSY151)

Teaching Scheme	Examination Scheme
Lectures: 4hrs/week	Internal Examiner -15
Tutorials: Nil	
Credits: 2	External Examiner -35

Course Objectives

1. To provide practical exposure to psychological experimentation.
2. To develop skills in psychological testing and assessment.
3. To familiarize students with research methods and data collection.
4. To enhance scientific observation and interpretation skills.

Detailed Syllabus

The course will include 1–2 practicals/assessments from each paper to develop skills in test administration, scoring, interpretation, observation, and report writing. Students will also gain basic training in ethical practices and psychological documentation.

Course Outcomes

- CO1.** Conduct basic psychological experiments and assessments.
- CO2.** Apply ethical principles in psychological research.
- CO3.** Record, analyze, and interpret experimental data.
- CO4.** Demonstrate competence in using psychological tools and tests.
- CO5.** Prepare laboratory reports following scientific standards.
- CO6.** Develop skills in observation, measurement, and psychological inquiry.

Paper 6: Listening skills and observation-based report writing (BPSY152)	
Teaching Scheme	Examination Scheme
Lectures: 2hrs/week	Internal Examiner -15
Tutorials: Nil	
Credits: 2	External Examiner -35

Course Objectives

1. To develop active listening and observation skills.
2. To enhance the ability to gather and interpret information accurately.
3. To train students in systematic report writing.
4. To improve communication and analytical skills through observation.

Detailed Syllabus

1. Listening Skills Practice

- Active listening drills
- Empathetic and reflective listening role-plays
- Critical listening exercises using recorded speeches, interviews, and conversations
- Paraphrasing, summarizing, and emotion-reflection exercises
- Listening barrier identification and improvement activities

2. Observation Techniques and Behaviour Recording

- Direct and indirect observation exercises
- Participant and non-participant observation activities
- Structured and unstructured observation tasks
- Behavioural observation using observation schedules/checklists
- Objective field note and anecdotal record writing

3. Observation Documentation and Report Writing

- Observation logbook maintenance
- Behavioural coding and event recording
- Preparation of observation-based reports
- Case observation analysis
- Peer review and revision of observation reports

4. Applied Communication and Ethical Practice

- Counselling and interview simulations
- Classroom, organizational, healthcare, or community observation exercises
- Ethical dilemma discussions and case analysis
- Cultural sensitivity and bias-identification activities
- Peer observation and structured feedback sessions

5. Reflective Practice and Final Assignment

- Reflective journal writing after practical sessions
- Self- and peer-assessment using observation rubrics
- Portfolio compilation of listening and observation exercises
- **Final Practical Assignment:** Conduct an independent field observation, maintain field notes, prepare a professional observation report, and present the findings through a viva voce or seminar.

Course Outcomes

- CO1.** Demonstrate effective listening skills in various contexts.
- CO2.** Apply observation techniques for data collection.
- CO3.** Record and organize observational information systematically.
- CO4.** Prepare structured observation-based reports.
- CO5.** Analyze observations objectively and critically.
- CO6.** Communicate findings clearly and professionally through written reports.

Book Recommended

1. Brownell, J. (2018). *Listening: Attitudes, Principles, and Skills* (6th ed.). Routledge.
2. Wolvin, A. D., & Coakley, C. G. (1996). *Listening* (5th ed.). McGraw-Hill.
3. Hargie, O. (2011). *Skilled Interpersonal Communication: Research, Theory and Practice* (5th ed.). Routledge.
4. Adler, R. B., Rosenfeld, L. B., & Proctor, R. F. (2018). *Interplay: The Process of Interpersonal Communication* (14th ed.). Oxford University Press.
5. Devito, J. A. (2019). *The Interpersonal Communication Book* (15th ed.). Pearson.
6. Stewart, J. (2012). *Bridges Not Walls: A Book About Interpersonal Communication* (11th ed.). McGraw-Hill.
7. Floyd, K. (2020). *Interpersonal Communication* (4th ed.). McGraw-Hill.

8. Cangara, H. (2016). *Introduction to Communication Studies*. Rajawali Press.
9. Kumar, S., & Lata, P. (2019). *Communication Skills*. Oxford University Press.
10. Raman, M., & Sharma, S. (2018). *Technical Communication: Principles and Practice* (3rd ed.). Oxford University Press.
11. Kothari, C. R. (2004). *Research Methodology: Methods and Techniques* (2nd ed.). New Age International.
12. Best, J. W., & Kahn, J. V. (2006). *Research in Education* (10th ed.). Pearson Education.
13. Angrosino, M. (2007). *Doing Ethnographic and Observational Research*. Sage Publications.
14. Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). Sage Publications.
15. American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.). American Psychological Association.

Paper 1 : Theories of Personality (BPSY201)	
Teaching Scheme	Examination Scheme
Lectures: 4hrs/week	Mid Term- 12
Tutorials: Nil	Teachers Assessment -6
Credits: 4	Attendance -12
	End Semester Exam -70

Course Objectives

1. To introduce major theories of personality and their historical development.
2. To examine different approaches to understanding individual differences.
3. To develop critical understanding of personality assessment and research.
4. To explore applications of personality theories in real-life contexts.

Detailed Syllabus

Unit 1: Introduction to Personality Theories Nature and Definition of Personality: What is personality; Historical perspectives; Importance of personality study Major Approaches to Personality: Overview of biological, psychodynamic, humanistic, behavioural, Existentialism, social learning, and cognitive approaches

Unit 2: Indian Theories of Personality Ancient Indian Perspectives: Concept of self in Upanishads and Bhagavad Gita, Triguna theory: Sattva, Rajas, Tamas Contemporary Indian Theories: Integral Psychology of Sri Aurobindo, Personality framework in Yoga and Vedanta, Ayurveda's approach to personality: Vata, Pitta, Kapha

Unit 3: Classical Western Personality Theories Psychoanalytic Theories: Sigmund Freud, Carl Jung, Alfred Adler, Melanie Klein: Object relation theory Otto Rank: Trauma of Birth Trait Theories: Gordon Allport, Raymond Cattell, Hans Eysenck, Big Five Personality Traits.

Unit 4: Humanistic and Cognitive Approaches Humanistic Theories: Carl Rogers, Abraham Maslow, Cognitive Theories: George Kelly, Albert Bandura, Julian Rotter, Walter Mischel:

Cognitive Affective Personality System (CAPS) Integration and Application of Personality Theories Comparative Analysis of Western and Indian Theories.

Unit 5: Application of Personality Theories Clinical settings, Organisational settings, Educational settings, Everyday life

Unit 6: Recent Developments and Future Directions Cross-cultural perspectives on personality, Advances in personality assessment, Future research trends in personality psychology

Course Outcomes

- CO1.** Explain major personality theories and their key concepts.
- CO2.** Compare and contrast different theoretical perspectives on personality.
- CO3.** Analyze human behavior through various personality frameworks.
- CO4.** Evaluate the strengths and limitations of personality theories.
- CO5.** Demonstrate understanding of personality assessment techniques.
- CO6.** Apply personality concepts to personal, social, and professional contexts.

Book Recommended

1. Feist, J., Feist, G. J., & Roberts, T. A. (2021). *Theories of Personality* (10th ed.). McGraw-Hill.
2. Engler, B. (2013). *Personality Theories* (9th ed.). Cengage Learning.
3. Hall, C. S., Lindzey, G., & Campbell, J. B. (1998). *Theories of Personality* (4th ed.). Wiley.
4. Larsen, R. J., & Buss, D. M. (2017). *Personality Psychology: Domains of Knowledge About Human Nature* (6th ed.). McGraw-Hill.
5. Schultz, D. P., & Schultz, S. E. (2016). *Theories of Personality* (11th ed.). Cengage.
6. Ryckman, R. M. (2012). *Theories of Personality* (10th ed.). Cengage.
7. Hjelle, L. A., & Ziegler, D. J. (1992). *Personality Theories*. McGraw-Hill.
8. Pervin, L. A., Cervone, D., & John, O. P. (2005). *Personality: Theory and Research*. Wiley.
9. Friedman, H. S., & Schustack, M. W. (2016). *Personality: Classic Theories and Modern Research*. Pearson.

10. Mischel, W. (2004). *Personality and Assessment*. Psychology Press.
11. Adler, A. (2011). *Understanding Human Nature*. Martino Publishing.
12. Rogers, C. R. (1961). *On Becoming a Person*. Houghton Mifflin.
13. Jung, C. G. (1968). *The Archetypes and the Collective Unconscious*. Princeton University Press.
14. McAdams, D. P. (2015). *The Art and Science of Personality Development*. Guilford Press.
15. Cervone, D., & Pervin, L. A. (2018). *Personality: Theory and Research* (14th ed.). Wiley.

Paper 2 : Developmental Psychology (BPSY202)

Teaching Scheme	Examination Scheme
Lectures: 4hrs/week	Mid Term- 12
Tutorials: Nil	Teachers Assessment -6
Credits: 4	Attendance -12
	End Semester Exam -70

Course Objectives

1. To understand human development across the lifespan.
2. To examine biological, cognitive, emotional, and social development.
3. To explore major theories and principles of development.
4. To develop awareness of developmental challenges and transitions.

Detailed Syllabus

Unit 1: Lifespan Perspective : Concept of lifespan development, periods and principles of development, issues in lifespan development, and ethical considerations in developmental research. Indian and Western perspectives on age and human development.

Unit 2: Theories of Lifespan Development: Major historical and contemporary theories of development, including psychodynamic, behavioural, cognitive, humanistic, ecological, evolutionary, and Indian perspectives on lifespan development.

Unit 3: Biological Factors and Prenatal Development: Genetic and environmental influences on development, heredity, prenatal development, teratogens, maternal factors, complications of pregnancy, birth process, and problems of the newborn.

Unit 4: Infancy and Childhood: Physical, cognitive, language, emotional, and social development during infancy and childhood, including attachment, temperament, parenting styles, and major developmental theories, with emphasis on their relevance in the Indian context.

Unit 5: Adolescence, Adulthood, and Late Adulthood: Physical, cognitive, emotional, and social development across adolescence, adulthood, and old age; identity, relationships, career development, ageing, death and dying, and contemporary issues related to older adults in society, with reference to the Indian context.

Course Outcomes

- CO1. Describe major stages of human development from conception to old age.
- CO2. Explain theories of physical, cognitive, and psychosocial development.
- CO3. Analyze factors influencing growth and development.
- CO4. Evaluate developmental issues across different life stages.
- CO5. Apply developmental concepts to real-life situations.
- CO6. Demonstrate understanding of lifespan developmental processes.

Book Recommended

1. Santrock, J. W. (2020). *Life-Span Development* (18th ed.). McGraw-Hill.
2. Berger, K. S. (2018). *The Developing Person Through the Life Span* (10th ed.). Worth Publishers.
3. Hurlock, E. B. (2001). *Developmental Psychology*. Tata McGraw-Hill.
4. Berk, L. E. (2017). *Child Development* (9th ed.). Pearson.
5. Papalia, D. E., & Martorell, G. (2021). *Experience Human Development* (15th ed.). McGraw-Hill.

6. Crain, W. (2015). *Theories of Development* (6th ed.). Routledge.
7. Feldman, R. S. (2018). *Development Across the Life Span*. Pearson.
8. Shaffer, D. R., & Kipp, K. (2014). *Developmental Psychology*. Cengage.
9. Kail, R. V., & Cavanaugh, J. C. (2018). *Human Development*. Cengage.
10. Bee, H., & Boyd, D. (2015). *The Developing Child*. Pearson.
11. Newman, B. M., & Newman, P. R. (2017). *Development Through Life*. Cengage.
12. Baltes, P. B. (1987). *Life-Span Developmental Psychology*. Erlbaum.
13. Sigelman, C. K., & Rider, E. A. (2018). *Life-Span Human Development*. Cengage.
14. Berk, L. E. (2018). *Development Through the Lifespan*. Pearson.
15. Rice, F. P., & Dolgin, K. G. (2008). *The Adolescent*. Pearson.

Paper 3 : Positive Psychology (BPSY203)

Teaching Scheme	Examination Scheme
Lectures: 3hrs/week	Mid Term- 10
Tutorials: Nil	Teachers Assessment -5
Credits: 3	Attendance -10
	End Semester Exam -50

Course Objectives

1. To introduce the principles and foundations of positive psychology.
2. To explore factors contributing to happiness, well-being, and flourishing.
3. To develop strategies for enhancing resilience and life satisfaction.
4. To apply positive psychology concepts to personal and community well-being.

Detailed Syllabus

Unit 1: Introduction to Positive Psychology History and Evolution of Positive Psychology, Critiques and Controversies

Unit 2: Components of Happiness Understanding Happiness, Components of Happiness, Theories of Happiness, types of well-being –subjective well-being, psychological well being

Unit 3: Enhancing Wellbeing Positive Emotions and Well-being, Resilience and Optimism, Character Strengths and Virtues, Gratitude and Forgiveness and implication for wellbeing

Unit 4: Application of Positive Psychology Applying Strengths in Life, Positive Relationships, Meaning and Purpose

Unit 5: Interventions and Future Directions Positive Psychology Interventions, Applying Positive Psychology, Critiques and Future Directions

Course Outcomes

- CO1.** Explain key concepts and theories of positive psychology.
- CO2.** Identify factors associated with happiness and psychological well-being.
- CO3.** Apply strengths-based approaches to personal development.

- CO4.** Demonstrate strategies for building resilience and optimism.
- CO5.** Analyze the role of positive emotions and virtues in human functioning.
- CO6.** Promote well-being in individual and community settings.

Book Recommended

1. Snyder, C. R., & Lopez, S. J. (2007). *Positive Psychology*. Sage.
2. Compton, W. C., & Hoffman, E. (2019). *Positive Psychology* (3rd ed.). Sage.
3. Seligman, M. E. P. (2011). *Flourish*. Free Press.
4. Seligman, M. E. P. (2002). *Authentic Happiness*. Free Press.
5. Peterson, C. (2006). *A Primer in Positive Psychology*. Oxford University Press.
6. Boniwell, I. (2012). *Positive Psychology in a Nutshell*. Open University Press.
7. Linley, P. A., & Joseph, S. (2004). *Positive Psychology in Practice*. Wiley.
8. Snyder, C. R., & Lopez, S. J. (2009). *Oxford Handbook of Positive Psychology*. Oxford University Press.
9. Carr, A. (2011). *Positive Psychology*. Routledge.
10. Csikszentmihalyi, M. (1990). *Flow*. HarperCollins.
11. Diener, E. (2009). *The Science of Well-Being*. Springer.
12. Keyes, C. L. M. (2013). *Mental Well-Being*. Springer.
13. Lopez, S. J., & Snyder, C. R. (2011). *The Oxford Handbook of Positive Psychology*. Oxford University Press.
14. Fredrickson, B. L. (2009). *Positivity*. Crown.
15. Rashid, T., & Seligman, M. E. P. (2018). *Positive Psychotherapy*. Oxford University Press.

Paper 4 : Community Psychology (BPSY204)	
Teaching Scheme	Examination Scheme
Lectures: 3hrs/week	Mid Term- 10
Tutorials: Nil	Teachers Assessment -5
Credits: 3	Attendance -10
	End Semester Exam -50

Course Objectives

1. To introduce the principles and practices of community psychology.
2. To understand community-based approaches to mental health and well-being.
3. To examine social issues affecting communities.
4. To promote community participation and empowerment.

Detailed Syllabus

Unit 1: Introduction What is community Psychology, Importance of Community Psychology for Behavioral Health Professional, various Community Psychology practices adopted across the globe.

Unit 2: Understanding the individual and context Understanding communities, understanding and respecting diversity in Indian context, Understanding individuals with environment and context, individualcollectivism a spectrum of cultures, identity development and Acculturation in Indian context

Unit 3 : Prevention and Promotion Introduction to prevention and promotion, Primary prevention initiatives, the challenges in implementing programs, elements of effective community change initiatives, role of community care counsellors, emerging trends in community psychology

Course Outcomes

- CO1.** Explain the concepts and scope of community psychology.
- CO2.** Analyze social, cultural, and environmental influences on communities.

- CO3.** Identify community resources and support systems.
- CO4.** Apply community-based interventions to address social issues.
- CO5.** Demonstrate understanding of prevention and promotion strategies.
- CO6.** Design community-oriented programs for psychological well-being.

Book Recommended

1. Levine, M., Perkins, D. D., & Perkins, D. V. (2005). *Principles of Community Psychology*. Oxford University Press.
2. Dalton, J. H., Elias, M. J., & Wandersman, A. (2007). *Community Psychology*. Wadsworth.
3. Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M., & Dalton, J. (2012). *Community Psychology*. Cengage.
4. Orford, J. (2008). *Community Psychology*. Wiley.
5. Rappaport, J., & Seidman, E. (2000). *Handbook of Community Psychology*. Springer.
6. Duffy, K. G., & Wong, F. Y. (2018). *Community Psychology*. Pearson.
7. Nelson, G., & Prilleltensky, I. (2010). *Community Psychology*. Palgrave Macmillan.
8. Trickett, E. J. (2009). *Community Psychology*. Oxford University Press.
9. Montero, M., & Sonn, C. C. (2009). *Psychology of Liberation*. Springer.
10. Perkins, D. D. (2007). *Handbook of Community Psychology*. Springer.
11. Mann, P. A. (1978). *Community Psychology*. Free Press.
12. Bloom, B. L. (1973). *Community Mental Health*. Brooks/Cole.
13. Seedat, M., Duncan, N., & Lazarus, S. (2001). *Community Psychology*. Oxford University Press.
14. Kelly, J. G. (2006). *Becoming Ecological*. Oxford University Press.
15. Jason, L. A., Glantsman, O., O'Brien, J., & Ramian, K. (2019). *Introduction to Community Psychology*. Rebus Community.

Paper 5 : Cyber Hygiene & Digital Safety (BPSY205)

Teaching Scheme	Examination Scheme
Lectures: 2hrs/week	Mid Term- 6
Tutorials: Nil	Teachers Assessment -3
Credits: 2	Attendance -6
	End Semester Exam -35

Course Objectives

1. To develop awareness of cyber hygiene practices and digital safety.
2. To understand common cyber threats and online risks.
3. To promote responsible and ethical use of digital technologies.
4. To enhance skills for protecting personal and organizational data.

Detailed Syllabus

Unit 1: Introduction to relation between technology and Psychology, Digital self and real self, social media and psychological well being, Emerging technologies and their relation with Behaviour health

Unit 2: Virtual reality, augmented reality and Artificial intelligence, their use in the field of behavioural health Digital world and its impact on our daily life and life choices

Unit 3: Advertisement, cognitive load, E learning, gamification, virtual sense of achievement through digital media Ethical Issues and preventive measures in using technology in Behavioural health Positive impact of Digital media, social media in various areas of human life

Course Outcomes

- CO1. Explain the importance of cyber hygiene and digital safety.
- CO2. Identify common cyber threats such as phishing, malware, and cyberbullying.
- CO3. Apply safe online practices to protect digital information.
- CO4. Demonstrate responsible and ethical digital behavior.
- CO5. Evaluate strategies for maintaining privacy and security online.

CO6. Promote cyber safety awareness in personal and professional environments.

Book Recommended

1. Whitman, M. E., & Mattord, H. J. (2021). *Principles of Information Security*. Cengage.
2. Stallings, W. (2018). *Effective Cybersecurity*. Pearson.
3. Graham, J., Olson, R., & Howard, R. (2011). *Cyber Security Essentials*. CRC Press.
4. Ciampa, M. (2022). *Security+ Guide to Network Security Fundamentals*. Cengage.
5. Von Solms, R., & Van Niekerk, J. (2013). *From Information Security to Cyber Security*. Computers & Security.
6. Vacca, J. R. (2017). *Computer and Information Security Handbook*. Elsevier.
7. Chander, H., & Kumar, P. (2020). *Cyber Laws and Information Technology*. Allahabad Law Agency.
8. Hadnagy, C. (2018). *Social Engineering*. Wiley.
9. McLaughlin, V. B. (2012). *Cyber Safety*. Rosen Publishing.
10. Peltier, T. R. (2016). *Information Security Policies*. CRC Press.
11. Easttom, C. (2018). *Computer Security Fundamentals*. Pearson.
12. Singer, P. W., & Friedman, A. (2014). *Cybersecurity and Cyberwar*. Oxford University Press.
13. Tripathi, S. P. (2021). *Information Security and Cyber Laws*. BPB Publications.
14. Kim, D., & Solomon, M. (2016). *Fundamentals of Information Systems Security*. Jones & Bartlett.
15. National Cyber Security Coordinator. (2023). *Cyber Safety and Security Guidelines*. Government of India.

Paper 6: Developmental psychology lab (BPSY251)

Teaching Scheme	Examination Scheme
Lectures: 4hrs/week	Internal Examiner -15
Tutorials: Nil	
Credits: 2	External Examiner -35

Course Objectives

1. To provide practical exposure to psychological experimentation.
2. To develop skills in psychological testing and assessment.
3. To familiarize students with research methods and data collection.
4. To enhance scientific observation and interpretation skills.

Detailed Syllabus

The course will include 1–2 practicals/assessments from each paper to develop skills in test administration, scoring, interpretation, observation, and report writing. Students will also gain basic training in ethical practices and psychological documentation.

Course Outcomes

- CO1.** Conduct basic psychological experiments and assessments.
- CO2.** Apply ethical principles in psychological research.
- CO3.** Record, analyze, and interpret experimental data.
- CO4.** Demonstrate competence in using psychological tools and tests.
- CO5.** Prepare laboratory reports following scientific standards.
- CO6.** Develop skills in observation, measurement, and psychological inquiry.

Paper 7: Project Related to Community Care Services (BPSY252)

Teaching Scheme	Examination Scheme
Lectures: 2hrs/week	Internal Examiner -15
Tutorials: Nil	
Credits: 2	External Examiner -35

Course Objectives

1. To provide hands-on experience in community care and service delivery.
2. To develop skills in community needs assessment and intervention planning.
3. To encourage social responsibility and community engagement.
4. To integrate psychological knowledge with community service practices.

Detailed Syllabus

Duration:

2 Weeks (40–60 Hours)

Nature of Training:

Introductory community exposure focused on social awareness, mental health sensitization, and basic helping skills.

Suggested Organizations:

- NGOs
- Community welfare centres
- Child care homes
- Old age homes
- Women support centres
- Disability support organizations

- Rural/community outreach programs

Student Activities:

- Community observation
- Awareness campaigns
- Assisting in outreach activities
- Interaction with beneficiaries
- Basic field reporting
- Reflection diary

Submission:

- Field report
- Reflective journal
- Community profile

Course Outcomes

- CO1.** Identify community needs and available support services.
- CO2.** Conduct community-based assessments using appropriate methods.
- CO3.** Design and implement a community care project.
- CO4.** Collaborate effectively with community members and organizations.
- CO5.** Prepare and present project reports using scientific and professional standards.
- CO6.** Evaluate the effectiveness and impact of community care interventions.