



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

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.

SEMESTER III

Paper 1: Social Psychology (BPSY301)	
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 provide a comprehensive understanding of the concepts, theories, and research methods of social psychology.
2. To develop knowledge of social influence, group processes, and interpersonal behaviour in social contexts.
3. To enhance understanding of social cognition, attribution, perception, and their role in shaping social judgments.
4. To examine the causes and consequences of stereotypes, prejudice, and discrimination in society.

Detailed Syllabus

Unit 1: Introduction to Social Psychology and Research Methods

Definition, nature, scope, and importance of social psychology; historical development of social psychology in Indian and Western contexts; contributions of major psychologists such as Kurt Lewin and Gordon Allport; major theoretical perspectives including behaviourism, cognitive and social learning approaches. Research methods in social psychology including experiments, surveys, observations, correlational studies, and ethical considerations in research.

Unit 2: Social Influence and Group Processes

Concepts of conformity, compliance, and obedience along with factors influencing social influence; classic studies by Asch, Milgram, Zimbardo, and Indian contributions related to caste and communal attitudes. Group dynamics including group formation, roles, norms, cohesion, leadership styles, groupthink, social facilitation, social loafing, and techniques for improving

group decision-making and leadership effectiveness.

Unit 3: Social Cognition, Attribution, and Social Perception

Social cognition, schemas, heuristics, and decision-making processes; attribution theories including internal and external attributions and attribution biases. Impression formation, stereotypes, prejudice, discrimination, and their social consequences; theories explaining prejudice and strategies for reducing bias, promoting inclusivity, empathy, and fair social judgement.

Unit 4: Attitudes and Persuasion

Nature, components, functions, formation, and change of attitudes; cognitive dissonance theory and attitude change processes. The Elaboration Likelihood Model and principles of persuasion including reciprocity, authority, social proof, liking, consistency, and scarcity. Applications of persuasion in health communication, advertising, politics, social campaigns, and behaviour change interventions.

Course Outcomes

CO1. Explain the basic concepts and theories of social psychology.

CO2. Describe social influence and group processes.

CO3. Analyze social cognition, attribution, and prejudice.

CO4. Apply social psychological principles to social behaviour.

CO5. Demonstrate understanding of attitudes and persuasion.

CO6. Evaluate social issues using psychological concepts.

Book Recommended

1. Myers, D. G. (2018). *Social Psychology* (12th ed.). McGraw-Hill.
2. Baron, R. A., Branscombe, N. R., & Byrne, D. (2016). *Social Psychology*. Pearson.
3. Aronson, E., Wilson, T. D., & Akert, R. M. (2018). *Social Psychology*. Pearson.
4. Taylor, S. E., Peplau, L. A., & Sears, D. O. (2015). *Social Psychology*. Pearson.
5. Hogg, M. A., & Vaughan, G. M. (2018). *Social Psychology*. Pearson.
6. Baumeister, R. F., & Bushman, B. J. (2020). *Social Psychology and Human Nature*. Cengage.
7. Hewstone, M., Stroebe, W., & Jonas, K. (2015). *Introduction to Social Psychology*. Wiley.

8. Franzoi, S. L. (2014). *Social Psychology*. Cengage.
9. Gilovich, T., Keltner, D., & Nisbett, R. (2018). *Social Psychology*. Norton.
10. Fiske, S. T. (2018). *Social Beings*. Wiley.
11. Cialdini, R. B. (2021). *Influence*. Harper Business.
12. Allport, G. W. (1954). *The Nature of Prejudice*. Addison-Wesley.
13. Tajfel, H. (1982). *Social Identity and Intergroup Relations*. Cambridge University Press.
14. Moscovici, S. (1984). *Social Cognition*. Cambridge University Press.
15. Crano, W. D., & Prislin, R. (2011). *Attitudes and Attitude Change*. Psychology Press.

Paper 2: Psychological Statistics & Research Methodology (BPSY302)	
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 provide a comprehensive understanding of the principles, processes, and ethical considerations involved in research.
2. To develop knowledge of research designs, sampling techniques, and methods of data collection used in scientific investigations.
3. To enhance skills in selecting appropriate research tools, measurement scales, and procedures for collecting and analyzing data.
4. To introduce basic statistical concepts, data visualization techniques, and hypothesis testing for interpreting research findings.

Detailed Syllabus

Unit 1: Introduction to Research Methodology: Definition and Objectives of Research, Types of Research: Basic, Applied, and Action Research, Research Process: Steps in the Research Process, Formulating a Research Problem, Ethical Issues in Research

Unit 2: Research Design Meaning and Importance of Research Design, Types of Research Designs: Exploratory, Descriptive, Experimental, and Longitudinal, Control in Experimental Research, Validity and Reliability in Research

Unit 3: Sampling Techniques Population and Sample, Probability Sampling: Simple Random, Systematic, Stratified, and Cluster Sampling, Non-Probability Sampling: Convenience, Judgmental, Quota, and Snowball Sampling, Determining Sample Size, Errors in Sampling

Unit 4: Data Collection Methods Primary Data Collection: Observation, Interview, Questionnaire, and Survey, Secondary Data Collection: Sources and Uses, Tools for Data Collection: Designing Questionnaires and Interview Schedules, Measurement Scales: Nominal,

Ordinal, Interval, and Ratio Scales, Research Ethics: Informed Consent, Confidentiality, and Ethical Guidelines

Unit 5: Introduction to Statistics and Data Analysis Descriptive Statistics: Measures of Central Tendency (Mean, Median, Mode), Measures of Dispersion (Range, Variance, Standard Deviation), Introduction to Statistical Software: SPSS, R, and Excel. Basic Data Visualization: Bar Charts, Histograms, Pie Charts, and Line Graphs, Introduction to Hypothesis Testing: Null and Alternative Hypotheses.

Course Outcomes

- CO1.** Explain the basic concepts, types, and ethics of research.
- CO2.** Describe research designs and sampling techniques.
- CO3.** Apply appropriate methods for data collection and measurement.
- CO4.** Analyze research data using basic statistical techniques.
- CO5.** Demonstrate the use of statistical software and data visualization tools.
- CO6.** Evaluate research findings using scientific and ethical principles.

Book Recommended

1. Kothari, C. R. (2004). *Research Methodology: Methods and Techniques* (2nd ed.). New Age International.
2. Garrett, H. E. (2006). *Statistics in Psychology and Education*. Paragon International.
3. Mangal, S. K. (2019). *Experimental Psychology and Research Methodology*. PHI Learning.
4. Kerlinger, F. N., & Lee, H. B. (2000). *Foundations of Behavioral Research* (4th ed.). Wadsworth.
5. Gravetter, F. J., & Wallnau, L. B. (2017). *Statistics for the Behavioral Sciences* (10th ed.). Cengage.
6. Howell, D. C. (2016). *Statistical Methods for Psychology* (8th ed.). Cengage.
7. Coolican, H. (2018). *Research Methods and Statistics in Psychology* (7th ed.). Routledge.
8. Aron, A., Aron, E. N., & Coups, E. J. (2018). *Statistics for Psychology* (8th ed.). Pearson.
9. Best, J. W., & Kahn, J. V. (2006). *Research in Education* (10th ed.). Pearson.
10. Field, A. (2018). *Discovering Statistics Using IBM SPSS Statistics* (5th ed.). Sage.
11. Creswell, J. W. (2014). *Research Design* (4th ed.). Sage.

12. Guilford, J. P., & Fruchter, B. (1978). *Fundamental Statistics in Psychology and Education*. McGraw-Hill.
13. Siegel, S., & Castellan, N. J. (1988). *Nonparametric Statistics for the Behavioral Sciences*. McGraw-Hill.
14. Broota, K. D. (2003). *Experimental Design in Behavioural Research*. New Age International.
15. Gupta, S. P. (2014). *Statistical Methods*. Sultan Chand.

Paper 3: Health Psychology (BPSY303)

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 provide a comprehensive understanding of the concepts, theories, and research methods of health psychology and their application to health and illness.
2. To develop knowledge of health-promoting and health-compromising behaviours and the psychological factors influencing health behaviour change.
3. To examine the role of stress, coping mechanisms, and social support in maintaining health and well-being.
4. To enhance understanding of health promotion, disease prevention, and intervention strategies across diverse populations and settings.
5. To familiarize learners with the applications of health psychology in clinical practice, community health, policy development, and emerging areas of research.

Detailed Syllabus

Unit 1: Introduction to Health Psychology: Definition, scope, and historical development of health psychology. Biopsychosocial model and comparison with the biomedical model. Health and illness behaviour, factors influencing health behaviours, psychological aspects of illness behaviour, research methods, and ethical considerations in health psychology.

Unit 2: Introduction to Health Behaviours; Introduction to health behaviours and health promotion. Cognitive-behavioural approaches (CBT) and health behaviour change. Health-promoting behaviours including exercise, accident prevention, vaccination, screening, healthy diet, sleep, rest, renewal, and savouring. Health-compromising behaviours including alcoholism, problem drinking, and smoking.

Unit 3: Health Behaviour Change: Theories of health behaviour change: Health Belief Model, Theory of Planned Behaviour, and Transtheoretical Model. Motivational interviewing, its principles and techniques. Designing, implementing, and evaluating health promotion interventions. Behaviour change in diverse populations and the influence of cultural and socioeconomic factors.

Unit 4: Stress and Health: Understanding Stress; Definitions and types of stress, The physiology of stress response, Stress and Illness. Coping Mechanisms; Adaptive and maladaptive coping strategies, Psychological interventions for stress management. Social Support and Health; The role of social support in health and well-being, Mechanisms through which social support influences health.

Unit 5: Health Psychology in Practice: Role of health psychologists in clinical settings, case management, and interdisciplinary collaboration. Community health psychology, health promotion, disease prevention, and community health programmes. Health psychology in policy making, advocacy, health policy development, emerging trends, research, and career opportunities in health psychology.

Course Outcomes

- O1.** Explain the basic concepts and models of health psychology.
- CO2.** Describe health and illness behaviours.
- CO3.** Apply health behaviour change theories and strategies.
- CO4.** Analyze the effects of stress and coping on health.
- CO5.** Demonstrate understanding of health promotion and prevention.
- CO6.** Evaluate the role of health psychology in healthcare settings.

Book Recommended

1. Taylor, S. E. (2018). *Health Psychology* (10th ed.). McGraw-Hill.
2. Ogden, J. (2019). *Health Psychology* (6th ed.). Open University Press.
3. Morrison, V., & Bennett, P. (2016). *An Introduction to Health Psychology* (4th ed.). Pearson.
4. Marks, D. F., Murray, M., Evans, B., & Estacio, E. V. (2018). *Health Psychology*. Sage.
5. Sarafino, E. P., & Smith, T. W. (2017). *Health Psychology* (9th ed.). Wiley.
6. Brannon, L., Updegraff, J. A., & Feist, J. (2018). *Health Psychology*. Cengage.

7. Baum, A., Revenson, T. A., & Singer, J. E. (2012). *Handbook of Health Psychology*. Psychology Press.
8. Friedman, H. S. (2011). *The Oxford Handbook of Health Psychology*. Oxford University Press.
9. Straub, R. O. (2019). *Health Psychology: A Biopsychosocial Approach*. Worth Publishers.
10. Bishop, G. D. (2014). *Health Psychology*. Pearson.
11. Rice, P. L. (2011). *Stress and Health*. Brooks/Cole.
12. Suls, J., & Wallston, K. A. (2003). *Social Psychological Foundations of Health and Illness*. Blackwell.
13. Dimatteo, M. R., & Martin, L. R. (2012). *Health Psychology*. Pearson.
14. Gatchel, R. J., Baum, A., & Krantz, D. S. (1989). *An Introduction to Health Psychology*. McGraw-Hill.
15. Ayers, S., et al. (2007). *Cambridge Handbook of Psychology, Health and Medicine*. Cambridge University Press.

Paper 4: Introduction to Counseling Psychology (BPSY304)	
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 provide a comprehensive understanding of the nature, scope, theories, and ethical foundations of counselling psychology and psychotherapy.
2. To develop knowledge of major therapeutic approaches, including psychodynamic, humanistic, and cognitive-behavioural perspectives.
3. To examine the principles, techniques, and applications of different psychotherapeutic approaches in addressing psychological concerns.
4. To enhance understanding of the therapeutic relationship, counselling process, and professional responsibilities in practice.
5. To develop basic counselling skills, including communication, rapport building, assessment, case conceptualization, and empathetic responding.

Detailed Syllabus

Unit 1: Introduction to Counselling Psychology and Psychotherapy

Definition, nature, scope, and historical development of counselling psychology and psychotherapy. Major theoretical approaches including psychodynamic, humanistic, and cognitive-behavioural perspectives along with contributions of key psychologists. Ethical principles, professional conduct, therapeutic boundaries, and the importance of the therapeutic relationship and alliance in counselling.

Unit 2: Psychodynamic Approaches

Foundations and development of psychodynamic therapy with emphasis on concepts such as the unconscious, transference, countertransference, and defense mechanisms. Techniques including free association, dream analysis, and interpretation. Applications of psychodynamic therapy in anxiety, depression, and personality disorders along with research evidence supporting its effectiveness.

Unit 3: Humanistic Approaches

Historical background and principles of humanistic therapy including self-actualization, empathy, unconditional positive regard, and congruence. Therapeutic approaches such as client-centered therapy, Gestalt therapy, and existential therapy. Applications in personal growth, self-esteem, and relationship concerns with supporting research evidence.

Unit 4: Cognitive-Behavioural Approaches

Foundations and development of Cognitive Behaviour Therapy (CBT) including cognitive restructuring, behavioural activation, and exposure techniques. Role of the therapist and major CBT interventions. Applications in anxiety disorders, depression, PTSD, and evidence supporting CBT effectiveness.

Unit 5: Basic Skills in Counselling

Basic communication and counselling skills including empathetic responding, active listening, probing, clarification, and case conceptualization. Clinical assessment skills, rapport building, influencing skills, and use of empathetic and non-judgmental communication in counselling and therapy.

Course Outcomes

- CO1.** Explain the concepts and ethics of counselling psychology.
- CO2.** Describe major psychotherapeutic approaches.
- CO3.** Apply counselling theories and techniques.
- CO4.** Analyze psychotherapeutic interventions.
- CO5.** Demonstrate basic counselling skills.
- CO6.** Evaluate therapeutic relationships in counselling.

Book Recommended

1. Corey, G. (2020). *Theory and Practice of Counseling and Psychotherapy* (10th ed.). Cengage.
2. McLeod, J. (2013). *An Introduction to Counselling* (5th ed.). Open University Press.
3. Rao, S. N. (2012). *Counselling Psychology*. Tata McGraw-Hill.

4. Nelson-Jones, R. (2014). *Basic Counselling Skills*. Sage.
5. Gibson, R. L., & Mitchell, M. H. (2008). *Introduction to Counseling and Guidance*. Pearson.
6. Gladding, S. T. (2018). *Counseling: A Comprehensive Profession*. Pearson.
7. Sharf, R. S. (2015). *Theories of Psychotherapy and Counseling*. Cengage.
8. Feltham, C., & Horton, I. (2017). *The Sage Handbook of Counselling and Psychotherapy*. Sage.
9. Egan, G. (2018). *The Skilled Helper*. Cengage.
10. Geldard, K., Geldard, D., & Foo, R. Y. (2016). *Counselling Children*. Sage.
11. Patterson, L. E., & Welfel, E. R. (2005). *The Counseling Process*. Brooks/Cole.
12. Hackney, H., & Cormier, S. (2015). *The Professional Counselor*. Pearson.
13. Dryden, W. (2017). *Counselling in a Nutshell*. Sage.
14. Corey, M. S., Corey, G., & Callanan, P. (2014). *Issues and Ethics in the Helping Professions*. Cengage.
15. Sharma, R. N., & Sharma, R. (2004). *Guidance and Counselling in India*. Atlantic Publishers.

Paper 5: Psychology and Artificial Intelligence (BPSY305)	
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 provide a foundational understanding of artificial intelligence, its concepts, developments, and applications in psychology.
2. To develop knowledge of AI-driven tools and technologies used in psychological assessment, counselling, therapy, and mental health interventions.
3. To examine the role of tele-psychiatry and tele-psychology in delivering accessible and technology-enabled mental health services.
4. To enhance understanding of ethical, legal, and professional issues related to AI, including privacy, confidentiality, bias, and fairness.
5. To explore the integration of AI with tele-mental health services and its potential for advancing psychological practice, research, and mental health care.

Detailed Syllabus

Unit 1: Introduction to AI in Psychology: Overview of AI: definitions, historical development, key concepts, and current trends. Applications of AI in mental health diagnosis, treatment planning, psychological assessment, counselling, behavioural and cognitive research. AI-powered tools such as chatbots and virtual therapists, and ethical issues in psychological practice.

Unit 2: AI in Psychological Assessment AI applications in psychological testing, including automated scoring and adaptive testing. Evaluation of AI-driven assessment tools with emphasis on validity, reliability, accuracy, and challenges in psychological measurement.

Unit 3: AI in Therapy and Interventions: AI applications in psychotherapy and mental health interventions through chatbots, virtual therapists, mobile applications, and digital well-being platforms. Effectiveness, benefits, limitations, and development of AI-driven interventions for

psychological well-being.

Unit 4: Tele-Psychiatry and Tele-Psychology: Definitions, historical development, and scope of tele-psychiatry and tele-psychology. Applications in assessment, counselling, psychotherapy, and follow-up care. Benefits, challenges, accessibility issues, and the role of remote mental health services.

Unit 5: Ethical Considerations and Bias in AI Ethical issues: Ethical principles in AI applications, including privacy, confidentiality, informed consent, data security, and professional responsibility. Sources and forms of bias in AI systems, their impact on psychological practice, and strategies for promoting fairness and reducing bias.

Unit 6: Integrating AI with Tele-Psychiatry and Tele-Psychology: Integration of AI with tele-psychiatry and tele-psychology through virtual assessments, remote monitoring, predictive analytics, and AI-assisted interventions. Ethical, legal, and privacy concerns, along with future developments, opportunities, and challenges in technology-enabled mental health care.

Course Outcomes

- CO1.** Explain the basics of AI in psychology.
- CO2.** Describe AI applications in assessment and intervention.
- CO3.** Apply AI and tele-psychology tools in mental health care.
- CO4.** Analyze the role of technology in psychological services.
- CO5.** Demonstrate understanding of tele-psychiatry and tele-psychology.
- CO6.** Evaluate ethical issues and bias in AI-based practice.

Book Recommended

1. Russell, S., & Norvig, P. (2021). *Artificial Intelligence: A Modern Approach* (4th ed.). Pearson.
2. Prescott, T. (2024). *The Psychology of Artificial Intelligence*. Routledge.
3. Boden, M. A. (2016). *AI: Its Nature and Future*. Oxford University Press.
4. Russell, S. (2019). *Human Compatible*. Viking.
5. Kahneman, D., Sibony, O., & Sunstein, C. (2021). *Noise*. Little, Brown.
6. Wooldridge, M. (2021). *A Brief History of Artificial Intelligence*. Flatiron Books.

7. Yildiz, K. (2023). *Artificial Intelligence and Human Behavior*. Springer.
8. Eysenck, M. W., & Keane, M. T. (2020). *Cognitive Psychology*. Routledge.
9. Sun, R. (2008). *The Cambridge Handbook of Computational Psychology*. Cambridge University Press.
10. Ward, J. (2020). *The Student's Guide to Cognitive Neuroscience*. Routledge.
11. Mitchell, M. (2019). *Artificial Intelligence: A Guide for Thinking Humans*. Farrar, Straus and Giroux.
12. Domingos, P. (2015). *The Master Algorithm*. Basic Books.
13. Lake, B. M., Ullman, T. D., Tenenbaum, J. B., & Gershman, S. J. (2017). *Building Machines That Learn and Think Like People*. Behavioral and Brain Sciences.
14. Nilsson, N. J. (2010). *The Quest for Artificial Intelligence*. Cambridge University Press.
15. Kaplan, J. (2016). *Artificial Intelligence: What Everyone Needs to Know*. Oxford University Press.

Paper 6: Social Psychology Lab (BSPY351)

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: Community Behavioural Health Project (BSPY352)	
Teaching Scheme	Examination Scheme
Lectures: 2hrs/week	Internal Examiner -15
Tutorials: Nil	
Credits: 2	External Examiner -35

Duration: 3 Weeks (60–80 Hours)

Nature of Training:

Field-based understanding of behavioural health, psychoeducation, and preventive mental health practices in community settings.

Suggested Organizations:

- Mental health NGOs
- School counselling units
- Community health centres
- Rehabilitation NGOs
- Public health organizations
- Substance abuse awareness centres

Student Activities:

- Conducting surveys/interviews
- Psychoeducation and awareness activities
- Observation of counselling/community sessions
- Behavioural health documentation
- Group activities and workshops

Submission:

- Community behavioural health project report
- Case observations
- Awareness activity documentation

Paper 1: Psychological Assessment and Testing (BPSY401)	
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 provide a thorough understanding of the principles, concepts, and applications of psychological testing and assessment.
2. To develop knowledge of test construction, standardization procedures, reliability, validity, norms, and ethical practices in psychological testing.
3. To familiarize learners with major intelligence and personality assessment tools and their interpretation in diverse settings.
4. To enhance competencies in the selection, administration, and appropriate use of psychological tests for assessment purposes.
5. To examine contemporary trends, cultural considerations, and technological advancements in psychological testing and assessment.

Detailed Syllabus

Unit 1: Nature and Uses of Psychological Tests

Concept, nature, and history of psychological testing; distinction between tests, assessments, and measurements. Contributions of important psychologists such as Alfred Binet and Francis Galton. Types of psychological tests including intelligence, aptitude, personality, and neuropsychological tests. Standard procedures of test administration, examiner characteristics, situational factors, and tests developed by Indian psychologists.

Unit 2: Test Construction and Ethical Issues

Steps in test development including conceptualization, construction, standardization, item analysis, pilot testing, and revision. Ethical principles in testing such as informed consent, confidentiality, and fairness. Concepts of norms, reliability, and validity along with methods to improve them. Overview of reliable and valid psychological tests developed by Indian authors.

Unit 3: Intelligence Testing

Major intelligence tests including Stanford-Binet Intelligence Scales, Wechsler Scales, Raven's Progressive Matrices, Vineland Social Maturity Scale, and Binet-Kamat Intelligence Scale. Applications and interpretation of intelligence assessment.

Unit 4: Personality Testing

Nature and purpose of personality assessment including self-report inventories and projective techniques. Major tests such as 16PF, EPQ, Rorschach Inkblot Test, TAT, Bender Gestalt Test, HTP Test, Draw-A-Person Test, and Holtzman Inkblot Technique.

Unit 5: Applications and Future Directions

Applications of psychological testing in educational, organizational, counselling, and clinical settings. Computer-based and online testing, cultural considerations in assessment, diversity issues, and emerging ethical challenges in psychological testing.

Course Outcomes

- CO1.** Explain the concepts and uses of psychological testing.
- CO2.** Describe test construction, reliability, validity, and ethical issues.
- CO3.** Apply intelligence and personality assessment techniques.
- CO4.** Analyze psychological test results and interpretations.
- CO5.** Demonstrate understanding of major psychological tests.
- CO6.** Evaluate applications and emerging issues in psychological assessment.

Book Recommended

1. Anastasi, A., & Urbina, S. (2009). *Psychological Testing* (7th ed.). Pearson.
2. Cohen, R. J., Swerdlik, M. E., & Sturman, E. D. (2013). *Psychological Testing and Assessment* (8th ed.). McGraw-Hill.

3. Gregory, R. J. (2015). *Psychological Testing* (7th ed.). Pearson.
4. Kaplan, R. M., & Saccuzzo, D. P. (2017). *Psychological Testing: Principles, Applications, and Issues*. Cengage.
5. Singh, A. K. (2017). *Tests, Measurements and Research Methods in Behavioural Sciences*. Bharati Bhawan.
6. Aiken, L. R. (2003). *Psychological Testing and Assessment*. Allyn & Bacon.
7. Urbina, S. (2014). *Essentials of Psychological Testing*. Wiley.
8. Murphy, K. R., & Davidshofer, C. O. (2005). *Psychological Testing*. Pearson.
9. Kline, P. (2000). *The Handbook of Psychological Testing*. Routledge.
10. Groth-Marnat, G. (2009). *Handbook of Psychological Assessment*. Wiley.
11. Cronbach, L. J. (1990). *Essentials of Psychological Testing*. Harper & Row.
12. Nunnally, J. C., & Bernstein, I. H. (1994). *Psychometric Theory*. McGraw-Hill.
13. Rust, J., & Golombok, S. (2014). *Modern Psychometrics*. Routledge.
14. Hogan, T. P. (2018). *Psychological Testing: A Practical Introduction*. Wiley.
15. Miller, L. A., & Lovler, R. L. (2018). *Foundations of Psychological Testing*. Sage.

Paper 2: Organisational Behaviour (BPSY402)	
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 provide a comprehensive understanding of the concepts, principles, and applications of Industrial and Organisational Psychology.
2. To develop knowledge of leadership, communication, team dynamics, and their role in enhancing organisational effectiveness.
3. To examine organisational structure, culture, change processes, and factors influencing employee behaviour and performance.
4. To familiarize learners with work motivation, job satisfaction, and human resource management practices, including recruitment, selection, performance appraisal, and work-life balance.

Detailed Syllabus

Unit 1: Introduction to Organisational and Industrial Psychology I/O Psychology: Definition, scope & historical, development, Contemporary challenges for Organisational Psychology

Unit 2: Leadership, Communication and Work Teams, Leadership: Definition, leadership vs management, Theoretical approaches to leadership, Communication: process, types of organisational communication & barriers to effective communication, Conflict management Differences between groups and teams, types of teams, stages of group development & team building

Unit 3: Organisational Structure and Culture, Organisational Structure: Definition, common organisational designs, Organisational Culture: Definition & types, brief about organisational climate, Organisational Change: forces of change, resistance to change & overcoming resistance

Unit 4: Work Motivation and Job Satisfaction, Content theories of motivation, Process theories of motivation 4 hours, Job Satisfaction: antecedents & consequences

Unit 5: Human Resource Management, Recruitment & selection: Job analysis, sources, methods of recruitment and selection, Performance Appraisal: process and methods, Human Resource Development, Concept of work life balance & physical working conditions

Course Outcomes

CO1. Explain the concepts and scope of Industrial and Organisational Psychology.

CO2. Describe leadership, communication, and team processes in organisations.

CO3. Analyze organisational structure, culture, and change.

CO4. Apply motivation and job satisfaction theories to workplace settings.

CO5. Demonstrate understanding of recruitment, selection, and performance appraisal.

CO6. Evaluate HR practices and factors influencing employee well-being.

Book Recommended

1. Robbins, S. P., & Judge, T. A. (2019). *Organizational Behavior* (18th ed.). Pearson.
2. Luthans, F. (2015). *Organizational Behavior*. McGraw-Hill.
3. Aswathappa, K. (2017). *Organisational Behaviour*. Himalaya Publishing House.
4. Greenberg, J., & Baron, R. A. (2008). *Behavior in Organizations*. Pearson.
5. Newstrom, J. W. (2015). *Organizational Behavior*. McGraw-Hill.
6. Ivancevich, J. M., Konopaske, R., & Matteson, M. T. (2013). *Organizational Behavior and Management*. McGraw-Hill.
7. Nelson, D. L., & Quick, J. C. (2018). *Organizational Behavior*. Cengage.
8. Kreitner, R., & Kinicki, A. (2013). *Organizational Behavior*. McGraw-Hill.
9. McShane, S. L., & Von Glinow, M. A. (2018). *Organizational Behavior*. McGraw-Hill.
10. Miner, J. B. (2007). *Organizational Behavior*. M.E. Sharpe.
11. Schein, E. H. (2010). *Organizational Culture and Leadership*. Jossey-Bass.
12. Daft, R. L. (2015). *Organization Theory and Design*. Cengage.
13. Hellriegel, D., & Slocum, J. W. (2011). *Organizational Behavior*. South-Western.
14. Mullins, L. J. (2016). *Management and Organisational Behaviour*. Pearson.
15. Pareek, U. (2010). *Understanding Organizational Behaviour*. Oxford University Press.

Paper 3: Cognitive Psychology (BPSY403)

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 provide a comprehensive understanding of the concepts, theories, and processes of cognitive psychology.
2. To develop knowledge of attention, perception, consciousness, memory, and language as fundamental cognitive functions.
3. To examine the cognitive processes involved in problem solving, creativity, reasoning, and decision making.
4. To enhance understanding of how cognitive processes influence human behaviour, learning, and everyday functioning.
5. To familiarize learners with contemporary approaches and applications of cognitive psychology in understanding human cognition.

Detailed Syllabus

Unit 1: Introduction to Cognitive Psychology

Definition, history, and branches of cognitive psychology along with major theories of intelligence and cognitive functioning.

Unit 2: Attention, Perception and Consciousness

Nature and theories of attention, perception, and consciousness. Selective and divided attention, preconscious processing, Gestalt principles, top-down and bottom-up processing, and disruptions of perception.

Unit 3: Memory and Language

Types and processes of memory including encoding, storage, retrieval, working memory, forgetting, false memory, and eyewitness testimony. Nature, origin, structure, and comprehension of language.

Unit 4: Problem Solving and Creativity

Types of thinking and problem solving; well-defined and ill-defined problems; productive and reproductive thinking. Stages, sources, blocks, and processes of creativity and creative production.

Unit 5: Reasoning and Decision Making

Deductive and inductive reasoning, syllogistic reasoning, conditional reasoning, common reasoning errors, decision-making processes, and heuristics involved in judgement and decisions.

Course Outcomes

- CO1.** Explain the concepts and theories of cognitive psychology.
- CO2.** Describe attention, perception, and consciousness processes.
- CO3.** Analyze memory and language functions.
- CO4.** Apply principles of problem solving and creativity.
- CO5.** Demonstrate understanding of reasoning and decision-making processes.
- CO6.** Evaluate cognitive processes involved in human behaviour and thinking.

Book Recommended

1. Sternberg, R. J., & Sternberg, K. (2016). *Cognitive Psychology* (7th ed.). Cengage Learning.
2. Solso, R. L., MacLin, O. H., & MacLin, M. K. (2008). *Cognitive Psychology* (8th ed.). Pearson.
3. Eysenck, M. W., & Keane, M. T. (2020). *Cognitive Psychology: A Student's Handbook* (8th ed.). Routledge.
4. Matlin, M. W. (2013). *Cognition* (8th ed.). Wiley.
5. Reisberg, D. (2018). *Cognition: Exploring the Science of the Mind* (7th ed.). Norton.

6. Anderson, J. R. (2020). *Cognitive Psychology and Its Implications*. Worth Publishers.
7. Galotti, K. M. (2017). *Cognitive Psychology: In and Out of the Laboratory*. Sage.
8. Best, J. B. (1999). *Cognitive Psychology*. Wadsworth.
9. Neisser, U. (1967). *Cognitive Psychology*. Appleton-Century-Crofts.
10. Goldstein, E. B. (2018). *Cognitive Psychology: Connecting Mind, Research and Everyday Experience*. Cengage.
11. Baddeley, A., Eysenck, M., & Anderson, M. (2020). *Memory*. Routledge.
12. Kellogg, R. T. (2015). *Fundamentals of Cognitive Psychology*. Sage.
13. Ashcraft, M. H., & Radvansky, G. A. (2017). *Cognition*. Routledge.
14. Smith, E. E., & Kosslyn, S. M. (2007). *Cognitive Psychology: Mind and Brain*. Pearson.
15. Reed, S. K. (2012). *Cognition: Theories and Applications*. Cengage.

Paper 4: Introduction to Abnormal Psychology (BPSY404)	
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 provide a comprehensive understanding of the concepts, causes, classification systems, and assessment methods used in abnormal psychology.
2. To develop knowledge of the clinical features, symptoms, and underlying mechanisms of anxiety and obsessive-compulsive disorders.
3. To examine the characteristics, causes, and manifestations of depressive and bipolar disorders across different populations.
4. To enhance understanding of somatic symptom and dissociative disorders and their implications for psychological functioning and mental health.

Detailed Syllabus

Unit 1: Introduction to Abnormal Psychology

Concepts and criteria of abnormality; biological, psychological, and psychosocial causal factors; classification systems and methods of clinical assessment.

Unit 2: Anxiety and Obsessive-Compulsive Disorders

Clinical picture and dynamics of Generalized Anxiety Disorder, Social Anxiety Disorder, Specific Phobias, Agoraphobia, and Obsessive-Compulsive Disorder.

Unit 3: Depressive and Bipolar Disorders

Clinical picture and dynamics of Major Depressive Disorder, Persistent Depressive Disorder, Bipolar I and Bipolar II Disorders, and Cyclothymia.

Unit 4: Somatic Symptom and Dissociative Disorders

Clinical features of Somatic Symptom Disorder, Functional Neurological (Conversion) Disorder, Dissociative Amnesia, Fugue, and Dissociative Identity Disorder.

Course Outcomes

- CO1.** Explain the concepts and causes of abnormal behaviour.
- CO2.** Describe anxiety and obsessive-compulsive disorders.
- CO3.** Analyze depressive and bipolar disorders.
- CO4.** Apply clinical assessment methods.
- CO5.** Demonstrate understanding of somatic and dissociative disorders.
- CO6.** Evaluate abnormal behaviour using psychological principles.

Book Recommended

1. Barlow, D. H., & Durand, V. M. (2017). *Abnormal Psychology: An Integrative Approach*. Cengage.
2. Comer, R. J. (2018). *Fundamentals of Abnormal Psychology*. Worth Publishers.
3. Carson, R. C., Butcher, J. N., Mineka, S., & Hooley, J. M. (2014). *Abnormal Psychology*. Pearson.
4. Nevid, J. S., Rathus, S. A., & Greene, B. (2018). *Abnormal Psychology in a Changing World*. Pearson.
5. Kring, A. M., Johnson, S. L., Davison, G. C., & Neale, J. M. (2018). *Abnormal Psychology*. Wiley.
6. Sarason, I. G., & Sarason, B. R. (2005). *Abnormal Psychology*. Pearson.
7. Butcher, J. N., Mineka, S., & Hooley, J. M. (2017). *Abnormal Psychology and Modern Life*. Pearson.
8. Sue, D., Sue, D. W., Sue, S., & Sue, D. M. (2016). *Understanding Abnormal Behavior*. Cengage.
9. Rosenhan, D. L., & Seligman, M. E. P. (1995). *Abnormal Psychology*. Norton.
10. Nolen-Hoeksema, S. (2014). *Abnormal Psychology*. McGraw-Hill.
11. American Psychiatric Association. (2022). *Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR)*. APA.
12. Gelder, M., Andreasen, N., & Lopez-Ibor, J. (2009). *New Oxford Textbook of Psychiatry*. Oxford University Press.
13. Walker, J. C., & Shea, J. D. (2013). *Psychology for Nurses and Health Professionals*. Open University Press.

14. Oltmanns, T. F., & Emery, R. E. (2019). *Abnormal Psychology*. Pearson.
15. Hooley, J. M., Butcher, J. N., Nock, M. K., & Mineka, S. (2020). *Abnormal Psychology*. Pearson.

Paper 5: Inclusiveness and diversity in Indian Context (BPSY405)	
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 provide a comprehensive understanding of the concepts, principles, and significance of inclusion and diversity in contemporary society.
2. To develop awareness of the historical, social, cultural, and demographic dimensions of diversity in the Indian context.
3. To examine the constitutional provisions, legal frameworks, and policy initiatives that promote inclusion, equality, and social justice.
4. To identify the barriers to inclusion and explore strategies for fostering inclusive practices in educational, workplace, and community settings.
5. To enhance understanding of the role of media, technology, and social institutions in promoting diversity, equity, and inclusive environments.

Detailed Syllabus

Unit 1: Understanding Inclusion and Diversity

Concept, importance, and theoretical perspectives of inclusion and diversity along with global approaches to inclusive practices.

Unit 2: Diversity in the Indian Context

Historical and socio-cultural diversity in India including language, religion, ethnicity, caste, class, gender, and regional differences.

Unit 3: Legal and Policy Framework

Constitutional provisions and legal safeguards promoting inclusion and diversity in India, including Articles 14, 19, and 21, government initiatives, and case studies.

Unit 4: Challenges to Inclusion in India

Social, cultural, and economic barriers to inclusion; discrimination, bias, and intersectionality affecting marginalized populations.

Unit 5: Strategies for Promoting Inclusion and Diversity

Inclusive education, workplace diversity, community-based inclusion strategies, and the role of media and technology in promoting inclusive environments.

Course Outcomes

- CO1.** Explain the concepts and importance of inclusion and diversity.
- CO2.** Describe the socio-cultural dimensions of diversity in India.
- CO3.** Analyze legal and policy frameworks promoting inclusion and equality.
- CO4.** Identify barriers and challenges to inclusion in diverse settings.
- CO5.** Apply strategies for promoting inclusion in education, workplaces, and communities.
- CO6.** Evaluate the role of media, technology, and public policies in fostering inclusive environments.

Book Recommended

1. Deshpande, S. (2013). *Contemporary India: A Sociological View*. Penguin.
2. Guru, G., & Chakravarty, A. (2005). *Humiliation: Claims and Context*. Oxford University Press.
3. Bhattacharyya, R. (2016). *Understanding Diversity in India*. Rawat Publications.
4. Beteille, A. (2011). *Society and Politics in India*. Oxford University Press.
5. Ambedkar, B. R. (2014). *Annihilation of Caste*. Navayana.
6. Nambissan, G. B., & Rao, S. (2013). *Sociology of Education in India*. Oxford University Press.
7. Thorat, S., & Newman, K. S. (2010). *Blocked by Caste*. Oxford University Press.
8. Sen, A. (2007). *Identity and Violence*. Penguin.
9. Mohanty, J. N. (2000). *Classical Indian Philosophy*. Rowman & Littlefield.
10. Rege, S. (2006). *Writing Caste/Writing Gender*. Zubaan.
11. Chakravarti, U. (2003). *Gendering Caste*. Stree Publications.
12. Omvedt, G. (2011). *Understanding Caste*. Orient BlackSwan.

13. Hasan, Z. (2020). *Politics of Inclusion*. Oxford University Press.
14. Fernandes, W. (2008). *Development-Induced Displacement*. Indian Social Institute.
15. Pathak, A. (2013). *Social Implications of Schooling*. Aakar Books.

Paper 6: Cognitive Psychology Lab (BPSY451)	
Teaching Scheme	Examination Scheme
Lectures: 4hrs/week	Internal Examiner -15
Tutorials: Nil	
Credits: 2	External Examiner -35

Course Objectives

5. To provide practical exposure to psychological experimentation.
6. To develop skills in psychological testing and assessment.
7. To familiarize students with research methods and data collection.
8. 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

- CO7.** Conduct basic psychological experiments and assessments.
- CO8.** Apply ethical principles in psychological research.
- CO9.** Record, analyze, and interpret experimental data.
- CO10.** Demonstrate competence in using psychological tools and tests.
- CO11.** Prepare laboratory reports following scientific standards.
- CO12.** Develop skills in observation, measurement, and psychological inquiry.

Paper 7: Psychological and Academic Report Writing (BPSY452)

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

Course Objectives

1. To develop an understanding of the purpose, structure, and formats of psychological and academic reports.
2. To enhance skills in preparing clear, accurate, and professional psychological reports based on assessment findings.
3. To foster the ability to communicate psychological information effectively through evidence-based analysis and recommendations.
4. To promote ethical, empathetic, and responsible report writing while maintaining confidentiality and professional standards.

Detailed Syllabus

Unit 1: Introduction to Report Writing

Purpose, importance, and types of psychological, academic, project, and research reports. Structure and components of psychological and academic reports including case history, assessment findings, analysis, discussion, and references.

Unit 2: Psychological Report Writing

Types of psychological reports including behavioural health, clinical, educational, developmental, and forensic reports. Integration of assessment findings, communicating results effectively, writing recommendations, and revising reports for clarity and accuracy.

Unit 3: Ethical and Empathetic Report Writing

Use of empathetic and non-judgmental language in report writing, maintaining confidentiality, communicating findings responsibly, avoiding labeling, and including appropriate disclaimers regarding the use and limitations of psychological reports.

Course Outcomes

CO1. Explain the purpose, types, and structure of psychological and academic reports.

CO2. Describe the components and formats of different psychological reports.

- CO3.** Apply principles of report writing to present assessment findings effectively.
- CO4.** Analyze and integrate psychological data for report preparation.
- CO5.** Demonstrate clear, accurate, and empathetic communication in report writing.
- CO6.** Evaluate ethical issues, confidentiality, and professional standards in psychological reporting.

Book Recommended

1. American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.). American Psychological Association.
 2. Kothari, C. R. (2004). *Research Methodology: Methods and Techniques* (2nd ed.). New Age International Publishers.
 3. Bailey, S. (2018). *Academic Writing: A Handbook for International Students* (5th ed.). Routledge.
 4. Murray, R. (2017). *Writing for Academic Journals* (4th ed.). Open University Press.
 5. Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). Sage Publications.
 6. Best, J. W., & Kahn, J. V. (2006). *Research in Education* (10th ed.). Pearson Education.
 7. Coolican, H. (2018). *Research Methods and Statistics in Psychology* (7th ed.). Routledge.
 8. Gravetter, F. J., & Forzano, L. A. B. (2018). *Research Methods for the Behavioral Sciences* (6th ed.). Cengage Learning.
 9. Breakwell, G. M., Smith, J. A., & Wright, D. B. (2012). *Research Methods in Psychology* (4th ed.). Sage Publications.
 10. McLeod, J. (2011). *Qualitative Research in Counselling and Psychotherapy*. Sage Publications.
 11. Robson, C., & McCartan, K. (2016). *Real World Research* (4th ed.). Wiley.
 12. Walliman, N. (2021). *Your Research Project: Designing, Planning, and Getting Started* (9th ed.). Sage Publications.
 13. Bell, J., & Waters, S. (2018). *Doing Your Research Project* (7th ed.). McGraw-Hill Education.
 14. Thomas, G. (2017). *How to Do Your Research Project* (3rd ed.). Sage Publications.
- Patton, M. Q. (2015). *Qualitative Research & Evaluation Methods* (4th ed.). Sage Publications.