



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.

Paper 1: Introduction to Neuropsychology (BPSY501)	
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 an understanding of the foundations, concepts, and assessment methods of neuropsychology.
2. To develop knowledge of brain structure, neuroanatomy, neural functioning, and neuroimaging techniques.
3. To examine the neural basis of cognitive processes including memory, language, attention, perception, and executive functions.
4. To understand the assessment, rehabilitation, and management of neuropsychological and neurological disorders.
5. To develop awareness of evidence-based neuropsychological rehabilitation strategies for cognitive, behavioural, and emotional functioning.

Detailed Syllabus

Unit 1: Introduction: Definition, scope, and historical development of neuropsychology; relationship between psychology and neuroscience. Overview of the central nervous system and functional anatomy of the brain, including lobes, hemispheres, and major brain structures. Purpose and types of neuropsychological assessments, commonly used tests, and ethical and professional issues in neuropsychological practice.

Unit 2: Neuroanatomy and Brain Function: Detailed study of brain regions including brain lobes, and subcortical. Key neurotransmitters, neural pathways, and their functions. Brain imaging techniques (MRI, fMRI, PET, CT) and their applications. Functional neuroanatomy and brain-behaviour relationships with case illustrations.

Unit 3: Cognitive Functions and Brain Areas: Types of memory (short-term, long-term, and working memory) and brain regions involved in memory processing. Neural basis of language, including Broca's and Wernicke's areas, and language disorders. Brain mechanisms underlying attention and executive functions and their disorders. Neural mechanisms of perception, sensory processing, and visual and auditory pathways.

Unit 4: Neuropsychological Disorders: Traumatic Brain Injury (TBI): mechanisms, consequences, assessment, and rehabilitation. Stroke and cerebrovascular disorders: types, effects, and rehabilitation. Neurodegenerative disorders (Alzheimer's, Parkinson's, Huntington's) and psychiatric disorders (schizophrenia, depression, anxiety): neuropsychological assessment, intervention, and cognitive implications.

Unit 5: Neuropsychological Rehabilitation: Principles, goals, and outcomes of neuropsychological rehabilitation. Cognitive rehabilitation for memory, attention, and executive functions. Behavioural and emotional rehabilitation, emotional regulation, behavioural modification, rehabilitation case studies, and rehabilitation planning.

Course Outcomes

- CO1.** Explain the foundations of neuropsychology, brain anatomy, and neuropsychological assessment.
- CO2.** Describe brain structures, neural pathways, neurotransmitters, and brain imaging techniques.
- CO3.** Analyze the neural basis of memory, language, attention, perception, and executive functions.
- CO4.** Apply neuropsychological principles to understand neurological and psychiatric disorders.
- CO5.** Demonstrate understanding of neuropsychological assessment and rehabilitation strategies.
- CO6.** Evaluate rehabilitation approaches for cognitive, behavioural, and emotional impairments.

Book Recommended

1. Kolb, B., & Whishaw, I. Q. (2015). *Fundamentals of Human Neuropsychology*. Worth Publishers.
2. Heilman, K. M., & Valenstein, E. (2011). *Clinical Neuropsychology*. Oxford University Press.

3. Lezak, M. D., Howieson, D. B., Bigler, E. D., & Tranel, D. (2012). *Neuropsychological Assessment*. Oxford University Press.
4. Banich, M. T., & Compton, R. J. (2018). *Cognitive Neuroscience*. Cambridge University Press.
5. Gazzaniga, M. S., Ivry, R. B., & Mangun, G. R. (2018). *Cognitive Neuroscience*. Norton.
6. Pinel, J. P. J., & Barnes, S. (2018). *Biopsychology*. Pearson.
7. Bear, M. F., Connors, B. W., & Paradiso, M. A. (2020). *Neuroscience*. Wolters Kluwer.
8. Martin, G. N. (2019). *Human Neuropsychology*. Pearson.
9. Zillmer, E. A., Spiers, M. V., & Culbertson, W. C. (2008). *Principles of Neuropsychology*. Wadsworth.
10. Walsh, K. (1991). *Neuropsychology: A Clinical Approach*. Churchill Livingstone.
11. Purves, D., et al. (2018). *Neuroscience*. Oxford University Press.
12. Ward, J. (2020). *The Student's Guide to Cognitive Neuroscience*. Routledge.
13. Blumenfeld, H. (2021). *Neuroanatomy Through Clinical Cases*. Oxford University Press.
14. Breedlove, S. M., Watson, N. V., & Rosenzweig, M. R. (2010). *Biological Psychology*. Sinauer.
15. Kolb, B., & Whishaw, I. Q. (2021). *Brain and Behaviour*. Worth Publishers.

Paper 2: Evolutionary Psychology (BPSY502)	
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, theories, and conceptual foundations of evolutionary psychology.
2. To examine evolutionary explanations of human survival, adaptation, mating, reproduction, and social behaviour.
3. To develop knowledge of kinship, parental investment, group behaviour, and evolutionary mechanisms underlying cooperation and conflict.
4. To explore the application of evolutionary psychology to cognition, social behaviour, mental health, and other disciplines.

Detailed Syllabus

Unit 1: Foundations of Evolutionary Psychology: Conceptual foundations of evolutionary psychology; natural selection, adaptation, and evolutionary theory; application of evolutionary principles to psychology; life history theory and life history strategies; trade-offs in survival and reproduction; domain specificity, intuitive ontology, evolutionary adaptations, and the modular mind concept.

Unit 2: Survival and Adaptation: Cognitive maps and navigation; evolutionary significance of spatial abilities; adaptations to predators and prey including fight-or-flight responses, predator avoidance, and prey detection mechanisms; adaptations to dangers from humans including intraspecies aggression, social threats, and conflict resolution.

Unit 3: Mating and Reproduction: Fundamentals of human mating strategies including short-term and long-term mating; sexual selection and mate choice; physical attractiveness from an adaptationist perspective; evolutionary standards of beauty and the role of physical traits in mate

selection; evolutionary perspectives on commitment, love, attachment, mate retention, and relationship maintenance.

Unit 4: Parenting, Kinship, and Social Behaviour: Cooperation and conflict among kin; kin selection and inclusive fitness; parental investment and parent-offspring conflict; conflicts arising from differing reproductive interests; evolutionary roots of group behaviour; mechanisms underlying ingroup favouritism and outgroup prejudice.

Unit 5: Evolution of Traditional Disciplines and Applications: Evolutionary cognitive psychology including memory, perception, and decision-making; evolutionary social psychology including cooperation, competition, and group dynamics; evolutionary perspectives on mental health, adaptive and maladaptive psychological traits; applications of evolutionary psychology to literature, storytelling, legal systems, and justice.

Course Outcomes

CO1. Explain the principles and concepts of evolutionary psychology.

CO2. Describe evolutionary adaptations related to survival, cognition, and behaviour.

CO3. Analyze evolutionary perspectives on mating, reproduction, and relationships.

CO4. Apply evolutionary concepts to parenting, kinship, and social behaviour.

CO5. Demonstrate understanding of evolutionary influences on cognition, social behaviour, and mental health.

CO6. Evaluate the applications of evolutionary psychology in contemporary disciplines and real-world contexts.

Book Recommended

1. Buss, D. M. (2019). *Evolutionary Psychology: The New Science of the Mind*. Routledge.
2. Barrett, L., Dunbar, R., & Lycett, J. (2002). *Human Evolutionary Psychology*. Princeton University Press.
3. Workman, L., & Reader, W. (2014). *Evolutionary Psychology: An Introduction*. Cambridge University Press.
4. Gaulin, S. J. C., & McBurney, D. H. (2003). *Evolutionary Psychology*. Pearson.
5. Crawford, C., & Krebs, D. (2008). *Foundations of Evolutionary Psychology*. Lawrence Erlbaum.

6. Barkow, J. H., Cosmides, L., & Tooby, J. (1992). *The Adapted Mind*. Oxford University Press.
7. Buss, D. M. (2015). *The Handbook of Evolutionary Psychology*. Wiley.
8. Alcock, J. (2013). *Animal Behavior*. Sinauer.
9. Cartwright, J. (2016). *Evolution and Human Behavior*. Palgrave.
10. Dunbar, R., & Barrett, L. (2007). *Oxford Handbook of Evolutionary Psychology*. Oxford University Press.
11. Confer, J. C., et al. (2010). *Evolutionary Psychology*. Review of General Psychology.
12. Cosmides, L., & Tooby, J. (2013). *Evolutionary Psychology: New Perspectives*. Pearson.
13. Pinker, S. (2002). *The Blank Slate*. Penguin.
14. Ridley, M. (2003). *Nature via Nurture*. HarperCollins.
15. Tooby, J., & Cosmides, L. (1990). *The Past Explains the Present*. Ethology and Sociobiology.

Paper 3: Forensic Psychology (BPSY503)

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, scope, and applications of forensic psychology within the legal and criminal justice systems.
2. To develop knowledge of legal concepts, evidence-related issues, and the role of forensic psychologists in investigative and judicial processes.
3. To examine psychological theories of crime, criminal behaviour, profiling, treatment, and rehabilitation of offenders.
4. To enhance understanding of psychopathy, antisocial personality disorder, and the assessment and management of offenders in forensic settings.

Detailed Syllabus

Unit 1: Introduction to Forensic Psychology Definition and scope of Forensic Psychology, Historical perspective, Developmental Theories, Role and responsibility of Forensic Psychologist, Forensic Psychology in India

Unit 2: Legal Concepts and Evidence related Issues Understanding legal concepts, Evidence and its types, Admissibility of evidence, Role of forensic psychologists in handling evidence, Interrogative techniques

Unit 3: Psychological Theories of Crime Psychological theories of crime, Criminal behaviour analysis, Case studies illustrating psychological theories, Influence of psychological theories on criminal profiling, Treatment and rehabilitation of criminals

Unit 4: Psychopathy and Personality Disorders Psychopathy: Definition and characteristics, Antisocial Personality Disorder, Diagnostic criteria and assessment tools, Case studies on psychopathy and antisocial personality disorder, Role of forensic psychologists in management

Course Outcomes

- CO1.** Explain the concepts, scope, and role of forensic psychology.
- CO2.** Describe legal concepts, evidence, and forensic assessment procedures.
- CO3.** Analyze psychological theories of crime and criminal behaviour.
- CO4.** Apply forensic psychological principles to criminal investigations and profiling.
- CO5.** Demonstrate understanding of psychopathy and personality disorders in forensic settings.
- CO6.** Evaluate approaches to the assessment, treatment, and rehabilitation of offenders.

Book Recommended

1. Bartol, C. R., & Bartol, A. M. (2018). *Introduction to Forensic Psychology*. Sage.
2. Howitt, D. (2018). *Forensic and Criminal Psychology*. Pearson.
3. Huss, M. T. (2014). *Forensic Psychology*. Wiley.
4. Blackburn, R. (1993). *The Psychology of Criminal Conduct*. Wiley.
5. Goldstein, A. M. (2007). *Forensic Psychology*. Wiley.
6. Gudjonsson, G. H. (2018). *Forensic Psychology: A Guide to Practice*. Routledge.
7. Davies, G., & Beech, A. (2017). *Forensic Psychology*. Wiley.
8. Wrightsman, L. S. (2001). *Forensic Psychology*. Wadsworth.
9. Canter, D. (2010). *Forensic Psychology*. Oxford University Press.
10. Costanzo, M., & Krauss, D. (2018). *Forensic and Legal Psychology*. Worth Publishers.
11. Andrews, D. A., & Bonta, J. (2017). *The Psychology of Criminal Conduct*. Routledge.
12. Bartol, C. R. (2002). *Criminal Behavior*. Prentice Hall.
13. Arrigo, B. A. (2012). *Introduction to Forensic Psychology*. Academic Press.
14. Roesch, R., Zapf, P. A., & Hart, S. D. (2010). *Forensic Psychology and Law*. Wiley.
15. Melton, G. B., et al. (2018). *Psychological Evaluations for the Courts*. Guilford Press.

MILITARY PSYCHOLOGY (BPSY504)

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. Understand the scope, historical development, and applications of military psychology in defense settings.
2. Develop knowledge of psychological assessment, selection, and training processes used in military organizations.
3. Examine leadership, group dynamics, and human factors that influence military performance and organizational effectiveness.
4. Explore contemporary issues and emerging trends in military psychology, including technological advancements and future warfare.

Detailed Syllabus

Unit- 1 Military Psychology: Nature, Scope, Historical perspective, Application, Developments, Contemporary issues and Emerging trends. Use of psychological tests in selection in the Defense Services

Unit -2 Selection and Training of Military Personnel: Assessment of psychomotor, spatial abilities, interest, aptitudes, and personality; Training- training needs analysis, types and methods of training, evaluation and monitoring.

Unit -3 Leadership in Military: Effective leadership, Leading small and large units, Leadership in peace and war, Leadership for change and stability, Leadership and subordination, Group cohesion and morale.

Unit - 4 Human factors in Military Organizations: human errors, safety and accidents, ergonomics and system design; Vigilance, Complacency. Military as a unique organization: Structure and functional issues and future perspectives. Issues relating to training and performance in special situations, futuristic warfare.

Course Outcomes

- CO1:** Explain the scope, applications, and emerging trends in military psychology.
- CO2:** Apply psychological principles to the selection and training of military personnel.
- CO3:** Analyze leadership, group cohesion, and morale in military organizations.
- CO4:** Evaluate the impact of human factors on military performance and safety.
- CO5:** Examine psychological issues in special operational environments and future warfare.
- CO6:** Recommend psychological strategies to enhance military effectiveness and resilience.

Book Recommended

1. Hall, R., & Mangelsdorff, D. (1991). Handbook of military psychology. John Wiley: USA.
2. Kennedy, C.H., & Zillmer, E.A. (2006). Military psychology: Clinical and operational applications. Guilford: New York, USA.
3. Ramachandran, K. (in press). Handbook of military psychology. Delhi: DIPR.
4. Reuven, G., Adavid, M., & S Dorff, .A.(1991), Handbook of Military Psychology. USA, John Wiley Sons.
5. Shalit, B. (1988). The psychology of conflict and combat. Praeger: NY

Paper 5: Critical Thinking and Problem Solving (BPSY505)	
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 principles, processes, and significance of critical thinking in psychology and everyday life.
2. To examine cognitive biases, logical fallacies, and their influence on reasoning, judgment, and decision making.
3. To enhance problem-solving and decision-making skills through the application of critical and creative thinking strategies.

Detailed Syllabus

Unit 1: Introduction to Critical Thinking Introduction to Critical Thinking: Definition, importance, and development of critical thinking; cognitive processes involved in critical thinking; barriers to critical thinking and ways to overcome them; role of psychology in critical thinking.

Unit 2: Cognitive Biases and Logical Fallacies: Common cognitive biases and their psychological basis; types of logical fallacies; impact of biases and fallacies on decision making; techniques for reducing cognitive biases.

Unit 3: Problem-Solving Techniques Problem-solving models and frameworks; creative and critical thinking in problem solving; heuristics and algorithms; role of emotion and intuition in problem solving.

Unit 4: Decision Making and Judgment Decision-making models; psychology of judgment and decision making; group decision making and dynamics; ethical considerations in decision making.

Unit 5: Applying Critical Thinking and Problem Solving in Psychology: Critical thinking in psychological research; applications in organizational psychology; use of critical thinking in everyday life.

Course Outcomes

- CO1.** Explain the concepts, processes, and importance of critical thinking in psychology and everyday life.
- CO2.** Describe cognitive biases, logical fallacies, and their influence on reasoning and decision making.
- CO3.** Apply problem-solving techniques, heuristics, and decision-making models to real-life situations.
- CO4.** Analyze the role of emotions, intuition, and group dynamics in judgment and decision making.
- CO5.** Demonstrate critical thinking skills in evaluating information and solving problems.
- CO6.** Evaluate the application of critical thinking in psychological research, organizations, and everyday life

Book Recommended

1. Halpern, D. F. (2014). *Thought and Knowledge: An Introduction to Critical Thinking*. Psychology Press.
2. Sternberg, R. J., & Sternberg, K. (2017). *Critical Thinking in Psychology*. Cambridge University Press.
3. Cottrell, S. (2017). *Critical Thinking Skills* (3rd ed.). Palgrave Macmillan.
4. Mayer, R. E. (1992). *Thinking, Problem Solving, Cognition*. W.H. Freeman.
5. Fisher, A. (2011). *Critical Thinking: An Introduction*. Cambridge University Press.
6. Paul, R., & Elder, L. (2019). *The Miniature Guide to Critical Thinking Concepts and Tools*. Foundation for Critical Thinking.
7. Browne, M. N., & Keeley, S. M. (2018). *Asking the Right Questions*. Pearson.
8. Baron, J. (2008). *Thinking and Deciding*. Cambridge University Press.
9. Kahneman, D. (2011). *Thinking, Fast and Slow*. Farrar, Straus and Giroux.
10. Nickerson, R. S. (1987). *Why Teach Thinking?* Erlbaum.
11. Ruggiero, V. R. (2018). *Beyond Feelings: A Guide to Critical Thinking*. McGraw-Hill.
12. Facione, P. A. (2015). *Critical Thinking: What It Is and Why It Counts*. Insight Assessment.
13. Dewey, J. (1933). *How We Think*. D.C. Heath.
14. Moseley, D., et al. (2005). *Frameworks for Thinking*. Cambridge University Press.
15. Ennis, R. H. (2018). *Critical Thinking Across the Curriculum*. Inquiry.

Paper 6 : Advance Psychology lab(BPSY551)

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: Internship (BPSY552)

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

Course Objectives

1. To provide practical exposure to clinical, counselling, and rehabilitation settings.
2. To develop skills in observation, case documentation, and psychological assessment.
3. To apply psychological knowledge in real-world professional contexts.
4. To promote ethical practice and professional competence in mental health services.

Duration:

Minimum 4–8 Weeks (120–160 Hours)

Nature of Training:

Advanced supervised professional training integrating theory, assessment, intervention, ethics, and case documentation.

Suggested Organizations:

- Hospitals
- Psychiatric hospitals
- Clinical and counseling centres
- Rehabilitation hospitals
- Multispeciality hospitals
- Mental health institutes
- Child guidance and neurodevelopmental centres

Student Activities:

- Case history taking
- Mental status examination (where applicable)
- Behavioural observation
- Exposure to counseling and therapeutic procedures

- Psychological assessment exposure
- Rehabilitation planning
- Professional documentation and reporting

Submission:

- Detailed internship report
- Minimum 4 case studies
- Daily logbook
- Supervisor certificate
- Viva voce

Course Outcomes

CO1: Describe the roles and ethical responsibilities of mental health professionals.

CO2: Explain the processes of case history taking and psychological assessment.

CO3: Apply psychological concepts in supervised field settings.

CO4: Analyze behavioural observations and case information.

CO5: Evaluate intervention and rehabilitation practices observed during training.

CO6: Prepare professional case studies and internship reports.

Paper 1: Rehabilitation Psychology (BPSY601)	
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 develop an understanding of the concepts, definitions, types, and theoretical models of disability and impairment.
2. To study disability across the life span and understand associated developmental, social, and psychological challenges.
3. To gain knowledge of early identification, assessment, intervention, and rehabilitation approaches for persons with disabilities.
4. To understand ethical, legal, and professional issues in disability rehabilitation, including the role of rehabilitation psychologists and support systems.

Detailed Syllabus

Unit 1: Introduction: Concepts of impairment, disability, and handicap; historical perspectives and models of disability including medical, social, cultural, and empowerment approaches. Quality of life, functional capacity, prevalence of disability, and emerging issues in disability studies.

Unit 2: Disability Through Life Cycle: Psychological and social issues related to disability across different developmental stages. Major disabilities including hearing, visual, intellectual, autism spectrum, learning, locomotor, and multiple disabilities, along with issues of gender, social exclusion, poverty, and empowerment.

Unit 3: Disability and Rehabilitation: Concepts of rehabilitation, early identification and intervention, screening, referral, inclusive education, family and community involvement, and models of rehabilitation and support services.

Unit 4: Identity and Ethics: Issues related to disability certification, accessibility, education, employment, family support, sexuality, legislation, civil rights, government welfare schemes, and contemporary ethical concerns in disability studies.

Unit 5: Role of a Rehabilitation Psychologist Role and functions of rehabilitation psychologists in assessment, intervention, caregiver support, developmental evaluation, adaptive behaviour assessment, and multidisciplinary rehabilitation services.

Course Outcomes

- CO1.** Explain the concepts, models, and dimensions of disability and rehabilitation.
- CO2.** Describe the challenges and needs of persons with disabilities across the life span.
- CO3.** Apply principles of early identification, assessment, and intervention in disability rehabilitation.
- CO4.** Analyze ethical, social, and legislative issues related to disability and inclusion.
- CO5.** Demonstrate understanding of rehabilitation services, support systems, and caregiver needs.
- CO6.** Evaluate the role of rehabilitation psychologists in assessment, intervention, and empowerment of persons with disabilities.

Book Recommended

1. Frank, R. G., & Elliott, T. R. (2000). *Handbook of Rehabilitation Psychology*. APA.
2. Livneh, H., & Parker, R. M. (2005). *Psychosocial Adaptation to Chronic Illness and Disability*. Aspen.
3. Wright, B. A. (1983). *Physical Disability: A Psychosocial Approach*. Harper & Row.
4. Chan, F., Cardoso, E., & Chronister, J. (2009). *Understanding Psychosocial Adjustment to Chronic Illness and Disability*. Springer.
5. Elliott, T. R., & Frank, R. G. (2018). *Handbook of Rehabilitation Psychology* (2nd ed.). APA.
6. Szymanski, E. M., & Parker, R. M. (2010). *Work and Disability*. Pro-Ed.
7. Riggall, T. F., & Maki, D. R. (2004). *Handbook of Rehabilitation Counseling*. Springer.
8. Roessler, R. T., & Rubin, S. E. (2006). *Case Management and Rehabilitation Counseling*. Pro-Ed.
9. Strauser, D. R. (2014). *Career Development, Employment, and Disability*. Springer.

10. Bishop, M. (2005). *Quality of Life and Disability*. Springer.
11. Livneh, H. (2001). *Psychosocial Adaptation to Disability*. Rehabilitation Counseling Bulletin.
12. Marinelli, R. P., & Dell Orto, A. E. (1999). *The Psychological and Social Impact of Disability*. Springer.
13. Smart, J. (2009). *Disability, Society, and the Individual*. Pro-Ed.
14. Falvo, D. (2013). *Medical and Psychosocial Aspects of Chronic Illness and Disability*. Jones & Bartlett.
15. Olkin, R. (1999). *What Psychotherapists Should Know About Disability*. Guilford Press.

Paper 2: Cognition and Experimental Psychology (BPSY602)	
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 develop an understanding of the historical background, nature, and scope of experimental psychology along with foundational laws such as Weber's and Fechner's Law.
2. To familiarize students with the experimental method, its steps, and its application in psychological research.
3. To understand the processes of sensation and perception, including psychophysics, perceptual organization, and related principles.
4. To develop knowledge of learning principles such as classical conditioning, transfer of learning, and reaction time and their significance in behavior and research.

Detailed Syllabus

Unit 1 Experimental Psychology: Meaning, Nature and History. Webers and Fechner's Law. Experimental Method: Meaning and steps.

Unit 2 Sensation: Nature and Types. Psychophysics: Meaning, Problem and Methods.

Unit 3 Perception: Meaning, Nature, Organization of stimulus and Factors Affecting Perception of Figure-ground, Form and Time.

Unit 4 Classical Conditioning: Meaning, Nature and Steps. Transfer of Learning: Meaning and Types. Reaction Time: Meaning and Types.

Course Outcomes

CO1. Explain the nature, history, and methods of experimental psychology.

CO2. Describe sensation, psychophysics, and their measurement techniques.

CO3. Analyze perceptual processes and factors influencing perception.

CO4. Apply principles of classical conditioning and transfer of learning to behavioural situations.

CO5. Demonstrate understanding of reaction time and its types in psychological experiments.

CO6. Evaluate the role of experimental methods in studying human behaviour.

Book Recommended

1. Woodworth, R. S., & Schlosberg, H. (1954). *Experimental Psychology*. Holt.
2. Mangal, S. K. (2019). *Experimental Psychology and Research Methodology*. PHI Learning.
3. Solso, R. L., MacLin, O. H., & MacLin, M. K. (2008). *Cognitive Psychology*. Pearson.
4. Sternberg, R. J., & Sternberg, K. (2016). *Cognitive Psychology*. Cengage.
5. Eysenck, M. W., & Keane, M. T. (2020). *Cognitive Psychology*. Routledge.
6. Goldstein, E. B. (2018). *Cognitive Psychology*. Cengage.
7. Galotti, K. M. (2017). *Cognitive Psychology*. Sage.
8. Kantowitz, B. H., Roediger, H. L., & Elmes, D. G. (2014). *Experimental Psychology*. Cengage.
9. Underwood, B. J. (1966). *Experimental Psychology*. Appleton-Century-Crofts.
10. Anderson, J. R. (2020). *Cognitive Psychology and Its Implications*. Worth.
11. Baddeley, A., Eysenck, M., & Anderson, M. (2020). *Memory*. Routledge.
12. Reed, S. K. (2012). *Cognition: Theory and Applications*. Cengage.
13. Best, J. B. (1999). *Cognitive Psychology*. Wadsworth.
14. Morgan, C. T., & King, R. A. (2013). *Introduction to Psychology*. McGraw-Hill.
15. Hilgard, E. R., Atkinson, R. C., & Atkinson, R. L. (2014). *Introduction to Psychology*. Cengage.

Paper 3: Advance Research Methodology (BPSY603)

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 develop an advanced understanding of research designs, including quasi-experimental, mixed-methods, longitudinal, and case study approaches.
2. To enhance knowledge of diverse data collection techniques, including quantitative, qualitative, and experimental methods used in psychological research.
3. To build competence in advanced statistical analysis techniques such as correlation, regression, ANOVA, factor analysis, and introduction to SEM.
4. To develop practical skills in using research analysis tools and software such as SPSS, R, Excel, and Python for data management and analysis.
5. To strengthen skills in scientific writing, ethical reporting, referencing, and effective presentation of research findings.

Detailed Syllabus

Unit 1: Advanced Research Designs Quasi-Experimental Designs, Mixed-Methods Research, Cross-Sectional and Longitudinal Designs, Case Study Method

Unit 2: Advanced Data Collection Advanced Survey Techniques: Online Surveys, Mobile Surveys, Experimental Data Collection: Laboratory Experiments, Field Experiments, Qualitative Data Collection: Focus Groups, In-Depth Interviews, Ethnography, Content Analysis

Unit 3: Advanced Statistical Analysis Inferential Statistics: Correlation and Regression Analysis, ANOVA (Analysis of Variance) and MANOVA, Chi-Square Tests, Factor Analysis and Principal Component Analysis, Introduction to Structural Equation Modelling (SEM)

Unit 4: Data Analysis Tools and Software Advanced Use of SPSS: Data Entry, Data Cleaning, and Descriptive Statistics, Introduction to R: Basics of R, Data Manipulation, and Visualization,

Using Excel for Data Analysis: Pivot Tables, Data Analysis Toolpak, Introduction to Python for Data Analysis: Pandas, NumPy, Matplotlib

Unit 5: Research Writing and Presentation Research report writing including structure, style, and ethical considerations in research reporting. Understanding plagiarism, its types, and strategies for avoidance. Academic referencing and citation styles such as APA, MLA, and Chicago. Preparation of research papers, literature reviews, abstracts, methodology, results, discussion, and conclusion, along with research presentations and the use of reference management tools such as Zotero and Mendeley.

Course Outcomes

- CO1.** Explain advanced research designs and data collection methods used in behavioural and social science research.
- CO2.** Describe statistical techniques including correlation, regression, ANOVA, factor analysis, and SEM.
- CO3.** Apply SPSS, R, Excel, and Python for data management, analysis, and visualization.
- CO4.** Analyze quantitative and qualitative research data to draw meaningful conclusions.
- CO5.** Demonstrate research writing, referencing, and presentation skills following academic standards.
- CO6.** Evaluate ethical issues, plagiarism concerns, and the quality of research reports.

Book Recommended

1. Creswell, J. W. (2014). *Research Design* (4th ed.). Sage Publications.
2. Kerlinger, F. N., & Lee, H. B. (2000). *Foundations of Behavioral Research* (4th ed.). Wadsworth.
3. Kothari, C. R. (2004). *Research Methodology: Methods and Techniques* (2nd ed.). New Age International.
4. Best, J. W., & Kahn, J. V. (2006). *Research in Education* (10th ed.). Pearson.
5. Broota, K. D. (2003). *Experimental Design in Behavioural Research*. New Age International.
6. Coolican, H. (2018). *Research Methods and Statistics in Psychology*. Routledge.
7. Gravetter, F. J., & Forzano, L. A. B. (2018). *Research Methods for the Behavioral Sciences*. Cengage.

8. Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2015). *Research Methods in Psychology*. McGraw-Hill.
9. Breakwell, G. M., Smith, J. A., & Wright, D. B. (2012). *Research Methods in Psychology*. Sage.
10. Field, A. (2018). *Discovering Statistics Using IBM SPSS Statistics*. Sage.
11. Neuman, W. L. (2014). *Social Research Methods*. Pearson.
12. Trochim, W. M., Donnelly, J. P., & Arora, K. (2016). *Research Methods: The Essential Knowledge Base*. Cengage.
13. Cohen, L., Manion, L., & Morrison, K. (2017). *Research Methods in Education*. Routledge.
14. Mertens, D. M. (2019). *Research and Evaluation in Education and Psychology*. Sage.
15. Rubin, A., & Babbie, E. (2016). *Research Methods for Social Work*. Cengage.

Paper 4: Applied Behavioural Analysis (BPSY604)

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 history, evolution, core principles, and ethical foundations of Applied Behavior Analysis.
2. To familiarize learners with behavioral assessment techniques, including functional behavior assessment and systematic data collection methods.
3. To build competence in defining, measuring, recording, and analyzing behavior using scientific and data-driven approaches.
4. To understand and apply behavioral intervention strategies such as reinforcement, punishment, shaping, chaining, and differential reinforcement.
5. To develop skills in designing, implementing, and evaluating Behavior Intervention Plans while considering ethical and cultural factors.

Detailed Syllabus

Unit 1: Introduction to Applied Behavior Analysis History and evolution of ABA, Core principles and concepts, Ethical considerations and professional conduct

Unit 2: Behavioural Assessment Types of behavioural assessments, Functional behaviour assessment (FBA), Data collection methods and tools

Unit 3: Behavior Measurement and Data Analysis Defining and measuring behavior, Recording and graphing data, Interpreting data for decision making

Unit 4: Behavioral Interventions and Strategies Positive reinforcement and punishment, Shaping, chaining, and task analysis, Differential reinforcement

Unit 5: Designing and Implementing Behavior Intervention Plans (BIPs) Components of effective BIPs, Implementing and monitoring interventions, Adjusting interventions based on data, Cultural considerations in ABA, Ethical issues and cultural sensitivity.

Course Outcomes

- CO1.** Explain the history, principles, and ethical foundations of Applied Behavior Analysis (ABA).
- CO2.** Describe behavioural assessment methods, including Functional Behaviour Assessment (FBA) and data collection techniques.
- CO3.** Apply behaviour measurement and data analysis techniques for decision-making.
- CO4.** Demonstrate the use of behavioural intervention strategies.
- CO5.** Develop and implement Behavior Intervention Plans (BIPs) based on assessment data.
- CO6.** Evaluate behavioural interventions while considering ethical and cultural factors in practice.

Book Recommended

1. Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). *Applied Behavior Analysis* (3rd ed.). Pearson.
2. Miltenberger, R. G. (2015). *Behavior Modification: Principles and Procedures* (6th ed.). Cengage Learning.
3. Martin, G., & Pear, J. (2019). *Behavior Modification: What It Is and How to Do It* (11th ed.). Routledge.
4. Kazdin, A. E. (2012). *Behavior Modification in Applied Settings* (7th ed.). Waveland Press.
5. Alberto, P. A., & Troutman, A. C. (2013). *Applied Behavior Analysis for Teachers*. Pearson.
6. Bailey, J. S., & Burch, M. R. (2017). *Ethics for Behavior Analysts*. Routledge.
7. Sulzer-Azaroff, B., & Mayer, G. R. (1991). *Behavior Analysis for Lasting Change*. Holt.
8. Pierce, W. D., & Cheney, C. D. (2017). *Behavior Analysis and Learning*. Routledge.
9. Skinner, B. F. (1953). *Science and Human Behavior*. Free Press.
10. Johnston, J. M., & Pennypacker, H. S. (2008). *Strategies and Tactics of Behavioral Research*. Routledge.
11. Cooper, J. O. (2007). *Applied Behavior Analysis*. Pearson.
12. Baer, D. M., Wolf, M. M., & Risley, T. R. (1968). *Some Current Dimensions of Applied Behavior Analysis*. Journal of Applied Behavior Analysis.

13. Mayer, G. R., Sulzer-Azaroff, B., & Wallace, M. (2019). *Behavior Analysis for Lasting Change*. Sloan Publishing.
14. Chance, P. (2013). *Learning and Behavior*. Cengage.
15. Catania, A. C. (2013). *Learning*. Sloan Publishing.

Paper 5: Sports Psychology (BPSY605)

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 nature, scope, historical development, and significance of sport psychology and the role of sports psychologists.
2. To understand the relationship between physical activity and mental health, including its effects on mood, stress, anxiety, and cognitive functioning.
3. To examine attitudes toward sport and their formation, measurement, and influence on sporting behavior and competition.
4. To study the processes of skill acquisition and expertise in sports, including abilities, stages of learning, and information-processing approaches.
5. To understand the prevalence, causes, effects, and prevention of drug use in sports, including ethical and health-related concerns.

Detailed Syllabus

Unit 1 – Nature and definition of sport psychology A brief history and development of sport psychology – Role of sports psychologists – Need and importance of sports psychology.

Unit 2 - Physical Activity and Mental Health Exercise and cognitive functioning – exercise and reduction in anxiety and depression and increases in positive mood. – Exercise and stress reactivity.

Unit 3 - Attitudes to Sport The nature of attitudes -Measuring attitudes - The formation of attitudes to sport - Attitudes to competition - Attitudes to sport and sporting behavior

Unit 4 - Skill acquisition and expertise Definitions - Classifying abilities and skills - Two linked issues: the existence of super ability- and the nature–nurture debate in sport- Stages of skill acquisition -The information-processing approach to skills

Unit 5 – Effect of Drugs in sports Prevalence, Etiology, and Interventions - Prevalence of Alcohol among athletes – Recreational drugs – Ergogenic drugs – Painkillers' drugs – Stimulants – Prevention and treatment.

Course Outcomes

- CO1.** Explain the nature, scope, history, and significance of sport psychology.
- CO2.** Describe the relationship between physical activity, mental health, and cognitive functioning.
- CO3.** Analyze attitudes toward sports and their influence on sporting behavior and competition.
- CO4.** Apply concepts of skill acquisition and expertise to understand athletic performance.
- CO5.** Demonstrate understanding of factors influencing sports performance, including abilities and skill development.
- CO6.** Evaluate the effects of drug use in sports and identify prevention and intervention strategies.

Book Recommended

1. Weinberg, R. S., & Gould, D. (2018). *Foundations of Sport and Exercise Psychology* (7th ed.). Human Kinetics.
2. Cox, R. H. (2011). *Sport Psychology: Concepts and Applications* (7th ed.). McGraw-Hill.
3. Anshel, M. H. (2019). *Applied Sport Psychology* (8th ed.). McGraw-Hill.
4. Moran, A. (2012). *Sport and Exercise Psychology*. Routledge.
5. Horn, T. S. (2018). *Advances in Sport Psychology*. Human Kinetics.
6. Williams, J. M., & Krane, V. (2021). *Applied Sport Psychology*. McGraw-Hill.
7. Gill, D. L. (2000). *Psychological Dynamics of Sport and Exercise*. Human Kinetics.
8. Singer, R. N., Hausenblas, H. A., & Janelle, C. M. (2001). *Handbook of Sport Psychology*. Wiley.
9. Cashmore, E. (2010). *Sport and Exercise Psychology*. Routledge.
10. Jarvis, M. (2006). *Sport Psychology*. Routledge.
11. Roberts, G. C. (2012). *Advances in Motivation in Sport and Exercise*. Human Kinetics.
12. Murphy, S. M. (2005). *The Sport Psych Handbook*. Human Kinetics.
13. Hardy, L., Jones, G., & Gould, D. (1996). *Understanding Psychological Preparation for Sport*. Wiley.
14. Hackfort, D., & Schinke, R. J. (2020). *The Routledge International Encyclopedia of Sport and Exercise Psychology*. Routledge.
15. Brewer, B. W. (2009). *Sport Psychology*. Wiley-Blackwell.

Paper 6: Experimental psychology lab (BPSY651)

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: Observership (BPSY652)

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

Course Objectives

1. To provide exposure to professional psychological settings and services.
2. To develop observational and documentation skills.
3. To understand the roles of mental health professionals and service delivery systems.
4. To promote reflective learning and ethical awareness in practice.

Duration:

2–4 Weeks (60 Hours Minimum)

Nature of Training:

Structured observational learning under trained professionals to understand psychological services and professional roles.

Suggested Organizations:

- Counselling centres
- Special schools
- Rehabilitation centres
- Child guidance clinics
- HR and organizational settings
- Wellness centres

Student Activities:

- Observation of counseling and assessment sessions

- Learning documentation procedures
- Exposure to psychological testing
- Observation of case discussions
- Maintaining observation records

Submission:

- Observation diary
- Supervisor-certified report
- Reflection paper

Course Outcomes

CO1: Identify the roles and functions of psychological service settings.

CO2: Describe counselling, assessment, and rehabilitation processes.

CO3: Demonstrate professional observation and record-keeping skills.

CO4: Analyze observed cases and professional interactions.

CO5: Evaluate psychological practices from an ethical perspective.

CO6: Prepare observation reports and reflective summaries based on field experiences.