

Syllabi of

Bachelor of Honors in Psychology

(B.A. Hons. Psychology)

(Effective from the academic session 2026- 2027)

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

Department of Applied Sciences & Humanities

INVERTIS UNIVERSITY

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

Table 1. Semester-wise Distribution of Credits

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

Program Outcomes

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

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

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

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

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

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

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

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

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

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

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

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

Program Specific Outcomes

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

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

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

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

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

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

B. A. Hons Psychology First year

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

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

B. A. Hons Psychology Second year

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

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

B. A. Hons Psychology Third year

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

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

B. A. Hons Psychology Fourth year

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

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

Paper 1: Crisis Intervention & Psychological Resilience (BPSY701)	
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 Psychological First Aid (PFA), its principles, importance, and role in crisis intervention.
2. To understand common psychological reactions to trauma and crisis situations.
3. To develop active listening and communication skills for providing psychological support in emergencies.
4. To learn basic skills for ensuring safety and providing practical support during crisis situations.

Detailed Syllabus

Unit 1 Introduction to Psychological First Aid - Overview of PFA, its importance, and its role in crisis intervention. Principles and Actions of PFA- The core principles of PFA – Look, Listen, Link. Reading: Introduction to the World Health Organization's (WHO) guidelines on PFA. Activity: Role-playing exercises to practice Look & Listen components.

Unit 2 Psychological Reactions to Crisis, Common psychological reactions to trauma and crisis. Research articles on psychological impacts of disasters in India. Activity: Small group discussions on personal experiences and observations of crisis reactions.

Unit 3 Providing PFA – Listening Skills- Active listening skills and techniques. Reading: Chapter on effective communication in crisis situations. Activity: Pair exercises to practice active listening.

Unit 4 Providing PFA – How to offer practical support and ensure safety. Reading: Manual on basic needs assessment in emergencies. Activity: Simulated scenarios to practice offering practical support.

Course Outcomes

- CO1.** Explain the concept, principles, and importance of Psychological First Aid (PFA).
- CO2.** Identify common psychological reactions to trauma, crisis, and disasters.
- CO3.** Apply active listening and effective communication skills in crisis situations.
- CO4.** Demonstrate the ability to provide practical support and ensure safety during emergencies.
- CO5.** Use the core PFA principles of Look, Listen, and Link in crisis intervention.
- CO6.** Evaluate the needs of individuals affected by crises and facilitate appropriate support and referrals.

Book Recommended

1. James, R. K., & Gilliland, B. E. (2016). *Crisis Intervention Strategies* (8th ed.). Cengage.
2. Caplan, G. (1964). *Principles of Preventive Psychiatry*. Basic Books.
3. Roberts, A. R. (2005). *Crisis Intervention Handbook*. Oxford University Press.
4. Southwick, S. M., & Charney, D. S. (2018). *Resilience*. Cambridge University Press.
5. Masten, A. S. (2014). *Ordinary Magic*. Guilford Press.
6. Everly, G. S., & Lating, J. M. (2019). *The Johns Hopkins Guide to Psychological First Aid*. Johns Hopkins University Press.
7. Bonanno, G. A. (2004). *Loss, Trauma, and Human Resilience*. American Psychologist.
8. Yehuda, R. (2006). *Resilience and Vulnerability to Trauma*. Cambridge University Press.
9. Figley, C. R. (2012). *Encyclopedia of Trauma*. Sage.
10. Reivich, K., & Shatté, A. (2003). *The Resilience Factor*. Broadway Books.
11. Hobfoll, S. E. (2011). *Conservation of Resources Theory*. Oxford University Press.
12. Tedeschi, R. G., & Calhoun, L. G. (2004). *Posttraumatic Growth*. Psychological Inquiry.
13. Herman, J. L. (2015). *Trauma and Recovery*. Basic Books.
14. Meichenbaum, D. (2012). *Roadmap to Resilience*. Institute Press.
15. Greene, G. J., Lee, M. Y., & Hoffpauir, S. (2005). *The Languages of Empowerment and Resilience*. Families in Society.

Paper 2: Policy Frameworks in Behavioural and Mental Health (BPSY702)	
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 development, status, and challenges of mental health policies and services in India.
2. To familiarize learners with key mental health legislation, including the Mental Health Act (1987) and Mental Health Care Act (2017).
3. To understand national policies and frameworks such as the National Mental Health Policy (2014) and their implementation in the Indian context.
4. To examine the role of allied healthcare legislation and disability-related acts in ensuring mental health care, rights, and inclusive services.
5. To develop awareness of legal, ethical, and human rights perspectives in mental health and disability-related policies.

Detailed Syllabus

Unit 1: Introduction to Behavioural and Mental Health Policies, Overview of Mental Health in India: Historical context, current status, and challenges. Importance of Policies and Legislation: Role in improving mental health services and protecting rights. Key Organizations and Stakeholders: Government bodies, NGOs, international organizations.

Unit 2: Mental Health Act, 1987: Background and limitations. Mental Health Care Act, 2017: Key provisions, rights of persons with mental illness, and implementation mechanisms. Impact of the Act: Analysis of changes brought by the 2017 Act.

Unit 3: National Mental Health Policy, 2014, Development and Objectives: Goals of the policy and the process of its formulation. Key Components: Access to mental health services, integration of mental health into primary healthcare, human resources, and research.

Implementation and Challenges: Analysis of the policy's impact and barriers to effective implementation.

Unit 4: National Allied and Healthcare Professions Act, 2021: Overview and significance. Regulation and Standardization: Key provisions, including the establishment of councils and professional registers. Role of Allied Health Professionals: Impact on mental health services and multidisciplinary care. Implementation and Impact: Challenges and benefits of regulating allied health professionals.

Unit 5: Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995: Provisions related to mental disabilities. Rights of Persons with Disabilities Act, 2016: Enhancements and specific rights related to mental health. Protection of Children from Sexual Offences (POCSO) Act, 2012: Provisions related to mental health and trauma.

Course Outcomes

- CO1.** Explain the concepts, importance, and stakeholders involved in behavioural and mental health policies.
- CO2.** Describe major mental health legislations and their provisions related to mental healthcare and rights.
- CO3.** Analyze national mental health policies and challenges in their implementation.
- CO4.** Apply knowledge of allied healthcare and disability-related legislations in mental health contexts.
- CO5.** Demonstrate understanding of the rights and protections available to persons with mental illness and disabilities.
- CO6.** Evaluate the impact of mental health policies and legislations on service delivery and social justice.

Book Recommended

1. World Health Organization. (2022). *World Mental Health Report*. WHO.
2. Patel, V., Minas, H., Cohen, A., & Prince, M. (2013). *Global Mental Health*. Oxford University Press.
3. Government of India. (2017). *Mental Healthcare Act, 2017*. Ministry of Law and Justice.
4. Murthy, R. S. (2017). *National Mental Health Survey of India*. NIMHANS.

5. Thornicroft, G., et al. (2016). *Mental Health Policy and Practice*. Oxford University Press.
6. WHO. (2013). *Mental Health Action Plan 2013–2020*. WHO.
7. Saxena, S., Funk, M., & Chisholm, D. (2013). *Comprehensive Mental Health Action Plan*. Lancet.
8. Jacob, K. S., et al. (2007). *Mental Health Systems in India*. Lancet.
9. Mechanic, D. (2014). *Mental Health and Social Policy*. Routledge.
10. Bhugra, D., & Minas, H. (2017). *Mental Health and Public Policy*. Wiley.
11. Goldman, H. H., Frank, R. G., & Morrissey, J. P. (2001). *The Public Sector and Mental Health*. Health Affairs.
12. Knapp, M., McDaid, D., & Parsonage, M. (2011). *Mental Health Promotion and Prevention*. WHO.
13. World Health Organization. (2021). *Guidance on Community Mental Health Services*. WHO.
14. National Institute of Mental Health and Neurosciences. (2020). *Mental Health Care Policy Documents*. NIMHANS.
15. United Nations. (2006). *Convention on the Rights of Persons with Disabilities*. UN.

Paper 3: Counselling Psychology and Psychotherapy II (BPSY703)	
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 nature, scope, historical development, and ethical foundations of counselling psychology and psychotherapy.
2. To understand and compare major therapeutic approaches, including psychodynamic, humanistic, and cognitive-behavioural perspectives.
3. To examine key concepts, techniques, and applications of different psychotherapeutic approaches in various psychological disorders and life issues.
4. To develop basic counselling skills including communication, empathy, assessment, and influencing skills for effective therapeutic practice.

Detailed Syllabus

Unit 1: Introduction to Counselling Psychology and Psychotherapy: Definition and scope of counselling psychology and psychotherapy; historical development and key concepts. Major theoretical approaches including psychodynamic, humanistic, and cognitive-behavioural approaches with key figures and contributions. Ethical and professional issues, including ethical principles, guidelines, professional conduct, and boundaries. Importance of the therapeutic relationship and factors influencing therapeutic alliance.

Unit 2: Psychodynamic Approaches: Historical background and development of psychodynamic therapy. Key concepts such as unconscious processes, transference, countertransference, and defense mechanisms. Techniques and interventions including free association, dream analysis, and interpretation, along with the role of the therapist. Applications in anxiety, depression, and personality disorders, and evidence supporting psychodynamic therapy.

Unit 3: Humanistic Approaches: Historical background and development of humanistic therapy. Key concepts including self-actualization, unconditional positive regard, empathy, and congruence. Techniques such as client-centred therapy, Gestalt therapy, and existential therapy, and the role of the therapist. Applications in personal growth, relationship issues, and self-esteem, along with supporting research evidence.

Unit 4: Cognitive-Behavioural Approaches: Historical development of CBT and key concepts such as cognitive restructuring, behavioural activation, and exposure therapy. Techniques and interventions including cognitive restructuring, exposure techniques, and behavioural experiments, along with the therapist's role. Applications in anxiety disorders, depression, and PTSD, supported by research evidence.

Unit 5: Basic Skills in Counselling: Basic communication skills integrating micro and macro skills with theory. Empathetic responding skills, including levels of empathy, case conceptualization, and seven basic empathy skills, along with soft and hard skills in counselling. Clinical assessment skills involving probing questions, focusing, and clarifying statements. Influencing skills to enhance client awareness and support second-level case conceptualization.

Course Outcomes

- CO1.** Explain the concepts, scope, ethical principles, and therapeutic relationship in counselling psychology and psychotherapy.
- CO2.** Describe the major theoretical approaches, including psychodynamic, humanistic, and cognitive-behavioural therapies.
- CO3.** Analyze the key concepts, techniques, and applications of different psychotherapeutic approaches.
- CO4.** Apply counselling and communication skills in therapeutic interactions.
- CO5.** Demonstrate empathetic responding, assessment, and case conceptualization skills.
- CO6.** Evaluate the effectiveness of psychotherapeutic interventions for various psychological concerns.

Book Recommended

1. Corey, G. (2020). *Theory and Practice of Counseling and Psychotherapy* (10th ed.). Cengage Learning.
2. Corsini, R. J., & Wedding, D. (2019). *Current Psychotherapies* (11th ed.). Cengage Learning.
3. Sharf, R. S. (2015). *Theories of Psychotherapy and Counseling* (6th ed.). Cengage Learning.
4. Nelson-Jones, R. (2014). *Theory and Practice of Counselling and Therapy* (5th ed.). Sage Publications.
5. Prochaska, J. O., & Norcross, J. C. (2018). *Systems of Psychotherapy* (9th ed.). Oxford University Press.
6. Rogers, C. R. (1961). *On Becoming a Person*. Houghton Mifflin.
7. Beck, J. S. (2020). *Cognitive Behavior Therapy: Basics and Beyond* (3rd ed.). Guilford Press.
8. Ellis, A. (2001). *Overcoming Destructive Beliefs, Feelings, and Behaviors*. Prometheus Books.
9. Yalom, I. D., & Leszcz, M. (2020). *The Theory and Practice of Group Psychotherapy* (6th ed.). Basic Books.
10. Dryden, W. (2017). *Counselling in a Nutshell*. Sage Publications.
11. McLeod, J. (2013). *An Introduction to Counselling* (5th ed.). Open University Press.
12. Gelso, C. J., & Fretz, B. R. (2001). *Counseling Psychology*. Harcourt College Publishers.
13. Feltham, C., & Horton, I. (2017). *The Sage Handbook of Counselling and Psychotherapy*. Sage Publications.
14. Norcross, J. C., & Goldfried, M. R. (2019). *Handbook of Psychotherapy Integration* (3rd ed.). Oxford University Press.
15. Wampold, B. E., & Imel, Z. E. (2015). *The Great Psychotherapy Debate*. Routledge.

Paper 4: HUMAN RESOURCE MANAGEMENT (BPSY704)	
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 basic concepts, scope, and issues of Human Resource Management and Human Resource Development.
2. To understand key HR practices including job analysis, recruitment, selection, training, and performance evaluation.
3. To examine the role of globalization and culture in International Human Resource Management, including expatriation and cross-cultural training.
4. To gain knowledge of organizational change and development concepts, models, and techniques at individual and group levels.

Detailed Syllabus

Unit 1: Introduction to Human Resource Management (HRM): HRM and HRD, Context and issues in HRM

Unit 2: Human Resource Practices Job analysis: Recruitment and selection; Training; Performance evaluation

Unit 3: International human resource management (IHRM) The context of Globalization, Types of cross- national organizations, Role of culture in IHRM, Dimensions of Cultural difference (Hofstede), Policies and practices in the multinational enterprise. Expatriate failure, Crosscultural training.

Unit 4: Organizational change and development: Organizational change: concepts, models (one model), techniques (one for individual and one for group), organizational development: concepts, models (one model), techniques (one for individual and one for group).

Course Outcomes

- CO1.** Explain the concepts, scope, and issues of Human Resource Management and Human Resource Development.
- CO2.** Describe key HR practices including job analysis, recruitment, selection, training, and performance evaluation.
- CO3.** Analyze the impact of globalization and cultural differences on international human resource management.
- CO4.** Apply concepts and techniques of organizational change and development in workplace settings.
- CO5.** Demonstrate understanding of cross-cultural training and multinational HR practices.
- CO6.** Evaluate organizational strategies for effective human resource management and development.

Book Recommended

1. Dessler, G. (2020). *Human Resource Management* (16th ed.). Pearson.
2. Armstrong, M. (2014). *Armstrong's Handbook of Human Resource Management Practice* (13th ed.). Kogan Page.
3. Aswathappa, K. (2020). *Human Resource Management* (9th ed.). McGraw-Hill Education.
4. DeCenzo, D. A., Robbins, S. P., & Verhulst, S. L. (2016). *Fundamentals of Human Resource Management* (12th ed.). Wiley.
5. Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. (2020). *Human Resource Management*. McGraw-Hill.
6. Mondy, R. W., & Martocchio, J. J. (2016). *Human Resource Management*. Pearson.
7. Bohlander, G., & Snell, S. (2017). *Managing Human Resources*. Cengage.
8. Ivancevich, J. M. (2010). *Human Resource Management*. McGraw-Hill.
9. Mathis, R. L., Jackson, J. H., & Valentine, S. (2016). *Human Resource Management*. Cengage.
10. Rao, V. S. P. (2010). *Human Resource Management*. Excel Books.
11. Flippo, E. B. (1984). *Personnel Management*. McGraw-Hill.
12. Bratton, J., & Gold, J. (2017). *Human Resource Management: Theory and Practice*. Palgrave Macmillan.
13. Storey, J. (2014). *New Perspectives on Human Resource Management*. Routledge.
14. Cascio, W. F. (2018). *Managing Human Resources*. McGraw-Hill.
15. Beardwell, J., & Thompson, A. (2017). *Human Resource Management*. Pearson.

Paper 5 : Counseling psychology lab (BPSY751)	
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

1. Conduct basic psychological experiments and assessments.
2. Apply ethical principles in psychological research.
3. Record, analyze, and interpret experimental data.
4. Demonstrate competence in using psychological tools and tests.
5. Prepare laboratory reports following scientific standards.
6. Develop skills in observation, measurement, and psychological inquiry.

Paper 6: Training and Apprenticeship(BPSY752)	
Teaching Scheme	Examination Scheme
Lectures: 2hrs/week	Internal Examiner -15
Tutorials: Nil	
Credits: 2	External Examiner -35

Course Objectives

1. To develop practical skills in psychological and rehabilitation services.
2. To provide supervised training in assessment, intervention, and documentation.
3. To enhance professional competence and ethical practice.
4. To promote application of psychological knowledge in real-world settings.

Duration:

4–6 Weeks (120 Hours Minimum)

Nature of Training:

Skill-oriented supervised training with active participation in psychological and rehabilitative services.

Suggested Organizations:

- Rehabilitation centres
- Psychiatric clinics
- Special education centres
- Counseling centres
- De-addiction centres
- Corporate HR departments

Student Activities:

- Assisting professionals in sessions
- Exposure to assessments and interventions
- Report writing and documentation
- Participation in case discussions

- Behaviour management assistance
- Psychoeducational activities

Submission:

- Training report
- Skill documentation
- Minimum 3 case studies
- Supervisor evaluation

Course Outcomes

CO1: Identify the roles and responsibilities of professionals in psychological and rehabilitation settings.

CO2: Explain basic assessment, intervention, and rehabilitation procedures.

CO3: Apply psychological concepts while assisting in supervised professional activities.

CO4: Analyze case information and behavioural observations during training.

CO5: Evaluate intervention strategies and psychoeducational practices.

CO6: Prepare case studies, documentation, and training reports using professional standards.

Paper 1: Clinical psychology (BPSY801)	
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 history, scope, nature, and professional role of clinical psychology.
2. To familiarize learners with psychological assessment and diagnostic tools used in clinical settings.
3. To understand psychoanalytic therapy, its historical background, principles, and applications.
4. To examine behaviour therapy approaches and techniques used in the treatment of psychological disorders.

Detailed Syllabus

Unit 1. Introduction: Meaning, Nature, Historical perspectives, Distinction between Clinical and Abnormal psychology, Education and Training of Clinical Psychologists

Unit 2.. Role / Functions of Clinical Psychologist in different Fields: Mental hospital, Child guidance clinic, School, Industry.

Unit 3. Clinical Assessment & Techniques: Nature and Purpose of clinical assessment, Techniques: Observation; Case history; Interviews; Objective measures – MMPI; Projective Measures- Rorschach Inkblot Test.

Unit 4. Clinical Intervention: Psychotherapy: Meaning and Goal, Psychotherapeutic techniques: Freudian Psychoanalytical therapy, Behavior therapy, Cognitive behavior therapy and Group therapy.

Course Outcomes

- CO1:** Explain the nature, scope, history, and professional roles of clinical psychology.
- CO2:** Describe the purpose, administration, and applications of major clinical assessment tools such as WAIS, MMPI, TAT, and Rorschach Test.
- CO3:** Interpret the fundamental concepts, goals, and techniques of psychoanalytic therapy.
- CO4:** Demonstrate understanding of the principles and techniques of behaviour therapy, including systematic desensitization, flooding, aversive therapy, implosive therapy, and assertiveness training.
- CO5:** Analyze the application of psychological assessment and therapeutic approaches in clinical settings.
- CO6:** Evaluate the effectiveness and limitations of major psychotherapeutic approaches used in clinical practice.

Book Recommended

1. Trull, T. J., & Prinstein, M. J. (2013). *Clinical Psychology* (8th ed.). Cengage Learning.
2. Pomerantz, A. M. (2016). *Clinical Psychology: Science, Practice, and Culture* (3rd ed.). Sage Publications.
3. Korchin, S. J. (2004). *Modern Clinical Psychology*. CBS Publishers.
4. Hersen, M., & Turner, S. M. (2013). *Adult Psychopathology and Diagnosis*. Wiley.
5. Plante, T. G. (2010). *Contemporary Clinical Psychology*. Wiley.
6. Butcher, J. N., Mineka, S., & Hooley, J. M. (2017). *Abnormal Psychology and Modern Life*. Pearson.
7. Groth-Marnat, G., & Wright, A. J. (2016). *Handbook of Psychological Assessment*. Wiley.
8. American Psychiatric Association. (2022). *Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR)*. APA.
9. Barlow, D. H. (2014). *Clinical Handbook of Psychological Disorders*. Guilford Press.
10. Oltmanns, T. F., & Emery, R. E. (2019). *Abnormal Psychology*. Pearson.
11. Snyder, D. K., & Ingram, R. E. (2000). *Handbook of Psychological Change*. Wiley.
12. Stricker, G., & Widiger, T. A. (2017). *Handbook of Psychology: Clinical Psychology*. Wiley.
13. Maddux, J. E., & Winstead, B. A. (2016). *Psychopathology: Foundations for a Contemporary Understanding*. Routledge.
14. Sommers-Flanagan, J., & Sommers-Flanagan, R. (2015). *Clinical Interviewing*. Wiley.
15. Kazdin, A. E. (2017). *Research Design in Clinical Psychology*. Pearson.

Paper 2: Clinical Psychology Lab (BPSY851)	
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 3: Dissertation (BPSY852)

Teaching Scheme	Examination Scheme
Lectures: 12hrs/week	Internal Examiner -100
Tutorials: Nil	
Credits: 12	External Examiner -200

Course Objectives

1. To develop competencies in scientific research and psychological inquiry.
2. To enable students to design and conduct an ethical research study in psychology.
3. To develop skills in data analysis, interpretation, academic writing, and dissemination of research findings.
4. To promote independent thinking, critical evaluation of literature, and evidence-based conclusions.

Dissertation Guidelines

The dissertation shall be an original research study conducted under the supervision of a faculty guide. The study may be quantitative, qualitative, mixed-methods, scale development, validation studies, experimental research, case-based research, systematic review, or meta-analysis (where feasible).

Duration

One Academic Year (Semester VII–VIII)

Dissertation Length

- **70–80 pages of main text**
- Approximately **15,000–20,000 words**
- Font: **Times New Roman**
- Font Size: **12 pt**
- Line Spacing: **1.5**
- Margin: **1 inch on all sides**
- Page numbering mandatory

Dissertation Format (APA 7th Edition)

Preliminary Pages:

- Title Page
- Certificate from Supervisor
- Declaration by Student
- Acknowledgement

- Abstract (250–300 words)
- Table of Contents
- List of Tables
- List of Figures

Main Chapters:

1. Introduction
2. Review of Literature
3. Rationale and Objectives/Hypotheses
4. Methodology
5. Results
6. Discussion
7. Conclusion and Implications
8. Limitations and Future Directions
9. References
10. Appendices

Research Requirements

- Approval from Department Research Committee (DRC) before data collection.
- Adherence to ethical principles including informed consent, confidentiality, and voluntary participation.
- Use of plagiarism detection software.
- Maximum permissible similarity index: **15% excluding references and appendices.**

Publication Requirement

Submission of proof of:

- Publication, or
- Acceptance, or
- Communication of a manuscript

in a peer-reviewed journal, edited book, conference proceeding, or institutional research publication shall be mandatory before award of the degree.

Presentation and Evaluation

Students shall:

- Submit 2 bound dissertation and soft copy.
- Present their research in a departmental seminar.
- Defend their work through viva voce examination conducted by internal and external examiners.

Evaluation Components

- Research Proposal and Progress Review
- Dissertation Report

- Research Presentation
- Viva Voce Examination
- Publication/Manuscript Submission

Recommended Referencing Style

All dissertations shall strictly follow the latest edition of the American Psychological Association (APA) Publication Manual.

Course Outcomes

CO1: Formulate research questions and objectives based on psychological literature.

CO2: Apply appropriate research methods, tools, and ethical principles in conducting research.

CO3: Analyze and interpret quantitative, qualitative, or mixed-method data.

CO4: Critically evaluate psychological literature and empirical findings.

CO5: Prepare a dissertation following APA guidelines and academic writing standards.

CO6: Present and disseminate research findings through publication and viva voce examination.

Paper 4: Field Work (BPSY 853)

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 diverse psychological and community settings.
2. To develop skills in interviewing, behavioural observation, and case documentation.
3. To apply psychological concepts in real-world field situations.
4. To enhance professional, ethical, and communication skills through supervised fieldwork.

Duration:

4 Weeks (80–100 Hours)

Nature of Training: Supervised practical exposure involving direct interaction, interviewing, and psychological documentation.

Suggested Organizations:

- Schools
- Rehabilitation centres
- NGOs
- Community mental health centres
- Correctional or juvenile settings
- Corporate wellness units

Student Activities:

- Case history taking
- Behavioural observation
- Conducting interviews
- Assisting in intervention activities
- Psychological documentation
- Community-based field assignments

Submission:

- Field work report
- Minimum 2 case studies
- Daily logbook

Course Outcomes

CO1: Describe the functioning of psychological and community-based service settings.

CO2: Explain the processes of interviewing, observation, and case documentation.

CO3: Apply psychological knowledge during field-based activities and interactions.

CO4: Analyze behavioural observations and case information collected in the field.

CO5: Evaluate community interventions and psychological services from a professional perspective.

CO6: Prepare field reports, case studies, and logbooks following ethical and professional standards.