

**BANGALORE UNIVERSITY**  
**DEPARTMENT OF PSYCHOLOGY**



**BA/ B.Sc.**  
**PSYCHOLOGY SYLLABUS (SEP)**  
**2024**

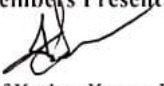
### Proceedings of BOS meeting

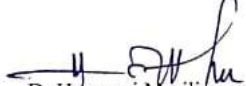
Bangalore University Board of studies meeting was held on 03/07/2024, Wednesday, 11.00 AM at Department of Psychology, Jnanabharathi, Bangalore University, Bengaluru 560056.

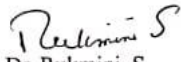
#### The Board discussed and approved the following:


- Board approved undergraduate I & II B.Sc./ B.A Psychology syllabus and suggest implement the syllabus as it is structure suggested by the Karnataka Higher Education council (SEP syllabus).
- Board approved undergraduate B.Sc./ B.A. panel of examiners and MA/MSc panel of Examiners.
- MA/M.Sc. Psychology/ Psychological counselling and P.G. Diploma in Psychological counselling panel of examiners have been approved.
- Board suggested to form expert committee to frame a new syllabus for PG Diploma in Psychological counselling and insist to submit the syllabus as early as possible
- Board approved Ph.D. panel of examiners of candidate Mrs. Akshatha Kulakarni.
- Board approved form a Comitte to revise/update M.Sc. Psychology and Psychological counselling syllabus.

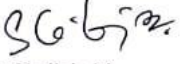
#### Members Present:

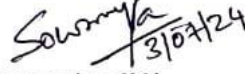
  
Prof. Keshav Kumar J  
Professor, Dept. of Clinical  
Psychology  
NIMHANS, Hosur Road,  
Bengaluru 560029


  
Dr. Hosmani Marilingappa  
Associate. Prof.  
Dept. of Psychology  
Maharani's cluster University  
Palace Road, Bengaluru-560001


  
Dr. Rukmini. S  
Asst. Prof, Dept. of Psychology  
Govt. First Grade College  
Vijaynagar, Bengaluru-560004


  
Dr. Narasimharaju N.  
Associate. Prof. Dept. of Psychology  
Maharanis college ,  
Mysuru-570006

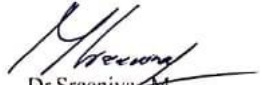
  
Dr. Shailaja. M.  
Asst. Prof. Dept. of Psychology  
St. Pauls College,  
Nelagaddanhalli,  
Bengaluru 560073

  
Dr. Sowmyashree K N  
Asst. Professor  
Dept. of Psychology,  
Bangalore University  
Bengaluru 560056.

  
Dr. Geetha. A  
Associate. Prof.,  
Dept. of Psychology  
Maharani's cluster University  
Palace Road, Bengaluru-560001

  
Dr. Manjunatha B  
Asst. Professor,  
Dept. of Psychology  
KSOU  
Mysuru

  
Dr. Sampath Kumar  
Professor & Chairman  
Dept. of Psychology  
Mysore University  
Mysuru

  
Dr. Sreenivas. M.  
Professor & Chairman-BOS  
Dept. of Psychology,  
Bangalore University  
Bengaluru 560056.

**Dr. SREENIVAS. M**  
PROFESSOR & CHAIRMAN  
DEPT. OF STUDIES / COUNCIL / EXAMS  
IN PSYCHOLOGY  
BANGALORE UNIVERSITY  
JNANABHARATHI, BANGALORE-56, INDIA.

**Program Objectives:**

The purpose of the Bachelor's in Psychology program is to prepare graduates with the necessary knowledge, skills, and attitudes required working in and contributing to the world of work. Specifically, the program aims at:

1. Building a strong foundation of psychological concepts and principles among the students. Enabling them to understand psychological processes and their effects.
2. Exposing them to the vast breadth and depth of knowledge of the field by providing them with knowledge from the various theoretical and applied branches of psychology.
3. Building necessary skills such as assessment and reporting to eventually work as a psychologist.
4. Building basic research skills in the students such as reviewing literature, collecting and analyzing data, interpreting and reporting the findings.
5. Developing academic curiosity and a love for learning among the students.
6. Developing necessary 21<sup>st</sup> century competencies such as critical thinking, problem solving, decision making, collaboration, and creativity.
7. Developing character qualities of persistence, adaptability, leadership, initiative and socio-cultural awareness.
8. Developing the life skills of self-awareness, self-direction, communication, emotion regulation, stress management, and interpersonal relationship skills.
9. Empowering students with employability skills of planning, organization, teamwork, critical thinking, and innovation.
10. Ultimately creating individuals who are globally aware, locally relevant, have social responsibility, be of service to the society, and work ethically towards the upliftment and betterment of humanity.

**Program Outcomes:**

By the end of the program, students will be able to:

PO1	:	Domain Knowledge	Describe and explain various psychological concepts, principles, processes, and phenomenon.
PO2	:	Application	Apply the knowledge to understand, explain, predict, maintain, modify, and enhance behaviour and mental health.
PO3	:	Assessment Skills	Use appropriate tests/ assessments to assess and interpret psychological concepts, traits, abilities, and attitudes in people
PO4	:	Research Skills	Carry out simple research project by reviewing literature, collecting data, analyzing the findings using appropriate statistics
PO5	:	Scientific Skills	Conduct simple psychological experiments, report group data
PO6		Interpersonal Skills	Collaborate with others, work in teams, communicate effectively and show multicultural sensitivity
PO7		Intrapersonal Skills	Manifest self-awareness, self-direction, emotion regulation, and stress management
PO8	:	Employability Skills	Demonstrate the ability to solve problems, make decisions, plan, innovate, organize information, and network with professionals
PO9	:	Global Competencies	Exhibit leadership, initiative, persistence, and adaptability and use technology to gather, evaluate, and present information
PO10	:	Multidisciplinary settings	Transfer knowledge and skills learnt in one course to other courses, other contexts, across multiple settings and disciplines
PO11	:	Social Consciousness	Work with service-mindedness for the betterment and upliftment of society
PO12	:	Ethics	Practice ethics in all professional tasks

**PSY – 101 COURSE DETAILS**

Program Name	<b>Psychology</b>	Semester	<b>I</b>
Course Title	<b>Basic Psychological Processes I</b>		
Course Code	<b>PSY-101</b>	Number of Credits	<b>4</b>
Contact Hours	<b>56 hours</b>	Duration of SEA/ Exam	<b>3 hours</b>
Formative (Internal) Assessment Marks	<b>20</b>	Summative (External) Assessment Marks	<b>80</b>

**PSY – 101 COURSE PREREQUISITS****Course Objectives:**

The Basic Psychological Processes I course lays the foundation of psychology in the students. The purpose of the course is to enable students to

1. Understand basic concepts, principles and theories of psychology.
2. Understand the need and usefulness of psychology for the betterment of society.

**Course Outcomes (CO's):**

By the end of the course, students will be able to:

CO1	:	Explain the basic concepts, theories and principles of psychology
CO2	:	Use the knowledge gained to describe, explain and predict behaviour in themselves and others
CO3		Work with peers and classmates to collaborate on presentations and discussions
CO4	:	Apply the concepts and theories to regulate their emotions, motivate themselves, improve their memory and learning skills.
CO5	:	Use technology to gather and present information about psychological concepts and processes

**PSY – 101 COURSE CONTENT****Unit I: Introduction to Psychology****12 hours**

- Definition and Goals of Psychology.
- Perspectives of Psychology: Psychodynamic, Behavioral, Humanistic, Cognitive, and Sociocultural perspectives.
- Scope of Psychology: Fields and Branches.
- Methods of Studying Psychology: Observation, Case study, Correlation, and Experimental Method.

**Unit II: Learning****14 hours**

- Meaning and Definition of Learning.
- Classical Conditioning: Pavlov's experiment, Stimulus Generalization and Discrimination, Extinction and Spontaneous recovery.
- Operant Conditioning: Skinner's approach to Operant Conditioning, Reinforcement: Schedules and Types of Reinforcement – primary, secondary, positive, and negative reinforcement); Punishment: Meaning and Types
- Cognitive learning: Insight Learning, Observational, Latent Learning, Transfer of Learning

**Unit III: Memory****14 hours**

- Meaning and Definition of Memory; Process of Memory – encoding, storage, and retrieval.
- Types of Memory: Sensory Memory, Short Term Memory, Long Term Memory.
- Forgetting: Meaning and Causes
- Techniques/ Methods for improving Memory.

**Unit IV: Motivation and Emotion****16 Hours****Part A: Motivation**

- Meaning and Definition of Motivation.
- Theories of Motivation: Instinct Theory, Arousal Theory, Drive Theory – motivational cycle, Cognitive Theory, Humanistic Theory
- Types of Motivation: Primary motivation – Hunger, Thirst, Sexual drive; Secondary Motivation – Achievement, Affiliation, Power

**Part B: Emotion**

- Meaning and Definition of Emotion.
- The Three Elements of Emotion: the physiology of emotion, the behaviour of emotion, the subjective experience of emotion.
- Theories of Emotion: James-Lange Theory, Cannon-Bard Theory; Schachter-Singer Theory; Lazarus Cognitive Theory

**Course Articulation Matrix:**

Course Outcomes	Program Outcomes											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	1										
CO2	1	3										3
CO3						3						3
CO4	1						3					
CO5									2			

**Teaching-Learning Pedagogy:**

1. Interactive lectures, flipped classroom, inquiry-based learning, group presentations
2. Group discussions, collaborative learning, team teaching, activity-based learning

**Formative (Internal) Assessment Guidelines:**

Assessment Type/ Criteria	Marks
Attendance	5
Internal Test	5
Assignment/ Class Presentation	10
<b>Total</b>	<b>20</b>

**Distribution marks for attendance**

Sl.No	% of attendance	Marks
1	75-80	1
2	81-85	2
3	86-90	3
4	91-95	4
5	96-100	5

**Summative (External) Assessment Guidelines:**

Assessment Type/ Criteria	Number	Marks for each	Total Marks
Basic questions	10 from a choice of 12	2	20
Short notes	6 from a choice of 8	5	30
Essays	3 from a choice of 5	10	30
<b>Total</b>			<b>80</b>

Note: Pass marks = 32

**References:**

1. Feldman, R. S. (1996). **Understanding Psychology** (4th ed.). Mc Graw-Hill Book Company.
2. Saundra K Ciccarelli and Glenn Meyer. **Psychology**. South Asian Edition.
3. Robert A. Baron and Girishwar Misra. **Psychology**. 5<sup>th</sup> Edition. Indian Subcontinent Edition. Copyright 2016 Pearson India Education Services Pvt. Ltd.
4. John W. Santrock. **Psychology Essentials 2**. II Edition (Updated) 2006, McGraw-Hill Publications.
5. Morgan and King. **Introduction to Psychology**. 7<sup>th</sup> Edition, 1986, McGraw-Hill Publications.
6. Sridhara .A. **Manovygnanika Sidhantagala Kaipidi**.(Kannada)
7. Girishwar Mishra, **Handbook of Psychology in India**, 2011 Oxford University Press.

Note: Latest editions of books may be used

**PSY – 101P COURSE DETAILS**

Program Name	<b>Psychology</b>	Semester	<b>I</b>
Course Title	<b>Basic Psychological Processes I Practicals</b>		
Course Code	<b>PSY-101P</b>	Number of Credits	<b>2</b>
Contact Hours	<b>45 hours</b>	Duration of SEA/ Exam	<b>3 hours</b>
Formative (Internal) Assessment Marks	<b>10</b>	Summative (External) Assessment Marks	<b>40</b>

**PSY – 101P COURSE PREREQUISITS****Course Objectives:**

The practicals paper accompanying the Basic Psychological Processes I course builds assessment and research skills in the students. The purpose of the course is to:

1. Train students to use tests/ assessments to measure various psychological traits related to learning, memory, motivation, and emotion.
2. Enable students to use graphing methods and descriptive statistics to present data.
3. Build research and team-work skills among students.

**Course Outcomes:**

By the end of the course, students will be able to:

CO1	:	Use standardized psychological tools to measure various psychological traits and abilities such as learning, memory, motivation, and emotion, interpret and report the results of same.
CO2	:	Organize and present data using graphical representations and measures of central tendency.
CO3	:	Work on a simple research project by carrying out literature review, designing the method of study, and collecting data.

**PSY – 101P COURSE CONTENT****Part A: Assessments****Learning**

1. Habit Interference
2. Maze Learning
3. Bilateral Transfer

**Memory**

4. Cueing on Recall
5. Retroactive Inhibition
6. Proactive Inhibition
7. Chunking on Recall
8. Directed Observation

**Motivation**

9. Academic Achievement Motivation
10. Intrinsic Motivation Scale
11. Dimensions of Friendship Scale

**Emotion**

12. Emotional Intelligence
13. Emotional Regulation Scale
14. Oxford Happiness Scale
15. Emotional Maturity Scale
16. Fear Checklist

Note: A total of **FIVE** assessments/ tests need to be taught from the list with at least **ONE** from each of the four sections being chosen.

**Part B: Statistics**

1. Measures of Central Tendency: Mean, Median and Mode for Ungrouped and Grouped data with only Frequency (no class intervals)
2. Graphical representation- Line and Bar graph.

**Part C: Project**

Group Project or Individual Project: Any two assessments to be used to undertake the research project. (Introduction, Review of Literature, Methodology and Data collection to be part of semester 1; Data analysis using Descriptive Statistics, Discussion, References to be part of semester 2)

**Course Articulation Matrix:**

Course Outcomes	Program Outcomes											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	1		3									3
CO2					2			2				
CO3				3	3		3		3			3

**Teaching-Learning Pedagogy:**

1. Demonstrations, skill-building activities, and practice
2. Problem-based learning, project-based learning, experiential learning activities

**Formative (Internal) Assessment Guidelines:**

Assessment Type/ Criteria	Marks
Project	5
Practical Record	5
<b>Total</b>	<b>10</b>

Note: For Practical Classes – 10 students per batch



**Summative (External) Assessment Guidelines:**

<b>Assessment Type/ Criteria</b>	<b>Number of Tests</b>	<b>Marks for each</b>	<b>Total Marks</b>
Plan and Procedure	2	5	10
Instructions, and Administration	2	5	10
Scoring, Interpretation, and Discussion	2	5	10
Statistics	1	5	5
Viva Voce	-	5	5
<b>Total</b>			<b>40</b>

Note: Pass marks = 16

**References:**

1. Manuals of the tests/ assessments.
2. Garrett, H. E. (2005). **Statistics in Psychology and Education**. 6<sup>th</sup> ed. New Delhi. Paragon.
3. King, B., Rosopa, P., & Minium. (2011). **Statistical Reasoning in the Behavioral Sciences**. 7<sup>th</sup> ed. New Jersey. Wiley.

Note: Latest editions of books may be used

**PSY – 201 COURSE DETAILS**

Program Name	<b>Psychology</b>	Semester	<b>II</b>
Course Title	<b>Basic Psychological Processes II</b>		
Course Code	<b>PSY-201</b>	Number of Credits	<b>4</b>
Contact Hours	<b>56 hours</b>	Duration of SEA/ Exam	<b>3 hours</b>
Formative (Internal) Assessment Marks	<b>20</b>	Summative (External) Assessment Marks	<b>80</b>

**PSY – 201 COURSE PREREQUISITS****Course Objectives:**

The Basic Psychological Processes II continues to build the foundation of psychology in the students. The purpose of the course is to enable students to

1. Understand basic concepts, principles and theories of psychology.
2. Understand the need and usefulness of psychology for the betterment of society.

**Course Outcomes (CO's):**

By the end of the course, students will be able to:

CO1	:	Explain the basic concepts, theories and principles of psychology
CO2	:	Use the knowledge gained to describe, explain and predict behaviour in themselves and others
CO3	:	Apply the concepts and theories to understand their own personality, intelligence, perceptions, thinking, decision making, and reasoning
CO4	:	Demonstrate the skills of concept formation, creativity, and problem solving
CO5	:	Integrate the knowledge from the different topics into a coherent framework

**PSY – 201 COURSE CONTENT****Unit I: Personality****12 hours**

- Meaning and Definitions of Personality; Factors Influencing the Development of Personality
- Theories of Personality: Psychoanalytic Theory – Freud & Jung; Socio-Cognitive Theory – (Bandura; Humanistic Theory – Carl Rogers; Trait Theories – Eysenck, Cattell, Big Five theory; Triguna Perspective of Personality.
- Assessment of Personality: Self Report – Questionnaires/Inventories, Projective Tests, Behavioural Assessments.

**Unit II: Intelligence and Cognitive Processes****16 hours****Part A: Intelligence**

- Meaning and Definition of Intelligence.
- Theories of Intelligence: Spearman's G Factor theory, Gardner's Theory of Multiple Intelligences, Sternberg's Triarchic Intelligence Theory, Thurston's Primary Mental Abilities, Cattell's Theory of Fluid and Crystallized Intelligence (Brief overview).
- Assessment of Intelligence: Classification of Intelligence Tests with Examples.

**Part B: Cognitive Process**

- Meaning and Definition of Cognition.
- Concept Formation: Processes.
- Reasoning and Decision Making (in brief)
- Problem solving: Steps in Problem Solving, Obstacles in Problem Solving:
- Thinking: Types – Convergent and Divergent thinking; Creativity – Process.

**Unit III: Biology and Behavior****14 hours**

- Neuron: Structure and Functions of the Neuron.
- Central Nervous System: Structure and Functions of the Brain (two hemispheres and four lobes) and the Spinal Cord.
- The Peripheral Nervous System: Structure and Functions (Somatic and Autonomic)
- Endocrine glands.
- Methods of Studying the Brain: Lesion Technique, Ablation, PET, CT, MRI and fMRI.

**Unit IV: Sensation, Attention and Perception****14 hours**

- Sensation: Meaning and Definition; Process of Sensation and Sensory Threshold.
- Attention: Meaning and Definition, Types of Attention, Factors influencing Attention.
- Perception: Meaning and Definition; Gestalt Principles; Depth Perception (Monocular and Binocular cues) Perceptual Constancies (Size, Shape and Brightness); Errors in Perceptions (Illusions and Hallucination); Extra Sensory Perception.

**Course Articulation Matrix:**

Course Outcomes	Program Outcomes											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	1										
CO2	1	3										3
CO3							3				3	
CO4	1							3				
CO5	1									4		

**Teaching-Learning Pedagogy:**

1. Interactive lectures, flipped classroom, inquiry-based learning, group presentations
2. Group discussions, collaborative learning, team teaching, activity-based learning

**Formative (Internal) Assessment Guidelines:**

Assessment Type/ Criteria	Marks
Attendance	5
Internal Test	5
Assignment/ Class Presentation	10
<b>Total</b>	<b>20</b>

**Summative (External) Assessment Guidelines:**

Assessment Type/ Criteria	Number	Marks for each	Total Marks
Basic questions	10 from a choice of 12	2	20
Short notes	6 from a choice of 8	5	30
Essays	3 from a choice of 5	10	30
<b>Total</b>			<b>80</b>

Note: Pass marks = 32

**References:**

1. Feldman, R. S. (1996). **Understanding Psychology** (4th ed.). Mc Graw-Hill Book Company.
2. Saundra K Ciccarelli and Glenn Meyer. **Psychology**. South Asian Edition.
3. Robert A. Baron and Girishwar Misra. **Psychology**. 5<sup>th</sup> Edition. Indian Subcontinent Edition. Copyright 2016 Pearson India Education Services Pvt. Ltd.
4. John W. Santrock. **Psychology Essentials 2**. II Edition (Updated) 2006, McGraw-Hill Publications.
5. Morgan and King. **Introduction to Psychology**. 7<sup>th</sup> Edition, 1986, McGraw-Hill Publications.
6. Sridhara. A. **Manovygnanika Sidhantagala Kaipidi**.(Kannada)
7. Girishwar Mishra, **Handbook of Psychology in India**, 2011 Oxford University Press.

Note: Latest editions of books may be used

**PSY – 201P COURSE DETAILS**

Program Name	<b>Psychology</b>	Semester	<b>II</b>
Course Title	<b>Basic Psychological Processes II Practicals</b>		
Course Code	<b>PSY-201P</b>	Number of Credits	<b>2</b>
Contact Hours	<b>45 hours</b>	Duration of SEA/ Exam	<b>3 hours</b>
Formative (Internal) Assessment Marks	<b>10</b>	Summative (External) Assessment Marks	<b>40</b>

**PSY – 201P COURSE PREREQUISITS****Course Objectives:**

The practicals paper accompanying the Basic Psychological Processes II course builds assessment and research skills in the students. The purpose of the course is to:

1. Train students to use tests/ assessments to measure various psychological traits related to personality, intelligence, cognitive processes, sensation, attention, and perception.
2. Enable students to use descriptive statistics to present data.
3. Build research and team-work skills among students.

**Course Outcomes:**

By the end of the course, students will be able to:

CO1	:	Use standardized psychological tools to measure various psychological traits and abilities such as learning, memory, motivation, and emotion, interpret and report the results of same.
CO2	:	Organize and present data using measures of variability.
CO3	:	Continue to work on the research project started in semester I with analyzing the data using (only) descriptive statistics, discussion, and referencing.

**PSY – 201P COURSE CONTENT****Part A: Assessments****Personality**

1. Eysenck's Personality Inventory
2. 16 PF test of Personality
3. Type A/B Personality Test
4. NEO Five Personality Inventory

**Intelligence**

5. Standard Progressive Matrices
6. Seguin Form Board Test (SFBT)
7. General Mental Ability Test (GMAT)

**Cognitive Process**

8. Concept Formation Processes
9. Problem Solving
10. Test of Creativity

**Sensation and Attention**

11. Mapping of Retinal Colour Zones
12. Set on Attention
13. Span of Attention

**Perception**

14. Muller Lyer Illusion
15. Size and Weight Illusion

Note: A total of **FIVE** assessments/ tests need to be taught from the list with at least **ONE from each of the four sections** being chosen.

**Part B: Statistics**

1. Measures of Variability: Range and Standard Deviation for Grouped and Ungrouped data (no class intervals)

**Part C: Project**

Group Project or Individual Project: Any two assessments to be used to undertake the research project. (Introduction, Review of Literature, Methodology and Data collection to be part of semester 1; Data analysis using Descriptive Statistics, Discussion, References to be part of semester 2)

**Course Articulation Matrix:**

Course Outcomes	Program Outcomes											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1			3									2
CO2					2			3				
CO3	1			3	3		4		3			3

**Teaching-Learning Pedagogy:**

1. Demonstrations, skill-building activities, and practice
2. Problem-based learning, project-based learning, experiential learning activities

**Formative (Internal) Assessment Guidelines:**

Assessment Type/ Criteria	Marks
Project	5
Practical Record	5
<b>Total</b>	<b>10</b>

Note: For Practical Classes – 10 students per batch

**Summative (External) Assessment Guidelines:**

<b>Assessment Type/ Criteria</b>	<b>Number of Tests</b>	<b>Marks for each</b>	<b>Total Marks</b>
Plan and Procedure	2	5	10
Instructions, and Administration	2	5	10
Scoring, Interpretation, and Discussion	2	5	10
Statistics	1	5	5
Viva Voce	-	5	5
<b>Total</b>			<b>40</b>

Note: Pass marks = 16

**References:**

1. Manuals of the tests/ assessments.
2. Garrett, H. E. (2005). **Statistics in Psychology and Education**. 6<sup>th</sup> ed. New Delhi. Paragon.
3. King, B., Rosopa, P., & Minium. (2011). **Statistical Reasoning in the Behavioral Sciences**. 7<sup>th</sup> ed. New Jersey. Wiley.

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