



BENGALURU NORTH UNIVERSITY

TAMAKA, KOLAR- 563103

Curriculum/Syllabus
for
Undergraduate Programme
Bachelor of Science
With three Major Subject combination

Choice Based Credit System
As per State Education Policy - Karnataka

Major Subject: **PSYCHOLOGY**

Faculty of Science
(With Effect from Academic Year 2024-25)



BENGALURU NORTH UNIVERSITY
Dept. of Psychology
Tamaka-563103

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Dr.Sreenivas M.
Professor & Chairman
BOS (Psychology & Counselling)

Date: 05/07/2024

To
The Registrar
Bangalore University
Bengaluru-56

Sir,

Subject: Submission of I and II Semester BSc/BA Psychology SEP Syllabus and proceedings copy of BOS (Psychology) Meeting 2024 for approval.

With reference to the above subject BOS (Psychology) meeting was held on 03-07-2024 at Department of Psychology, Jnanabharathi Campus, Bangalore University, Bengaluru-56. This is for your kind information, I am also here by submitting I and II Semester BSc/BA Psychology SEP syllabus and copy of the proceedings to place it in faculty of Science for approval.

Thanking You

Yours Faithfully

(Dr. Sreenivas M.)
Dr. SREENIVAS. M.
PROFESSOR & CHAIRMAN
DEPARTMENT OF STUDIES/COUNCIL/EXAMS
IN PSYCHOLOGY
BENGALURU NORTH UNIVERSITY
TAMAKA, KOLAR-563103


Proceedings of BOS meeting


Bengaluru North 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:

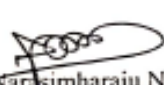
- Board approved undergraduate I & II sem BA/B.Sc. Psychology SEP syllabus and suggest implement structure of the syllabus as it is suggested by the Karnataka Higher Education council and Government of Karnataka.
- Board approved undergraduate BA/B.Sc. panel of examiners and MA/MSc Psychology panel of Examiners.
- MA/M.Sc. Psychology/ Psychological counselling panel of examiners have been approved.
- The necessary corrections and modification on regulation based on the recommendation of Karnataka Higher Education council have been approved.

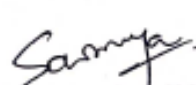
Members Present:

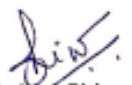

Prof. Keshav Kumar J
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NIMHANS, Hosur Road,
Bengaluru 560029

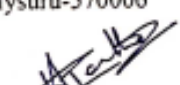

Dr. Hosmani Marilingappa
Associate Prof.
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Palace Road, Bengaluru-560001

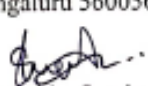

Asha H K
Asst. Professor
Dept. of Psychology
Lal Bahadurshastri Govt. College,
R T Nagar, Bengaluru

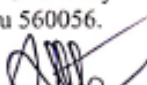

Dr. Narasimharaju N.
Associate. Prof. Dept. of Psychology
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Mysuru-570006



Dr. Sowmyashree K N
Asst. Professor
Dept. of Psychology,
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Dr. Rohini Shivananda
RCI Member & Faculty
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Dr. Geetha A
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Dr. Sritha Sandan
Associate Professor, & VP
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Dr. Sampath Kumar
Professor & Chairman
Dept. of Psychology
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Dr. Sreenivas M.
Chairman-BOS
Dept. of Psychology,
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Bengaluru 560056.
Dr. SREENIVAS. M.
PROFESSOR & CHAIRMAN
DEPARTMENT OF STUDIES/COUNCIL/EXAMS
IN PSYCHOLOGY
BENGALURU NORTH UNIVERSITY
TAMAKA, KOLAR-563103

Bachelor of Science Psychology

Syllabus of Psychology for UG programs | SEP Framework | 2024

PSY – 101 COURSE DETAILS

| | | | |
|---------------------------------------|--|---------------------------------------|----------------|
| Programme Name | B.Sc. | Semester | I |
| Major | Psychology | | |
| Course Title | Basic Psychological Processes I | | |
| Course Code | PSY-101 | Number of Credits | 4 |
| Contact Hours | 60 hours | Duration of SEA/ Exam | 3 hours |
| Formative (Internal) Assessment Marks | 20 | Summative (External) Assessment Marks | 80 |

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

3. Understand basic concepts, principles and theories of psychology.
4. 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

10 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:

3. Interactive lectures, flipped classroom, inquiry-based learning, group presentations
4. 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 |
| Total | 20 |

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 |
| Total | | | 80 |

Note: Pass marks = 32

References:

8. Feldman, R. S. (1996). **Understanding Psychology** (4th ed.). Mc Graw-Hill Book Company.
9. Saundra K Ciccarelli and Glenn Meyer. **Psychology**. South Asian Edition.
10. Robert A. Baron and Girishwar Misra. **Psychology**. 5th Edition. Indian Subcontinent Edition. Copyright 2016 Pearson India Education Services Pvt. Ltd.
11. John W. Santrock. **Psychology Essentials 2**. II Edition (Updated) 2006, McGraw-Hill Publications.
12. Morgan and King. **Introduction to Psychology**. 7th Edition, 1986, McGraw-Hill Publications.
13. Sridhara .A. **Manovygnanika Sidhantagala Kaipidi**.(Kannada)
14. 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. Sc. | Semester | I |
| Major | Psychology | | |
| Course Title | Basic Psychological Processes I Practicals | | |
| Course Code | PSY-101P | Number of Credits | 2 |
| Contact Hours | 45 hours | Duration of SEA/ Exam | 3 hours |
| Formative (Internal) Assessment Marks | 10 | Summative (External) Assessment Marks | 40 |

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**

17. Habit Interference
18. Maze Learning
19. Bilateral Transfer

Memory

20. Cueing on Recall
21. Retroactive Inhibition
22. Proactive Inhibition
23. Chunking on Recall

24. Directed Observation

Motivation

- 25. Academic Achievement Motivation
- 26. Intrinsic Motivation Scale
- 27. Dimensions of Friendship Scale

Emotion

- 28. Emotional Intelligence
- 29. Emotional Regulation Scale
- 30. Oxford Happiness Scale
- 31. Emotional Maturity Scale
- 32. 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

- 3. Measures of Central Tendency: Mean, Median and Mode for Ungrouped and Grouped data with only Frequency (no class intervals)
- 4. 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:

- 3. Demonstrations, skill-building activities, and practice
- 4. Problem-based learning, project-based learning, experiential learning activities

Formative (Internal) Assessment Guidelines:

| Assessment Type/ Criteria | Marks |
|---------------------------|-----------|
| Project | 5 |
| Practical Record | 5 |
| Total | 10 |

Note: For Practical Classes – 10 students per batch

Summative (External) Assessment Guidelines:

| Assessment Type/ Criteria | Number of Tests | Marks for each | Total Marks |
|---|-----------------|----------------|-------------|
| 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 |
| Total | | | 40 |

Note: Pass marks = 16

References:

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

Note: Latest editions of books may be used

PSY – 201 COURSE DETAILS

| | | | |
|---------------------------------------|----------------------------------|---------------------------------------|---------|
| Program Name | B.Sc | Semester | II |
| Major | Psychology | | |
| Course Title | Basic Psychological Processes II | | |
| Course Code | PSY-201 | Number of Credits | 4 |
| Contact Hours | 60 hours | Duration of SEA/ Exam | 3 hours |
| Formative (Internal) Assessment Marks | 20 | Summative (External) Assessment Marks | 80 |

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

3. Understand basic concepts, principles and theories of psychology.
4. 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**12 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:

3. Interactive lectures, flipped classroom, inquiry-based learning, group presentations
4. 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 |
| Total | 20 |

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 |
| Total | | | 80 |

Note: Pass marks = 32

References:

8. Feldman, R. S. (1996). **Understanding Psychology** (4th ed.). Mc Graw-Hill Book Company.
9. Saundra K Ciccarelli and Glenn Meyer. **Psychology**. South Asian Edition.
10. Robert A. Baron and Girishwar Misra. **Psychology**. 5th Edition. Indian Subcontinent Edition. Copyright 2016 Pearson India Education Services Pvt. Ltd.
11. John W. Santrock. **Psychology Essentials 2**. II Edition (Updated) 2006, McGraw-Hill Publications.
12. Morgan and King. **Introduction to Psychology**. 7th Edition, 1986, McGraw-Hill Publications.
13. Sridhara .A. **Manovygnanika Sidhantagala Kaipidi**.(Kannada)
14. 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. Sc. | Semester | II |
| Major | Psychology | | |
| Course Title | Basic Psychological Processes II Practicals | | |
| Course Code | PSY-201P | Number of Credits | 2 |
| Contact Hours | 45 hours | Duration of SEA/ Exam | 3 hours |
| Formative (Internal) Assessment Marks | 10 | Summative (External) Assessment Marks | 40 |

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:

4. Train students to use tests/ assessments to measure various psychological traits related to personality, intelligence, cognitive processes, sensation, attention, and perception.
5. Enable students to use descriptive statistics to present data.
6. 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**

16. Eysenck's Personality Inventory
17. 16 PF test of Personality
18. Type A/B Personality Test
19. NEO Five Personality Inventory

Intelligence

20. Standard Progressive Matrices
21. Seguin Form Board Test (SFBT)
22. General Mental Ability Test (GMAT)

Cognitive Process

- 23. Concept Formation Processes
- 24. Problem Solving
- 25. Test of Creativity

Sensation and Attention

- 26. Mapping of Retinal Colour Zones
- 27. Set on Attention
- 28. Span of Attention

Perception

- 29. Muller Lyer Illusion
- 30. 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

- 2. 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:

- 3. Demonstrations, skill-building activities, and practice
- 4. Problem-based learning, project-based learning, experiential learning activities

Formative (Internal) Assessment Guidelines:

| Assessment Type/ Criteria | Marks |
|---------------------------|-----------|
| Project | 5 |
| Practical Record | 5 |
| Total | 10 |

Note: For Practical Classes – 10 students per batch

Summative (External) Assessment Guidelines:

| Assessment Type/ Criteria | Number of Tests | Marks for each | Total Marks |
|---|-----------------|----------------|-------------|
| 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 |
| Total | | | 40 |

Note: Pass marks = 16

References:

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

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