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ನಗರ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ



**BENGALURU  
CITY UNIVERSITY**

Office of the Registrar, Central College Campus, Dr. B.R. Ambedkar Veedhi, Bengaluru – 560 001.  
PhNo.080-22131385, E-mail: registrar@bcu.ac.in

No.BCU/Ph.D-Syllabus / 135/2025-26

Date.17.07.2025

**NOTIFICATION**

Sub: Psychology Ph.D Course Work Syllabus of Bengaluru City University

Ref: 1. The recommendations of the Board of Studies in Psychology (PG & UG)  
2. Approval of the Vice-Chancellor dated.16.07.2025

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In pursuance to the recommendations of the Board of Studies in Psychology (PG & UG), the Syllabus for Psychology Ph.D Course Work of Bengaluru City University is hereby notified for information of the concerned, effective from the academic year 2025-26

The copy of the Syllabus is notified in the University Website: [www.bcu.ac.in](http://www.bcu.ac.in) for information of the concerned.

  
**REGISTRAR**

To,

1. The Dean, Faculty of Science, BCU.
2. The Chairman & Members of BoS in Psychology (PG & UG), BCU.
3. The Principals of the concerned affiliated Colleges of BCU – through email.
4. The P.S. to Vice-Chancellor/Registrar/Registrar (Evaluation), BCU.
5. Office copy / Guard file.




# Ph.D. COURSE WORK SYLLABUS





## BENGALURU CITY UNIVERSITY CENTRAL COLLEGE, BENGALURU 560001

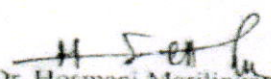
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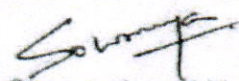
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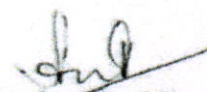
  
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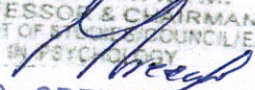
  
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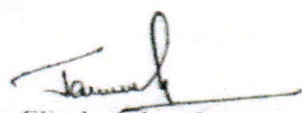
  
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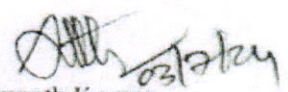
  
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## PAPERI-RESEARCH METHODS AND PSYCHOMETRY

**Learning Objectives:** *The paper aims to educate the students about research in Social Sciences so as to enable them to carry out research effectively and efficiently, and report the findings in an accepted APA format.*

### Unit 1: Introduction to Research Methodology

10 Hours

- *Meaning and Types of Research* – Survey Research, field studies, Ex-post facto research, Steps in conducting research
- *Research:* Meaning, objectives and significance
- *Research in Social Sciences:* Types and approaches
- Characteristics of Social Science research, validity and reliability in social science research and ethical issues.
- Stages of research process
- *Research Problem:*
  - Types, selection, characteristics and importance.
  - Techniques of defining research problem

### Unit 2: Probability, Variables and Hypothesis

10 Hours

- Probability and Normal distribution
- Meaning and types of variables, important approaches to manipulation of variables and techniques of controlling extraneous variables.
- *Research Hypothesis:* Definition, types, sources, functions and hypothesis testing, Type I and Type II errors.

### Unit 3: Research Designs

12 Hours

- *Experimental Designs*–Single Factor Experiments, Randomized Complete Block Designs, Factorial Experiments, Cross-over and Greco-Latin Square Designs, Research Report preparation.
- Meaning, purpose, principles and features of a good research design
- *Non experimental Research Designs:* Observation and cross sectional
- *Experimental Designs*
  - Principles and steps of Experimental designs
  - *Between groups design:* Randomized groups design, Matched group designs, Latin square and Factorial design
  - Within group design
  - *True experimental designs:* After – Only with Control Design, Before-and-After with control design, Solomon Four group design
  - *Quasi experimental designs:* Time series, Equivalent time sample, Non-equivalent control group, Separate sample pre-post-test, Patched-up design, Longitudinal design, Cross sectional design and Cohort design
  - *Ex Post Facto Design:* One shot case study, one group pre-post-test, static-group comparison
  - *Other designs:* Exploratory designs, descriptive designs, Evaluation designs and Action research



#### **Unit 4: Data Collection and Statistical Analysis and Reporting in APA**

**10 Hours**

- Sampling:
  - Meaning, need and fundamentals of sampling
  - Probability and Non-Probability sampling
- Data collection: Importance, selection criteria and precautions
  - Primary Data collection methods: Observation, interviews, questionnaires and schedules and Psychological tests
  - Secondary data collection methods: Case study and documentary data
- Data Analysis: parametric and non-parametric, descriptive, inferential, correlational, tests of significance, tests for homogeneity of variance, regression and data reduction
- General concepts of research writing: Plagiarism, types of writing, and interpretation
- *APA style of writing:*
  - Reports: Significance, need, steps, mechanics of report writing and layout
  - Citation
  - Reference
- Statistical Analysis of data:
  - Parametric Tests - basics of Hypothesis testing, Factor analysis of Variance, Path analysis, discriminate analysis, multiple analysis of variance, and Analysis of Co-variance.
  - Non-parametric Tests - Chi-square test; Mann-Whitney test; Wilcoxon test; Kruskal-Wallis test; Friedman test.

#### **Unit 5: Psychometry development in Psychology**

**10 Hours**

- Types of Psychological tests and their application
- Ethics of Psychological testing
- Levels of measurements
- *Process of Psychometric development:*
  - Item writing and item analysis
    - Guidelines for item writing and types of response formats
    - Item difficulty and Item discrimination
    - Item Validity and reliability
    - Item response theory and Classical test theory
  - Reliability and validity testing of tests
  - Standardization and Norms
  - Use of computers in Statistical Analysis -SPSS; Use of online software.

## References:

1. Anastasi, A., & Urbina, S. (1997). Psychological testing. Prentice Hall/ Pearson Education. Chadha, N. K. (2009). Applied psychometry. SAGE Publications India.
2. Kothari, C.R. (2004). Research methodology: Methods and techniques. New Age International.
3. Mangal, S. K., & Mangal, S. (2013). Research methodology in behavioral sciences. PHI Learning Pvt. Ltd.
4. Panneer b selvam, R. (2004). Research Methodology, PHIL earning Pvt.Ltd.\
5. Singh, A. K. (1986). Tests, measurements and research methods in behavioral sciences. Tata McGraw-Hill.



## Ph.D. Course Work

### PAPERII- Cognate/Core Subject

#### 101: THEORETICAL APPROACHES TO PSYCHOLOGY

**Learning Objectives:** *Research scholars would get a historical perspective about the development of psychology as an independent body of knowledge. The emphasis is on understanding human behavior from each school's perspective in respect of human motivation, development and functioning of human personality and the application of principles of each school to the development of mankind as well as its therapeutic value.*

##### Unit 1: Psycho analytical perspective

10Hours

History, Sigmund Freud's approach, Carl Jung, Adler and other Neo-Freudian approach to motivation, personality, therapy and applications. Evolutionary Psychology: History, Theoretical approaches, Current areas of Research related to cognition, emotion, personality, consciousness.

##### Unit 2: Behavioristic perspective

- *Learning-* Classical Conditioning (Pavlov) and Operant Conditioning (Skinner).
- *Psycholinguistics:* psychology of language, Issues and areas of research, phonetics, syntax, morphology, semantics and pragmatics
- *Motivation-* Drive and incentive theories (Hull), (Miller and Dollard, Rotter).
- *Personality-* Mowrer, therapeutic techniques and applications.

##### Unit 3: Humanistic & Existential Perspectives

10Hours

- *Motivation:* Hierarchy of motives (Maslow), ERG Theory (Alderfer), Theory of needs (McClelland).
- *Personality:* Personal constructs (Kelly), Self-theory of personality (Rogers); Existential approaches; therapies and application.

##### Unit 4: Cognitive and Social Perspectives:

10Hours

- *Cognitive Science:* History and Methods, Artificial Intelligence, Computational and Neurobiological Models, Current research areas in Cognitive Science.
- *Motivation:* Cognitive balance and dissonance theory (Hieder, Festinger).
- *Personality:* Dissonance (Brehm), Social learning theory (Bandura); therapy and application.
- *Advanced Social Psychology:* Social Cognition, Attribution, Dynamics of relationships, Morality and Ethics.



## Unit 5: Cultural Perspective:

12Hours

- *Introduction to the study of culture and psychology* - Defining culture, Culture and Diversity, how does culture influence human behavior and Mental processes. Individual, society, economy, International behavior.
- *Culture and Basic psychological processes*- Culture and perception, culture and cognition, culture and consciousness
- *Culture and Self*: Culture and concepts of self, Independent and interdependent selves, interrelated and isolated self-concepts.
- *Cultural Psychology*: Nature and importance of culture, cultural models and its application, cross cultural influence on the individual, society, economy, international behavior.

## References:

1. David Matsumoto and Linda Juang (2004) *Culture and Psychology*, Thomson Wadsworth Davis R.S (1996). *Psychology of Learning and Motivation*, Academic Press.
2. Ekman, Paul and Davidson, R.J (Eds-1994). *The Nature Of Emotions, Fundamental Questions*. Delhi, Oxford University press Series in affective science.
3. Hall.C.S.Lindzey Gand Campbell J.B(1998) *Theories of Personality* New York John Wiley and Sons (4th edition).
4. Hergenhahn B.R. and Olson M.H.(1998) *Theories of Personality*, Prentice Hall
5. Hilgard, E.R Bower G.H. Sahakian, H (1997) *Psychology of learning*. Prentice Hall of India, revised edition.
6. Lawrence. A, Pervin and Oliver P John(1997) *Personality: Theory and Research* New York, John Wiley, 7th edition
7. Sahakian (1976) *Introduction to Psychology of Learning*. Chicago: Rand McNally College Publishing Company.
8. Weiner B (1985). *Human Motivation*, New York: Springer and Verlag.



## PAPER III-FIELD OF SPECIALIZATION

### CHILD DEVELOPMENT

**Learning Objectives:** *To introduce the students to the catalysts of human growth, from conception to adolescence. It focuses on exploring the conditions of child's life in which development unfolds and studies the different aspects of normal development*

#### Unit 1: Introduction

- Study of human development, issues in child development, milestones, developmental tasks, theoretical approaches to development- psychodynamic, behavioral, humanistic, cognitive, ethnological, ecological (individual theories will not be taught)
- Techniques of study, Longitudinal and cross-sectional approaches, case study, experimental methods, survey, naturalistic observation, cross cultural, ethical standards for human developmental research, integration and interrelation among the various aspects of development.

#### Unit 2: Nature, principles, theoretical perspectives and conditions of

- *Physical development:* Prenatal development, Patterns (cephalo-caudal/proximodorsal): Stages-Infancy, Childhood, Puberty
- *Motor development:* Reflex and rhythmic motor behavior, gross and fine motor skills, handedness
- *Perceptual development:* Visual perception- visual acuity, visual preferences, perception of faces, perceptual constancies, visual expectations: hearing, touch, pain, multi-modal perception.

#### Unit 3: Nature, principles, theoretical perspectives and conditions of

- *Cognitive development:* Theories (Piaget, Vygotsky; information processing approach)
- *Intelligence-* recent advances in intelligence theories (Sternberg's Triarchic theory, Gardner's theory of multiple intelligences) gifted children
- *Moral Development:* Theories- Kohlberg, moral behavior during childhood and adolescence, altruism.



#### **Unit 4: Nature, principles, theoretical perspectives and conditions of**

- *Language Development*: Stages in language development, behavioral and environmental influences. Language development during infancy, early childhood, middle and late childhood
- *Socio-emotional development*: Attachment, Temperament, emotional deprivation-social cognition, social skills

#### **Unit 5:**

Nature, principles, theoretical perspectives and conditions of

- *Self and Identity*: Concept of development of self in infancy and childhood. Development of self-esteem, identity development in adolescence
- *Gender*: Development of gender identity- theories and processes. Gender role stereotyping in middle and late childhood. Behavioral, Social and cognitive influences on gender stereotypes.

#### **References:**

Berk L Child Development  
Feldman Robert Child Development  
Santrock J Child Development  
Santrock J Life span development  
Hughes, FergusP,. Noppe Child Development  
Sroufe, IAlan. Cooper Child Development, its nature and course



## PAPER III-FIELD OF SPECIALIZATION

### SOCIAL AND COMMUNITY PSYCHOLOGY

**Learning Objective:** This course enables students to understand the concepts and theories of social behavior and think more about social phenomenon. The students learn about social systems and individual well-being in the community contexts. This also helps the students to learn more about Indian community behavior.

#### Unit 1

- *Social Psychology*: Introduction to social psychology; Process of socialization; Group influence; Group dynamics; Social perception; Attitudes
- *Community Psychology*: Introduction to community psychology; factors underlying emergence of Community psychology, Principles of Community psychology. Concept of prevention. Theory and research in Community psychology - ecology, epidemiology, general systems theory, evaluation research.
- *Social behavior in communities*: Socialization processes, Internalization of social norms and values, Role of institutions (inscriptive institutions such as Family, Caste, Class and Religion; role-based institutions such as School, political parties and market mechanisms) in reinforcing societal values.

#### Unit 2

- *Aggression*: Theories of aggression; Types of aggression; Consequences of aggression; Controlling aggression
- *Violence*: Theoretical models founders and in violence; Categories of violence; self-directed violence (Suicide); domestic violence, sexual violence, collective violence
- Aggression and violence in India: Extent, Variation across social groups and communities.
- Psychological interventions for aggression and violence.



### Unit 3

- *Crime*: Theories of criminal behavior; Prevention of crime, rehabilitation of criminals, role of psychologists; Juvenile delinquents
- Problem of alcoholism, Definition, types, theories of alcoholism, effects, methods of treatment, prevention and rehabilitation.

### Unit 4

- *Unemployment*: Problem of unemployment; defining unemployment, causes and types, effects of unemployment, role of psychologists in solving the problem
- *Poverty and deprivation*: - definition, types, causes; Measuring poverty: Absolute and relative poverty, human development index; psychological studies of effects of poverty, social exclusion, Culture of poverty; poverty alleviation programmes.

### Unit 5

- *Social Change*: Definition and dynamics of social change; role of social movements in bringing changes; Mob and community behavior in response to social problems
- *Law and Psychology*: Mental Health Act and Child protection Law; Access to justice through psychological interventions; Human rights

### References:

- Alcock, P. (1997). *Understanding Poverty* (2ndEd). Great Britain: Palgrave
- Bloom, B. (1984). *Community mental health: A general introduction*. Belmont, CA: Wadsworth.
- Davar B (1999). *Mental health of Indian Women*. New Delhi, Sage Publications.
- Dalal, A. K. & Misra, G. (2001) *New Directions in Indian Psychology*. New Delhi: Sage publications.
- Kakar, S. (1978). *The Inner world: A psycho-analytic study of childhood and society in India*. Delhi: Oxford University Press.
- Kakar, S. (1996) *Indian Identity*. New Delhi: Penguin.
- Jai Prakash, I and Bhogle S (1998). (Eds.) *Psychology and changing world*. Bangalore, prasaranga, Bangalore University.



- Mathew, L.(2010). "Coping with shame of poverty: Analysis of farmers in distress", Psychology and Developing Societies,22 (2), pp.385-408.
- Misra G. and Nagpal A (Eds). (1999). Psychology of poverty and disadvantages. New Delhi. Concept Publishing Co.
- Roland,A.(1988) In search of self in India and Japan: Towards cross-cultural psychology. Princeton: Princeton University Press.
- SinhaG. Tripathi R. C. and Misra G (Eds). (1998). Deprivation: Its Social roots and psychological consequences, New Delhi. Concept publishing company.
- Srinivasa Murthy & Barbara. J. Buras. (1992). Eds. Community mental health proceedings of the Indo-US symposium. Bangalore: NIMHANS.

### PAPER III-FIELD OF SPECIALIZATION

#### PERSONALITYPSYCHOLOGY

**Learning objective:** *The primary objective of the study of psychology is to understand in dividable differences. Personality is one of the variable accounts for individual differences in themanner in which people understand and reacttothe various life experiences. Understanding of personality is essential across the stages of development in shaping the personality for its optimal functioning.*

#### Unit 1: Nature, Dimensions and measurement of personality

- Definition and Approaches to study personality, the trait approach to personality,
- Methods of personality assessment,
- Structural models of personality,
- The Five-Factor Model of personality traits.

#### Unit 2: Personality in the social and cultural context

- The storied construction of personality,
- Personality and social support processes, social pain and hurt feelings
- Personality in cross-cultural perspective, Culture and personality
- Personality and politics



### **Unit 3: Personality in the educational context**

- Personality development of students,
- Factors influencing personality development

### **Unit 4: Personality in the work context**

- Personality and personnel selection,
- Personality correlates of job performance

### **Unit 5: Personality and Criminal psychology**

Crime and Personality, Personality Modification in the criminal justice system.

### **References:**

*Cambridge Hand book of Personality.*

*Personality Psychology. Domains of knowledge about Human Nature*, Randy. J.

Larsen, David M Buss. 2<sup>nd</sup> edition

*Theories of Personality*, Hall and Lindsey.



## PAPER III-FIELD OF SPECIALIZATION

### CLINICAL PSYCHOLOGY

**Learning Objectives:** *This paper aims to give a broad idea of the field of clinical psychology and to familiarize the student with techniques used in collecting information about client and some tests available, with specific reference to clinical assessment. Certain professional issues such as behavioral assessments, training, research and ethical stands are also included.*

#### **Unit 1: Introduction to Clinical Psychology and assessments**

- Nature, Scope, role, history and current status. Professional issues, training, ethical standards, Clinical Psychology in India. Scientist practitioner model.
- Models of adult and child psychopathology
- ICD classification of adult and child psychopathology

#### **Unit 2: Nature and purpose of clinical assessment**

Referral sources, *Components of assessment:* Planning, data gathering, analysis (qualitative, quantitative), interpretation, reporting. Factors influencing assessment.

*Psychological report* –purpose, nature, style, common errors.

#### **Unit 3: Techniques of assessment**

Nature, techniques, merits and demerits of case study. Clinical interview. Observation. Behavioral assessment. Nature and diagnostic use of psychological tests.

*Different types of tests in clinical practice* – Interest, aptitude, personality, interpersonal, behavior. Controversial issues in assessment.

#### **Unit 4: Clinical assessments of adults**

- *Intelligence:* Nature of intelligence testing. Types and uses of intelligence tests. Levels of interpretation. *Illustrative tests:* Stanford Binet and Wechsler scales. Group tests of intelligence. Controversial issues in use of intelligence tests.



- *Personality*: Nature of Personality testing. Types and uses of personality tests. *Illustrative tests*: thematic Apperception Test and MMPI. Ethical and cultural issues in clinical personality testing.

## **Unit 5: Clinical assessment of children**

*Assessment of intelligence in infants and children* – nature, general procedures and issues, Developmental schedules. Drawing as a technique for assessment.

*Children with special needs*—learning disability, mental retardation, brain damage, neuro-developmental disorders— ADHD, Autism.

## **References:**

- Bellack A, S., & Hersen, M. (1980) Introduction to clinical psychology. Oxford: Oxford university press. New York: John Wiley & Son
- Bernstein, DA & Nietzel, MT. (1980), Introduction to clinical psychology. New York: Mc Graw Hill
- Carson, RC. Pincka, S., & Butcher, IN. (1999). Abnormal psychology and modern life. 11th ed. New York: Addison Wesley Longman Inc.
- Choca, JP (1986) Manual for clinical psychology trainees. New York: Brunner Mazel
- Gilbert I (1980) Interpreting Psychological Test Data. Vol I & II. New York: Van Nostrand Co,
- Goldstein, G & Hersen, M. (1984) Hand book of Psychological Assessment. New York: Pergamon Press.
- Hersen, M., Kazdin, AE., & Bellack AS (1983) The clinical psychology hand book. New York: Pergamon Press.
- Hunt SW., Clarkin JF., & Reznikoff, M. (1991) Psychological assessment, diagnosis and treatment planning. 1st ed. New York: Brunner Mazel
- Korchin S J (1986) Modern Clinical Psychology. CBS Publishers and Distributors
- Sacuzzo D P & Kaplan, R M (1984) Clinical Psychology. Boston; Allyn & Bacon Inc
- Sattler, J M. (1986) Assessment of children. 3rd ed. San Diego; Jerome M Settler Publisher
- Walker, C E (1991) Ed. Clinical Psychology. New York: Plenum Press
- Wolman, B B (1965) (ed) Hand book of clinical psychology. New York: Mc Graw Hill.



## **PAPER III-FIELD OF SPECIALIZATION**

### **PAPER-SPORTS PSYCHOLOGY**

Course Outcomes (Cos): After the successful completion of the course, the student will be able to:

CO1. Know the nature, training and role of sport Psychologist, personality and performance in Sports.

CO2. Understanding anxiety and Stress in relation to athletic performance.

CO3. Understand coping and intervention strategies to manage stress.

**Unit 1: Sport Psychology:** Meaning and definition. Development of professional Organizations. Certification and accreditations. Multicultural training in sport psychology. Role of sport psychologist: Clinical/Counselling sport psychologist, educational sports psychologist, research sports psychologists. Ethics in sports psychology. Gender and feminist issues in sports psychology.

**Unit 2: Personality and Sports performance:** Developmental effects of Athletic participation upon personality. Personality and sports type. Player position and personality profile. Personality profiles of Athletes differing skill level (include Athletic Pyramid).

**Unit 3: Meaning and Differences among Affect, Emotion, Anxiety.**

Anxiety – Multidimensional nature (fig 7.1). Stress process and antecedents of state anxiety response (fig 7.2). Measurement of anxiety.

**Unit 4: Stress and Mood**–Mood state and Athletic performance: Nature and measurement of mood state. Profile of Mood state. Mood state relationships in sport – Mood state and achievement level, mood state and performance outcome. Type of sport. Measurement of performance- Conceptual model for performance prediction.

**Unit 5: Coping strategies in Sport**–Conceptual framework for coping strategies and styles. Measurement of coping skills. Dynamic nature of coping styles and strategies. Factors enhancing coping styles (Smith 1999 includes 5 different factors) and coping effectiveness.

Intervention Strategies: self-talk – where, when, what and why of self-talk. Measuring self-talk. Relaxation: progressive relaxation, autogenic training, meditation, body-mind training.

Bio-feedback training: instrumentation, skin temperature, electromyography, EEG and other methods, mental toughness.



**References:**

1. Richard H. Cox. (2011) Sport Psychology-Concepts and Applications. 7<sup>th</sup> Edition McGraw- Hill Pub.
2. Arnold D.L.U. & Nalson (1989) – Sports psychology. Chicago: Nalson-Hall.
3. Murphy S. M. (1995) – Sports Psychological Interventions. Champaign: Herman Kinetics.