

**Shri Rawatpura Sarkar University,
Raipur**



Examination Scheme & Syllabus

As Per CBCS

For

B.A. Psychology (Hons.)

Semester (II)

(Effective from the session: 2022-23)



Faculty of Arts & Humanities
ShriRawatpuraSarkar University, Raipur
B.A. Psychology (Hons.)

Semester-(II)
Examination Scheme
(Effective from the session: 2022 -2023)

S.N	Paper Code	Th/ Pr	Name of Paper	Type Of Paper	Teaching Hours Per Week				Examination Scheme				Total Marks
					L	T	P	TC	Theory		Practical		
									Ex.	In.	Ex.	In.	
1	AAH10-201	Th	Psychology Of Individual Differences	Core	4	1		5	60	15	20	05	100
2	AAH10-202	Th	Biological Basis of Behavior	Core	4	1		5	70	30			100
3	AAH10-204	pr	Practicum	Core		1	1	2			50		50
4	AECC	Th	Communicative English	AECC	3	1		4	100				
5.	GE 2	Th	PSYCHOPATHOLOGY	GE 2	3	1	2	6	70		30		100
Total					12	5	3	20	280	90	75	15	450



Shri Rawatpura Sarkar University, Raipur

Faculties of arts and humanities

Department of Psychology

About the department

The department of psychology was introduced in Shri Rawatpura Sarkar University, in 2018 under the department of arts. The Department of Psychology as an independent department was established in 2018 under the headship of Dr. Avishek Dubey.

The Department has one unit – which is in pharmacy building. The courses we offer are BA (Hons) & MA in Psychology respectively. The teaching and research programme is supported by the technical staff at different levels. Apart from the Student Laboratory, meant for the practicum work for the students at the Master's level, we have a few research labs, equipped with necessary amenities. The Seminar Room is equipped with the State-of-the-Art facilities. Presently the best and latest technology gadgets have been procured and set up to enhance the teaching and research activities etc.

PREAMBLE :-

Keeping pace with the disciplinary advances the program would address learning about psychological functioning at individual and social levels in an inclusive manner. It would facilitate acquiring specialized knowledge, inculcating relevant attitude, values and a sense of empowerment. It recognizes multiplicity in ways and means of knowledge-creation and applications. To this end the students will be

familiarized with plurality in perspectives, pedagogy and their implications. The course would allow students to nurture their academic interests in specialized domains of psychology, along with quest for personal growth and citizenship. The Department holds the provision for inclusion of new courses and modification of presented ones during a given academic year.

In preparation of the courses the element of interdisciplinary is kept in view and embedded in the courses. Reading material will be made available by concerned faculty .

VISION

1. To create self-awareness among students to discover one's true calling in life for the evolution of higher human consciousness.
2. To create a healthy interface between society, culture and higher education in the context of psychology teaching, learning and research.
3. To bring in, integrate, and strengthen the cultural rootedness and appropriateness of psychological knowledge and practice with a global outlook.
4. To help develop professional skills that empowers the students to gain employment, as well as contribute towards the well-being of other individuals and small groups, and promote harmony in the society.
5. To foster and nurture the strengths of Indian society such as diversity, secularism, and accessibility to all thereby ensuring the potential for growth for individuals and the social system.

MISSION

To create, evolve and demonstrate the knowledge systems in the discipline of psychology that would promote, facilitate subjective strengths and individual specific potentials, as well as egalitarian concerns for maintaining collective existence.

Courses should ensure cultural relevance and address other contemporary societal concerns in the program.

Structure of the Courses

To achieve these objectives the proposed curriculum would have the following structure:

A. Core (Foundational) Courses

B. DSEs (Specialization)

C. SEC (Skill Enhancement Course)

1. Core courses of the curriculum are designed to promote common educational edifice without which a particular discipline cannot be taught. They are necessary as they enable the students to take up more specialized course of their choice later on.

2. DSE courses would cater to specialization in particular domains. They must highlight the conceptual foundations, pedagogical considerations and specific set of skills required within semester frame. They would strive to bring in a process orientation. These courses would be taught through workshop/experiential/reflective mode, and assessment would be done by process driven activities.

3. SEC (Skill Enhancement Course) is an integral component of both Honours and General Program across the Streams under UGC CBCS UG Syllabi. SEC-1 of each Subject will consist of diverse topics/themes the Earlier Semesters and similarly SEC-2 of each Subject will consist of diverse topics/themes related to the Later Semesters.

Principles kept in mind while drafting the Course

1. These courses were designed and developed by smaller groups of faculty members. At least two faculty members were assigned the task of designing the Core and DSE papers. They were given the choice of co-opting experts in that domain.

2. The courses were designed to be commensurate with the credit system, which requires a minimum of 40-50 hours of active engagement over a semester.

3. The faculty decided in the beginning, through a number of deliberations, regarding number of elective papers. It is important to note here that India is a diverse country and expertise in all the optional papers may not be available in all the colleges and Universities across India.

It was advised to create adequate options to provide a comprehensive coverage of the discipline and also to the institutions where it would/could be taught.

4. It was envisaged to provide learning possibilities with a high degree of specialization and in-depth knowledge in at least one area/domain of the discipline, or more than one.

Nonetheless, developing and retaining appropriate level of skills to enhance employment opportunities in different domains was decided to be a concurrent priority while designing the courses. It is to be remembered that a significant number of students enroll in the Graduation Program after having done Psychology in grade XII. Larger number of students, however, have previous study exposure from other streams of sciences, arts and commerce. Therefore, one of the principles that was kept in mind was that the transition be made smooth both from content as well as process orientation of teaching.

Introduction to Choice Based Credit System (CBCS):

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill-based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Grading system provides uniformity in the evaluation and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations which enables the student to move across institutions of higher learning. The uniformity in evaluation system also

enables the potential employers in assessing the performance of the candidates.

Definitions:

- (i) 'Academic Programme' means an entire course of study comprising its programme structure, course details, evaluation schemes etc. designed to be taught and evaluated in a teaching Department/Centre or jointly under more than one such Department/ Centre.
- (ii) 'Course' means a segment of a subject that is part of an Academic Programme.
- (iii) 'Programme Structure' means a list of courses (Core, Elective) that makes up an Academic Programme, specifying the syllabus, Credits, hours of teaching, evaluation and examination schemes, minimum number of credits required for successful completion of the programme etc. prepared in conformity to University Rules, eligibility criteria for admission.
- (iv) 'Core Course' means a course that a student admitted to a particular programme must successfully complete to receive the degree and which cannot be substituted by any other course.
- (v) 'DSE Course' means an optional course to be selected by a student out of such courses offered in the same or any other Department/Centre.
- (vi) 'Credit' means the value assigned to a course which indicates the level of instruction; One-hour lecture per week equals 1 Credit, 2 hours practical class per week equals 1 credit. Credit for a practical could be proposed as part of a course or as a separate practical course
- (vii) 'SGPA' means Semester Grade Point Average calculated for individual semester.
- (viii) 'CGPA' is Cumulative Grade Points Average calculated for all courses completed by the students at any point of time. CGPA is calculated each year for both the semesters clubbed together.
- (ix) 'Grand CGPA' is calculated in the last year of the course by clubbing together of CGPA of two years, i.e., four semesters. Grand CGPA is being given in

Transcript form. To benefit the student a formula for conversion of Grand CGPA into %age marks is given in the Transcript.

PROGRAMME Outcomes

- To provide a strong research oriented theoretical foundation in consonance with recent advances in the discipline of psychology.
- To enable students to take a creative, empirical and ethical approach to the program that combines conceptual repertoire and research practices in both quantitative and qualitative traditions.
- To provide an opportunity to extend the knowledge base to the world of practice with
- a view to promote healthy interface between academia and society.

Course Title	PSYCHOLOGY OF INDIVIDUAL DIFFERENCES				
Course Code	AAH10-201				
Course Credits	L	T	P	TC	
	2	1	2	5	
Prerequisites	Basic Introduction to psychology of individual differences.				
Course objectives	To develop an understanding of the concept of individual differences with the goal to promote self-reflection and understanding of self and others.				
Course Contents	<p style="text-align: center;">UNIT - I</p> <p><u>Personality:</u> Definition of Personality , Nature of personality; Biological foundations of personality; Other theories: Rotter's Locus of Control, Seligman's Explanatory styles, Kohlberg's theory of Moral development , Psychodynamic and Trait and type.</p> <p style="text-align: center;">UNIT - II</p> <p><u>Intelligence:</u> definition and nature of intelligence, theories of intelligence spearman's theory of intelligence, Thurstone's theory of development , Gardner's multiple intelligences; Sternberg theory of development , Emotional Intelligence .</p> <p style="text-align: center;">UNIT -III</p> <p><u>Indian approach:</u> Indian approach: Self and Identity from Indian Perspective: Nyaya, Vedanta and Buddhist views of Self. Components of Identity: Concept of Triguna from Sankhya perspective.</p> <p style="text-align: center;">UNIT - IV</p> <p><u>Enhancing individual's potential:</u> Motivation: Intrinsic motivation and Self determination theory; Enhancing cognitive potential, Self regulation and self enhancement; Fostering creativity.</p> <p style="text-align: center;">UNIT – V</p> <p><u>Emotion-</u> Nature, Theories: James Lange, Cannon-Bard, Schachter – Singer and Cognitive Appraisal.</p>				
Course outcomes	Through this course, students will get to know about the subject of psychology.				
Text Books	1. Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi. 2. Carr, A. (2011): Positive psychology. Routledge.				

	<p>3. Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.</p> <p>4. Cornelissen, R.M.M., Misra, G. &Varma, S. (2011). Foundations of Indian Psychology, Vol 1. Pearson.</p>
<p>Reference Books</p>	<p>1. Gregory, R.J. (2006). Psychological Testing: History, Principles, and Applications (4th Ed.). New Delhi: Pearson Education.</p> <p>2. Mentis, M., Dunn-Bernstein, M., Mentis, M., &Skuy, M. (2009). Bridging learning: Unlocking cognitive potential in and out of the classroom. Corwin.</p> <p>3. Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.</p>



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Course Title	BIOLOGICAL BASIS OF BEHAVIOUR				
Course Code	AAH10-202				
Course Credits	L	T	P	TC	
	4	1		5	
Prerequisites	Basic introduction to statistical methods for psychological research-I				
Course objectives	To familiarize students with the psychological research and basics of statistical methods and tools used in descriptive statistics of quantitative research.				
Course Contents	<p><u>Unit 1: Introduction to biopsychology:</u> Nature and scope; Methods and ethics in biopsychology; Divisions of biopsychology.</p> <p><u>Unit 2: The Functioning brain:</u> Structure, and functions of neurons; Neural conduction and synaptic transmission.</p> <p><u>Unit 3: Organization of nervous systems:</u> CNS & PNS: Structure and functions. Functional abnormalities of neurotransmitters: dopamine and serotonin hypothesis. Neuroplasticity of Brain (neural degeneration, neural regeneration, and neural reorganization), hemispheric specialization.</p> <p><u>Unit 4: Endocrine System:</u> Structure, functions and abnormalities of major glands: Thyroid, Adrenal, Gonads, Pituitary, Pancreas and Pineal.</p> <p><u>Unit 5 : Genetics and behavior:</u> Chromosomal anomalies; Nature-Nurture controversy [Twin studies and adoption studies]</p>				
Course outcomes	Through this course, students will get to know about the subject of psychology				
Text Books	Pinel, J. P. J. (2011) Biopsychology, 8th Edition. Pearson Education, New Delhi. Rozenweig, M. H. (1989). Physiological Psychology. New York: Random				
Reference Books	Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007) Biological Psychology: An introduction to behavioral, cognitive, and clinical neuroscience, 5th Edition. Sinauer Associates, Inc., Sunderland, Massachusetts. 2. Carlson, N. R. (2009) Foundations of Physiological Psychology, 6th Edition. Pearson Education, New Delhi.				



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Course Title	PRACTICUM			
Course Code	AAH10-204			
Course Credits	L	T	P	TC
	-	-	2	2
Prerequisites	Basic Introduction to Lab Introduction			
Course Objectives	The objective of this course is to help student in understanding about psychological practicals.			
Course Contents	<p><u>This paper consists of two parts :</u></p> <p>(a) Comprises of laboratory Experiments.</p> <p>(b) Comprises of Psychological testing and understanding of self and others.</p> <p>Experiments - (any two of the following) :-</p> <p>(i) Effect of set on perception</p> <p>(ii) Division of Attention.</p> <p>(iii) Learning curve/Serial position curve.</p> <p>(iv) Retroactive inhibition.</p> <p>(v) S.T.M.</p> <p>(vi) Concept formation.</p> <p>(b) Psychological testing and understanding of self and others (any two of the following tests and maintenance of anecdotal records)</p> <p>(i) Verbal/nonverbal intelligence test/performance tests.</p> <p>(ii) E.P.I. (iii) Anxiety test.</p> <p>(iv) Depression Scale</p> <p>(v) Adjustment inventory.</p> <p>(vi) Achievement motivation.</p> <p>(vii) Stress tolerance test.</p> <p>Anecdotal record : Each Student will be required to observe behavior of pupil indifferent setting and select an anecdote to understand, judge and narrate it as objectively as possible, so as to reveal his/her psychological insight existing in that anecdotal behavior. This record constitutes a part of psychological assessment of the</p>			



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students. Introduction to measures of central tendency data in ungraded Graphical presentation of data.

DISTRIBUTION OF MARKS

A. Conduction of psychological experiment and reporting - 15 marks

B. Administration of one psychological test and reporting - 15 marks

C. Evolution of Practical notebook and Anecdotal record - 10 marks

D. Viva - Voce - 10 marks

Note: No candidate will be allowed to appear in the practical examination unless his/her day to day practical work and the report are found satisfactory.