

B.A. (Hons)

Our objective is to provide quality higher education with emphasis on educating the students by offering respected, relevant, accessible and affordable, student-focused programs, which prepare them for service and leadership in a diverse community.

This Program focuses on building leadership capability amongst aspiring candidates. This

Programmed will give students the fundamental skills they'll need to not only manage a business but know how to successfully navigate the technology they'll need to do it.

B.A. Psychology

PSO

1. To familiarize students to the field of psychology, give them the necessary exposure to develop interest in the field and thus prepare them for post-graduate program in psychology.
2. Appreciate the different branches and emerging fields of psychology
3. To understand the fundamental processes underlying human behavior and the process of human development and change from biological and psychosocial perspective.

Course Outcome

1. To introduce and initiate the student into the world of Psychology with a brief historical sketch of the science of psychology and a glimpse into the methods used in the study of human behavior.
2. To understand the fundamental processes underlying human behavior such as biological foundations of behavior processes underlying sensation, perception, cognition, memory, learning, intelligence.
3. To apply the principles of psychology in day-to-day life for a better understanding of themselves and others.

SURESH GYAN VIHAR UNIVERSITY
Teaching and Examination Scheme for BA Hons. Psychology(3 Year
Program)

YEAR: 1

SEMESTER: 1

S. No.	Course Code	Course Name	Sem Offered	Nature of Course	Credit	Credits (LTPC)	Exam Hrs.	Weight age (in %)	
								CE	ES E
1	FD 102	Foundation Course 1	1	UC	1	2001	3	25	75
2	PY101	Foundation of psychological Processes-I	1	PC	3	3003	3	40	60
3	PY103	Social Psychology-I	1	PC	4	4004	3	40	60
4	PY105	Biological Bases of Behaviour	1	PC	4	4004	3	40	60
5	PY107	Applied Psychology-I	1	PC	4	3104	3	40	60
6	PR109	Practical(PY101)	1	PC	1	0011	3	60	40
7	PYP101	Psychology Project-1	1	PC	2	0004		60	40
8		Subsidiary Paper 1	1	UE	4	4004	3	40	60
9	EN 103	English Language - I	1	UC	2	2002	3	40	60
10	PC 101	Proficiency in CO curricular Activities	1	UC	2	0002	-	100	

YEAR: 1

SEMESTER: 2

S. No.	Course Code	Course Name	Semester	Nature of Course	Credit	Credits LTPC	Exam Hrs.	Weight age (in %)	
								CE	ESE
		A. Theory							
1	FD 104	Foundation Course 2	2	UC	1	2001	3	25	75
2	PY102	Foundation of Psychological processes-II	2	PC	3	3003	3	40	60
3	PY104	Applied Psychology-II	2	PC	4	4004	3	40	60
4	PY106	Social psychology-II	2	PC	4	4004	3	40	60
5	PR108	Practical (PY102)	2	PC	1	0011	3	60	40
6	SI102	Summer Internship-1	2	PC	2	0002	3		100
7		Subsidiary Paper 2	2	UE	4	4004	3	40	60
8	HUM 102	Human Values & Ethics	2	UC	1	2001	3	40	60
9	ES 113	Environment Studies	2	UC	2	2002	3	40	60
10	EM 102	Employability Skills	2	UC	1	0201	-	60	40
11	PC 102	Proficiency in CO curricular Activities	2	UC	2	0002		100	
		Total							

SURESH GYAN VIHAR UNIVERSITY
Teaching and Examination Scheme for BA Hons. Psychology(3 Year
Program)

YEAR: 2

SEMESTER: 3

S. No.	Course Code	Course Name	Semes ter	Nature of Course	Credit	Credits (LTPC)	Exa m Hrs.	Weight age (in %)	
								CE	ES E
		A. Theory							
1	PY201	Guidance and Counseling	3	PC	3	3003	3	40	60
2	PY203	Systems and Theories of Psychology	3	PC	4	4004	3	40	60
3	PY205	Statistical Method for Psychological research	3	PC	4	4004	3	40	60
4	PY207	Educational Psychology	3	PC	4	4004	3	40	60
5	PR209	Practical(PY201)	3	PC	1	0011	3	60	40
6	PYP201	Psychology Project-II	3	PC	2	0002		60	40
7	EM 201	Employability Skills	3	UC	1	1001	3	60	40
8	PC 201	Proficiency in CO curricular Activities	3	UC	2	0201	-	100	
9		Subsidiary Paper 3	3	UE	4	4004	3	40	60
		Total			28				

SURESH GYAN VIHAR UNIVERSITY
Teaching and Examination Scheme for BA Hons. Psychology(3 Year
Program)

YEAR: 2

SEMESTER: 4

S. No.	Course Code	Course Name	Semester	Nature of Course	Credit	Credits	Exam Hrs.	Weight age (in %)	
								CE	ES E
		A. Theory							
1	PY202	Abnormal psychology	4	PC	3	3003	3	40	60
	PY 204	Developmental Psychology	2					40	60
2	PY206	Sports Psychology	4	PC	4	4004	3	40	60
3	PR202	Practical (PY202)	4	PC	1	0011	3	60	40
4	PYP202	Psychology Project-III	4	PC	2	0002		60	40
5		Paper 4 (Subsidiary Subject)	4	UE	4	3104	3	40	60
6	EM 202	Employability Skills	4	UC	1	1001	3	60	40
7	PC 202	Proficiency in CO curricular Activities	4	UC	2	0201	-	100	

SEMESTER: 5

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SURESH GYAN VIHAR UNIVERSITY
Teaching and Examination Scheme for BA Hons. Psychology(3
year program)

YEAR: 3

SEMESTER: 6

S. No.	Course Code	Course Name	Sem	Nature of Course	Credits	Credits	Exam Hrs.	Weight age (in %)	
								CE	ESE
		A. Theory							
1	PY302	Life Style and Health	6	PC	4	4004	3	40	60
2	PY304	Positive Psychology	6	PC	3	3003	3	40	60
3	PY306	Community psychology	6	PC	4	4004	3	40	60
4	PR302	Practical (PY304)	6	PC	1	0011	3	60	40
5	PYP302	Psychology project-IV	6	PC	2	0002		60	40
6	PY 308	Critical thinking Seminar-II	6	PC	2				100
7		Paper 7(Subsidiary Subject)	6	UE	4	3104	3	40	60
8	HS 322	Soft Skills VI	6	UC	3	3003	3	40	60
9	EM 302	Employability Skills	6	UC	1	1001	-	60	40
							-		

L = Lecture

T = Tutorial

CE = Continuous Evaluation

S = Seminar

P = Practical

ESE = End Semester Examination

Students can opt any two elective option mentioned in their respective semesters subject to availability of teachers in that option.

The Student can choose any one of the subsidiary offered:

1. Computer Application
2. Geography
3. Public Administration
4. English
5. Political Science
6. Economics
7. Journalism & Masscommunication

COURSE CONTENTS

PY-101-FOUNDATIONS OF PSYCHOLOGICAL PROCESSES-I CREDITS- 3

SNO	UNIT	TOPIC	DETAILS	CONTACT HRS
1	UNIT-I	Introduction To Psychology	<ul style="list-style-type: none"> Psychology: A working definition. Nature of psychological knowledge: Scientific method and critical thinking. Empirical approach. Goals of psychology. Origins of psychology. Philosophical origins: Early Indian thoughts- the three Gunas, mind control and Greek thoughts- Major ideas of Descartes, Locke. Biological origins: Darwin, Genetics. Brief history of modern scientific psychology: Structuralism, Functionalism, Behaviorism, Gestalt psychology, Piaget, Psychoanalysis, Humanistic approach, Cognitive approach. Different areas (branches) of Psychology 	8
2	UNIT-II	Sensation, Perception & Attention	<ul style="list-style-type: none"> Sensation, Absolute threshold. Difference threshold. JND. Psychophysics and psychophysical methods, Perceptual organization. Gestalt principles. Perceptual defense. Subliminal perception. Depth perception: Monocular and binocular cues. Perceptual constancies. Extra sensory perception. Attention. Factors affecting attention- subjective and objective. Span of attention, Division of attention and Distraction of attention. 	8

3	UNIT-III	Learning	<ul style="list-style-type: none"> • Definition. Classical conditioning: Elements, principles, higher order conditioning, generalization, discrimination. • Trial and error learning. One trial learning. Operant conditioning: Law of effect, reinforcement, punishment, shaping, chaining, stimulus control. Schedules of reinforcement, partial reinforcement effect Social and cognitive learning: • Observational learning. Process and principles. Modeling. Televised aggression. Latent learning, cognitive map, Insight learning. 	8
4	UNIT-IV	Memory	<ul style="list-style-type: none"> • Encoding, storage and retrieval processes. • Sensory, short term and long term memories. • Working memory. Rehearsing information. Levels of processing. Memory organization: Network model. Procedural memory. Declarative memory: Semantic and episodic. Measuring memory: Recall, recognition, relearning. Explicit and implicit memories. Memory construction. • Forgetting: Curve of forgetting. Types of forgetting. Strategies for improving memory. Mnemonics. 	4
5	UNIT-V	Intelligence	<ul style="list-style-type: none"> • Definition. Brief descriptions of the approaches of Piaget (intelligence as a process), Spearman, Thurstone, Cattell, Sternberg. Multiple intelligences. • Concept of IQ. • Evolution of intelligence testing: Stanford-Binet, Wechsler scales. Culture fair tests. Determiners of intelligence. 	8

TOTAL= 36

HOURS

Recommended Books:

1. Baron, R.A (2006) Psychology (5th Edition) New Delhi; Pearson Education.
2. Ciccarelli, S.K & Meyer, G.E (2009) Psychology Delhi; Pearson Education.

3. Coon, D. & Mitterer J.O (2007) Introduction to Psychology; Gateway to mind and behaviour, New Delhi;
4. Morgan, C.T et.al (1979) Introduction to Psychology New Delhi, T.M.H
5. Morris, C.G (1990) Psychology; An Introduction, New Delhi; Prentice Hall

PY-103- SOCIAL PSYCHOLOGY-I

CREDITS- 4

Course Objectives and Learning Outcome:

After the completion of this course, a student will be able to:

1. Understand the historical and scientific origin and development of the field in the western and Indian context.
2. Describe the development of the self and the dynamics of interpersonal attraction, prosocial behaviour, aggression, prejudice, group processes and attitude formation and change in a social context.
3. Comprehend the nature of scientific methods employed to study behaviour in the social context.

SNO	UNIT	TOPIC	DETAILS	CONTACT HRS
1.	UNIT-I	INTRODUCTION	<ul style="list-style-type: none"> Definition of Social Psychology. Focus of social psychology. Origin and development. Methods of social psychology (briefly) 	10
2	UNIT-II	SOCIAL PERCEPTION	<ul style="list-style-type: none"> Non-verbal communication : Focal expressions, gazes, stares. Body language, touching, Micro expressions, cognitive factors. Attribution Theories : Correspondent inference, Kelley's theory, Attribution errors. Applications in understanding depression and prejudice. Impression formation/ impression management – tactics 	8
3	UNIT-III	SOCIAL COGNITION	<ul style="list-style-type: none"> Schemas Self fulfilling prophecy (illustrations in Indian setting). Heuristics. Priming. Automatic progressing. Potential sources of error in social cognition: automatic vigilance, optimistic 	10

			bias, counterfactual thinking, magical thinking, illusory correlation. Affect in social cognition: How thoughts shape feelings and feelings shape cognition. Combating errors in social cognition.	
4	UNIT-IV	ATTITUDES	<ul style="list-style-type: none"> Definition, nature, components, functions. Attitude formation. Attitude and behavior (briefly) laPiere's study. Attitude measurement – likert, Thursstone, Bogardus, Osgood. Persuasion : Resistance to persuasion (briefly) 	10
5	UNIT-V	PREJUDICE	<ul style="list-style-type: none"> Nature, Prejudice and discrimination. Why prejudice persists? Discrimination – Explicit and implicit. Stereotypes. Role of media in maintaining stereotypes and prejudice. 19 Origins of prejudice. Role of prejudice in communal issues. (Illustrations and analyses of Indian/Kerala causes) Techniques of countering the effects of prejudice. Prejudice based on gender: its nature and effects. Hostile and benevolent sexism in Indian society. Domestic violence. Minimizing prejudice (black & white) 	10

TOTAL HOURS—48

Recommended Books:

1. McDavid, J. W. & Harrari, H. (1968). Social Psychology. New York: Harper & Row.
2. Misra, G. (1990). Applied Social Psychology. New Delhi: Sage Publications.
3. Myers, D.G. (1998). Social Psychology. New York: McGraw Hill.
4. Baron, R.A., and Byrne. D (2002). Social Psychology, 10th ed. New Delhi. Pearson Education.
5. Baron, R.A., and Byrne. D (2002). Social Psychology, 7 th ed. New Delhi. Pearson Education.

6. Kakar. S (1996). The colors of Violence: Cultural Identities, Religion and Conflict. New Delhi: University of Chicago Press.

PY-105 - BIOLOGICAL BASES OF BEHAVIOUR
CREDITS- 4

Course Objectives and Learning Outcome:

After the completion of this course students will be able:

1. To introduce and initiate the student into the world of Psychology with a brief historical sketch of the science of psychology and a glimpse into the methods used in the study of human behaviour.
2. To understand the fundamental processes underlying human behavior such as biological foundations of behaviour, processes underlying sensation, perception, cognition, memory, learning, motivation, emotion, individual differences, intelligence, personality and states of consciousness.
3. To apply the principles of psychology in day-to-day life for a better understanding of themselves and others

SNO	UNIT	TOPIC	DETAILS	CONTACT HRS
1	UNIT-I	INTRODUCTION	<ul style="list-style-type: none"> Brain and behavior – Physiological Psychology and Neuroscience – Techniques in neurophysiology: Brain imaging – CT Scan, MRI, PET, rCBF, EEG, Lesioning and stimulation. 	10
2	UNIT-II	NEURON	<ul style="list-style-type: none"> Structure of the neuron – Sensory, motor and interneurons – The synapse – The nerve impulse – synaptic transmission. 	10
3	UNIT-III	THE CENTRAL NERVOUS SYSTEM	<ul style="list-style-type: none"> None –neural material in the CNS – Meanings, blood supply, the blood-brain barrier, cerebrospinal fluid. Spinal chord- monosynaptic reflex, polysynaptic reflex – brain and reflex action. Structural overview of the brain – the hind brain, mid-brain and forebrain- hypothalamus – cortex- basal ganglia- thalamus- limbic system. The brain in action: sensory and motor processing. 	10

4	UNIT-IV	ENDOCRINE SYSTEM	<ul style="list-style-type: none"> Endocrine Glands <ol style="list-style-type: none"> Structure & Functions Abnormalities Of Major Glands—Thyroid, Adrenals, Gonads, Pitutary, Pancreas And Pineal Glands 	10
5	UNIT-V	NEUROPLASTICITY	<ul style="list-style-type: none"> Volume changes in the hippocampus: depression, stress, memory capacity and aging Dendritic morphology, spines changes: in response to stress, aging and memory 	8

TOTAL HOURS-48

Recommended Books:

1. Baron, R.A (2006) Psychology (5th Edition) New Delhi; Pearson Education.
2. Ciccarelli, S.K & Meyer, G.E (2009) Psychology Delhi; Pearson Education.
3. Coon, D. & Mitterer J.O (2007) Introduction to Psychology; Gateway to mind and behaviour, New Delhi;
4. Morgan, C.T et.al (1979) Introduction to Psychology New Delhi , T.M.H
5. Morris, C.G (1990) Psychology; An Introduction, New Delhi; Prentice Hal

PY-107 - APPLIED PSYCHOLOGY-I

CREDITS- 4

Course Objectives and Learning Outcomes:

After completing the course the students will be able to:

1. Demonstrate fundamental knowledge about need and scope of I/O Psychology
2. Understand the meaning of educational psychology and help the students in school.
3. Learn about employee motivation, job satisfaction and leadership styles.
4. Comprehend the concept of Job analysis and be aware about the various methods of Job analysis.
5. Demonstrate knowledge about the processes of training and performance appraisal
6. Understand the meaning of consumer behaviour and the decision making process of the consumer

SNO	UNIT	TOPIC	DETAILS	CONTACT HRS
1	UNIT-I	Introduction	<ul style="list-style-type: none"> Nature Fields <ol style="list-style-type: none"> Industrial & Organizational Psychology 	8

			2. Clinical Psychology 3. Sports Psychology 4. Forensic Psychology 5. Counseling Psychology	
2	UNIT-II	Psychology In Industries & Organization	<ul style="list-style-type: none"> • Personnel Selection • Job Analysis • Fatigue & Accidents • Advertisement & Consumer Behaviour • 	10
3	UNIT-III	Psychology In Education	<ul style="list-style-type: none"> • Education as a Discipline, • Education & Schooling; • Contributions of Psychology to Education; • 'Child-centered' and 'progressive' Education 	10
4	UNIT-IV	Psychology And Mental Health	<ul style="list-style-type: none"> • Symptoms And Causes Of Anxiety Disorders • Mental Retardedness. • Anti-Social Behaviour • Crime • Delinquency 	10
5	UNIT-V	Psychology And Social Behaviour	<ul style="list-style-type: none"> • Prejudice • Stereotypes • Conflict • Its Resolution 	10

TOTAL HOURS-48

Recommended Books:

1. Anastasi. A (1979) Fields of Applied Psychology, New Delhi; McGraw Hill
2. Goldstein, A.P & Krasner, B (1987), Modern Applied Psychology. Elmford, New York: Pergmon Press

PR-109 --Practical based on course PY-101

CREDITS --- 1

Course Objectives and Learning Outcomes:

At the end of the course, students will be able to

1. Conduct experiments and administer psychological scales to a subject
2. Make interpretations and draw conclusions based on the norms given in the manual
3. Write a report which reflects the details of the experiment/ test, the aim, applications, procedure of administration and subject results
4. Using simple statistical techniques for carrying out group based small quantitative research projects.

PRACTICAL

1. Verbal Test Of Intelligence
2. Span of Attention
3. Effect of Knowledge on Performance
4. Perceptual Organization
5. Rosenberg self esteem scale
6. Robson self concept scale
7. Memory Span of Digits & Words
8. Fatigue on Performance
9. Job Satisfaction
10. Anxiety test

SURESH GYAN VIHAR UNIVERSITY, JAIPUR
Teaching and Examination scheme for B.A//B.SC Hons. Psychology (Regular)
(3 Year Program) Edition 2022-2025

YEAR-1st

SEMESTER- 2ND

Programme Objectives

1. To familiarize students to the field of psychology, give them the necessary exposure to develop interest in the field and thus prepare them for post-graduate programme in psychology.
2. Appreciate the different branches and emerging fields of psychology
3. To understand the fundamental processes underlying human behaviour and the process of human development and change from biological and psychosocial perspective.

Learning Outcome

After the completion of this semester students will be able:

1. To introduce and initiate the student into the world of Psychology with a brief historical sketch of the science of psychology and a glimpse into the methods used in the study of human behaviour.

2. To understand the fundamental processes underlying human behaviour such as biological foundations of behaviour processes underlying sensation, perception, cognition, memory, learning, intelligence.
3. To apply the principles of psychology in day-to-day life for a better understanding of themselves and others.

COURSE CONTENTS

PY-102-FOUNDATIONS OF PSYCHOLOGICAL PROCESSES-II CREDITS- 3

SNO	UNIT	TOPIC	DETAILS	CONTACT HRS
1	UNIT-I	Cognitive Process & Attention & Thinking	<ul style="list-style-type: none"> Thinking, Concepts and Categorization, Problem Solving and decision making, Barriers to problem solving, Creative thinking, Application Attention & Perception 	8
2	UNIT-II	Motivation	<ul style="list-style-type: none"> Meaning of motivation; Types of Motives Theories of motivation (context, process, and contemporary theories 	6
3	UNIT-III	Emotions	<ul style="list-style-type: none"> Nature and components of emotions; Bodily changes and Emotions; Elements of emotions Applications: Positive emotions and Well Being; EQ 	8
4	UNIT-IV	Problem Solving & Creativity	<ul style="list-style-type: none"> Meaning, Steps In Problem-Solving Blocks In Problem Solving & Strategies In Problem Solving Concept And Nature Factors For Creative Thought 	4
5	UNIT-V	Personality	<ul style="list-style-type: none"> Nature, Theories, Assessment, Projective Test Culture and personality, Application 	10

TOTAL= 36

HOURS

Recommended Books:

1. Baron, R.A (2006) Psychology (5th Edition) New Delhi; Pearson Education.
2. Ciccarelli, S.K & Meyer, G.E (2009) Psychology Delhi; Pearson Education.
3. Coon, D. & Mitterer J.O (2007) Introduction to Psychology; Gateway to mind and behaviour, New Delhi;
4. Morgan, C.T et.al (1979) Introduction to Psychology New Delhi, T.M.H
5. Morris, C.G (1990) Psychology; An Introduction, New Delhi; Prentice Hall

PY-104 - APPLIED PSYCHOLOGY-II

CREDITS- 4

SNO	UNIT	TOPIC	DETAILS	CONTACT HRS
1	UNIT-I	Psychology And Day To Day Life	<ul style="list-style-type: none"> • Guidance • Counseling • Psychotherapy 	10
2	UNIT-II	Psychology In Organization	<ul style="list-style-type: none"> • Personnel Selection • Fatigue And Accidents • Consumer Behavior • Performance Management- Definition , Scope, Process, Tools 	10
3	UNIT-III	Psychology In Education	<ul style="list-style-type: none"> • School As An Agent Of Socialization • Factors Influencing School Achievement • Learning And Motivational Problems 	8
4	UNIT-IV	Consumer Psychology	<ul style="list-style-type: none"> • Definition & Scope • Market Segmentation- Consumer Rooted, Consumption Specific And Brand Experience As Segmentation Bases • Targeting-Criteria For Effective Targeting • Positioning And Repositioning 	10
5	UNIT-V	Forensic PSYCHOLOGY	<ul style="list-style-type: none"> • Definition, Description And Concept Of Criminal Psychology • Components Of Criminal Justice • Distinction Between Forensic And Therapeutic Evaluation • Functions Of Forensic Psychologists • Ethical Implications 	10

HOURS-48

TOTAL

Recommended Books:

1. Anastasi. A (1979) Fields of Applied Psychology, New Delhi; McGraw Hill
2. Goldstein, A.P & Krasner, B (1987), Modern Applied Psychology. Elmford, New York: Pergmon Press
3. Aronson, E. (2010). Social psychology (7thed.). New York: Pearson.
4. Gelso, C. J., & Fretz, B. R. (2009). Counseling psychology: Practices, issues and research. New Delhi: Cengage.
5. Santrock, J. (2009). Educational Psychology. Singapore: McGraw Hill.
6. Schultz, D., & Schultz, S. E. (2010). Psychology and Work Today (10thed.). New York: Pearson

PY-106- SOCIAL PSYCHOLOGY-II

CREDITS- 4

SNO	UNIT	TOPIC	DETAILS	CONTACT HRS
1.	UNIT-I	Social Cognition	<ul style="list-style-type: none">• Schemas: Mental Frameworks For Organising• Automatic And Controlled Processing• Potential Sources Of Error In Social Cognition• Affect And Cognition	8
2	UNIT-II	The Self	<ul style="list-style-type: none">• Self Presentation• Self Knowledge And Thinking About The Self• Self Esteem• Social Comparison	8
3	UNIT-III	Social Influence & Pro-Social Behavior	<ul style="list-style-type: none">• Attitudes: Definitions; Theories- Cognitive Dissonance And Dual Processing• Attitude And Behavior• Group Performance:-Types Of Tasks, Brainstorming; Group Decision Making-Biases In Information, Group Polarization, Group Think	12

			<ul style="list-style-type: none"> • Pro-Social: Cooperation And Helping Behavior • Its Determinants 	
4	UNIT-IV	Aggression, Positive Social Relation & Negative Social Relation	<ul style="list-style-type: none"> • Aggression-Origin, Influences • Violence (Domestic Violence, Sexual Harresment, Violence Against Communities (Lgbt) And Terrorism) • Helping Influences—Personal, Interpersonal And Situational, Receiving Help • Perceiving Groups-Stereotypes- Cognitive Foundation, How Stereotypes Distort Perception, Sexism & Racism 	10
5	UNIT-V	Social Psychology And Legal System	<ul style="list-style-type: none"> • Effects Of Police Interrogation • The Accuracy Of Eyewitnesses • Social Psychology & Health • Social Psychology And The World Of Work 	10

TOTAL

HOURS—48

Recommended Books:

Baron, R.A & Byrne D (1998), Social Psychology (8th Ed) New Delhi, Prentice Hall of India.

McDavid, J. W. & Harrari, H. (1968). Social Psychology. New York: Harper & Row.

Misra, G. (1990). Applied Social Psychology. New Delhi: Sage Publications

Myers, D.G. (1998). Social Psychology. New York: McGraw Hill.

PR-110 --Practicals based on course PY-102

CREDITS --- 1

1. Anxiety test
2. Mental fatigue
3. Adjustment test
4. Social conformity
5. Aptitude test

6. Emotional maturity
7. Achievement test
8. Test of Personality

SURESH GYAN VIHAR UNIVERSITY, JAIPUR
Teaching and Examination scheme for B.A Hons. Psychology (Regular)(3
Year Program) Edition 2022-2025

YEAR-2nd

SEMESTER-3rd

Programme Objectives

1. To familiarize students to the field of psychology, give them the necessary exposure to develop interest in the field and thus prepare them for post-graduate programme in psychology.
2. Appreciate the different branches and emerging fields of psychology
3. To understand the fundamental processes underlying human behaviour and the process of human development and change from biological and psychosocial perspective.

After the completion of this semester students will be able:

1. To apply the principles of psychology in day-to-day life for a better understanding of themselves and others.
2. To introduce and initiate the student into the world of Psychology with a brief historical sketch of the science of psychology and a glimpse into the methods used in the study of human behaviour.

Industrial utility:

1. Course is beneficial to enter postgraduate training programmes in their chosen specialization and ultimately gain employment in their area of expertise.
2. Course is suitable to provide the students with the foundation skills for the further study and research.
3. Psychology graduates move into an extremely wide range of careers with ample opportunities in hospitals, schools, management, NGOs, Social Welfare Sectors, Training Industry etc.

B.A(Hons) Psychology Job Types:

- Teacher-Psychology
- Psychologist
- Child Psychologist
- Student Counsellor Psychologist
- Instructor Psychology
- Clinical Psychologist.

COURSE CONTENTS

PY-201- GUIDANCE& CONUSELLING **CREDITS- 3**

COURSE OBJECTIVES:

1. To impart knowledge and understanding of the nature, process, goals, techniques, ethical issues and major theories in Counseling Psychology
2. To generate interest in the various applications and fields of counseling
3. To create a foundation for higher education in Counseling and a career as a professional counsellor

LEARNING OUTCOMES:

After the completion of this course students will be able:

1. To apply the principles of psychology in day-to-day life for a better understanding of themselves and others.
2. To teach within primary education, including subject specific teaching.
3. They can take up various job types like tutors, researcher, CEO in school, day-carecentre, camp organiser, part-time consultants etc.

<u>SNO</u>	<u>UNIT</u>	<u>TOPIC</u>	<u>DETAILS</u>	<u>CONTACT HRS</u>
<u>1.</u>	<u>UNIT-I</u>	Nature And Scope Of Guidance	<ul style="list-style-type: none">• Concept And Definition Of Guidance And Counselling• The Phases Of The Counselling Process (Assessment, Intervention, And Termination)• Characteristics Of An Effective Counsellor• Personal Challenges As A Counsellor	<u>8</u>
<u>2.</u>	<u>UNIT-II</u>	Stages Of Human Development And Areas Of Guidance	<ul style="list-style-type: none">• Characteristics Of Different Stages Of Development (Physical, Cognitive, Emotional, Social, And Moral)	<u>8</u>

			<ul style="list-style-type: none"> • The Concept Of Adjustment And Adjustment At Different Stages Of Life 	
<u>3.</u>	<u>UNIT-III</u>	Exceptionality: Types And Problems	<ul style="list-style-type: none"> • Nature Of Exceptionality • Intellectual Exceptionality • Intellectual Superiority And Mental Retardation • Sensory Handicaps: Visual, Aural, Motor And Speech Handicaps • Care And Education Of The Exceptional 	<u>8</u>
<u>4.</u>	<u>UNIT-IV</u>	Counselling Special Groups	Characteristics And Needs Of Special Groups <ul style="list-style-type: none"> • Socially And Economically Disadvantaged • Destitutes And Orphans – Delinquents • Drop-Outs • Aids Patients • Drug Addicts And Alcoholics • Paedophiles • Homosexuals • Others 	<u>4</u>
<u>5.</u>	<u>UNIT-V</u>	Group Approaches In Vocational Counselling And Guidance	<ul style="list-style-type: none"> • Types, Areas And Approaches Of Counselling. • Steps And Skills In The Counselling Process. • Advantages And Disadvantages Of Group Guidance Techniques. • Essential Service In School And Community Based Guidance Programmes. • Essential Services In A School Guidance Program. 	<u>8</u>

36

HOURS

Recommended Books:

1. Cormier, S., & Hackney, H. (2013) Counseling strategies and interventions (8th International Edition). Lndon: Pearson.
2. Erford, B. (2013) Orientation to the counseling profession: Advocacy, ethics, and essential professional foundations (2nd Ed.). London: Pearson.
3. Fouad, N.A. (Ed) (2012) APA Handbook of counseling psychology. Washington: American Psychological Association
4. Gelso, C. J., & Fretz, B .R. (2000). Counselling psychology (2nd Ed). KY: Cengage Learning
5. Gladding, S. T. (2014). Counselling: A comprehensive profession. New Delhi: Pearson Education.
6. Gibson, R. L., & Mitchell, M. H. (2009). Introduction to Counseling and Guidance (7th Ed), NewDelhi: PHI Learning Pvt. Ltd.
7. Parti, V.R. (2008). Counselling Psychology. New Delhi: Authors Press
8. Rai, A.N. & Asthana, M. (2005). Guidance and Counselling: Concepts, Areas and

PY-203- SYSTEM AND THEORIES OF PSYCHOLOGY
CREDITS- 4

COURSE OBJECTIVES

1. To describe the key contributions of major figures in the history of psychology and be able to relate the major perspectives to the individuals who are responsible for articulating them.
2. To describe how historical trends and events have influenced the development of psychology as a scientific discipline.
3. To describe major perspectives of psychology.
4. To demonstrate an understanding of major questions/ideas that have driven psychological thought throughout its history
5. To examine the historical context including political and cultural contexts within which the development of psychology as a discipline has taken place.
6. To be able to place current psychological thoughts/theories within that historical development and context.
7. To recognize the role of women/minority groups/third-world countries in the history of psychology, both as producer and consumers of psychological knowledge.
8. To be aware of the current changes occurring within psychology as a discipline and the history of some of the more recent subdisciplines and emerging issues within psychology.

LEARNING OUTCOMES

1. Students should be able to use critical thinking to evaluate and interpret evidence, and to apply psychological concepts, theories, and research findings to individual, social, and cultural issues.
2. Students cab able to apply basic research methods in psychology, with sensitivity to ethical principles.
3. They can apply the principles of different schools in their life and help the society.

<u>SNO</u>	<u>UNIT</u>	<u>TOPIC</u>	<u>DETAILS</u>	<u>CONTACT HRS</u>
<u>1.</u>	<u>UNIT-I</u>	HISTORICAL FOUNDATIONS	<ul style="list-style-type: none">• Understanding Science,• History,• Psychology and notion of 'Systems';	<u>10</u>

			<ul style="list-style-type: none"> • Psychology's historical foundations in ancient Greece, Rome, Middle Ages and Renaissance; • The emergence of modern science; • Background for the emergence of modern Psychology: The French, British and German tradition. 	
<u>2.</u>	<u>UNIT-II</u>	BIRTH OF THE DISCIPLINE	<ul style="list-style-type: none"> • Nineteenth century bases of Psychology: • Physiology, • Psychophysics and Evolution; • The founding of modern Psychology as Natural-Human science. 	<u>8</u>
<u>3</u>	<u>UNIT-III</u>	MAJOR SYSTEMS	<ul style="list-style-type: none"> • Voluntarism & Structuralism • Functionalism, • Gestalt psychology, • Psychoanalysis, • Behaviorism, • Humanistic Psychology. • Cognitive Psychology 	<u>10</u>
<u>4</u>	<u>UNIT-IV</u>	PSYCHOLOGY AND ITS CONTENTS	<ul style="list-style-type: none"> • Psychology and the brain • Psychology and the meanings of madness • Psychology and the child • Psychology and gender. 	<u>10</u>
<u>5.</u>	<u>UNIT-V</u>	BEYOND THE SYSTEMS- CONTEMPORARY DEVELOPMENTS	<ul style="list-style-type: none"> • History of Psychology in India • Diversity in Psychology • Indigenization • Globalization and the field of Psychology in 21st century. • New Trends 	<u>10</u>

48

HOURS

BOOKS RECOMMENDED:

- 1) Chaplin T. and Kraweic T.S. (1979): Systems & theories of Psychology

- 2) Wolman, B.B. (1960) Contemporary Theories & Systems in Psychology
- 3) Wolman, B.B. (1961) Handbook of general psychology
- 4) Hilgerd, E.R. & Bower, G.M. (1966) Theories of Learning
- 5) Brennan, J.F. (2003). History and systems of Psychology (6th Edn.). Delhi: Pearson Education Inc.
- 6) Hergenhahn, B. R. (2009). An introduction to the history of Psychology. (6th edn.).
- 7) Belmont, CA: Wadsworth. Richards, G. (1996). Putting psychology in its place. London: Routledge.
- 8) Lawson, R.B., Graham, J.E. & Baker, K.M. (2007). A history of Psychology: Globalizations, ideas and applications. New Delhi: Prentice-Hall Inc.
- 9) Leahey, T.H. (2004). A history of Psychology: Main currents in psychological thought (6th Edn.). Delhi: Pearson Education Inc.

PY-205- STATISTICAL METHOD FOR PSYCHOLOGICAL RESEARCH
CREDITS-4

COURSE OBJECTIVES

1. To impart knowledge and understanding of the nature, uses, technical features, and the process of construction of psychological tests
2. To create awareness about measurement of intelligence and assessment of personality
3. To impart knowledge and understanding of the concepts in Statistics and the various measures of Descriptive Statistics - their characteristics, uses, applications and methods of calculation
4. To create a foundation for advanced learning of Psychological Testing, Assessment, and Statistic

LEARNING OUTCOMES:

By the time of completion of this course, students will:

1. Use scientific reasoning to interpret psychological phenomena
2. Demonstrate psychology information literacy
3. Engage in innovative and integrative thinking and problem solving
4. Interpret, design, and conduct basic psychological research

CREDITS- 4

<u>Sno</u>	<u>UNIT</u>	<u>TOPIC</u>	<u>DETAILS</u>	<u>CONTACT HRS</u>
<u>1.</u>	<u>UNIT-I</u>	General Statistical Concepts And Terminology	DEFINE: <ul style="list-style-type: none"> • Statistics • Population • Sample 	<u>10</u>

			<ul style="list-style-type: none"> • Parameter • Descriptive Statistics • Inferential Statistics • Sampling Errors 	
<u>2</u>	<u>UNIT-II</u>	Methodology & Variables And Measurement	1. The Correlational Method 2. The Experimental Method 3. Non-Experimental Method 4. Discrete Variable/Continuous Variable 5. Scales Of Measurement	<u>8</u>
<u>3.</u>	<u>UNIT-III</u>	Frequency Distribution	1. Frequency Distribution Tables 2. Frequency Distribution Graphs 3. Histograms 4. Polygons 5. Symmetrical Distribution 6. Skewed Distribution	<u>10</u>
<u>4.</u>	<u>UNIT-IV</u>	Central Tendency / Variability/ Z Scores	i. Meaning, Types Of Central Tendency (Mean, Median, Mode) ii. Variability, Range, AD, SDQ iii. Meaning, Z Score Formula, Application, Features iv. Sampling And Probability v. Hypothesis Testing	<u>10</u>
<u>5.</u>	<u>UNIT-V</u>	Hypothesis Testing For Differences Among Three Or More Groups: One-Way Analysis Of Variance (ANOVA).	The Null And Alternative Hypotheses; The Basis Of One-Way Analysis Of Variance: Assumptions Associated With ANOVA; Variation Within And Between Groups; Partition Of The Sums Of Squares; Degrees Of Freedom; Variance Estimates And The F Ratio; The ANOVA Summary Table; Raw-Score Formulas For Analysis Of Variance Only; Comparison Of T And F.	<u>10</u>

TOTAL HOURS—48 HOURS

Books Recommended:

1. Garrert, Henry, E., & Woodworth, R.S. Statistics in Psychology and Education, Bombay, Vakils, Feffy and Siman Ltd., 1979.
2. Mangal, S.K., Statistics in Psychology and Education, Tata McGraw – Hill Publ. Co; New Delhi, 1987.
3. Ferguson, George A., Statistical Analysis in Psychology and Education, Mc.Graw- Hill International Book Cn., Tokyo, 1981.
4. Edwards, Allen, L., Statistical Analysis, Holt, Rinehart & Winston, Inc., New York, 1974.
5. Aiken, L. R., & Groth-Marnat, G. (2006). Psychological Testing and Assessment. (12th ed.). Pearson. Indian reprint 2009, by Dorling Kindersley, New Delhi
6. Anastasi, A. & Urbina, S. (1997). Psychological Testing. (7th ed.). Pearson Education, Indian reprint 2002

7. Aaron, A., Aaron, E. N., & Coups, E. J. (2006). Statistics for Psychology. (4th ed.). Pearson Education, Indian reprint 2007
8. Cohen, J. R., Swerdlik, M. E., & Kumthekar, M. M. (2014). Psychological Testing and Assessment: An introduction to Tests and Measurement. (7th ed.). New Delhi: McGrawHill Education (India) Pvt Ltd., Indian adaptation
9. Gregory, R. J. (2013). Psychological Testing: History, Principles, and Applications. (6th ed.). Pearson Indian reprint 2014, by Dorling Kindersley India pvt ltd, New Delhi
10. Hoffman, E. (2002). Psychological Testing at Work. New Delhi: Tata McGraw-Hill
11. Hogan, T. P. (2015). Psychological Testing: A Practical introduction. (3rd ed.). John Wiley & Sons, New Jersey
12. Hollis-Sawyer, L.A., Thornton, G. C. III, Hurd, B., & Condon, M.E. (2009). Exercises in Psychological Testing. (2nd ed.). Boston: Pearson Education

PY-207 - EDUCATIONAL PSYCHOLOGY-
CREDITS- 4

COURSE OBJECTIVE:

1. To develop an understanding about effective teaching.
2. To understand the nature of classroom teaching.
3. To understand the dynamics of teaching & learning.
4. To understand individual difference, especially exceptional children.

LEARNING OUTCOMES:

Upon completion of this course, you will be able to

1. Explain why knowledge of psychology is important to effective teaching;
2. Discuss, compare, and contrast cognitive, constructivist and behaviorist models of teaching and learning, as well as their applications in classroom management;
3. Identify important cognitive stages of development, the typical age range of each stage, and the ways that teachers can use that knowledge;
4. Identify strategies for enhancing students' abilities to use complex cognitive skills;
5. Differentiate the cognitive vs. affective domains of learning and their influence on effective teaching;
6. Identify important aspects of personal, emotional, and moral development, and ways that teachers can use that knowledge;
7. Discuss relevant research in relation to the importance of identifying teacher emotions and the role on student learning;
8. Identify diversity in terms of differences in learning styles, intelligence, cultures, and gender, as well as specific abilities and disabilities, that a modern classroom might need to accommodate

<u>Sno</u>	<u>Unit</u>	<u>Topic</u>	<u>Details</u>	<u>Contact Hrs</u>
<u>1</u>	<u>Unit-I</u>	<u>Introduction</u>	<ul style="list-style-type: none"> • Nature, Meaning & Scope • History • Major Perspective In Educational 	<u>8</u>

			Psychology <ul style="list-style-type: none"> Themes For Organizing And Building Knowledge Of Educational Psychology 	
<u>2</u>	<u>Unit-Ii</u>	Learners Who Are Exceptional	<ul style="list-style-type: none"> Children With Disabilities <ol style="list-style-type: none"> Sensory And Physical Disorders Mental Retardation, Speech And Language Disorders Learning Disabilities, Attention Deficit Hyperactivity Disorder, Emotional And Behavioral Disorders). Educational Issues Involving Children With Disabilities, Gifted Children. 	<u>12</u>
<u>3</u>	<u>Unit-Iii</u>	<u>Social Construnctivist Approach</u>	<ul style="list-style-type: none"> Social Constructivist Approach To Teaching, Teachers And Peers As Joint Contributors To Student's Learning, Structuring Small Group Work Social Constructivist Programs 	<u>10</u>
<u>4</u>	<u>Unit-Iv</u>	<u>Motivation, Teaching, And Learning</u>	<ul style="list-style-type: none"> Exploring Motivation, Motivation To Achieve , Motivation , Relationships And Socio-Cultural Contexts, Hard-To -Reach An, Low - Achieving Students . 	<u>8</u>
<u>5</u>	<u>Unit-V</u>	<u>Managing The Classroom</u>	<ul style="list-style-type: none"> Why Classrooms Need To Be Managed Effectively, Designing The Physical Environment Of The Classroom, Creating A Positive Environment For Learning, Being A Good Communicator, Dealing With Problem Behaviors. 	<u>10</u>

TOTAL HOURS-48

Recommended Books:

1. Educational Psychology: A Century of Contributions By Barry J. Zimmerman; Dale H. Schunk
2. Santrock, J. (2009). Educational Psychology. Singapore: McGraw Hill
3. Mangal, S.K.(2006) Essentials of Educational Psychology, edition, Prentice Hall of India, New Delhi, India.
4. Aggarwal J.C. : Theory and Principles of Education, New Delhi Vikas Publishing House.
5. Havinghurst R.J. & B.L. Newgarben : Society and Education, Allyn& Bacon.
6. Mathur, S.S. : A Sociological Approach to Indian Education, Agra, VinodPustakMandir
7. Ottaway, A.K.C. : School and Society, London Routledge and Keganpal.
8. Saxena, N.R. Swaroop : Principles of Education, Meerut R. Lal Book Depot, 1996.

PR209 Practical (PY-201)
Credits 1

COURSE OBJECTIVE & LEARNING OUTCOME:

- Students can identify how psychologists study human behavior and how this knowledge can be used to explain, predict, and influence behavior.
- Students identify and critically evaluate psychological research methods.
- Students analyze empirical data.
- Students assess the significance and importance of research reports.
- Students communicate clearly and effectively in a written format.

1. Psychology and social processes
 - a. Social perception
2. Organizational behaviour
 - a. Leadership
 - or
 - b. Job satisfaction /Work motivation
3. Psychological testing and assessment
 - a. NEO-FFI /MMPI
 - b. WAIS/WISC
4. Cognitive psychology
 - a. Memory process
 - or
 - a. Problem solving
5. Behavioural disorders
 - a. Anxiety (State, trait and free floating anxieties)
 - or
 - b. Depression
6. Psychology of Adjustment
 - a. Assessment of adjustment

- 7. Guidance and counselling
 - b. Assessment of anxiety
 - a. Personality assessment
 - b. Assessment of aptitude

SURESH GYAN VIHAR UNIVERSITY, JAIPUR
Teaching and Examination scheme for B.A//B.SC Hons. Psychology (Regular)
(3 Year Program) Edition 2022-2025

YEAR-2nd
4thSem

SEMESTER-

Programme Description

Psychology is one of the major subjects offered at the undergraduate level as part of the triple major programme. It is a three year full time course aimed at introducing students to the fundamental processes underlying human behavior and familiarize them with a few emerging fields and branches of psychology such as Developmental Psychology, Abnormal Psychology, Sports Psychology. The course also includes one paper of Practical. One Project and One Critical Thinking Seminar.

Programme Objectives

- 1.To familiarize students to the field of psychology, give them the necessary exposure to develop interest in the field and thus prepare them for post-graduate programme in psychology.
2. Appreciate the different branches and emerging fields of psychology
3. To understand the fundamental processes underlying human behavior and the process of human development and change from biological and psychosocial perspective.
4. To understand the different aspects of human behavior in the social, cultural and organizational/work context and thus understanding the effects of group membership on individual behavior.
5. To understand abnormal behavior and the various components that promotes health and well being through papers such as Health psychology and Positive Psychology.
6. To introduce students to the basic aspects in experimentation and testing in psychology so that students are able to conduct simple tests and experiments, write brief reports based on the findings from the tests and experiments

7. To familiarize students with basic statistical techniques and fundamentals of research methodology. In addition students are trained for the application of the same by engaging them in simple quantitative research in small groups.

After the completion of this semester students will be able:

3. To apply the principles of psychology in day-to-day life for a better understanding of themselves and others.
4. To introduce and initiate the student into the world of Psychology with a brief historical sketch of the science of psychology and a glimpse into the methods used in the study of human behaviour.

Industrial utility:

4. Course is beneficial to enter postgraduate training programmes in their chosen specialization and ultimately gain employment in their area of expertise.
5. Course is suitable to provide the students with the foundation skills for the further study and research.
6. Psychology graduates move into an extremely wide range of careers with ample opportunities in hospitals, schools, management, NGOs, Social Welfare Sectors, Training Industry etc.

B.A(Hons) Psychology Job Types:

- Teacher-Psychology
- Psychologist
- Child Psychologist
- Student Counsellor Psychologist
- Instructor Psychology
- Clinical Psychologist.

COURSE CONTENTS

PY202---ABNORMAL PSYCHOLOGY

CREDITS-3

Course Description

Abnormal psychology studies abnormal experiences of individual which surround an individual quite frequently - at our home, neighborhood, place of study/workplace, or in media reports and such others. These issues capture our interest, demand our attention and concern. Hence this specialization paper aims to create interest in the students regarding these issues by introducing them to the concept of abnormality, different types of psychological disorders and their causes, etc.

Course Objective and Learning Outcome

At the completion of the course students will be able:

1. To have knowledge of different aspects of abnormal behaviour.
2. To know the historical development of the study of abnormal behaviour, criteria and perspectives in abnormal behaviour, common classification systems, and range of disorders including anxiety disorders, mood disorders, schizophrenia, disorders generally observed at childhood and adolescence, and personality disorders.
3. Understand various behavioural dysfunctions and use the same in day-to-day life.

Level of Knowledge

Knowledge of the basic papers studied in the previous three semesters of the undergraduate course in psychology

<u>SNO</u>	<u>UNIT</u>	<u>TOPIC</u>	<u>DETAILS</u>	<u>CONTA CT HRS</u>
<u>1.</u>	<u>UNIT-I</u>	Introduction and Theoretical Perspective	<ul style="list-style-type: none">• Defining Abnormal Behaviour,• Criteria of Abnormal Behaviour,• Brief Mention of DSM and ICD classification systems,• Causes of Abnormal Behaviour – Necessary, Predisposing, Precipitating and Reinforcing Causes.• Psychoanalytic (only Freud), Behaviouristic, Cognitive - Behavioral, Humanistic, Interpersonal Perspectives	<u>8</u>
<u>2.</u>	<u>UNIT-II</u>	Disorders of childhood and adolescence	<ul style="list-style-type: none">• Mental Retardation - Definition, Levels of MR,• Clinical Types and Causal Factors; Autism - Clinical Picture and Causal Factors;• Learning Disabilities - Clinical Picture and Causal Factors;• Attention-Deficit/Hyperactivity Disorder - Clinical Picture and Causal Factors	<u>8</u>
<u>3.</u>	<u>UNIT-III</u>	Anxiety, Somatoform, Dissociative Disorders	<ul style="list-style-type: none">• Brief Description: Panic Disorder, Generalized Anxiety Disorder, Phobic Disorder and Obsessive Compulsive Disorder with Causal Factors.	<u>6</u>

			<p>Somatoform Disorders –</p> <ul style="list-style-type: none"> • Somatization Disorder, Somatoform Pain disorder, and Conversion Disorder with Symptoms and Causal Factors. Hypochondriasis • Dissociative Disorders: Dissociative Amnesia, Dissociative Identity Disorder, Depersonalization and Derealization Disorder –Causal factors and Treatment. 	
<u>4.</u>	<u>UNIT-IV</u>	Mood disorders and Schizophrenia	<ul style="list-style-type: none"> • Unipolar Mood Disorders: Depressions that are not Mood Disorders, Dysthymic Disorder, Major Depressive Disorder with Psychosocial Causal Factors. • Bipolar Mood Disorders: Cyclothymic Disorder, Bipolar I Disorder, Bipolar II Disorder. • Schizophrenia: Meaning, Clinical Picture; Sub-types - Disorganized, Paranoid, Catatonic, Undifferentiated, and Residual. Psychosocial Causal Factors 	<u>8</u>
<u>5.</u>	<u>UNIT-V</u>	Personality Disorders and Sexual Deviants	<ul style="list-style-type: none"> • Introduction - Clinical Features and Brief Descriptions of Cluster A, B, and C Personality Disorders with Psychosocial Causal Factors. • Sexual and Gender Variants - The Paraphilias and Gender Identity Disorders with Causal Factors 	<u>6</u>

36 hours

References

Essential Readings

1. Carson, R.C., Butcher, J.N and Mineka, S. (2004). Abnormal psychology. 15th Edition. New Delhi: Pearson Education.
2. Alloy, L.B., Riskind, J.H., and Manos, M.J. (2006). Abnormal Psychology – Current Perspectives. 9th Edition. New Delhi: Tata McGraw-Hill Edition.
3. Barlow, D.H. and Durand, M.V. (2000). Abnormal Psychology. 2nd Edition. New Delhi: Thomson Publication.
4. Recommended Readings
5. Bootzin, R.B., Acocella, J.R. and Alloy, L.B. (1993). Abnormal Psychology– Current perspectives. 6th Edition, International Edition, Tata Graw – Hill Inc., USA.
6. Sue, D., Sue, D and Sue, S. (1990). Understanding Abnormal Behaviour. 3rd Edition, Houghton Mifflin Co.
7. Davidson and Neal (1996). Abnormal psychology. Revised 6th Edition, John Wiley Sons World Health Organization. (2008).
8. ICD-10: International statistical classification of diseases and related health problems (10th Rev. ed.).

9. New York, NY: Author. American Psychiatric Association. (2000).
10. Diagnostic and statistical manual of mental disorders (4th ed., text revision). Washington, DC: Author.

PY-204- DEVELOPMENTAL PSYCHOLOGY
CREDITS- 4

Course Description

1. Developmental Psychology is a branch of Psychology that seeks to provide a general introduction to various developmental concepts across the different stages of life span, with the nature versus nurture debate as a concurrent theme.
2. It focuses on advancing knowledge of the processes of change for individuals and groups across the life span.
3. Topics of interest include: developmental theories, patterns of development in domains such as physical, motor, cognitive and language development.
4. Aspects of psychosocial development are studied in the relevant cultural context.

LEARNING OUTCOMES

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

1. Understand basic concepts, issues and debates in the field of developmental psychology.
2. Appreciate principal theories of lifespan development.
3. Comprehend human development as progressing through different stages.
4. Discuss development from the perspective of different domains such as physical, motor, cognitive, and psychosocial.
5. Understand the role of family, peers and community in influencing development at different stages.

<u>SNO</u>	<u>UNIT</u>	<u>TOPIC</u>	<u>DETAILS</u>	<u>CONTACT HRS</u>
<u>1.</u>	<u>UNIT-I</u>	Introduction	<ul style="list-style-type: none"> • Concept of human development- Introduction, meaning, stages of life span development. • Aspects of human development- Physical, social, cognitive, moral. Principles of human development (Balte). • Factors influencing human development- Ecological factors, hereditary factors; chromosomal abnormalities. • Overview of theories of human 	<u>10</u>

			development- Erickson, Piaget, Vygotsky, Kohlberg	
<u>2.</u>	<u>UNIT-II</u>	Prenatal Development and Infancy	<ul style="list-style-type: none"> • Stages of prenatal development; Teratogens and prenatal environment • Newborn appearance, reflexes, assessment • Infancy: Physical and motor development, • Cognitive and language development, • Psychosocial development: Emotions, attachment and temperament 	<u>10</u>
<u>3</u>	<u>UNIT-III</u>	Childhood	<ul style="list-style-type: none"> • Early and middle childhood Physical and motor development; • Cognitive development; • Language development; • Psychosocial development: • Emotions, play, aggression and altruism 	<u>8</u>
<u>4</u>	<u>UNIT-IV</u>	Puberty and Adolescence	<ul style="list-style-type: none"> • Puberty: Meaning, biological changes: Sexual maturation, growth spurt, primary and secondary sexual characteristics; responses to physical change; • Development of identity: Erikson and Marcia's views; • Adolescent relationships: Family, Peers, Adult society. 	<u>10</u>
<u>5.</u>	<u>UNIT-V</u>	Adulthood & Old Age	<ul style="list-style-type: none"> • Vocational adjustment; Foundations of intimate relationships: friendship, love, and sexuality; • Marriage: Marital adjustment and conditions influencing it. Parenthood: adjustment to parenthood. • Middle Adulthood: Physical 	<u>10</u>

			<p>development; occupational adjustment: Stable and unstable patterns preparation for retirement. Psychosocial changes: Coping with Mid-life crisis, changes in relationships- marriage, relationship with maturing children, ageing parents, siblings, grand parenthood, friendships.</p> <ul style="list-style-type: none"> • Late Adulthood: Primary and secondary ageing, theories of ageing. Psychosocial aspects: models of coping, models of successful ageing, lifestyle and social issues: work retirement and leisure. Personal relationships: Relationship with adult children, siblings, great-grandparenthood. Stages and patterns of grieving. • Old Age Characteristics of Old age; physical changes of old age -- Health in old age - Adjustments to changes in motor and mental abilities - Work & retirement; – Changes in family life – loss of spouse-social issues related to ageing- relationships in later life Hazards of Old Age. • 	
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HOURS

References Essential reading

Papalia, D.E. (2004). Human Development. 9th Edition, New Delhi: Tata McGraw Hill.

Recommended reading

Berk, L.C. (2008). Child Development, New Delhi: Prentice Hall of India (Pvt) Ltd.

PY-206- SPORTS PSYCHOLOGY**CREDITS-4****COURSE OBJECTIVES**

This course presents the human factors and psychological dynamics of sports performance as it relates to a number of sports including golf. Students will learn methods and techniques for developing psychological skills to enhance game performance and personal growth, and will focus on learning strategies to increase the ability to influence others' behaviour so that they will improve their game performance

LEARNING OUTCOMES:

Upon successful completion of this course, the student will have reliably demonstrated the ability to:

1. Analyze and evaluate various techniques (research, theory and practice) to achieve peak performance in sports
2. Examine factors related to the social psychological aspects of performance such as coaching, teamwork and participants.
3. Identify effective goal setting techniques and apply them to their own life.
4. Identify challenges / issues with involvement in sport (e.g., burnout, drug abuse, injury, eating disorders).
5. Synthesize the depth and breadth of knowledge, knowledge of methodologies, application of knowledge, and communication skills

CREDITS- 4

<u>SNO</u>	<u>UNIT</u>	<u>TOPIC</u>	<u>DETAILS</u>	<u>CONTACT HRS</u>
<u>1.</u>	<u>UNIT-I</u>	Introduction to Sport Psychology	<ul style="list-style-type: none">• Meaning and scope,• Importance, relationship with other sport sciences,• Development of sport psychology in India.• Methods of Sports psychology	<u>10</u>
<u>2</u>	<u>UNIT-II</u>	Concept and meaning of motor learning	<ul style="list-style-type: none">• Concept and meaning of motor learning,• Motor skill, motor control, motor performance,• Stages of learning,• Assessment of learning• Factors affecting of motor learning	<u>10</u>
<u>3.</u>	<u>UNIT-III</u>	Personality in Sport	<ul style="list-style-type: none">• Concept and definition, Dynamics of personality in sport• Anxiety in Sport: Concept, definition and types, Anxiety and arousal, role of anxiety on physical performance• Motivation in Sport: Techniques and types of motivation, Perceived competence achievement motivation	<u>10</u>
<u>4.</u>	<u>UNIT-IV</u>	Psychological	<ul style="list-style-type: none">• Phenomenon of competitive sport,	<u>10</u>

		Preparation and Competition	<ul style="list-style-type: none"> • Long term Psychological preparation for competition (arousal regulation, imagery, self-confidence, goal setting, concentration.), short term psychological preparation (upcoming competition) • Mind to muscle and muscle to mind relaxation techniques 	
<u>5.</u>	<u>UNIT-V</u>	Social Psychology in sport	<ul style="list-style-type: none"> • Social psychological aspects of Sport: • Socio-Culture Factors Affecting Performance: • Ethics and sport, values and sports, Team (group) cohesion. • Spectators and Performance 	<u>8</u>

TOTAL HOURS—48

Essential Reading Book1 :

Cox RH (2002). Sport Psychology. McGraw Hill. London. Book2 :

Kamlesh ML.(2012) Psychology in Physical Education & Sports.

SUGGESTED READINGS

- Cohen RJ and Swerdlik ME (2002). .Psychological testing and Assessment: An Introduction to Tests and Measurement. McGraw Hill. New York. U.S.A.
- Kamlesh ML (1998). Psychology in Physical Education and Sport. Metropolitan Book Co. New Delhi
- Liukkonen JED (2007). Psychology for Physical Educators. Human Kinetics. U.S.A.
- Mortin GL (2003). Sports Psychology, Sports Science. Press.USA.
- Sahni SP (2005). Psychology and Its Application in Sports. D.V.S. Delhi.
- Shaw D and Other (2005). Sport & Exercise Psychology. Bios. U.K.
- Singh MK (2008). Comprehensive Badminton Psychological Preparation. Friends Publication. Delhi.
- Verma V (1999). Sport Psychology & All Round Development. Sport Pub. New Delhi.
- Wann DL (1997). Sport Psychology. Prentice Hall. New Jersey.
- Weinberg RS and Gould D (2003). Foundations of Sport and Exercise Psychology. Human Kinetics. USA.

PR-210--Practical (PY-202)

CREDITS-1

Experiments in Abnormal psychology

1. Anxiety Test
2. Depression test
3. Mood Disorder Questionnaire
4. The Autism Spectrum test
5. Bipolar Spectrum Disorder

6. Attitude Assessment
7. Satisfaction with life Scale
8. Adolescent Test

SURESH GYAN VIHAR UNIVERSITY, JAIPUR
Teaching and Examination scheme for BA Hons. Psychology (Regular)
(3 Year Program)

YEAR-3rd (V-SEM)
(V-SEM)

SEMESTER-

Programme Description

Psychology is one of the major subjects offered at the undergraduate level as part of the triple major programme. It is a three year full time course aimed at introducing students to the fundamental processes underlying human behavior and familiarize them with a few emerging fields and branches of psychology such as Industrial and Organizational Psychology, Environmental Psychology. The course also includes one paper of Practical. One Project.

Programme Objectives

1. To familiarize students to the field of psychology, give them the necessary exposure to develop interest in the field and thus prepare them for post-graduate programme in psychology.
2. Appreciate the different branches and emerging fields of psychology
3. To understand the fundamental processes underlying human behavior and the process of human development and change from biological and psychosocial perspective.
4. To understand the different aspects of human behavior in the social, cultural and organizational/work context and thus understanding the effects of group membership on individual behavior.
5. To understand abnormal behavior and the various components that promotes health and well being through papers such as Health psychology and Positive Psychology.
6. To introduce students to the basic aspects in experimentation and testing in psychology so that students are able to conduct simple tests and experiments, write brief reports based on the findings from the tests and experiments
7. To familiarize students with basic statistical techniques and fundamentals of research methodology. In addition students are trained for the application of the same by engaging them in simple quantitative research in small groups.

After the completion of this semester students will be able:

5. To apply the principles of psychology in day-to-day life for a better understanding of themselves and others.
6. To introduce and initiate the student into the world of Psychology with a brief historical sketch of the science of psychology and a glimpse into the methods used in the study of human behaviour.

Industrial utility:

7. Course is beneficial to enter postgraduate training programmes in their chosen specialization and ultimately gain employment in their area of expertise.
8. Course is suitable to provide the students with the foundation skills for the further study and research.
9. Psychology graduates move into an extremely wide range of careers with ample opportunities in hospitals, schools, management, NGOs, Social Welfare Sectors, Training Industry etc.

B.A(Hons) Psychology Job Types:

- Teacher-Psychology
 - Psychologist
 - Child Psychologist
 - Student Counsellor Psychologist
 - Instructor Psychology
 - Clinical Psychologist.
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COURSE CONTENTS

PY301---INDUSTRIAL & ORGANIZATIONAL PSYCHOLOGY
CREDITS-3

Course Description

This paper is aimed at providing the learners an overview of I/O Psychology by describing the various individual, group, and organizational behaviour at work. This paper also intends at enhancing the understanding of the learner about the world of work and related concerns. The areas covered in the paper include employee selection, placement, training, performance appraisal, motivation and leadership. The paper also intends to give an understanding about the issues related to people in organization and the workplace. The concept of consumer behaviour and the decision making process of the consumer are also introduced in this paper.

Course Objectives and Learning Outcomes

After completing the course the students will be able to:

1. Demonstrate fundamental knowledge about need and scope of I/O Psychology

2. Be aware of the brief history and various related fields of I/O Psychology
3. Learn about employee motivation, job satisfaction and leadership styles.
4. Understand the concept of organizational culture and learn the various types and functions of organizational culture
5. Comprehend the concept of Job analysis and be aware about the various methods of Job analysis.
6. Learn about the process of employee selection and understand the various methods of selection process with special emphasis on psychological testing.
7. Demonstrate knowledge about the processes of training and performance appraisal
8. Understand the meaning of consumer behaviour and the decision making process of the consumer.

<u>SNo</u>	<u>Unit</u>	<u>Topic</u>	<u>Details</u>	<u>Contact Hrs</u>
<u>1.</u>	<u>Unit-I</u>	Introduction	<ul style="list-style-type: none"> • Definition, Goals, Forces and Fundamental concepts • -Nature of people and nature of organization. History of industrial Psychology and Organizational Behavior, Areas of Industrial psychology. 	<u>4</u>
<u>2.</u>	<u>Unit-II</u>	Leadership, Team Work And Team Building	<ul style="list-style-type: none"> • Leadership – definition and nature, • Styles of leadership-authoritarian & democratic leaders, Transactional & Transformational leaders. • Team work - Life cycle of a team. • Team building- need, process & skills. 	<u>8</u>
<u>3</u>	<u>Unit-III</u>	Employee Attitudes And Their Effects	<ul style="list-style-type: none"> • The Nature of Employees Attitudes -Job satisfaction, Job Involvement, Organizational Commitment, Work Moods. Effects of Employee Attitudes- Employee Performance, Turnover, Absence & Tardiness, Theft, Violence, Other Effects. • Studying Job Satisfaction-Benefits of job satisfaction studies, Use of Existing job satisfaction Information, Changing Employee Attitudes 	<u>8</u>
<u>4</u>	<u>Unit-IV</u>	Motivation And Reward Systems	<ul style="list-style-type: none"> • Motivation- Goal setting- elements, Content Theories of Motivation – Herzberg's-MotivatorHygiene (Two factors) Theory, Alderfer's- E-R-G Model. • Reward system- Financial and Non-financial incentives. Economic Incentive Systems: Purposes & Types- • Incentives Linking Pay with Performance, Wage Incentives, Profit Sharing, Gain Sharing, And Skill-Based Pay 	<u>8</u>
<u>5</u>	<u>Unit-V</u>	Stress & Stress in the Workplace	<ul style="list-style-type: none"> • Occupational Health Psychology • Physiological Effects of Stress • Individual Differences in Stress Responses 	<u>8</u>

			<ul style="list-style-type: none"> • Causes of Stress in the Workplace • Effects of Stress in the Workplace • Treating of Stress in the Workplace 	
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Basic Books :

1. Siegal and Lane 3rd ed. 'Psychology in Industrial Organization' Bombay. D. B. Taraporwala and Co.
2. Schultz, D. P., & Schultz, E. S. (2008). Psychology and Work today. Newyork : Mac Milan publishing company.
3. Singh, N. (2011). Industrial Psychology. Delhi, India: Tata McGraw hill Education private limited.
4. Robbins, S. P. (2010). Organizational behaviour. Tata Mcgraw hill publications .
5. Schiffman, L. G., Kanuk, L. L., S, R. K., & Wisenblit, J. (2010). Consumer behaviour. Pearson publications
6. Aamodt, M. G. (2001) Industrial Organizational Psychology. India: Cengage Learning.
7. Chadha, N.K. (2007) Organizational Behavior. Galgotia Publishers: New Delhi.
8. Greenberg, J. & Baron, R.A. (2007). Behaviour in Organizations (9th Ed.). India: Dorling Kindersley.
9. Luthans, F. (2009). Organizational behavior. New Delhi: McGraw Hill.

PY303---ENVIRONMENTAL PSYCHOLOGY

CREDITS-4

Course Description

This course precisely focuses on the interaction between the environment and human beings, examining how the physical features of the environment impact our cognition, behavior, and well-being, and how our actions in turn produce immediate and long-term consequences on the environment. This course will also provide an overview of several pressing environmental challenges (e.g., climate change), and explore how these issues impact individual human beings, and what we can do to promote sustainability.

Course Objective and Learning Outcome

By the end of this course, you should be able to:

1. Critically evaluate current research on environmental psychology
2. Design an experiment with rigorous methods to examine a research hypothesis

3. Explain psychological mechanisms underlying the environmental impact on human behavior
4. Identify psychological barriers to pro-environmental actions
5. Create and implement behavioral interventions to promote pro-environmental actions
6. Apply psychological perspectives to environmental issues

Objective:

- (1) To acquaint Students with the basic concepts of Environmental Psychology.
- (2) To Provide Students a Perspective of Environmental Psychology

<u>SNo</u>	<u>Unit</u>	<u>Topic</u>	<u>Details</u>	<u>Contact Hrs</u>
<u>1.</u>	<u>Unit-I</u>	Environmental Psychology	<ul style="list-style-type: none"> • Nature and scope of Environmental Psychology, • Environmental Perception, • Spatial Cognition. 	<u>8</u>
<u>2</u>	<u>Unit-II</u>	Effects of climate and Atmosphere on Behaviour	<ul style="list-style-type: none"> • Nature and Characteristics of Climate • Impact of Climate on Environment and Impact of Environment on Climate. • Climate Change • Atmospheric influence on behaviour • Prediction and Modelling of Climate Change.. 	<u>10</u>
<u>3</u>	<u>Unit-III</u>	Personal space, Inter-personal Contact and Territorial Behaviour :	<ul style="list-style-type: none"> • Personal space, Territory & Interpersonal contact • Consequences of too much too little personal space. • Cultural and personal factors in interpersonal contacts and personal space. • Characteristics of territory • Kinds of territory • Dominance on the Territory • Consequences of Territorial Disputes. 	<u>10</u>
<u>4</u>	<u>Unit-IV</u>	Population Density and the problem of Overcrowding :	<ul style="list-style-type: none"> • Density and Crowding • Effects of overcrowding on Humans • Sex and effects of density • The effects of High density of population on Physique • The effects of the kinds of High Density of population • The effects of high density on Task • The effects of Density on social behaviour • Effects of Long terms high density • Avoiding the effects of crowding and negative reactions 	<u>10</u>
<u>5</u>	<u>Unit-V</u>	Changing Behaviour to save Environment	<ul style="list-style-type: none"> • Environmental psychology and saving the Environment • Environmental Education • Prompts : Reminders of what to do and of what 	<u>10</u>

			not to do. • Reinforcement Techniques.	
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Reference Books

1. Dr. M. Rajmanickam (1994) 'Contemporary fields of psychology and Experiments' Concept Pub. Co., New Delhi.
 2. Bell P. A., Fisher I. D., Baum A., and Greene T. C. (1990) 'Environmental Psychology, (3rd Edition), Harcourt Brace Jovanovich College Pub., U.S.A.
 3. Ittelson W. H., Proshansky H. M., Rilvin E. G., Winkel G. H. & Dempsey (1974) 'An Introduction to Environmental Psychology' New York.
 4. Dave C. B., Patel N. S., & Panchal D. J. (2003-2004) 'Paryavaran nu Manovignan', SuchitaPrakashan, Ahmedabad.
 5. Gifford, R. (2007). Environmental Psychology: principles and practice. Massachusetts: Allyn and Bacon, Inc.
 6. Knussen, C. & Yule, F (2008). I am not in the habit of recycling. Environment and Behaviour, 40 (5), 683-702.
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PY305--- RESEARCH AND METHODOLOGY OF PSYCHOLOGY

CREDITS-4

Course Description

Psychology is a science. Science requires specific methods that tests, confirms, or disconfirms hypotheses that lend supporting evidence or no evidence to a theory. Therefore, the course you are about to take is one of the most important courses you will take in psychology. Without rigorous, systematic research methods, much of theoretical and practical knowledge we have about perception, cognition, attitudes, learning, human development, stereotypes, and many other areas in psychology would not exist. Although this course is not content specific, the knowledge and content of the course can be applied to any content specific course in psychology and neuroscience. You will learn about the philosophy of science, the various types of methods psychologists use, learn how to and actually conduct an experiment, and write a paper adhering to the Publication Manual of the American Psychological Association

Course Objective and Learning Outcome

To enable the students to understand

1. The need and purpose of research, various types of research and its importance in overall social development.
2. The ethical issues involved in research and importance of ethical issues in research.
3. How to conceptualize a research problem; write objective and hypothesis along with design of the study.
4. The various data collection techniques, both qualitative and quantitative.
5. Writing a good research proposal and report as well as article for the journal

<u>SNo</u>	<u>Unit</u>	<u>Topic</u>	<u>Details</u>	<u>Contact Hrs</u>
<u>1</u>	<u>Unit-I</u>	Purpose & Types Of Research	<ul style="list-style-type: none"> • Basic research; applied research; action research; • Quantitative and qualitative research; difference between qualitative and quantitative research and their strengths and weaknesses. • Ethics in research and its importance 	<u>8</u>
<u>2</u>	<u>Unit-II</u>	Problem & Hypothesis	<ul style="list-style-type: none"> • Problems, hypotheses constructs, variables and definitions: • Definition of problems and hypotheses; • The importance and criteria of good research problems and hypotheses; definition and types of variables; • constitutive and operational definitions of variables. 	<u>10</u>
<u>3</u>	<u>Unit-III</u>	Sampling & Research Designs	<ul style="list-style-type: none"> • Sampling: Definition; sample size and representativeness; kinds of sampling - probability and non probability. • Research Designs: Meaning, purpose and principles; Experimental design, non-experimental design, other specialised designs like pre-post-test design, the cross-sectional design, single subject study design, the longitudinal study design, survey research, correlational design, observational design and ethnography design. 	<u>10</u>
<u>4</u>	<u>Unit-IV</u>	Methods Of Data Collection	<ul style="list-style-type: none"> • Methods of Data Collection: (i) Quantitative (structured questionnaire, semi-structured questionnaire and standardised questionnaire) and (ii) qualitative (informal interview, case study, indepth interview, focus group discussion, observation, participatory rural appraisal, projective tests). 	<u>10</u>
<u>5</u>	<u>Unit-V</u>	Monitoring & Evaluation	<ul style="list-style-type: none"> • Monitoring and evaluation: Utility of monitoring and evaluation of programs; preparing a research proposal, research report. 	<u>10</u>

Reference Books

1. Best, J.W. and Kahn, J.V. (2006). Research in education (9th Edition) New Delhi: Pearson Education.
2. Kerlinger, F.N. (1983). Foundations of Behavioural Research. Delhi: Surjeet Publications.
3. Kothari, C.R. (1988). Research Methodology. New Delhi: Tata – McGraw Hill.
4. Singh, A.K. (1990). Tests, Measurements and research Methods in Behavioural Sciences. Patna: BharatiBhaban Publishers.
5. Russell, B.H. (1988). Research Methods in Cultural Anthropology. New Delhi: Sage Publications

6. Kenneth, B.S.& Bruce, A.B. (2005). Research Design and Methods. New Delhi: Tata McGraw Hill Publishing Company Ltd.
7. Garrett, H.E. Statistics in Psychology and education. VakilsFeffer& Simons Ltd (1981).

PR301—PRACTICALS

Credits-1

1. Managerial Effectiveness Scale
2. Organizational Culture Scale
3. Type A/B Behavioural Pattern Scale
4. Emotional Intelligence Scale.
5. Organizational Productivity.
6. Personnel selection for Engineers
7. University Dean job Analysis
8. Leadership
9. Stress Management
10. Work life Balance and Interaction.

YEAR-3rd

SEMESTER-

(VI-SEM)

Programme Description

Psychology is one of the major subjects offered at the undergraduate level as part of the triple major programme. It is a three year full time course aimed at introducing students to the fundamental processes underlying human behavior and familiarize them with a few emerging fields and branches of psychology such as Life Style and Health, Positive Psychology, Community Psychology, Environmental Psychology. The course also includes one paper of Practical. One Project, one Work shop and one Critical Thinking Seminar

Programme Objectives

1. To familiarize students to the field of psychology, give them the necessary exposure to develop interest in the field and thus prepare them for post-graduate programme in psychology.
2. Appreciate the different branches and emerging fields of psychology
3. To understand the fundamental processes underlying human behavior and the process of human development and change from biological and psychosocial perspective.
4. To understand the different aspects of human behavior in the social, cultural and organizational/work context and thus understanding the effects of group membership on individual behavior.
5. To understand abnormal behavior and the various components that promotes health and well being through papers such as Health psychology and Positive Psychology.
6. To introduce students to the basic aspects in experimentation and testing in psychology so that students are able to conduct simple tests and experiments, write brief reports based on the findings from the tests and experiments
7. To familiarize students with basic statistical techniques and fundamentals of research methodology. In addition students are trained for the application of the same by engaging them in simple quantitative research in small groups.

After the completion of this semester students will be able:

7. To apply the principles of psychology in day-to-day life for a better understanding of themselves and others.
8. To introduce and initiate the student into the world of Psychology with a brief historical sketch of the science of psychology and a glimpse into the methods used in the study of human behaviour.

Industrial utility:

10. Course is beneficial to enter postgraduate training programmes in their chosen specialization and ultimately gain employment in their area of expertise.

11. Course is suitable to provide the students with the foundation skills for the further study and research.
12. Psychology graduates move into an extremely wide range of careers with ample opportunities in hospitals, schools, management, NGOs, Social Welfare Sectors, Training Industry etc.

B.A(Hons) Psychology Job Types:

- Teacher-Psychology
- Psychologist
- Child Psychologist
- Student Counsellor Psychologist
- Instructor Psychology
- Clinical Psychologist.

COURSE CONTENTS

PY302---LIFE STYLE AND HEALTH

CREDITS-4

COURSE OBJECTIVES

- To acquaint the students with the nature and significance of the emerging area of health psychology.
- It also highlights the importance of social and psychological processes in the experience of health and illness.
- It also focuses on the behavioural risk, disease prevention and health promotion

LEARNING OUTCOMES:

- To enable the students to understand The theoretical concept of health psychology and various psycho-social models of health.
- The causes and consequences of chronic illness and psycho-social impact of the same and remedial measures.
- The reproductive health problems especially the problems which affect adolescent population and reproductive and child health policy of the Government of India.
- The need for periodic health assessments and methods to enhance good health through education and awareness.

<u>SNo</u>	<u>Unit</u>	<u>Topic</u>	<u>Details</u>	<u>Contact Hrs</u>
<u>1</u>	<u>Unit-I</u>	Introduction	<ul style="list-style-type: none"> • Definition, Mind-body relationship, Life styles and disease patterns. • Emergence of the Role of Psychology: Psychosomatic Medicine, Behavioral Medicine, Health Psychology, Bio- 	10

			psychosocial model of Health	
<u>2</u>	<u>Unit-II</u>	Human Behavior and Health	<ul style="list-style-type: none"> • The Role of Human Behavior in Disease • Health Promotion. Approaches to health promotion, Health Promoters, Guiding principle of Health. • Preventing Illness: Primary Prevention, Secondary Prevention, Tertiary Prevention. • Health Behavior and its Determinants 	10
<u>3</u>	<u>Unit-III</u>	Health-Enhancing Behaviors and Lifestyle-Related Disorders	<ul style="list-style-type: none"> • Exercise: Benefits of Exercise, Types of Exercise, Determinants of Regular Exercise, Accident Prevention, Home and Work Place Accidents,. • Cancer-Related Health Behaviors: Breast Self-Examination, Mammography, How do we change these Behaviors. • Substance-related Disorders and Prevention: Substance Abuse. Alcohol Use and Abuse: Age, Gender and Alcohol Use. Socio-cultural Differences in Using Alcohol. Why People Use and Abuse Alcohol. Drinking and Health: Preventing Alcohol Abuse, Treatment for Alcohol Abuse 	10
<u>4</u>	<u>Unit-IV</u>	Health Services and Patient-Provider Relations	<ul style="list-style-type: none"> • Impact of Hospitalization on Patients • Interventions to Increase Control in Hospital Settings. • Prevention through Hand Washing • Communication with Patients • The Structure of the Health Care Delivery System, 	10
<u>5</u>	<u>Unit-V</u>	Health assessments and promotion	<ul style="list-style-type: none"> • Quality of life scales, • Health promotion strategies, • Lifestyle modification techniques, • Utility of relaxation and bio-feedback methods. 	8

TOTAL
HOURS: 48HRS

TEXT BOOK READINGS

1. Sarafino, E.P. (1998). Health Psychology: Biopsychosocial Interactions (3rd edition). New York:
 2. John Wiley and Sons, Inc. Taylor, S.E. (1999). Health Psychology.(4th ed.). New Delhi: Tata McGraw Hill.
 3. Brannon, L. &Feist, J. (1997). Health Psychology. (3rd ed.). Pacific Grove, CA: Brooks/Cole (ITP).
 4. FURTHER SUGGESTED READINGS
 5. Marks, D.F., Murray, M., Evans, B.,andWillig, C. (2000). Health Psychology: Theory, Research, and Practice. London: SAGE Publication.
 6. Rice, P.L. (1998). Health Psychology. Pacific Grove:, CA: Brooks/Cole.
 7. Allen, F. (2011). Health psychology and behaviour. Tata McGraw Hill Edition.
 8. Dimatteo, M. R., & Martin L. R. (2011). Health psychology. India: Dorling Kindersley Snyder, C.R., Lopez S. J., &Pedrotti, J. T. (2011).
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PY304 POSITIVE PSYCHOLOGY

CREDITS: 3

COURSE OBJECTIVE:

- Historically, the field of psychology has placed a lot of attention on what's wrong with people and what we can do to treat disorders of the mind. More recently, however, the field has broadened its scope to give more attention to the positive side of human nature and the most effective ways to pursue the good life.
- This course focuses on this latter development by examining scientific research centered on the nature of happiness and psychological well-being.
- Topics include the nature and measurement of happiness, the biological basis of positive emotions, an overview of positive trait theories, self-esteem, the mind-body connection, gratitude, emotional intelligence, volunteerism, decision-making, and the characteristics of successful relationships.

LEARNING OUTCOMES:

- Demonstrate an understanding of the aim and scope of positive psychology and implications to well-being and flourishing;
- Describe the implications of the science and application of positive psychology to biological, psychological, social and emotional outcomes;
- Identify research that supports the principles, strategies, tools and skills of positive psychology;
- Demonstrate an understanding of the dimensions of happiness/subjective well-being and the application to their lives;
- Demonstrate an understanding of resiliency in relation to well-being and flourishing;
- Utilize their own strengths and virtues and employ strategies to increase their happiness, overall quality of life and well-being;
- Integrate and apply core concepts of positive psychology and resiliency factors into their own lives and professional practice;
- Develop a toolkit of measures and activities for putting positive psychology scientific findings, theories and tools into real-world practice.

<u>SNo</u>	<u>Unit</u>	<u>Topic</u>	<u>Details</u>	<u>Contact Hrs</u>
<u>1</u>	<u>Unit-I</u>	Introduction	<ul style="list-style-type: none"> • Positive psychology: Definition; goals and assumptions; • Relationship with health psychology, • Western and Eastern views on Positive psychology and its application; • Positive Psychology in India 	<u>8</u>
<u>2</u>	<u>Unit-II</u>	Positive emotions, Well-being and Happiness	<ul style="list-style-type: none"> • Defining happiness; Determinants of happiness; Gender difference in happiness; Love and happiness; Measuring happiness. • Well- being: negative vs positive functions; Subjective well –being: Emotional, social and psychological well-being 	<u>8</u>
<u>3</u>	<u>Unit-III</u>	Self control, Regulation and Personal goal setting	<ul style="list-style-type: none"> • The value of self control; Personal goals and self regulation; • Personal goal and well-being; goals that create self regulation • Everyday explanations for self control failure problems 	<u>6</u>
<u>4</u>	<u>Unit-IV</u>	Positive Cognitive States and Processes	<ul style="list-style-type: none"> • Resilience: Developmental perspectives; Sources of resilience in children; • Resiliency applications; Resiliency skills; Resiliency factors; Positive parenting and resiliency factors. Resilience in Indian culture. • Optimism- How optimism works; variation of optimism and pessimism; 	<u>10</u>
<u>5</u>	<u>Unit-V</u>	Applications of Positive Psychology	<ul style="list-style-type: none"> • Positive schooling: Components; • Positive coping strategies; Gainful employment Mental health: Moving toward balanced conceptualization; • Lack of a developmental perspectives. 	<u>4</u>

TOTAL
HOURS: 36HRS

References:

- Argyle, M. (1999). Causes and correlates of happiness. In D. Kahneman, E. Diener & N. Schwarz (Eds.), Well-Being: The foundations of Hedonic Psychology (pp. 353-373). New York: Russell Sage Foundation.

- Argyle, M. (2001). The Psychology of Happiness. East Sussex: Routledge.
- Argyle, M., & Martin, M. (1990). The psychological causes of happiness. In F. Strack, M. Argyle & N. Schwarz (Eds.), Subjective Well-being: An Interdisciplinary Perspective (pp. 77-100). Oxford: Pergamon Press.
- Kahneman, D. (1999). Objective happiness. In D. Kahneman, E. Diener & N. Schwarz (Eds.), Well-Being: The foundations of Hedonic Psychology (pp. 3-25). New York: Russell Sage Foundation.
- Myers, D. G. (1999). Close relationships and quality of life. In D. Kahneman, E. Diener & N. Schwarz (Eds.), Well-Being: The foundations of Hedonic Psychology (pp. 374-391). New York: Russell Sage Foundation.
- Seligman, M. (1990). Learned Optimism. • Seligman, M. (2002) Authentic Happiness. New York, Free Press
- Handbook of Positive Psychology, 2002 Snyder & Lopez (Eds.): Oxford
- Peterson, C. (2006) A Primer in Positive Psychology. New York, Oxford University Press
- Myers, D. G. (1992). The pursuit of happiness: Discovering the pathway to fulfillment, wellbeing, • and enduring personal joy. New York: Avon.

PR302 PRACTICALS

CREDITS-1

1. Well being: Verma, S.K., & Verma, A. (1989). Manual for PGI general well-being measure. Lucknow: Ankur Psychological Agency.
2. Resilience Assessment Questionnaire (RAQ)
- 3 The positive and negative affect schedule (PANAS-X);
4. Warwick Edinburgh Mental well-being assessment scale ;
5. Test: Signature strength
6. Brief COPE assessment scale
7. Self Regulation Questionnaire (SRQ)
8. The satisfaction with life scale (Diener et al, 1985);
9. 10 item Self-Scoring Self Control Scale
10. Life Assessment Inventory

PY306 COMMUNITY PSYCHOLOGY

CREDITS: 4

Learning Outcomes: To enable the students to understand

- The theoretical concepts of community psychology and importance of the subject in the present context, parameters for measuring quality of life and strength of empowerment.
- The role of community psychologist at the grass-root level, family level and institutional level in addressing mental health issues and related factors which affect mental health of the people, national policies for addressing the rights of disabled and elderly people.
- The major signs and symptoms of common childhood disorders, identification of the same and remedial measures.
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Course Objectives:

- Provide an understanding of what community psychology is and how it compares to other subdisciplines of psychology and other social sciences.
- Develop students' knowledge of community psychology's history and theories.
- Link theories to practices through exemplary research and interventions.
- Foster students' ability to integrate theoretical frameworks into their future practices.
- Critically analyze the role of psychologists within social settings.
- Increase students' critical thinking skills.
- Increase students' ability to ask important and relevant questions that elaborate psychological concepts and ideas and are applied to social change.
- Analyze the meaning of change in social settings.

<u>SNo</u>	<u>Unit</u>	<u>Topic</u>	<u>Details</u>	<u>Contact Hrs</u>
<u>1</u>	<u>UNIT-I</u>	Introduction	<ul style="list-style-type: none"> • Definition of community psychology; • Types of communities – locality based and relational; • Factors underlying emergence of Community psychology, • Principles of Community psychology 	<u>10</u>
<u>2</u>	<u>UNIT-II</u>	Core values in community psychology	<ul style="list-style-type: none"> • Individual and family wellness; sense of community; respect for human diversity; social justice; empowerment and citizen participation; collaboration and community strengths. • Community functions – learning, socialization, and supportive functions 	<u>10</u>
<u>3</u>	<u>UNIT-III</u>	Communities as setting for health promotion	<ul style="list-style-type: none"> • Need and process of community organization and building for health promotion programming. • Community programme for child and maternal health, for physical challenged and old age in the Indian context 	<u>8</u>
<u>4</u>	<u>UNIT-IV</u>	Intervention for Community Development and Empowerment	<ul style="list-style-type: none"> • Concept and practices for community development and empowerment; • Case studies of community intervention programs by the governmental and nongovernmental organizations in Indian context such as, rural panchayat programs, children's education, citizen right, self- help group, social accounting. 	<u>10</u>
<u>5</u>	<u>UNIT-V</u>	Community Health and Prevention	<ul style="list-style-type: none"> • Tobacco and Alcohol: Extent of the Problem, Community Psychology Approach. • Human Immunodeficiency Virus (HIV) and AIDS: Extent of the Problem; Complexities and Controversies; 	<u>10</u>

			Possible Solutions; Community Psychology Based Approach. <ul style="list-style-type: none"> • The Future of Community Psychology: Recent Social and Political Agendas Affecting Community Psychology. General Recommendations about Social Change for the Coming Years. • Promoting the Values and Goals of Community Psychology. Action Research, Diversity Issues. 	
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TOTAL HOURS: 48HR

Books Referred

1. Mann, P.A. (1978). Community Psychology: Concepts and Applications. The Free Press.
2. Moritsugu, John, Duffy, Karan and Worg Frank (2009).
3. Community Psychology, Allyn& Bacon.
4. Murrell Stanley A. (1977). Community Psychology & Social Systems, Humarn Sciences Press, US.

B.A. (Hons.) Economics

PSO

- The **B.A. (Hons.) Economics** programme in economics will provide adequate knowledge in theory and practice relative to effective implementation of various decision making successfully.
- This will prepare students for service and leadership in a diverse community.
- Students can expect to learn business skills into the present day business environment as well, in addition to taking courses on, database management, information security, IT, and even supply chain management.
- The Program would prepare the participants for successful planning and implementation of initiatives and would enable the participants to build collaborative networks with software engineers and IT professionals.
- This programme with its options 'Personal Grooming' will prepare the students for their civil services examination.
- We hope that after undertaking this programme the students will be fully equipped to handle the challenges which the business world will be offering him.

CO

- The greatest scope after doing B.A (Honors) in Economics is that it not only makes you eligible but also gives you a fairly better chance to qualify the Indian Civil Services exams.
- A Bachelor's Degree of economics prepares the graduate for a wide variety of careers dealing with the flow of money, from accountant to investment banker, money manager to personal finance consultant.
- Law schools are a very common destination now-a-days for recent graduates in economics.
- B.A. (Hons.) (Economics) degree holders are eligible for pursuing their Post graduate degrees in the subject of Economics and thus become further eligible for the job of a lecturer / teacher to teach the subject at various levels.
- Economics graduates can take up research work in various fields of India's national security problems including the international relations, geostrategic, geopolitical, socio-economic, tactical aspects of war, etc.

School of Interdisciplinary & Liberal Studies

SURESH GYAN VIHAR UNIVERSITY

Teaching and Examination Scheme for B.A Hons. Economics (Regular)

(3 Year Program) Edition 2022-23

YEAR: 1

SEMESTER: 1

S. No.	Course Code	Course Name	Nature of Course	Credits (LTPC)	Exam Hrs.	Weight age (in %)	
						CE	ESE
		A. Theory					
	ECO-101	Introduction to Micro Economics	PC	3104	3	40	60
	ECO-103	Indian Economy	PC	4004	3	40	60
	ECO-105	Introduction to Macro Economics	PC	3104	3	40	60
	ECO-107	Economy, State and Society	PC	4004	3	40	60
		Paper 1(Subsidiary Subject)	UE	3104	3	40	60
	EN 103	English Language – I	UC	2002	3	40	60
	PC 101	Proficiency in CO curricular Activities	UC	0002	-	100	
		Total					

School of Interdisciplinary & Liberal Studies

YEAR: 1

SEMESTER: 2

S. No.	Course Code	Course Name	Nature of Course	Credits LTPC	Exam Hrs.	Weight age (in %)	
						CE	ESE
		A. Theory					
	ECO-102	Advanced Macro Economics	PC	3104	3	40	60
	ECO-104	Money banking and Financial Systems	PC	4004	3	40	60
	ECO-106	Advanced Micro Economics	PC	3104	3	40	60
	ECO-108	History of Economic Thoughts	PE	4004	3	40	60
		Paper 2 (Subsidiary Subject)	UE	3104	3	40	60
	ES102	Environmental Studies	UC	3003	3	40	60
	EM 102	Employability Skills	UC	0201	-	100	
	PC 102	Proficiency in CO curricular Activities	UC	0002		100	
		Total					

- **School of Interdisciplinary & Liberal Studies**
- **SURESH GYAN VIHAR UNIVERSITY**
- **Teaching and Examination Scheme for B.A Hons. Economics (Regular)**
 - **(3 Year Program) Edition 2022-23**
- **YEAR: 2**

SEMESTER: 3

S. No.	Course Code	Course Name	Nature of Course	Credits (LTPC)	Exam Hrs.	Weight age (in %)	
						CE	ESE
		A. Theory					
	ECO-201	Mathematical Economics	PC	3104	3	40	60
	ECO-203	Public Finance	PC	4004	3	40	60
	ECO-205	International Economics	PC	4004	3	40	60
	ECO-207	Statistical Methods for Economics	PC	3104	3	40	60
		Paper 3 (Subsidiary Subject)	UE	3104	3	40	60
	EM 201	Employability Skills	UC	1001	3	100	
	PC 201	Proficiency in CO curricular Activities	UC	0201	-	100	
		Total					

YEAR: 2**SEMESTER: 4**

S. No.	Course Code	Course Name	Nature of Course	Credits	Exam Hrs.	Weight age (in %)	
						CE	ESE
		A. Theory					
	ECO-202	International Economic Environment	PC	4004	3	40	60
	ECO-204	Contemporary Economic Issues	PC	4004	3	40	60
	ECO-206	Development and Growth Economics	PE	4004	3	40	60
	ECO-208	Industrial and labor Economics	PC	4004	3	40	60
		Paper 4 (Subsidiary Subject)	UE	3104	3	40	60
	EM 202	Employability Skills	UC	1001	3	100	
	PC 202	Proficiency in CO curricular Activities	UC	0201	-	100	
		Total					

- **School of Interdisciplinary & Liberal Studies**
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- **Teaching and Examination Scheme for B.A Hons. Economics (Regular)**
 - **(3 Year Program) Edition 2022-23**
- **YEAR: 3**
- **SEMESTER: 5**

S. No.	Course Code	Course Name	Nature of Course	Credits	Exam Hrs.	Weight age (in %)	
						CE	ESE
		A. Theory					
	ECO-301	History of Indian Economic Thoughts	PE	4004	3	40	60
	ECO-307	Relative Economics and sustainable development	PC	3104	3	40	60
	ECO-309	Labor Economics	PC	4003	3	40	60
	ECO-305	APPLIED ECONOMETRICS	UE	3104	3	40	60
		Paper 5(Subsidiary Subject)	UE	3104	3	40	60
	EM 301	Employability Skills	UC	1001	-	100	
	PC301	Proficiency in CO curricular Activities	UC	0002		100	
		B. Practical					
	ECO-305	Seminar on contemporary issues	PC	0084	3	40	60
		Total					

• YEAR: 3

SEMESTER: 6

S. No.	Course Code	Course Name	Nature of Course	Credits	Exam Hrs.	Weight age (in %)	
						CE	ESE
		A. Theory					
	ECO-302	Law and Economics	PC	4004	3	40	60
	ECO-306	Comprehensive Economics	PC	3104	3	40	60
	ECO-308	Research report Presentation	PC	0084	3	40	60
	ECO-312	Agriculture & Rural Economic	PC	4004	3	40	60
		Paper (Subsidiary Subject)	UE	3104	3	40	60
	ECO-314	Econometrics	UE	3104	3	40	60
	EM 302	Employability Skills-V	UC	1001	-	100	
		Total			-		

ECO 101

Introduction to Micro Economics C (L, T, P) = 4 (3, 1, 0)

- (a). **Prerequisites:** Basic elementary knowledge of Economics
- (b). **Learning Objectives :** learn about the principals of Economics
- (c). **Salient Features :** make the student aware about the basic principles of Economics
- (d). **Utility:** students will have knowledge about the basic concepts of economics

Industry requirement:

Now days, competition has increased like anything, because of this, every good company requires an economics advisor. This subject gives an overview of theories at micro level which explains how to tackle with the practical problems of the economy at individual level accordingly.

Unit	Course Contents	Total Contact Hours – 38
I	Meaning: Definition meaning, nature and scope of economics.	6
II	Concept of Demand and supply: Utility Analysis, Law of Demand, Demand determinants, Demand Distinctions. Law of Supply, Elasticity	6
III	Cost Analysis : Cost and Production Analysis, Cost concepts and classification, Cost output relationship	8
IV	Production Analysis: Production function-ISO cost & Iso Quants.	10
V	Economic problems: Poverty, unemployment, black money, Circular flow of income.	8

Course Outcome

- 1) They will understand theories of consumer behaviour
- 2) They will learn about production function.
- 3) They will learn about cost and different forms of markets
- 4) They will understand concept of oligopoly
- 5) They will learn about welfare economics.

Books Recommended

1. Microeconomics (6th Edition) (Prentice-Hall Series in Economics) by Robert S. Pindyck, Daniel L. Rubinfeld, Hardcover: 752 pages, Publisher: Prentice Hall
2. Microeconomics (5th Edition) by Robert S. Pindyck, Daniel L. Rubinfeld, Hardcover: 699 pages, Publisher: Prentice Hall
3. Microeconomic Theory : Basic Principles and Extensions by Walter Nicholson, Hardcover: 768 pages, Publisher: South-Western College
4. Microeconomics : A Contemporary Introduction Wall Street Journal Edition with Xtra! CD-ROM and InfoTrac College Edition by William A. McEachern, Paperback: 480 pages, Publisher: South-Western College
5. Karl E. Case and Ray C. Fair, Principles of Economics, Pearson Education, Inc., 8th edition, 2007.
6. N. Gregory Mankiw, Economics: Principles and Applications, India edition by South Western, a part of Cengage Learning, Cengage Learning India Private Limited, 4th edition, 2007.
7. Joseph E. Stiglitz and Carl E. Walsh, Economics, W.W. Norton & Company, Inc., New York, International Student Edition, 4th edition, 2007.

ECO 105 INTRODUCTION TO MACRO ECONOMICS C (L, T, P) = 4 (3, 1, 0)

1. **Pre-requisite:** students should have the basic knowledge of Macro Economics along with skills to solve numericals and study graphs.
2. **Learning Objectives :** learn about the principals of Macro Economics
3. **Salient Features :** make the student aware about the basic principles of Macro Economics
4. **Utility:** students will have knowledge about the basic concepts of Macro economics

Course Objective

- 1) To understand macro economic variables
- 2) To learn about different theories on money
- 3) To learn about income determination theories
- 4) To understand the basic of monetary and fiscal policies
- 5) To learn the basics of high powered money

Industry requirement:

Now days, competition has increased like anything, because of this, every good company requires an economics advisor. This subject gives an overview of theories which explains how to tackle with the practical problems of the economy accordingly.

UNIT	Course Contents	Total Contact Hours = 38
I	Introduction: Meaning, Definition , nature, scope and importance of Macro Economics	8
II	National Income Analysis Nature and scope of macroeconomics with emphasis on macroeconomic problems and policies – Introduction to macro-economic data –circular flow of income- definitions of gross domestic product, gross and net national product, national and personal income, methods of national income accounting, saving-investment identity and role of unintended change in inventories	6
III	Basic Model Of Effective Demand And Income Determination Simple Keynesian Model – equilibrium, adjustment process and stability (with economic interpretation of the stability condition) – comparative static: expenditure multipliers without and with the government sector, paradox of thrift	8
IV	IS – LM Model Commodity market equilibrium and the IS curve, money market equilibrium and the LM curve–macroeconomic equilibrium and the adjustment process, stability of equilibrium with explicit derivation of the stability condition- comparative static: fiscal policy, monetary policy (with special reference to interest rate overshooting) and policy mix, model under real balance effect - long run version of the model under price adjustment.	8
V	Theories of Consumption and Investment Function Keynesian absolute income hypothesis, Life cycle hypothesis, permanent income hypothesis. GST: A brief study	8

Course Outcome

- 1) They will understand macro economic variables
- 2) They will learn about different theories on money
- 3) They will learn about income determination theories
- 4) They will understand the basic of monetary and fiscal policies
- 5) They will learn the basics of high powered money

Books Recommended

1. Dornbusch, Fisher and Startz: Macroeconomics (Tata McGraw-Hill), 9th Edition
2. Blanchard: Macroeconomics (Pearson Education), 4th Edition
3. SoumenSikdar: Principles of Macroeconomics (Oxford university Press), 1st Edition

ECO 103 _____ **INDIAN ECONOMY** _____ **C (L, T, P) = 4 (3, 1, 0)**

- (a). **Prerequisites:** Basic elementary knowledge of Indian Economy
- (b). **Learning Objectives :** learn about the of Economics
- (c). **Salient Features :** make the student aware about the basics of Indian Economy
- (d). **Utility:** students will have knowledge about the Indian Economy

(e). Course Objective

- (f). 1) To understand national income
- (g).2) To learn about poverty, inequality
- (h). 3) To learn about economic reforms
- (i). 4) To understand economic policies
- (j). 5) To learn the industrial sector reforms.

Industry requirement:

Now days, competition has increased like anything, because of this, every good company requires an economics advisor. This subject gives an overview of the economy which explains how to tackle with the practical problems of the economy accordingly. Further, a student with good understanding of the economy is attracted by the industry.

Unit	Course Contents	Total Contact Hours - 38
I	Introduction: Economic Development since Independence Major features of the economy at independence; growth and development under different policy regimes—goals, constraints, institutions and policy framework; an assessment of performance—sustainability and regional contrasts; structural change, savings and investment.	6
II	Agriculture : Agrarian structure and land relations; agricultural markets and institutions – credit, commerce and technology; trends in performance and productivity; famines.	6
III	Railways and Industry: Railways; the de-industrialisation debate; evolution of entrepreneurial and industrial structure constraints to industrial breakthrough; labor relations.	8
IV	Economy and State in the Imperial Context The imperial priorities and the Indian economy; drain of wealth; international trade, capital flows and the colonial economy – changes and continuities; government and fiscal policy.	10
V	Growth and Distribution Trends and policies in poverty; inequality and unemployment. Planning in India: Five year plans, National Income; population; occupational structure	8

Course Outcome

- 1) They will understand national income
- 2) They will learn about poverty, inequality.
- 3) They will learn economic reforms
- 4) They will understand about economic policies
- 5) They will learn about industrial sector reforms.

Books Recommended

1. Lakshmi Subramanian, History of India 1707-1857, Orient Blackswan, 2010, Chapter 4.
2. SumitGuha, 1991, “Mortality decline in Early 20th Century India”, Indian Economic and Social History Review (IESHR), pp. 371-74 and 385-87.
3. Tirthankar Roy, The Economic History of India 1857-1947, Oxford University Press, 3rd edition, 2011.
4. J. Krishnamurty, Occupational Structure, Dharma Kumar (editor), The Cambridge Economic History of India, Vol. II, (henceforth referred to as CEHI), 2005, Chapter 6.
5. Irfan Habib, Indian Economy 1858-1914: A People’s History of India, Vol.28, Tulika, 2006.
6. Ira Klein, 1984, “When Rains Fail: Famine Relief and Mortality in British India”, IESHR, 21.
7. Jean Dreze, Famine Prevention in India in Dreze and Sen (eds.) Political Economy of Hunger, WIDER Studies in Development Economics, 1990, pp.13-35.

ECO 107 Economy, State and Society C (L, T, P) = 4 (3, 1, 0)

- (a). **Prerequisites:** Basic elementary knowledge of Economics, State and Society
- (b). **Learning Objectives :** learn about the principals of Economics, social science
- (c). **Salient Features :** make the student aware about the basic principles of Economics and role of society and state
- (d). **Utility:** students will have knowledge about the basic concepts of economics

Industry Requirement:

This subject is useful in Government sector jobs. The course content is designed in a way to cover syllabus for government examinations. Apart from this the industries also require diverse knowledge of the subject in order to understand the relation between the working of Economy, state and society.

Unit	Course Contents	Total Contact Hours – 38
I	Analysing Social Change in Historical Perspective The method of historical materialism; the transition from feudalism to capitalism; capitalism as a historical process – alternative perspectives.	6
II	Capitalism as an Evolving Economic System Basic features; accumulation and crisis; the modern corporation; monopoly capitalism— alternative perspectives	6
III	The State in Capitalism The state and the economy – contestation and mutual interdependence; the state as an arena of conflict; imperialism – the basic foundations.	8

IV	Social Inequality and State: Gender Discrimination and Caste Inequality; Planning and Development; Impact of Government's Affirmative Action on Deprived Groups (SC, ST, OBC & Women)	10
V	Business Enterprise; Concept of Business as a System; Business and Environment Interface; Entrepreneurial opportunities in contemporary business environment or emerging trends in business:	8

Course Outcome

- 1) They will understand Social Change in Historical Perspective
- 2) They will learn about Capitalism
- 3) They will learn about Gender Discrimination and Caste Inequality and its impact on the economy
- 4) They will understand concept of Business Enterprise
- 5) They will learn about Entrepreneurial opportunities in contemporary business environment

Readings:

1. J. Gurley, 1978, "The Materialist Conception of History", Ch.2.1 in R. Edwards, M. Reich and T. Weisskopf (ed.), The Capitalist System, 2nd edition.
2. O. Lange, Political Economy, Vol. 1, 1963, Chapters 1 and 2.
3. E.K. Hunt, History of Economic Thought, M.E. Sharpe, Indian edition, Shilpi Publications, 2004.
4. Irfan Habib, 1995, "Capitalism in History", Social Scientist, Vol. 23, pp. 15-31.
5. R.L. Heilbroner, 1987, "Capitalism", in The New Palgrave Dictionary of Modern Economics, Macmillan. Also reprinted as Chapter 2 in Behind the Veil of Economics by R.L. Heilbroner, W.W. Norton, 1988.
6. P. Sweezy, The Theory of Capitalist Development, Monthly Review Press, 1942, chapters 2, 4, 5, 6, 8 and 10.
7. Anwar Shaikh, 2000, Entries on "Economic Crises" and "Falling Rate of Profit" in T. Bottomore et al. (eds.), The Dictionary of Marxist Thought, OUP, Indian edition, Maya Blackwell.
8. Vamsi Vakulabharanam, 2009, "The Recent Crisis in Global Capitalism: Towards a Marxian Understanding", Economic and Political Weekly, March 28, Vol. 44, pp. 144- 150.
9. J. Schumpeter, Capitalism, Socialism & Democracy, George Allen & Unwin 1976, Chapters 6, 7 and 8.

ECO 106 ADVANCED MICRO ECONOMICS**C (L,T,P) = 4(3,1,0)**

- (a). **Prerequisites:** In depth knowledge of Micro Economics
- (b). **Learning Objectives :** learn about the principals and Practices of Micro Economics
- (c). **Salient Features :** make the student aware about the international and advanced theories of Micro Economics
- (d). **Utility:** students will have knowledge about the concepts of Micro economics

Course Objective

- 1) To understand theories of consumer behaviour
- 2) To learn about production function
- 3) To learn cost and different forms of market
- 4) To understand the basic of oligopoly and factor pricing
- 5) To learn the basics of welfare economics

Industry requirement:

Now days, competition has increased like anything, because of this, every good company requires an economics advisor. This subject gives an overview of theories at micro level which explains how to tackle with the practical problems of the economy at individual level accordingly.

UNIT	Course Contents	Total Contact Hours = 36
I	Meaning: Definition, meaning and scope of Micro Economics. Importance and limitations.	8
II	Choice under Uncertainty Expected utility theorem and attitude towards risk; Utility function and expected utility; Risk preference and risk aversion; Concept of risk premium and certainty equivalence.	8
III	Production Analysis: Production function-laws of variable proportion & returns to scale, Economics and diseconomies of scale	8
IV	Market Structure and Pricing Decision: Price output determination under perfect competition, Monopoly, Monopolistic competition and Oligopoly.	12
V	General Equilibrium, Welfare Economics and Market Failure Pareto optimality and welfare ,2X2 Exchange: Pareto efficiency,	12

Course Outcome

- 1) They will understand theories of consumer behaviour

- 2) They will learn about production function.
- 3) They will learn about cost and different forms of markets
- 4) They will understand concept of oligopoly
- 5) They will learn about welfare economics.

Readings

1. Microeconomics (6th Edition) (Prentice-Hall Series in Economics) by Robert S. Pindyck, Daniel L. Rubinfeld, Hardcover: 752 pages, Publisher: Prentice Hall
2. Microeconomics (5th Edition) by Robert S. Pindyck, Daniel L. Rubinfeld, Hardcover: 699 pages, Publisher: Prentice Hall
3. Microeconomic Theory : Basic Principles and Extensions by Walter Nicholson, Hardcover: 768 pages, Publisher: South-Western College
4. Microeconomics : A Contemporary Introduction Wall Street Journal Edition with Xtra! CD-ROM and InfoTrac College Edition by William A. McEachern, Paperback: 480 pages, Publisher: South-Western College
5. Karl E. Case and Ray C. Fair, Principles of Economics, Pearson Education, Inc., 8th edition, 2007.
6. N. Gregory Mankiw, Economics: Principles and Applications, India edition by South Western, a part of Cengage Learning, Cengage Learning India Private Limited, 4th edition, 2007.
7. Joseph E. Stiglitz and Carl E. Walsh, Economics, W.W. Norton & Company, Inc., New York, International Student Edition, 4th edition, 2

ECO 102 ADVANCED MACRO ECONOMICS C (L, T, P) = 4 (3, 1, 0)

- 5. Pre-requisite:** students should have the basic knowledge of Macro Economics along with skills to solve numericals and study graphs.
- 6. Learning Objectives :** learn about the principals of Macro Economics
- 7. Salient Features :** make the student aware about the basic principles of Macro Economics
- 8. Utility:** students will have knowledge about the basic concepts of Macro economics

Course Objective

- 1) To understand micro economic variables
- 2) To learn about different theories on money
- 3) To learn about income determination theories
- 4) To understand the basic of monetary and fiscal policies
- 5) To learn the basics of high powered money

Industry requirement:

Now days, competition has increased like anything, because of this, every good company requires an economics advisor. This subject gives an overview of theories which explains how to tackle with the practical problems of the economy accordingly.

UNIT	Course Contents	Total Contact Hours = 38
I	Introduction to Macroeconomics and National Income Accounting Basic issues studied in macroeconomics; measurement of gross domestic product; income, expenditure and the circular flow	8

	balance of payments: current and capital accounts.	
II	Economic Problems: Inflation, Unemployment and Expectations Phillips curve; adaptive and rational expectations; policy ineffectiveness debate.	6
III	Economic Growth Harrod-Domar model; Solow model; golden rule; technological progress and elements of endogenous growth.	8
IV	Open Economy Models exchange rate determination; purchasing power parity; asset market approach; international financial markets.	8
V	Fiscal and Monetary Policy Active or passive; monetary policy objectives and targets; rules versus discretion: time consistency; the government budget constraint; government debt and Ricardian equivalence.	8

Course Outcome

- 1) They will understand macro economic variables
- 2) They will learn about different theories on money
- 3) They will learn about income determination theories
- 4) They will understand the basic of monetary and fiscal policies
- 5) They will learn the basics of high powered money

Books Recommended

1. Dornbusch, Fisher and Startz: Macroeconomics (Tata McGraw-Hill), 9th Edition
2. Blanchard: Macroeconomics (Pearson Education), 4th Edition
3. SoumenSikdar: Principles of Macroeconomics (Oxford university Press), 1st Edition
4. Mankiw N.G: Macroeconomics (Worth Publishers), 5th Edition
5. Dornbusch, Fischer and Startz, Macroeconomics, McGraw Hill, 11th edition, 2010.
6. N. Gregory Mankiw. Macroeconomics, Worth Publishers, 7th edition, 2010.
7. Olivier Blanchard, Macroeconomics, Pearson Education, Inc., 5th edition, 2009.
8. Richard T. Froyen, Macroeconomics, Pearson Education Asia, 2nd edition, 2005.
9. Andrew B. Abel and Ben S. Bernanke, Macroeconomics, Pearson Education, Inc., 7th edition, 2011.
10. Errol D'Souza, Macroeconomics, Pearson Education, 2009.
11. Paul R. Krugman, Maurice Obstfeld and Marc Melitz, International Economics, Pearson Education Asia, 9th edition, 2012.

ECO 104 Money Banking and Financial System C (L, T, P) = 4 (3, 1, 0)

- (a). **Prerequisites:** Basic elementary knowledge of Indian banking system.
- (b). **Learning Objectives :** learn about the basics of finance and accountancy.
- (c). **Salient Features :** make the student aware about the most commonly and practically used accounting and economics methodologies.
- (d). **Utility:** students will have knowledge about the basic concepts of financial management.

(e). Course Objective

- (f). 1) To understand meaning of financial system
- (g).2) To learn about financial money market
- (h).3) To learn about financial capital market
- (i). 4) To understand about stock market and its operation
- (j). 5) To learn the financial market reforms

Industry Requirement: The knowledge of financial market and institutions is always a requirement for the industries dealing with financial markets, like capital market, money market.

UNIT	Course Contents	Total Contact Hours = 35
I	Money: Definition, meaning, functions, importance and types of money.	4
II	Banking System: Basic Concept of different Types of Banking Systems, An overview and structure of Indian Banking System, Recent development in Banking Sector	8
III	Reserve Bank of India: Changing Role of Reserve Bank of India. Monetary Control by the Reserve Bank of India. Role of Reserve Bank of India in the field of Rural Finance- and its Working. State Bank of India: Functions and Present Position of the State Bank of India. Role of State Bank of India in the field of Rural and Industrial Finance. An appraisal of its Working.	8
IV	Rural Finance: Indigenous Bankers – Their Functions and Present Position, Co-operative Banking System – its Constituents, Functions and Present Position. Land Development Banks – Functions and Present Position. Regional Rural Bank (RRBs), National Bank for Agricultural and Rural Development (NABARD). Small Industries Development Bank of India (SIDBI).	8
V	Financial Institutions, Markets, Instruments and Financial Innovations a. Role of financial markets and institutions; problem of asymmetric information – adverse selection and moral hazard; financial crises. b. Money and capital markets: organization, structure and reforms in India; role of financial derivatives and other innovations.	8

Course Outcome

- 1) They will understand meaning of financial market
- 2) They will learn about financial money market
- 3) They will learn about financial capital market
- 4) They will understand about stock market and its operation
- 5) They will learn about financial sector reforms

Readings

1. F. S. Mishkin and S. G. Eakins, Financial Markets and Institutions, Pearson Education, 6th edition, 2009.
2. F. J. Fabozzi, F. Modigliani, F. J. Jones, M. G. Ferri, Foundations of Financial Markets and Institutions, Pearson Education, 3rd edition, 2009.
3. M. R. Baye and D. W. Jansen, Money, Banking and Financial Markets, AITBS, 1996.
4. Rakesh Mohan, Growth with Financial Stability- Central Banking in an Emerging Market, Oxford University Press, 2011.
5. L. M. Bhole and J. Mahukud, Financial Institutions and Markets, Tata McGraw Hill, 5th edition, 2011. 37
6. M. Y. Khan, Indian Financial System, Tata McGraw Hill, 7th edition, 2011.
7. N. Jadhav, Monetary Policy, Financial Stability and Central Banking in India, Macmillan, 2006.
8. R.B.I. – Report of the Working Group: Money Supply Analytics and Methodology of Compilation, 1998. 9. R.B.I. Bulletin, Annual Report and Report on Currency and Finance (latest).

ECO 108 History of Economic Thought

C (L, T, P) = 4 (3, 1, 0)

- (a). **Prerequisites:** Basic elementary knowledge of Economics
- (b). **Learning Objectives:** learn about the History of Economic thinkers.
- (c). **Salient Features :** make the student aware about the basic ideology and thoughts of Economic thinkers.
- (d). **Utility:** students will have knowledge about the basic thoughts of the economic thinkers.

Course Objective

- 1) To understand about mercantilism
- 2) To learn classical school
- 3) To learn critics of classicals
- 4) To understand karlmarx
- 5) To learn the keynesianism

Industry requirement: Without the history, there is no future. The industries today asks for way back techniques and use them today as somehow problems are always in a circular manner. Industry requires students with thorough knowledge of old and new theories and their framework.

UNIT	Course Contents	Total Contact Hours = 31
I	Mercantilism, Physiocrats- Quesnay's teblleauEconomique	6
II	Classical School: Adam Smith, Malthus, Ricardo.	6
III	Critics of Classical School: Sismondi, list and the nationalist School. J.S.Mill. Evaluation of Socialist Thought Utopian, Saint Simon Owen	6
IV	Karl Marx. The German Historical School and the development of	

	Marginalism	7
V	Twentieth century economic thought- main features only the rise of Keynesianism.	6

Course Outcome

Upon successful completion of the course a student will be able to:

- a. Students have learned about History of Indian Economy.
- b. Students have learned about ancient Indian Thinkers or Economists.
- c. Students have learned about the economic thoughts of Indian thinkers.
- d. Students have learned about concept of Economic terms according to ancient times and ancient economic thinkers.
- e. They will understand about mercantilism
- f. They will learn classical school
- g. They will learn critics of classicals
- h. They will understand karl marx
- i. They will learn the Keynesianism

Readings:

1. Lakshmi Subramanian, History of India 1707-1857, Orient Blackswan, 2010, Chapter 4.
2. Sumit Guha, 1991, "Mortality decline in Early 20th Century India", Indian Economic and Social History Review (IESHR), pp. 371-74 and 385-87.
3. Tirthankar Roy, The Economic History of India 1857-1947, Oxford University Press, 3rd edition, 2011.
4. J. Krishnamurty, Occupational Structure, Dharma Kumar (editor), The Cambridge Economic History of India, Vol. II, (henceforth referred to as CEHI), 2005, Chapter 6.
5. Irfan Habib, Indian Economy 1858-1914: A People's History of India, Vol. 28, Tulika, 2006.
6. Ira Klein, 1984, "When Rains Fail: Famine Relief and Mortality in British India", IESHR, 21.
7. Jean Dreze, Famine Prevention in India in Dreze and Sen (eds.) Political Economy of Hunger, WIDER Studies in Development Economics, 1990, pp. 13-35. 16
8. John Hurd, Railways, CEHI, Chapter 8, pp. 737-761.
9. Rajat Ray (ed.), Entrepreneurship and Industry in India, 1994.
10. AK Bagchi, 1976, "Deindustrialization in India in the Nineteenth century: Some Theoretical Implications", Journal of Development Studies.
11. MD Morris, Emergence of an Industrial Labour Force in India, Oxford University Press, 1965, Chapter 11, Summary and Conclusions.
12. K.N. Chaudhuri, Foreign Trade and Balance of Payments, CEHI, Chapter 10.
13. B.R. Tomlinson, 1975, India and the British Empire 1880-1935, IESHR, Vol. XII.
14. Dharma Kumar, The Fiscal System, CEHI, Chapter 12.
15. Basudev Chatterjee, Trade, Tariffs and Empire, Oxford University Press, 1992, Epilogue.

ES 102**Environmental Studies****C (L,T,P) = 2(2,0,0)**

- (a). **Prerequisites:** Basic elementary knowledge of money banking
- (b). **Learning Objectives :** learn about the financial system
- (c). **Salient Features :** make the student aware about the basic of money banking and financial system
- (d). **Utility:** students will have knowledge about the importance and method of environment conservation.

Industry requirement:

This subject has a great significance in almost all the industries. In the current scenario, all the manufacturing industries or non-manufacturing industries are finding out ways to work in such a way to gain maximum profit but without harming the environment. Students with knowledge of this subject can create a significant position in the industry as so many new laws have come into existence related to environment.

UNIT	Course Contents	Total Contact Hours = 31
I	Man & Environment: Definition of Environment & its various components. Ecosystems concepts. Dependence of Man on nature for its various needs. Human population growth & its impact on environment. Environment & human health. Environmental concerns including climate change, Global warming, Acid Rain, Ozone layer Depletion etc. environmental ethics. Traditional ways of utilizing various components of environment. Sustainable developments.	6
II	Natural Resources: Forest resources, Mining, Dams & their effects on forests & tribal people. Water resources –overutilization of water, floods, droughts and conflicts over water resources. ,mineral resources – Useof various minerals for Human welfare & environmental effects of mining. Food resources – world food problem, impacts of changing Agriculture practices onEnvironment. Energy resources – Renewable and non renewable energy Resources & exploration of alternative energy sources. Land resources – land degradation, soil erosion, and desertification& soil contamination.	6
III	Ecosystems: structure & function, energy flow, food chains, food webs, Ecological pyramids. Basics of forest grasslands, desert & aquatic ecosystem (Ponds, Streams, Lakes, Rivers, Oceans & Estuaries)	7
IV	Biological Diversity: Genetic, species & ecosystem diversity, Values of Biodiversity, Global, National & Local Biodiversity. Hot spot of Biodiversity, threat to biodiversity. Endangered & endemic species of India. Conservation of biodiversity in situ & ex-situ	6
V	Environmental Pollution: Causes, effects & control of Air pollution, water pollution, soil pollution, Noise pollution, Thermal Pollution & Nuclear Hazards, Solid wastes & their Management, Disaster Management-Flood , Drought, Earthquake, Land slides etc.	6

References

1. Agarwal, K.C,2001. Environmental Biolog, Nidhi Publications Ltd. Bikaner

2. Bharucha Erach, 2003: The Biodiversity of India, Mapin Publishing Pvt. Ltd Ahmedabd-380013, India
3. Brunner R, 1989, Hazards Waste Incineration, McGraw Hill Inc
4. De AK, Environmental Chemistry, Wiley Eastern Ltd.
5. Down to Earth, Center for Science and Environment

ECO 201

Mathematical Method in Economic C (L, T, P) = 4 (3, 1, 0)

Prerequisite: Mathematical knowledge and basics of maths is a must. Further, basics of economics should be on tips.

Course Objective

- 1) To understand matrix, algebra and its applications
- 2) To learn about differentiation
- 3) To learn about difference equations
- 4) To understand maxima and minima
- 5) To learn the basics of linear programming.

Industry requirement: Industry is always in search of students who have good hold on Mathematical Economics, as the models of this subject gives complete solution to the practical economy related problems, which is the need today.

Unit	Course Contents	Total Contact Hours - 31
I	Matrices and Determinants : Types; Transpose, trace, adjoint and Inverse of matrices; Solution of a system of two and three equations by Matrix Inverse and Cramer's methods; Linear independence and Linear dependence of vectors; Rank of a matrix; Simple Application questions. Application in Input-Output analysis.	6
II	Differential Equation : Introduction; Solution: Variable separable case, Homogeneous case, Standard linear differential equation, Bernoulli's form, Exact equation; Solution of linear Differential equation with constant coefficients; Simple Application questions.	6
III	Functions of one real variable Graphs ; elementary types of functions: quadratic, polynomial, power, exponential, logarithmic; sequences and series: convergence, algebraic properties and applications; continuous functions: characterizations, properties with respect to various operations and applications; differentiable functions: characterizations, properties with respect to various operations and applications; second and higher order derivatives: properties and applications	6
IV	Single-variable optimization Geometric properties of functions: convex functions, their characterizations and applications; local and global optima: geometric characterizations, characterizations using calculus and applications.	7
V	Project Scheduling : Project Scheduling by PERT and CPM Network Analysis.	6

Books Recommended

1. Eugene Silberberg and Wing Suen: The Structure of Economics: A Mathematical Analysis (Irwin McGraw Hill),
2. Knut Sydsaeter and Peter J. Hammod: Mathematics for Economic Analysis (Pearson Education),
3. Alpha C. Chiang and Kevin Wainwright: Fundamental Methods of Mathematical Economics (McGraw Hill International Edition)

4. Gravelle and Rees: Microeconomics ((Pearson Education), 2nd Edition
5. K. Sydsaeter and P. Hammond, Mathematics for Economic Analysis, Pearson Educational Asia, Delhi, 2002.
6. Mongia; Mathematics for Business and Economics, 2004.
7. Raghavachari, M.; Mathematics for Management, Tata McGraw Hill, 2004.
8. Chandan, J. S.; Statistics for Business and Economics, Vikas Publishing, 2004.
9. Bhardwaj, R.S.; Mathematics for Economics and Business, Excel Books, 2000.
10. Zamiruddin; Business Mathematics, 1999.
11. Sunderasam and Jayseelam; An Introduction to Business Mathematics.
12. Sancheti and Kapoor; Business Mathematics.
13. Khatar, Dinesh; Business Management, CBS Publishers, 1997.

ECO 203

Public Finance

C (L, T, P) = 4 (3, 1, 0)

Course Title: Public Finance	Course Code : EO-602
Semester : IV	Core / Elective : Core
Teaching Scheme in Hrs (L:T:P) : 4:0:0	Credits : 4 Credits
Type of course : Lecture + Assignments	Total Contact Hours : 48
Continuous Internal Evaluation : 40 Marks	SEE : 60 Marks
Programmes: Common to all (Name of Program)	

Course Objective

- 1) To understand introduction to public finance
- 2) To learn about principles of taxation
- 3) To learn about impact and incidence of tax
- 4) To understand public expenditure theory
- 5) To learn the Public debt.

Industry Requirement: Mainly Government sectors require complete knowledge of this subject.

This subject explains the working of the economy.

Unit	Course Contents	Total Contact Hours - 31
I	Introduction to Public Finance: Nature, Scope and Importance. Theory of Maximum Social advantage	6
II	Private goods, Public goods and Merit goods. Overview of different role of government: allocation, stabilization and distribution. Optimal provision of public goods.	6
III	Sources of Public Revenue: Tax and Non-tax sources, ad valorem and specific taxes, progressive and proportional taxes, direct and indirect taxes.	6
IV	Approaches to tax equity: Benefit principle; Ability to pay principle. Theory of Incidence of Indirect taxes. Taxable capacity: meaning and determinants.	7

V	Public expenditure: Rationale for the growth of public expenditure: Canons of public expenditure. Recent tax and expenditure reforms in India.	6

Course Outcome

- 1) They will understand introduction to public finance
- 2) They will learn about principles of taxation
- 3) They will learn about impact and incidence of tax
- 4) They will understand public expenditure theory
- 5) They will learn the Public debt.

Books Recommended

1. Joseph E. Stiglitz, Economics of the Public Sector, W.W. Norton & Company, 3rd edition, 2000.
2. R.A. Musgrave and P.B. Musgrave, Public Finance in Theory & Practice, McGraw Hill Publications, 5th edition, 1989.
3. John Cullis and Philip Jones, Public Finance and Public Choice, Oxford University Press, 1st edition, 1998.
4. Harvey Rosen, Public Finance, McGraw Hill Publications, 7th edition, 2005.
5. Mahesh Purohit, Value Added Tax: Experiences of India and Other Countries, 2007.
6. KaushikBasu and A. Maertens (ed.), The Oxford Companion to Economics in India, Oxford University Press, 2007.
7. M.M. Sury, Government Budgeting in India, 1990.
8. M. Govinda Rao, Changing Contours of Federal Fiscal Arrangements in India, AmareshBagchi (ed.), Readings in Public Finance, Oxford University Press, 2005.
9. Paul Samuelson, 1955, "Diagrammatic Exposition of a theory of Public Expenditure", Review of Economics and Statistics, Volume 37.
10. Shankar Acharya, 2005, "Thirty Years of Tax Reform in India", Economic and Political Weekly, May, pp. 14-20.

ECO 205

INTERNATIONAL ECONOMICS

C (L, T, P) = 4 (3, 1, 0)

- (a). **Prerequisites:** Basic elementary knowledge of International Economics
- (b). **Learning Objectives :** learn about the principals of International Economics
- (c). **Salient Features :** make the student aware about the basic practices of International Economics
- (d). **Utility:** students will have knowledge about the basic concepts of international economics and its working.

Industry Requirement: The syllabus has been designed in according with the industrial need at International Level. One understanding the international environment will easily make the industry flourish internationally. As the macro level policies and framework is always required by the industries at planning level.

UNIT	Course Contents	Total Contact Hours = 38
I	Comparative Advantage and International Equilibrium. Comparative advantage: Sources of comparative advantage (production and demand bias); gains from trade and decomposition. Offer curve analysis: Construction of Offer curves, international equilibrium and determination of terms of trade, stability of equilibrium: Marshall – Lerner condition.	8
II	Ricardian Model of Trade. One factor economy: production possibility frontier Trade in Ricardian world: determination of international terms of trade, complete specialization and gains from trade..	8
III	Specific Factor Model Basic model: prices, wages and labour allocation, relative prices and distribution of income.	8
IV	Factor Endowment and trade: HO Model Definition of factor abundance, factor intensity ranking, one to one correspondence between commodity price ratio and factor price ratio (Stolper- Samuelson theorem), one to one correspondence between endowment ratio and production proportion (Rybscznski theorem).	7
V	Difference in endowment ratio as source of comparative advantage, effects of trade on factor price and income distribution – factor price equalization; factor intensity reversal and factor price equalization. Empirical studies– Leontief Paradox.	7

Course Outcome

- 1) They will understand macroeconomic policies
- 2) They will learn liberalisation, globalisation, privatization
- 3) They will learn FEMA, SEBI
- 4) They will understand theory on balance of payment
- 5) They will learn the concept of international organisation

Books:

1. Natural Resources, Growth, and Development: Economics, Ecology and Resource-Scarcity By Clement A. Tisdell Praeger, 1990
2. The Benefits of Environmental Improvement: Theory and Practice By A. Myrick Freeman Iii Resources for the Future, 1979
3. Environmental Economics: A Theoretical Inquiry By Karl-Göran Mäler Resources for the Future, 1974
4. Environmental Regulation and Economic Growth By A. E. Boyle Clarendon Press, 1994
5. Economic Development and Environmental Control: Balancing Business and Community in an Age of Nimbys and Lulus By John O'Looney Quorum Books, 1995

6. The Economics of Natural Environments: Studies in the Valuation of Commodity and Amenity Resources By John V. Krutilla; Anthony C. Fisher RFF The Johns Hopkins Press, 1985 (Revised edition)
7. Paul R. Krugman and Maurice Obstfeld: International Economics (including appendix), Pearson Education, 6th Edition Chapters 2-5.
8. Caves, Frankel and Jones: World Trade and Payments: An Introduction (including appendix), Pearson Education,
9. Peter B Kenen: The International Economy, Prentice Hall,
10. Giancarlo Gandolfo: International Trade Theory and Policy (Springer)

ECO 207 STATISTICAL METHODS FOR ECONOMICS C (L, T, P) = 4 (3, 1, 0)

- (a). **Prerequisites:** Basic elementary knowledge of Statistical techniques required in Economics
- (b). **Learning Objectives :** learn about the basic techniques.
- (c). **Salient Features :** make the student aware about the basic techniques of Economics
- (d). **Utility:** students will have knowledge about the basic concepts of Statistical economics.

Industry requirement: Industry is always in search of students who have good hold on Statistical Economics, as the models, data tabulation of this subject gives complete solution to the practical economy related problems, which is the need today.

UNIT	Course Contents	Total Contact Hours = 40
I	Descriptive Statistics, Central Tendency and Dispersion Data Presentation: Statistical Data – Classification and presentation, Population and Sample, Collection of Data – Variable and Attribute, Frequency Distribution – Diagrammatic representation of frequency distribution – Ogive.	8
II	Measures of Central Tendency and Dispersion with Applications: Central Tendency: Arithmetic Mean, Median and Mode (for both grouped and ungrouped data) – Comparison of Mean Median and Mode – Geometric and Harmonic Mean – Composite Mean. Index Numbers: their concept as weighted averages – Problems in the Construction of Index Numbers –	8
III	Chain Index – Cost of Living Index Number (different formulae) - Wholesale Price Index and Cost of Living Index in India – Uses of Index Numbers. Dispersion: Range – Mean Deviation and Standard Deviation – Quartile Deviation - Measures of Relative Dispersion – Curve of Concentration, Measures of Skewness and Kurtosis. Measurement of Economic Inequality: Nature of Distribution of Income and Wealth – Gini Coefficient and Lorenz Curve.	8
IV	Bivariate Analysis Elementary Analysis of Linear Correlation: Covariance, Coefficient of Simple Correlation Properties and the method of calculation, Concept of rank correlation – Spearman's Rank Correlation.	8
V	Introduction to Probability Theory Probability Theory: Elements of Probability Theory – Sample Space – Events – Meaning of Probability – Classical Definition of Probability –	8

	The Addition Rule – The Multiplication Rule – Theorems of Total Probability – Conditional Probability and Statistical Independence – Limitations of the Classical Definition –An Axiomatic Approach – Baye’s Formula	
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Books Recommended

1. Goon, Gupta and Dasgupta: Fundamentals of Statistics Volume-I, Chapters 1-3, 7th Rev. Ed. 1998
2. Kenney and Keeping: Mathematics of Statistics, Volume-I, Chapters 1 and 2.
3. Bowen and Starr: Basic Statistics for Business and Economics: Chapter 3.
4. Nagar and Das: Basic Statistics, 2nd Ed. Chapter 14
5. Jay L. Devore, Probability and Statistics for Engineers, Cengage Learning, 2010.
6. William G. Cochran, Sampling Techniques, John Wiley, 2007.
7. Richard J. Larsen and Morris L. Marx, An Introduction to Mathematical Statistics and its Applications, Prentice Hall, 2011.

ECO 301 HISTORY OF INDIAN ECONOMIC THOUGHT C (L, T, P) = 4 (3, 1, 0)

- (a). **Prerequisites:** Basic elementary knowledge of Economics
- (b). **Learning Objectives :** learn about the History of Economic thinkers.
- (c). **Salient Features :** make the student aware about the basic ideology and thoughts of Economic thinkers.
- (d). **Utility:** students will have knowledge about the basic thoughts of the economic thinkers.

Industry requirement: Without the history, there is no future. The industries today asks for way back techniques and use them today as somehow problems are always in a circular manner.

Industry requires students with thorough knowledge of old and new theories and their framework.

UNIT	Course Contents	Total Contact Hours = 36
I	Colonial India: An Overview1857-1947 Trends in macroeconomic aggregates: Population, labour force and occupational structure; National Income; Foreign trade and balance of payments; Saving and investment; Money supply and prices.	8
II	Railways and Economic Change, Agriculture, land, labour, capital, technology, commercialization, famines and environment.	7
III	Traditional and Modern Industry: The deindustrialization hypothesis, rise of the modern industrial sector during the pre-war and the interwar period	8
IV	Industrial labour, growth of entrepreneurship	6
V	The Role of Government, The Indian Economy at Independence	7

Course outcomes:

Upon successful completion of the course a student will be able to:

- j. Students havelearned about History of Indian Economy.
- k. Students havelearned about ancient Indian Thinkers or Economists.

- l. Students have learned about the economic thoughts of Indian thinkers.
- m. Students have learned about concept of Economic terms according to ancient times and ancient economic thinkers.

Books Recommended

1. A.K. Bagchi (1976), "Deindustrialization in India in the Nineteenth Century: Some theoretical implications", Journal of Development Studies.
2. A.K. Bagchi (1972), Private Investment in India, Orient Longman (1st ed), Ch.2.
3. J.N. Bhagwati and Padma Desai (1970), India, Planning for Industrialization, Oxford University Press, Chs. 2 & 3.
4. Basudev Chatterjee, Trade, Tariffs & Empire, Lancashire and British Policy in India, 1919-1939, Oxford University Press, New Delhi, 1992, ch.2.
5. Rajnarayan Chandavarkar (1985), "Industrialization in India before 1947: Conventional Approaches and Alternative Perspectives", Modern Asian Studies.
6. Jean Dreze, "Famine Prevention in India", in J. Dreze, and A.K. Sen, (eds), Political Economy of Hunger, WIDER Studies in Development Economics

ECO 302 Law and Economics **C (L, T, P) = 4 (3, 1, 0)**

- a) **Prerequisites:** Basic elementary knowledge of the subject
- b) **Learning Objectives :** learn about the fundamentals of laws.
- c) **Salient Features :** make the student aware about the basic legal practices of economics.

Utility: students will have knowledge about the basic of law and will be able to use it during the course which is required by the industries dealing with infrastructure.

UNIT	Course Contents	Total Contact Hours = 31
I	Unit 1 Law and economics: efficiency criteria in welfare economics; Coase theorem; prisoners' dilemma. Contracts; role of contracts for the functioning of markets; efficient contracts; damages measures and their efficiency properties; property rights and their role in resource allocation; Coase theorem; legal remedies for breach of property rights and their economic effects; liability for accidents and harms; product liability; efficiency of liability rules; efficiency-compensation trade-off. Litigation - its causes and consequences; benefits of legal certainty	6
II	Unit 2 Law and public policy; land and property; market and non-market mechanisms for allocation and transfer of land; land markets; eminent domain – the land acquisition law; land-pooling. Contracts for provisions of public goods: procurement contracts; government provisions vs. public-	6

	private partnerships;	
III	Laws relating to Pollution Control cost-quality trade-off. Intellectual Property Rights (IPRs): patents, copyright and trademarks. Cost and benefits of private IPRs; individual rights vs. common good	6
IV	Laws relating to Weights and Measures legal remedies for breach of property rights and their economic effects; liability for accidents and harms; product liability; efficiency of liability rules; efficiency-compensation trade-off. Litigation - its causes and consequences; benefits of legal certainty	7
V	Essential Commodities Act	6

Reference Books:

1. Uma Kapila, Indian Economy: Performance and policies, Academic Foundation.
2. BimalJalan , Indian Economy ,Penguin Books India.
3. K.N.Prasad , Indian Economy ,Atlantic Publications.
4. R.K.Gupta, J.R.Gupta, Indian Economy, Atlantic Publication.
5. Purohit S G, Indian Economy, Paradise Publishers.
6. RamakantaPrustyAtul Bansal, Foreign Investment and Indian Economy, Raj Publication.
7. DrManas Pandey, Globalisation and Indian Economy, Shree Publishers.

ECO 308 Research Report Presentation

The candidate will be allotted the research project by the faculty of the institute in consultation with the director /principle. The performance evaluation of the student at comprehensive viva examination will be done by a panel of internal and external examiner. The candidate will be examined on the project through presentation & viva-voce. There will be no internal assessment. The student will make an oral presentation before a panel of internal examiner (director/principal of the institute or his or her nominee) and external examiner (to be appointed by director/principal of the institute from a panel proposed by the board of studies and approved by the vice chancellor of SGVU). The assessment of the report and its presentation will be jointly done by the internal and external examiner.

ECO 305 Seminar on Contemporary Issues

Paper ECO 301 is on Seminar on Contemporary Economic issues. Here the faculty members will assign contemporary issues concerning with Indian Corporate sector like, merger & acquisition, current economic issues, global interface, stock market developments, new initiatives, recent trends, etc. to the students. The student will prepare seminar under guidance of faculty members to be allotted by the director/principal of the institute. There will be no internal assessment. The student will submit written report and make an oral presentation before a panel of internal examiner (director/principal of the institute

or his or her nominee) and external examiner (to be appointed by director/principal of the institute from a panel proposed by the board of studies and approved by the vice chancellor of SGVU). The assessment of the report and its presentation will be jointly done by the internal and external examiner.

ECO 208 Industrial and labour Economics C (L, T, P) = 4 (3, 1, 0)

Unit	Course Contents	Total Contact Hours – 45
I	Industrial Economics: Nature and scope, Features, Industrial development and economic development, Changes in Indian Economic policy after 1990-91	8
II	Profile of Industrial Sector: Public Sector, Small scale and Village industries, Joint sector and Cooperative sector, industrial sector's achievement and problems faced.	8
III	Industrial Finance: Need, Types. Short Term and Long Term capital. Role of Public Sector Banks and Private Sector Banks. Factors determining Industrial Productivity- Remedy to improve industrial productivity.	10
IV	Labour Economics: Nature and scope of labour economics. Rise of problems in labour management. Wage Management: Nominal and Real wages, factors affecting them- wages, incentives, D.A. and other allowances	10
V	Labour Market: Labour market analysis- demand for and supply of labour, determinants of demand for and supply of labour, Mobility of labour, Problems of Labour Market: Migratory, casual, probationary consequences of New Information Technology, child labour and female labour.	9

Reading:

- Labour Economics and Labour Problems Hardcover – 1999** by M. V. Joshi (Author) **Publisher:** Atlantic; **Edition** edition (1999)
- Richard Blundell and Thomas MaCurdy, 2008. "labour supply," *The New Palgrave Dictionary of Economics*, 2nd Edition
- Freeman, R.B., 1987. "Labour economics," *The New Palgrave: A Dictionary of Economics*, v. 3, pp. 72–76.
- John R. Hicks, 1932, 2nd ed., 1963. *The Theory of Wages*. London, Macmillan.
- Handbook of Labor Economics*. Elsevier. Amsterdam: North-Holland. Links to one-page chapter previews for each volume:
Orley C. Ashenfelter and Richard Layard, ed., 1986, v. 1 & 2;
Orley Ashenfelter and David Card, ed., 1999, v. 3A, 3B, and 3C
Orley Ashenfelter and David Card, ed., 2011, v. 4A & 4B.
- Mark R. Killingsworth, 1983. *Labour Supply*. Cambridge: Cambridge Surveys of Economic Literature.

8. Jacob Mincer, 1974. *Schooling, Experience, and Earnings*. New York: Columbia University Press.
9. Anindya Bakrie & Morendy Octora, 2002. *Schooling, Experience, and Earnings*. New York, Singapore National University : Columbia University Press.
10. Nicola Acocella, Giovanni Di Bartolomeo and Douglas A. Hibbs, 2008, Labor market regimes and the effects of monetary policy, in: ' *Journal of Macroeconomics* ', 30: 134–56.
11. Glen G. Cain, 1976, The Challenge of Segmented Labor Market Theories to Orthodox Theory: A Survey *Journal of Economic Literature*, 14(4), pp. 1215–1257.
12. Assar Lindbeck and Dennis J. Snower 1986. Wage Setting, Unemployment, and Insider-Outsider Relations, *American Economic Review*, 76(2), pp. 235–239.
13. E McGaughey, 'Behavioural Economics and Labour Law', 2014, SSRN
14. Simon Head, *The New Ruthless Economy. Work and Power in the Digital Age*, Oxford UP 2005, ISBN 0-19-517983-8
15. L. Ali Khan, *The Dignity of Labour*, 2011
16. Miller, Doug, Towards Sustainable Labour Costing in UK Fashion Retail (February 5, 2013). Available at SSRN

ECO-206 Development and Growth Economics

C (L, T, P) = 4 (3, 1, 0)

Course Objective

- 1) To understand meaning of growth and development
- 2) To learn about growth models
- 3) To learn gain from trade
- 4) To understand approaches to development
- 5) To learn the basics of developmental strategies.

Industry requirement: Industry is always in search of students who have good hold on Development & Growth Economics, as the models and theories of this subject gives complete solution to the practical economy related problems, as every company wants growth & development which is the need today.

Unit	Course Contents	Total Contact Hours – 45
I	Economic Growth and Economic Development: Meaning and Measurement of Growth and Development , Per capita Income and methods to calculate PCI, Factors affecting Growth and Development, Economic Inequality and Economic Growth.	8
II	Growth Models: Classical theory- Marxian Approach-, Schumpeter- Development and innovation theory; Critical explanation; Neo-Classical economist- Solow Growth Model ; its limitations.	10
III	Approaches to Development: Production Function Approach to Growth- Kaldor's model; Linear stages approach –Rostow; A critical explanation of	9

	Structuralist approach-Lewis model of Dualism.	
IV	Development Strategies: Agriculture Vs Industry- different policies for development; Big –Push Strategy - Balanced Growth Vs Unbalanced Growth theory; Low level Equilibrium trap.	10
V	Development Policy: Financing Development-Prior savings Vs Foreign Capital- its evaluation and trends in Indian Economy, FDI Vs Foreign trade- its impacts on Indian Economy.	8

References:

1. Debraj Ray (1998), Economic Development, Oxford University Press.
2. Dholakia and Dholakaia (1998), Theory of Economic Growth, Macmillan, U.K.
3. Ghatak, S. (1986), An introduction to Development Economics, Allen and Unwin London.
4. Higgins, B. (1959), Economic Development, W.W. Norton, New York.
5. Kindleberger, CP.(1977) m Economic Development (3rd Edition), McGraw Hill, New York.
6. Meier, G.M. (1995), leading issues in economic Development (6th Edition), Oxford University Press, New Delhi.
7. Sen, A.K. (Ed), (1990), Growth Economic, Penguin, Harmondsworth.
8. Suman, K. Mukherjee (1994), Text Book of Economic Development, Orient Longman.
9. Thirlwal, A.P.(1999), (6th Edition), Growth and Development, Macmillan, U.K.

ECO 204 CONTEMPRORY ECONOMIC ISSUES C (L, T, P) = 4 (3, 1, 0)

- (a). **Prerequisites:** Basic elementary knowledge of Indian Economy
- (b). **Learning Objectives :** learn about the current issues of Economics
- (c). **Salient Features :** make the student aware about the issues of Indian Economy
- (d). **Utility:** students will have knowledge about the economic issues

Industry requirement:

The subject has been added because of the good placement avenues for the students studying it. It has been designed as per the latest industrial requirement related to the latest contemporary issues regarding the economy.

Unit	Course Contents	Total Contact Hours - 38
I	Agriculture: Inefficiency of agriculture sector, its problems and solutions. Agro-Rural industries- their role in Indian economy, problems, strengths. KVIC (Khadi and Village Industries Commission)	6
II	Organisations : WTO- Its impact on Indian economy. SAARC- its establishment, role, member countries, and current issues it is dealing with. NSSO-its working	6
III	Investment: FDI- its changing role in Indian economy. Merits and demerits of FDI, MNCs- its relation with India and rest of Indian industries, Disinvestment in PSEs, Deregulation	8
IV	Poor infrastructure in India, Educational standards, Natural resource depletion, environmental change, population growth	10
V	Other issues : Sustainable development, economic measures for pollution, Pollution Control Act, Deforestation, problem of child labor and Child Labor Act 1985,	8

Books Recommended

- Contemporary Economic Issues Volume 4: Economic Behaviour and Design
Editors: **Sertel**, Murat (Ed.)Volume 4: Economic Behaviour and Design, edition 1
- Mukharjee S., Web Designing and Development by TMH

EC0-202 International Economic Environment C (L, T, P) = 4 (4, 0, 0)

Course Objective

- 1) To understand macroeconomic policies
- 2) To learn liberalisation, globalisation, privatization
- 3) To learn FEMA, SEBI
- 4) To understand theory on balance of payment
- 5) To learn the concept of international organisation

Industry Requirement: The syllabus has been designed in according with the industrial need at International Level. One understanding the international environment will easily make the industry flourish internationally. As the macro level policies and framework is always required by the industries at planning level.

Unit	Course Contents	Total Contact Hours-45
I	Macro Economic Policies: Economic Growth: Meaning and determinants, Free trade vs. Protection, Rationale of Protectionist Policy in Less Developed Areas, Fiscal and Monetary Policy	8

II	Liberalization in India – The New Economic Policy: Impact of liberalization, Globalization and privatization on Indian economy, Critical evaluation of latest economic policies of India, 1990-91 Policy	8
III	Economic Environment: Introduction to some important business laws like FEMA, SEBI act, and their impact on Economy. Approach to FDI and Multinational Cooperation- its impact on Indian Economy.	10
IV	Theory of Balance of Payments and Exchange Rate: Meaning, Concepts and Components of Balance of Payments. Disequilibrium in the Balance of Payments: Causes and Measures to correct the disequilibrium.	9
V	International Organisations: WTO- its impact on Indian Economy, IMF- Introduction, objective, achievements and Role of IMF in economic development of India.	10

Books:

1. Natural Resources, Growth, and Development: Economics, Ecology and Resource-Scarcity By Clement A. Tisdell Praeger, 1990
2. The Benefits of Environmental Improvement: Theory and Practice By A. Myrick Freeman Iii Resources for the Future, 1979
3. Environmental Economics: A Theoretical Inquiry By Karl-Göran Mäler Resources for the Future, 1974
4. Environmental Regulation and Economic Growth By A. E. Boyle Clarendon Press, 1994
5. Economic Development and Environmental Control: Balancing Business and Community in an Age of Nimbys and Lulus By John O'Looney Quorum Books, 1995
6. The Economics of Natural Environments: Studies in the Valuation of Commodity and Amenity Resources By John V. Krutilla; Anthony C. Fisher RFF The Johns Hopkins Press, 1985 (Revised edition)
7. Paul R. Krugman and Maurice Obstfeld: International Economics (including appendix), Pearson Education, 6th Edition Chapters 2-5.

ECO 309 Relative Economics and Sustainable Development

Objective: The course intends to make the student understand the inter-relationship between environment and development. Valuation and accounting techniques will enable the students to quantify the impacts of economic activities on environment.

Unit 1

Optimum Resource Use Human resources-Impact of human resources on natural resources– Sustainable use of exhaustible and renewable resources –Limits to growth –Contemporary thinkers in Economic Development planning model

Unit 2

Sustainable Development-evolution and definitions of the concept –Objectives and Challenges- Importance- inter-generational and intra-generational equity – the outcome versus input for output approach- Weak and Strong sustainability rules. In-situ, Ex-situ, Bio Diversity

Unit 3

Human Development Index, Economic Planning, Six Principles of Non-violence, Scarcity, Fundamental Theorems of welfare economics, Pareto Efficiency, Morality and Ethics. Business Plan for social entrepreneurship

Unit 4

Designing a Green Economy The shape of the eco-economy, restructuring the economy, new industries and new jobs, investment opportunity. Ragnar Nurkse theory of balance and growth

Unit 5

Energy efficiency, alternate forms of energy, harnessing the wind, sunlight wave, geo thermal, natural gas and hydrogen economy. Redesigning cities for people.

Essential readings

1. Lester R Brown , 2003, Eco- Economy, Orient Longman, Hyderabad. Ch. 4 to 9. 2.
2. Peter G Brown and Geoffrey Garver, (2009), Right Relationship; Building a Whole earth Economy, Berrett-Koehler Publishers, San Francisco.
3. David C Korten (1992), Getting to the 21st century, Oxford and IBH, New Delhi.
4. Katar Singh and Anil Shishodia, 2007, Environmental Economics Theory and Practice, Sage Publications, New Delhi. Ch. 4.
5. Rabindra N Bhattacharya 2007, Environmental Economics an Indian Perspective, OUP, New Delhi. Ch.2.
6. Ulganathan Sanker, 2009, Environmental Economics, OUP, New Delhi. Ch.4 and 5
7. Ulganathan Sanker, 2009, Environmental Economics, OUP, New Delhi. Ch. 10 2. Nick Hanley ET al. 2009,
8. Environmental Economics in Theory and Practice Palgrave Macmillan, New York. Ch.2. 3.
9. Rabindra N Bhattacharya 2007, Environmental Economics an Indian Perspective, OUP, New Delhi. Ch.5.
10. WCED Our Common Future (1987), OUP Delhi
11. N Das Gupta, 1997, environmental Accounting, Wheeler and Co, New Delhi. Ch. 1 to 6
12. Ulganathan Sanker, 2009, Environmental Economics, OUP, New Delhi. Ch. 11
13. Rabindra N Bhattacharya 2007, Environmental Economics an Indian Perspective, OUP, New Delhi. Ch.5.

EC0-202

Applied Econometrics

C (L, T, P) = 4 (4, 0, 0)

Course Objective

- 1) Able to understand practical knowledge

- 2) To learn some model
- 3) understand about regression analysis
- 4) To understand panel data model
- 5) To learn the some software

The aim of this course is to provide a foundation in applied econometric analysis and develop skills required for empirical research in economics. Topics include specification and selection of regression models, dynamic econometric models, advanced methods in regression analysis and panel data models. Since the emphasis is on application of methods, this course requires understanding of econometric software and computing skills.

Unit	Course Contents	Total Contact Hours-45
I	1. Stages in Empirical Econometric Research	8
II	2. Regression Diagnostics and Specification Misspecification; functional forms; model selection.	8
III	3. Advanced Topics in Regression Analysis Selected Topics: Dynamic Econometric Models: distributed lag models; autoregressive models; instrumental variable estimation; simultaneous equation models.	10
IV	Panel Data Models Methods of estimation; fixed effects model; random effects model.	9
V	5. Introduction to Econometric Software Package GRETL; E-VIEWS; STATA (any one).	10

1. Jeffrey M. Wooldridge, Econometrics, CENGAGE learning, India Edition, 2009.
2. Dimitrios Asteriou and Stephen Hall, Applied Econometrics: A Modern Approach, Palgrave Macmillan, 2007.
3. Damodar Gujarati, Econometrics by Example, Palgrave Macmillan, 2011.

SURESH GYAN VIHAR UNIVERSITY
BACHELOR OF JOURNALISM AND MASS COMMUNICATION
(3 YEAR PROGRAM)

The following Programme Objectives and outcomes are expected of each student graduating with a Bachelor of Journalism and Mass Communication:

PROGRAMME OBJECTIVES:

1. To impart theoretical knowledge and practical application of journalistic reporting, researching, advertising, interviewing, editing and writing.
2. To know the principles of communication, law and ethics and their application to professional journalistic practice and the pursuit of truth.
3. Understanding the history and role of journalism and mass Communication in shaping society
4. Understanding the role of multimedia technologies, including social media, in the journalistic practice and ability to effectively cover the diversity of groups in a global society
5. Understanding of journalism concepts and theory in the use and presentation of images and information.
6. To conduct research and evaluate information by methods appropriate to the communications professions in which they work.
7. To write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.
8. Produce work incorporating diverse groups and perspectives, including racial, gender, ethnicity, sexual orientation and religious concerns, on local, national and international issues.
9. Knowledge of basic numerical and statistical concepts, as well as an understanding of how to attribute sources, both human and physical, into stories.
10. To enhance activity focused on skill development, employability, entrepreneurship, and selfreliance and to apply tools and technologies appropriate for the communications professions in which they work.

PROGRAMME OUTCOME:

After successful completion of the programme, an individual will be able to:

P01. Foundational Knowledge: Students demonstrate knowledge in the field of journalism and Mass communication and the meaning and purpose of it, at the individual, group, and societal level. This will enable to make the theoretical and general understanding to explore how the concepts, constructs, and principles are interrelated in the field of Journalism and mass communication at both a micro and macro level.

P02. Analytical Ability: The students will be able develop skills in analysis of various applications of journalistic reporting, researching, advertising, interviewing, editing and writing. They will able to demonstrate their skills in Journalistic (LSRW) and also in journalistic practice so that the students can effectively cover the diversity of groups in a global society

P03. Professional Ethics: The students will demonstrate the knowledge of the professional ethics and laws of Journalism and mass communication as suitable to for their profession. This comprehensive knowledge of laws and ethics will develop and enhance the efficiency of the Journalism Ethics at national and international level. The student will be able to identify and apply the necessary provisions of laws and acts applicable to publication and broadcast of news and programmes of a sensitive nature. The student will expert in developing and presenting the high-quality journalistic material in a variety of formats, including text, audio, video, still photography and Internet-based technologies—and in a combination of these formats

P04. Digitally Equipped: The student will be apply tools and technologies appropriate for the communications professions in which they work. The student will be able to design, develop and present high-quality graphic material in a various types of formats (Audio/Video), News portal, News Websites, E-newspapers, E-Magazine, Blogging and Internet-based technologies.

P05. Critical Thinking and Research Ability: the student will be able to comprehend, interpret and critique media coverage of local, national and international issues. The student will be demonstrating a familiarity with the basics of Public relation, advertisement and corporate communication. The student will able to explain the importance of revenue generation for print, radio, TV & web. The student can develop the quality of research and new thoughts. The student will be able to communication research by making use of any of the research methods and Interpret data and write report after analysis.

P06. Diversity and Cultural Perspective: The student will be able to produce work incorporating diverse groups and perspectives, including racial, gender, ethnicity, sexual orientation and religious concerns, on local, national and international issues. The student will be able to understand the human values/culture /and responsibility towards political and social development of the country. The student will be able to develop, identify, discuss and explain various issues and concerns of contemporary Indian socio-economic and political system.

P07. Professional Expertization: The student will achieve the Expertization in the journalism profession. The student will be able to analyze interpersonal skills to manage employees in a media industry with media management. Anticipate and manage students to serve in the best media houses, channels, production houses, newspaper, and magazines. The student will be able to acquire practical experience in a news media or other media industry through an internship. The course will develop the quality of missionary journalism among the students.

SURESH GYAN VIHAR UNIVERSITY
BACHELOR OF JOURNALISM AND MASS COMMUNICATION
(3 YEAR PROGRAM)
YEAR: 1 - SEMESTER: AUTUMN - 1
2022-2025

S. No.	Course Code	Course Name	Credits	Contact Hrs/Wk.			Exam Hours	Weight age (in %)	
				L	T/S	P		CE	ESE
University Core (UC)									
1	PC - 101	Proficiency & CO Curricular Activities-I	2					100	
2	EN - 103	Language English-I	2	2	0	0		40	60
3	FD-101	Foundation Course-I	1	1	0	0		25	75
Program Core (PC)									
4	HS842- 103	Indian Polity & Issues	4	2	2	0		40	60
5	HS842- 105	Computer Applications for Media	4	1	1	2		40	60
6	HS842- 107	Introduction to Journalism	4	1	1	2		40	60
7	HS842-109	Introduction to Communication							
Lab & Practical (PCLP)									
8	HS842- 113	Computer Applications for Media Lab	2			10		60	40
9	HS842-115	Language English Lab	2			10		60	40
Projects									
10	HS842- 123	Writing for Media News /anchoring	2			10		100	
11	HS842-127	News Writing, Voice Over	2			10		100	

SURESH GYAN VIHAR UNIVERSITY, JAIPUR
BACHELOR OF JOURNALISM & MASS COMMUNICATION
(3 Year Program)

YEAR-1st
1st

SEMESTER-

INTRODUCTION TO COMMUNICATION:

Course Objectives:

- i. Define communication and describe the different types of communication.
- ii. Differentiate between Mass Communication and Mass Media.
- iii. List different tools and techniques of Mass Communication
- iv. Describe the theories and models of communication

Course Outcomes:

- CO-1. The student will be able to define the concept, meaning, functions and Scope of the communication.
- CO-2. The student will be able to describe the forms & types of communication (Intrapersonal, Interpersonal, Group and Mass Communication) as well as barriers to communication.
- CO-3. The student will be able to learn the introduction of the print and electronic media and able to understand the tools of mass communication.
- CO-4. The student will be able to understand the concept of different models and theories Communication Model (SMCR) Lasswell model, Shannon and Weaver model, Gate keeper model, Two-step and Multi-Step theory, Agenda Setting theory etc.
- CO-5. The student will be able to understand the brief introduction of Press theory/ Normative theory / Seibertarian theory and other theories of communication, Authoritarian theory, Libertarian, Soviet Communist, Social Responsibility, Democratic Participation, Developmental theory.
- CO-6. The student will be able to brief introduction of the Photoshop/ Coral Draw: Design a Poster, Design a Flash Card, Design a Web Banner.

COURSE CONTENTS

INTRODUCTION TO COMMUNICATION
CREDITS- 4

SNO	UNIT	TOPIC	DETAILS	CONTACT HRS
1	UNIT-I	Introduction to Communication	<ul style="list-style-type: none">• Introduction to Communication.• Concept and definition of Communication.• The process of Communication.• Elements and functions of Communication	10

2	UNIT-II	Communication in Society	<ul style="list-style-type: none"> • Human Communication. • Essentiality of Communication in Social Groups. • Communication and Socialization. • Communication and Culture 	10
3	UNIT-III	Types of Communication	<ul style="list-style-type: none"> • Intrapersonal Communication. • Interpersonal Communication. • Oral, Written and Visual Communication. • Verbal and Non-Verbal Communication. 	8
4	UNIT-IV	Group Communication.	<ul style="list-style-type: none"> • Mass Communication - Introduction, Concept and Definition. • Elements of Mass Communication. • Differences between Personal, Group and Mass Communication. 	10
5	UNIT-V	Communication Models	<ul style="list-style-type: none"> • Meaning and Definition. • Aristotle's Model. • Laswell's Model. 	10

TOTAL= 48

HOURS

Suggestion Readings

- i. Kumar, Kewal J Mass Communication in India, Jaico Books, New Delhi,
- ii. J.S. Yadava & Pradeep Mathur Issues in Mass Communication: The Basic Concepts, Kanishka Publishers, Delhi, 2008
- iii. Shymali Bhattacharjee., Media and Mass Communication: An Introduction, Kanishka Publishers, Delhi, 2005

COMPUTER APPLICATION FOR MEDIA

CREDITS- 4

OBJECTIVES OF THE COURSE: On completion of the course the student should be able to:

- i. Define and explain the meaning, importance and concept of information communication technology (ICT)
- ii. Describe applications of ICT in media.
- iii. Get acquainted with computer and its operations.
- iv. Understand the application of DTP software in print media industry.

LEARNING OUTCOMES:

- i. Ability to apply knowledge of Mathematical Foundations in computing problems.
- ii. Ability to understand the Software concepts and their applications.
Ability to practice and develop software for interpretation and analysis of data.
- iii. Ability to use the techniques, skills, and modern Software tools necessary for software Development.
- iv. Ability to identify and analyze software problems in multiple aspects including coding, testing and implementation in industrial applications.
- v. Ability to develop operational software for enterprises satisfying economic, social and ethical constraints.
- vi. Ability to apply Enterprise level application software for design of engineering product/process.
- vii. Ability to function as consultant for the development of sustainable software solutions.
- viii. An understanding of professional and ethical values.
- ix. Ability to communicate effectively in diverse groups and exhibit leadership skills.
- x. To develop an understanding of global environment and its protection.

SNO	UNIT	TOPIC	DETAILS	CONTACT HRS
1	UNIT-I	Image editing	<ul style="list-style-type: none">• Basics of image editing• Concept of pixel• Understanding graphics for printing and web• Vector and raster graphics• Various image editing softwares	10
2	UNIT-II	Intro to Adobe Photoshop, Corel Draw, Pagemaker	<ul style="list-style-type: none">• Page settings, Document settings• Fonts, Text alignment, kerning and trekking• Opacity and transparency• Playing with tools	10
3	UNIT-III	Opacity, Various shape tools	<ul style="list-style-type: none">• Zoom tools, Limitations• Power clips and use• Selection, Various selection tools• Using various selection tools, restoring selection	10

4	UNIT-IV	Pen tools and Brush tools, customizing brushes	<ul style="list-style-type: none"> • Patterns, different types of patterns and uses • Various uses of line tools, curves • Filters, Eraser tool 	10
5.	UNIT-V	Concept of layers, Layer palette	<ul style="list-style-type: none"> • Plug-ins and uses, Selecting and installing plug-ins • Duplicate object, colour picker, colour mixer • Paint tool, drawing tools • saturation levels • Image optimization 	8

TOTAL

HOURS-48

Suggested Readings:

- Author Adobe AdobePagemaker – Publisher Techmedia Adobe Photoshop – Publisher Techmedia
- Coburn, Foster D. Corel Draw
- A. Jaiswal, Wiley Dreamtech Fundamentals of computer Information technology today 4.
D.P. Mukherjee Fundamentals of computer graphics

INDIAN POLITY & ISSUES

CREDITS- 4

Objectives of the Course: On completion of the course students should be able to :

- Explain various aspects of Indian culture and heritage.
- Identify, discuss and explain various issues and concerns of contemporary Indian socioeconomic and political system.
- Apply their knowledge in restructuring the system by developing positive, differentiative and analytical capabilities.

SNO	UNIT	TOPIC	DETAILS	CONTACT HRS
1.	UNIT-I	Indian Constitution	<ul style="list-style-type: none"> • Constitution-Preamble, salient features State sand Union Territories • Citizenship • Fundamental Rights 	8

			<ul style="list-style-type: none"> • Fundamental Duties • Directive Principles of State Policy 	
2	UNIT-II	Three Pillars of Democracy	<ul style="list-style-type: none"> • President and Vice President • Prime Minister and the cabinet • Governor and Lt. Governor • Chief Minister and the cabinet • Parliament–Functions and powers • State legislature–Functions and powers • Superior Judiciary-Supreme Court, High Courts • Subordinate Judiciary 	10
3	UNIT-III	Electoral System -I	<ul style="list-style-type: none"> • Election Commission–Functions and powers • General Elections, Mid-Term Elections, By Elections • Elections of upper and lower houses • Election of President and Vice President 	10
4	UNIT-IV	Electoral System –II	<ul style="list-style-type: none"> • Multi Party System-National and Regional Parties • Electoral Reforms-Electoral lists, EVMs, Voter ID Cards etc. • Opinion & exit polls-Legal and ethical aspects, their impact 8. Election of Municipalities & Panchayats 	10
5	UNIT-V	Political Issues & Debates	<ul style="list-style-type: none"> • Politics concerning caste, religion and minorities • Communalism, fundamentalism and secularism • Political Defections- Anti Defection Act 1985 as amended in 2003 • Universal adult franchise- compulsory voting people's choice • Reservation of seats for women in Parliament, Panchayats • Criminalization of politics-Nexus of politicians and criminals • Terrorism in India-Legal and political measures to curb it • Naxalite Movement–Government's approach towards people's war 	10

HOURS—48

TOTAL

Suggested Readings:

- i. ShyamBenegal Bharat EkKhoj (Series)
- ii. Ram ChanderGuha India After Gandhi: The History of the World's Largest Democracy, Perennial
- iii. D.B. Vohra History of Freedom Movement, Delhi Admin
- iv. H.R. Ghosal An Outline History of Indian People
- v. A.L. Basham A Cultural History of India: The Wonder that is India: Volume-1 & 2
- vi. A.N. Aggarwal Indian Economy
- vii. Rajni Kothari Caste in Indian politics
- viii. Ministry of I & B Facts about India
- ix. PanditJawaharLal Nehru The Discovery of India
- x. Shukla V.N. Constitution of India, Eastern Book Company, Lucknow 200a
- xi. Bakshi P.M. The Constitution of India, Universal Law Publishing Co. Pvt. Ltd. 2001
- xii. Jhabvala, Noshirvan H The Constitution of India, C Jamnadas and Co., Mumbai, 2003
- xiii. D. D. Basu An introduction to the Constitution of India
- xiv. J.C. Johri Indian Political System

INTRODUCTION TO JOURNALISM

CREDITS- 4

CO 1: Giving students the ability to understand Journalism.

CO 2: Provide students the ability to understand news and its essentials.

CO 3: Student will get the basic knowledge of organizing a news story

CO 4: Student will get the basic knowledge of contemporary debates and issues relating to media.

SNO	UNIT	TOPIC	DETAILS	CONTACT HRS
1	UNIT-I	Introduction to News	News: Meaning & definition Sources and elements of news Characteristics of news Mass Communication: Concept & Characteristics Different styles of news writing	10
2	UNIT-II	Different Types of writing	Writing for newspaper and magazines: Nature & Difference	8

			Feature writing: Meaning, definition & nature. Editorial: Importance & art of writing Writing column, Reportage, analysis etc	
3	UNIT-III	Reporting for Print Media	Definition, scope, concept & principles of news reporting Types & techniques of news reporting Functions of reporting: Interview, collection of data, research Qualities & Responsibilities of a reporter.	10
4	UNIT-IV	Reporting for Print Media	Introduction to different types of reporting: Investigative, Cultural, Political, Seminar & civic issues	10
5	UNIT-V	Editing for Print Media	Theories and Principles of Editing Preparing good copies for Newspaper, Magazine & others Introduction to editing symbol, proof reading symbols & Copy desk Role, functions and responsibilities of Copy editor	10

Suggested Readings:

1. Natrajan J, History of Indian Journalism, Publications Division, Ministry of Information & Broadcasting, Govt. of India, 1997
2. Parthasarthy, Rangaswami., Journalism in India, Sterling Publishers Pvt. Ltd., New Delhi,
3. Aruna Zachariah., Print Media, Communication and Management : Elements, Dimensions and Images, Kanishka Publishers, Delhi, 2007
4. AmbrishSaxena., Fundamentals of Reporting & Editing, Kanishka Publishers, Delhi,
5. George A. Hough., News Writing, Kanishka Publishers, Delhi, 2006
6. SuhasChakravarty.,News Reporting & Editing : An Overview, Kanishka Publishers, Delhi,
7. WynfordHicks.,Writing for Journalist, Routledge, London, 2000

SURESH GYAN VIHAR UNIVERSITY, JAIPUR
BACHELOR OF JOURNALISM & MASS COMMUNICATION
(3 Year Program)

YEAR-1st

SEMESTER-2ND

Programme Objectives

- i. To create a conceptual understanding about journalism in the perspective of society and other fields of mass communication
- ii. To make the students aware of ethical aspects of journalism, its function to support democratic set-up and development
- iii. To give knowledge of tools, forms, content of journalistic and non-journalistic matter of mass media
- iv. To bring a perception about practice of journalism in broadcast media
- v. To make students understand the upcoming co-relation between journalism and new tools of communication

Learning Outcome

After the completion of this semester students will be able:

- i. This course will develop an understanding on developmental issues and make students realise the importance of it in everyday life.
- ii. Students will be better equipped to contribute to the development of the country as future communicators..

COURSE CONTENTS

MEDIA LAWS & ETHICS

CREDITS- 4

Objectives of the Course: On completion of this course student should be able to:

- i. Define freedom of the press as enshrined in article 19(1) (a) of the constitution
- ii. List the reasonable restrictions for freedom of the press
- iii. Describe the salient features of the Press Council of India, its powers and functions
- iv. Identify and apply the necessary provisions of laws and acts applicable to publication and broadcast of news and programmes of a sensitive nature
- v. Cover judicial proceedings, parliament and state legislature without attracting penal action

<u>SNO</u>	<u>UNIT</u>	<u>TOPIC</u>	<u>DETAILS</u>	<u>CONTACT HRS</u>
<u>1</u>	<u>UNIT-I</u>	Press Freedom and Law:	<ul style="list-style-type: none">• Constitution and freedom of speech and expression• Contempt of court• Official secrets act 1923• Right to information• Right to privacy	<u>8</u>
<u>2</u>	<u>UNIT-II</u>	Media Laws	<ul style="list-style-type: none">• Civil and criminal law of defamation• Indian penal Code 1860 (Section -124A,153AB, 292,293)• Criminal procedure Code 1973 (Section-93,95,96, 108, 144, 196,327)• Intellectual property rights	<u>10</u>
<u>3</u>	<u>UNIT-III</u>	Media Laws	<ul style="list-style-type: none">• Copy Right Act 1957• Prasar Bharti Act 1990• Cable TV network regulation Act 1995• Information technology Act 2000	<u>10</u>
<u>4</u>	<u>UNIT-</u>	Media Councils	<ul style="list-style-type: none">• Press commissions	<u>10</u>

	<u>IV</u>	and Committees	<ul style="list-style-type: none"> • Media council/ Press Council • Working Journalist Act • Autonomy of public broadcasting 	
<u>5</u>	<u>UNIT-V</u>	Media Codes and Ethics	<ul style="list-style-type: none"> • Ethics: Meaning & definition • Advertising Council of India • Parliamentary privileges: article 105, 193 and 361A of constitution • Guidelines for parliamentary coverage • AIR code for election coverage • Doordarshan commercial code 	<u>10</u>

Suggested Readings:

- Universal Publishers Criminal Law Manual (relevant Sections of IPC)
- Universal Publishers Law Dictionary [Constitution of India (Article 19 (1) and 19 (2) 105, 194)]
- D DBasu Law of the Press, Wadhwa& Company, Nagpur
- VidishaBarua Press and Media Law Manual, Universal Law Publishing Co. Pvt. Ltd. New Delhi
- P.K. Ravindranath Press Laws and Ethics of Journalism, Author Press, New Delhi

News Reporting & Editing (WNN) CREDITS- 4

COURSE Objective

- To understand the qualities required by TV reporters
- Understanding usage and importance of the camera
- Learning the art of compiling a news story

Learning Outcome

After the completion of this semester students will be able:

- This course will develop an understanding on developmental issues and make students realise the importance of it in everyday life.
- Students will be better equipped to contribute to the development of the country as future communicators..

COURSE CONTENTS

<u>SNO</u>	<u>UNIT</u>	<u>TOPIC</u>	<u>DETAILS</u>	<u>CONTACT HRS</u>
<u>1</u>	<u>UNIT-I</u>	News Reporting	<ul style="list-style-type: none"> • Basics of Reporting • Reporting Techniques and Tools • Sources of News • Qualities and Duties of Reporter 	<u>8</u>
<u>2</u>	<u>UNIT-II</u>	Types of Reporting	<ul style="list-style-type: none"> • Political and Parliamentary Reporting • Crime and Judicial Reporting • Health and Entertainment Sports Reporting • Sports Reporting • Business and Finance Reporting etc 	<u>10</u>
<u>3</u>	<u>UNIT-III</u>	Reporting techniques	<ul style="list-style-type: none"> • Reporting a news • Interviewing skills required for reporting • byte • transcription & scripting 	<u>10</u>
<u>4</u>	<u>UNIT-IV</u>	Interviews	<ul style="list-style-type: none"> • Definitions concept Different forms of Interview • Preparation for interview of renowned personalities • Press conference • Press briefing & press release 	<u>10</u>
<u>5</u>	<u>UNIT-V</u>	Editing	<ul style="list-style-type: none"> • Process Selection & its unbiased classification, Distribution • Comparative Study of News editing in news agency, Radio ,Television • Feature editing , editing of articles , letters to the editor , rewriting of news , copy desk & its importance • News editors : introduction & Function • Assistant editors, sub editor & proof reader 	<u>10</u>

Suggestion Reading :-

- Mass media, Mass culture—An introduction James R Health Stanley, Ray Wilson, Mcgrow
- Hills publication. 1st/Edition 2001.
- Video Production Handbook, Book by Gerald Millerson
- Teaching TV Production in a Digital World: Integrating Media Literacy, Student Workbook, 2nd Edition Paperback
- Writing and Producing for Television and Film: Communication for Behavior Change, Esta de Fossard& John Riber, SAGE Publications India
- Glossary of Terms for Media Persons, DrMrinal Chatterjee, Sephali Communication, Dhenkanal, Year- First Edition, 2015

Content Writing

CREDITS-

4

Programme Objectives

- i. Understand and explain principles of creative writing, including form, technique, and style.
- ii. Deepen that understanding by interpreting and evaluating both published works and the works of peer writers.
- iii. Apply these principles to produce poems, stories, or essays.

Learning Outcome

These literary works will demonstrate the following aspects of your **craft**:

- i. your own voice and style as a writer, which you have discovered and developed
- ii. your use of the central subject matter that comes out of your own individual life experience and from your imagination
- iii. your understanding of the creative process as a forum for critical as well as intuitive thinking, as well as problem-solving

COURSE CONTENTS

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<u>SNO</u>	<u>UNIT</u>	<u>TOPIC</u>	<u>DETAILS</u>	<u>CONTACT HRS</u>
<u>1</u>	<u>UNIT-I</u>	Essentials of Good Writing	<ul style="list-style-type: none">• Art of Writing• Kinds of Media Writing: Inform, Describe & Persuade• The ABCD of Media Writing: Accuracy, Brevity, Clarity & Discernment	<u>8</u>
<u>2</u>	<u>UNIT-II</u>	Different Types of writing	<ul style="list-style-type: none">• Writing for newspaper and magazines: Nature & Difference• Feature writing: Meaning, definition & nature.• Editorial: Importance & art of writing• Writing column, Reportage, analysis etc.	<u>10</u>
<u>3</u>	<u>UNIT-III</u>	Writing for Print	<ul style="list-style-type: none">• Basics of writing a news report: Structuring a news report- 5 W's and H, Intro/ Lead, Inverted Pyramid and other news structures, Dateline.• Feature writing, book reviews.• Opinion and editorial writing	<u>10</u>
<u>4</u>	<u>UNIT-IV</u>	Writing for the Web	<ul style="list-style-type: none">• Basics of writing for online media- structure and content• Writing stories for internet, editing and rewriting	<u>10</u>
<u>5</u>	<u>UNIT-V</u>	Writing for Electronic Media	<ul style="list-style-type: none">• Basic principles of writing for electronic media: Radio & TV• Elements and Importance of News writing for Radio & TV• Steps & elements of writing for Radio & TV: editorial, features & review	<u>10</u>

Suggestion reading:-

- D.R. Williamson, Feature Writing for Newspaper

- Introduction to Online Journalism: Publishing News and Information by Ronald De Walk.
- J. J. Astor, Art of Modern Journalism
- Journalism in the 21st Century: Online Information, Electronic Databases and the News by Tom Koth (Adamantine Press Ltd.)
- K. M. Srivastava, News Reporting & Editing
- M. V. Charnley, Reporting
- M.V. Kamath, Professional Journalism 3
- Mike Ward, Journalism Online
- R.P. Neison, Articles and Features
- Robert Cunning, The Technique of Clear Writing
- S. Banerjee, Reporting Manual
- Sol Robinson, Guideline for News Reporters
- Valladare, The craft of Copy Writing
- VirBala Aggarwal, Essentials of Practical Journalism

NEWS ANCHORING

CREDITS- 4

Programme Objectives

- i. As per saying of popular writer SurendraMohanty,
- ii. "One can walk if he has legs, but all people having hands cannot write.
- iii. " Similarly, man with vocal power can speak but all spoken words are not nice to hear. The beauty and miracle of a word comes from how best it is spoken. In the contemporary world, TV is the most powerful media. It transmits news long with other meaningful programmes.
- iv. Every important information is announced through the anchor.
- v. An attractive announcement can bind the viewers and keep them anxious. It is the style of speech which enchants the viewers. Presentation style, and the anchors's qualification etc are discussed in this chapter along with what aspects are to be taken care to make more effective presentation.

Learning Outcome

After going through this Unit, you will be able to:

- i. Understand the importance of news presenters/anchors for television news channels
- ii. Describe the qualities essentially required in a TV news presenter
- iii. Improve your news anchoring skills for television
- iv. Write a proper anchor script

- v. Understand the challenges faced by a TV news anchor

COURSE CONTENTS

<u>SNO</u>	<u>UNIT</u>	<u>TOPIC</u>	<u>DETAILS</u>	<u>CONTACT HRS</u>
<u>1</u>	<u>UNIT-I</u>	Introduction about anchoring	<ul style="list-style-type: none">• Basic Anchoring• Dressing Sense• Presentation	<u>8</u>
<u>2</u>	<u>UNIT-II</u>	Television News Presenters	<ul style="list-style-type: none">• Knowledge of Different Fields• Ability of Multitasking• Objectivity• Command Over Language• Capability of Sight Reading• Skills to Use Teleprompter• Voice Modulation	<u>10</u>
<u>3</u>	<u>UNIT-III</u>	Anchoring for Different Types of Programs	<ul style="list-style-type: none">• Common Formats of News and Role of the Anchor• Presentation of Special Bulletins and Shows• Presentation of Talk Shows, Panel Discussions and Debates• Presentation of Interviews• Presentation of Live and Multi-Anchor Shows	<u>10</u>
<u>4</u>	<u>UNIT-IV</u>	Tips & techniques of anchoring	<ul style="list-style-type: none">• Live shows & Recorded programs• Anchoring according to Program Formats• Role of styling (makeup techniques)• Tips & techniques of news reading	<u>10</u>

<u>5</u>	<u>UNIT-V</u>	News reading & Voice Over	<ul style="list-style-type: none"> • News reading and presentation • Pronunciation practice • Vocal stressing exercises • Responsibilities of news readers • Basic understanding of news and current affairs • Style of different stations • Making of Voice Over: Rhythm of speech, Breathing, Resonance, VO for TV commercials/Corporate videos/ radio commercials/ TV Documentaries • Knowledge of ethical and legal issues, Understanding of fake news and cross checking 	<u>10</u>
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Suggested Readings:

- Luthra,HR : 1986: Indian Broadcasting, New Delhi, Publication Division,Govt. of India
- Ravindran,RK: 1999: Handbook of Radio TV and Broadcast Journalim, New Delhi, Anmol Publication (1st edt.)
- Mehra,Ramesh : 2007: Media aurPrasaran, New Delhi,
- Sharma,Kaushal : 2007:RadioPrasaran,NewDelhi,PratibhaPublication
- Katheria,Naresh : 2013, Radio MadhyamevamTakniki, Delhi, ShilpyanPrakshan
- Kumar,Prashant : 2015,BharatMeinRadioPrasaran,NewDelhi,A.R.Publication

SURESH GYAN VIHAR UNIVERSITY, JAIPUR BACHELOR OF JOURNALISM & MASS COMMUNICATION (3 Year Program)

YEAR-2nd

SEMESTER-3rd

Programme Objectives

- vi. To create a conceptual understanding about journalism in the perspective of society and other fields of mass communication
- vii. To make the students aware of ethical aspects of journalism, its function to support democratic set-up and development
- viii. To give knowledge of tools, forms, content of journalistic and non-journalistic matter of mass media
- ix. To bring a perception about practice of journalism in broadcast media
- x. To make students understand the upcoming co-relation between journalism and new tools of communication

NEWS ANCHORING**CREDITS- 4****Learning Outcome**

After the completion of this semester students will be able:

- i. To prepare students for news reading and anchoring and to provide them hands-on experience for industry.
- ii. This course aims to expose its students to the techniques employed in news reading and anchoring for live events, TV shows and News shows.
- iii. This course aims that students can shine in challenging careers like Anchoring, Show Hosting, Public Speaking and News Reporting etc.

COURSE CONTENTS

<u>SNO</u>	<u>UNIT</u>	<u>TOPIC</u>	<u>DETAILS</u>	<u>CONTACT HRS</u>
<u>1</u>	<u>UNIT-I</u>	News anchoring	<ul style="list-style-type: none">• News presentation• News Scripting• Studio Ethics• Skills to Use Teleprompter• Command over Language	<u>8</u>
<u>2</u>	<u>UNIT-II</u>	Voice Modulation	<ul style="list-style-type: none">• Pace• Pitch and depth of voice• Voice over for TV & TV documentary• Pause• Power1• Volume• Emphasis	<u>10</u>
<u>3</u>	<u>UNIT-III</u>	Packaging for a channel	<ul style="list-style-type: none">• Astons• Fonts• Bugs• Slugs• Ticker	<u>10</u>

			<ul style="list-style-type: none"> • Windows 	
<u>4</u>	<u>UNIT-IV</u>	Debate Anchoring	<ul style="list-style-type: none"> • Selection of a topic • Selection of a panel for discussion • Preparation of questions for interviews • Research on topic/ interview subject 	<u>10</u>
<u>5</u>	<u>UNIT-V</u>	Superfast news anchoring	<ul style="list-style-type: none"> • Tips & techniques of superfast anchoring • Voice Over • Rhythm of fast news • Breathing • Scripting 	<u>10</u>

Suggested Readings:

- Stuart W. Hyde TV & Radio Announcing, Kanishka Publishers
- Andrew Boyd Techniques of Radio and Television News, Janet Trewin Presenting on TV and Radio, Focal Press, New Delhi, Stuart W. Hyde TV & Radio Announcing, Kanishka Publishers,
- Janet Trewin Presenting on TV and Radio, Focal Press, India Ralph Donald, Thomas Spann Fundamentals of TV Production, Surjeet Publications, New Delhi

ADVERTISING: CONCEPTS & EXECUTION

Course Objectives

- Advertising is a communication which informs, persuades and reminds.
- The communication is aimed at customers who are specifically identifiable.
- The objectives are to stimulate sales, retain loyalty to the product, generate enthusiasm and confidence, and project the image of the product and the producer.

Learning Outcome

After completion of this lesson the student will be able to understand:

- Meaning, Nature and Features of Advertising
- Objectives of Advertising
- Importance of Advertising
- Active Participant in Advertising
- Role of Advertising in Marketing Mix
- Role of Advertising in Society

vii. Advertising and Brand building

COURSE CONTENTS

Advertising: Concepts & Execution

CREDITS- 4

<u>SNO</u>	<u>UNIT</u>	<u>TOPIC</u>	<u>DETAILS</u>	<u>CONTACT HRS</u>
<u>1</u>	<u>UNIT-I</u>	Advertising: meaning and concept	<ul style="list-style-type: none">• Growth of advertising• Need of advertising, global market and advertising• Various forms of advertising (print, TV, radio etc.)• Difference between various forms of advertising	<u>10</u>
<u>2</u>	<u>UNIT-II</u>	Ad-campaign	<ul style="list-style-type: none">• concept behind campaigning• planning and execution• Case studies• Features of advertising	<u>8</u>
<u>3</u>	<u>UNIT-III</u>	Advertising in India	<ul style="list-style-type: none">• Emergence of advertising agencies• Advertisers• Various target audience• Social media tools for advertising	<u>10</u>
<u>4</u>	<u>UNIT-IV</u>	Advertising copy	<ul style="list-style-type: none">• Characteristics and types of ad-copy• Guidelines for advertising• Benefits to customers in advertising• Methods of advertising	<u>10</u>
<u>5</u>	<u>UNIT-V</u>	Marketing research	<ul style="list-style-type: none">• Market segmentation• Marketing: product, price, place, promotion• Advertising and public relations• Advertising ethics	<u>10</u>

Suggested Readings:

- Advertising Made Simple Frank Jefkins Rupa & Co.
- Ogilvy on Advertising David Ogilvy Pan Books
- Advertising Management Aaker, Myers & Batra

PRINT MEDIA

Programme Objectives

- i. Gain knowledge of various concepts and classification of print journalism
- ii. Acquaint with different news agencies and news gathering techniques.
- iii. Develop skill in writing, editing, proof reading of news story
- iv. Familiarize with various trends, laws and ethics in print media

Learning Outcome

After the completion of this semester students will be able:

- i. An understanding of visual forms and their aesthetic functions, and basic design principles, developing throughout the degree program.
- ii. An understanding of the basic principles of making prints, and the ability to apply these principles with specific aesthetic intent. This includes functional knowledge of the traditions, conceptual modes, and evolutions of the discipline.
- iii. Knowledge and skills in the use of basic tools, techniques, and processes sufficient to work from concept to finished product using traditional methods and contemporary practices in intaglio, relief, lithography, and screen print.
- iv. Understanding of the possibilities and limitations of various materials and processes employed in the broad scope of print media, including wood, metal, stone, paper, clay, electronics, digital media, animation, book arts, installations, site-specific works, video, sound and performance.

COURSE CONTENTS

Print media

CREDITS- 4

<u>SNO</u>	<u>UNIT</u>	<u>TOPIC</u>	<u>DETAILS</u>	<u>CONTACT HRS</u>
<u>1</u>	<u>UNIT-I</u>	Reporting for	<ul style="list-style-type: none">• Definition, scope, concept & principles of news reporting	<u>10</u>

		Print Media	<ul style="list-style-type: none"> • Types & techniques of news reporting • Functions of reporting: Interview, collection of data, research • Qualities & Responsibilities of a reporter. • Introduction to different types of reporting: Investigative, Cultural, Political, Seminar & civic issues. 	
<u>2</u>	<u>UNIT-II</u>	Types of Print Media	<ul style="list-style-type: none"> • Newspapers • Magazines • Newsletters • Brochures • Posters 	<u>8</u>
<u>3</u>	<u>UNIT-III</u>	Writing for Print Media	<ul style="list-style-type: none"> • Basics of writing a news report: Structuring a news report- 5 W's and H, Intro/ Lead, Inverted • Pyramid and other news structures, Dateline. • Feature writing, book reviews. • Opinion and editorial writing 	<u>10</u>
<u>4</u>	<u>UNIT-IV</u>	Writing for the Web	<ul style="list-style-type: none"> • Basics of writing for online media- structure and content • Writing stories for internet, editing and rewriting • Note: This course will have extensive practical sessions. These sessions should aim at giving students a hands-on experience of writing for different platforms. 	<u>10</u>
<u>5</u>	<u>UNIT-V</u>	Editing for Print Media	<ul style="list-style-type: none"> • Theories and Principles of Editing • Preparing good copies for Newspaper, Magazine & others • Introduction to editing symbol, proof reading symbols & Copy desk • Role, functions and 	<u>10</u>

			responsibilities of Copy editor	
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Suggested Readings:

- Natrajan J, History of Indian Journalism, Publications Division, Ministry of Information & Broadcasting, Govt. of India, 1997
- Parthasarthy, Rangaswami., Journalism in India, Sterling Publishers Pvt. Ltd., New Delhi,
- Aruna Zachariah., Print Media, Communication and Management : Elements, Dimensions and Images, Kanishka Publishers, Delhi, 2007
- Ambrish Saxena., Fundamentals of Reporting & Editing, Kanishka Publishers, Delhi,
- George A. Hough., News Writing, Kanishka Publishers, Delhi, 2006
- Suhas Chakravarty., News Reporting & Editing : An Overview, Kanishka Publishers, Delhi,
- Wynford Hicks., Writing for Journalist, Routledge, London, 2000

VIDEO EDITING & PHOTOSHOP

Programme Objectives

- To create a conceptual understanding about journalism in the perspective of society and other fields of mass communication
- To make the students aware of ethical aspects of journalism, its function to support democratic set-up and development
- To give knowledge of tools, forms, content of journalistic and non-journalistic matter of mass media
- To bring a perception about practice of journalism in broadcast media
- To make students understand the upcoming co-relation between journalism and new tools of communication

Learning Outcome

After the completion of this semester students will be able:

- This course will develop an understanding on developmental issues and make students realise the importance of it in everyday life.

- ii. Students will be better equipped to contribute to the development of the country as future communicators..

COURSE CONTENTS

Video Editing &photoshop

CREDITS- 4

<u>SNO</u>	<u>UNIT</u>	<u>TOPIC</u>	<u>DETAILS</u>	<u>CONTACT HRS</u>
<u>1</u>	<u>UNIT-I</u>	What is video	<ul style="list-style-type: none"> • Intro to video editing • Different types of videos • Video extensions • Different types of videos formats • Basics of video production 	<u>10</u>
<u>2</u>	<u>UNIT-II</u>	Pre production	<ul style="list-style-type: none"> • Production • Post production • Uncompressed footage/ raw footage • Compression tools 	<u>10</u>
<u>3</u>	<u>UNIT-III</u>	Screenplay	<ul style="list-style-type: none"> • Sound and video • Sound editing softwares • Background sound • Audio levelling • Sound effects • Video Sync 	<u>8</u>
<u>4</u>	<u>UNIT-IV</u>	Character generator programmes	<ul style="list-style-type: none"> • Importance of text in video • Text wrap, cloning and other text effects • Stroke, stroke settings • Fill options • Transition and effects 	<u>10</u>
<u>5</u>	<u>UNIT-V</u>	3D and 2D with video	<ul style="list-style-type: none"> • Various software tools • Editing v/s compositing • Front projection • Visual effects, special effects • Chroma • Shooting for editing • Film titling • Aspect ratios 	<u>10</u>

Suggested Readings:

- D.E. Reese and Lynne S. Gross, Radio Production Work text: Studio & Equipment.
- Gerald Millerson, Television Production, Focal Press
- Herbert Zettl, Television Production Handbook, Wadsworth
- J.E. Fletcher, Handbook of radio and Television Broadcasting

**SURESH GYAN VIHAR UNIVERSITY, JAIPUR
BACHELOR OF JOURNALISM & MASS COMMUNICATION
(3 Year Program)**

YEAR-2nd

SEMESTER-4th

BASIC OF HUMAN RESOURCE MANAGEMENT

Programme Objectives

- i. To create a conceptual understanding about journalism in the perspective of society and other fields of mass communication
- ii. To make the students aware of ethical aspects of journalism, its function to support democratic set-up and development
- iii. To give knowledge of tools, forms, content of journalistic and non-journalistic matter of mass media
- iv. To bring a perception about practice of journalism in broadcast media
- v. To make students understand the upcoming co-relation between journalism and new tools of communication

Learning Outcome

After successfully completing this program, you should be able to:

- i. Effectively manage and plan key human resource functions within organizations
- ii. Examine current issues, trends, practices, and processes in HRM
- iii. Contribute to employee performance management and organizational effectiveness
- iv. Problem-solve human resource challenges

COURSE CONTENTS

Basic of human resource management

CREDITS- 4

<u>SNO</u>	<u>UNIT</u>	<u>TOPIC</u>	<u>DETAILS</u>	<u>CONTACT HRS</u>
<u>1</u>	<u>UNIT-I</u>	Human Resource Management.	<ul style="list-style-type: none">• Objectives of HRM.• training benefits.• Simulation, compensation, performance appraisal, promotion	<u>8</u>
<u>2</u>	<u>UNIT-II</u>	Evolution of HRM.	<ul style="list-style-type: none">• Scope of HRM.• Human Resource policies• process of Human Resource Planning• methods of collecting data for job analysis.	<u>10</u>
<u>3</u>	<u>UNIT-III</u>	Types of training	<ul style="list-style-type: none">• advantages and disadvantages of training• stages of self development• approaches of career management• process of performance evaluation• problems of performance evaluation	<u>10</u>
<u>4</u>	<u>UNIT-IV</u>	Human resource accounting	<ul style="list-style-type: none">• HR inventory• benefits of socialization• Knowledge management.• different types of rewards and demotion	<u>10</u>

<u>5</u>	<u>UNIT-V</u>	Causes of grievances	<ul style="list-style-type: none"> • various roles of HR manager • different types of HR policies. • recruitment practices • difference between selection and recruitment 	<u>10</u>
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Suggested Readings:

- Mohan Mahender Advertising Management: Concepts & Cases; Tata McGraw Hill Publishers
- Aswathapa.K, Human Resource Management, TMH, 2007, p.695
- Rao,T.V.2004, Performance Management and Appraisal Systems—HR Tools for Global Competitiveness, Sage Publications, London, UK, pp.173-99.
- Marchand,D.A., Kiettinger,W.J. and Rollis, J.D., Information Orientation-The link to Business Performance, OUP, Oxford, UK, pp.173-90

NEWS & PRODUCTION PROGRAMS EDITING

Programme Objectives

- To create a conceptual understanding about journalism in the perspective of society and other fields of mass communication
- To make the students aware of ethical aspects of journalism, its function to support democratic set-up and development
- To give knowledge of tools, forms, content of journalistic and non-journalistic matter of mass media
- To bring a perception about practice of journalism in broadcast media
- To make students understand the upcoming co-relation between journalism and new tools of communication

Learning Outcome

After going through this unit, you will be able to:

- To understand the meaning and definition of the term human resource management
Understand different features of human resource management
- Explain different terms of human resource management

- iii. Understand scope and objectives of HRM
- iv. Understand HRM practices in India

COURSE CONTENTS

News & production programs editing

CREDITS- 4

<u>SNO</u>	<u>UNIT</u>	<u>TOPIC</u>	<u>DETAILS</u>	<u>CONTACT HRS</u>
<u>1</u>	<u>UNIT-I</u>		•	
<u>2</u>	<u>UNIT-II</u>		•	
<u>3</u>	<u>UNIT-III</u>		•	
<u>4</u>	<u>UNIT-IV</u>		•	
<u>5</u>	<u>UNIT-V</u>		•	

Suggested Readings:

PHOTOGRAPHY

Programme Objectives

- i. Learn concepts and tools of photography
- ii. Learn the qualities and skills to prepare as a photojournalist
- iii. Encourage self-employment
- iv. Encourage creative skills
- v. Develop interest in photography and photojournalism

Learning Outcome

After going through this unit, you will be able to:

- i. Learner would master the concepts and importance of photography
- ii. Learner would be able to understand photo coverage and photojournalism
- iii. Learner would be ready to join any media organization as a photojournalist or be self-employed
- iv. Learner would develop her/his individual talent and potential for photography
- v. Learner would be introduced to different branches and styles of photography and photojournalism

COURSE CONTENTS

Photography

CREDITS- 4

<u>SNO</u>	<u>UNIT</u>	<u>TOPIC</u>	<u>DETAILS</u>	<u>CONTACT HRS</u>
<u>1</u>	<u>UNIT-I</u>	Concept of Photography journalism	<ul style="list-style-type: none">• functions of Photography journalism• Photography news• principles of photography• composition of photography	<u>8</u>
<u>2</u>	<u>UNIT-II</u>	Types of lenses are used in cameras explain	<ul style="list-style-type: none">• Types of film are used in cameras• Social photography• Product photography• Digital Zoom• White Balance	<u>10</u>
<u>3</u>	<u>UNIT-III</u>	RAW files	<ul style="list-style-type: none">• Live Views• UV Filter• Megapixels• Flash• Digital technology on photography• Pose in photography	<u>10</u>
<u>4</u>	<u>UNIT-IV</u>	Post processing	<ul style="list-style-type: none">• Educate yourself to take better pictures• taking pictures economically, politically, intellectually or emotionally• Aspect ratio	<u>10</u>
<u>5</u>	<u>UNIT-V</u>	Function of AE Lock	<ul style="list-style-type: none">• function of the Auto Focus• Aperture• Telephoto Lens• Macro Lens	<u>10</u>

Suggested Readings:

- Learning to See Creatively: Design, Color, and Composition in Photography by Bryan Peterson (Amphoto Books, 2015)
- On Photography by Susan Sontag (Penguin, 2008)
- Photojournalism: A Tool for Social Change by PoorvaTriKha (Arun, 2014)
- Photojournalism: An Ethical Approach by Paul Martin Lester (Routledge, 2015)
- Photojournalism: The Professionals' Approach by Kenneth Kobre (Focal Press, 2004)
- Understanding Photojournalism by Jennifer Good and Paul Lowe (Routledge, 2020)

RADIO JOURNALISM

Programme Objectives

- To inculcate concepts of communication, its role and importance in society.
- To impart the knowledge of Mass communication & Journalism covering a wide areas of studies.
- To impart skills related to Information Communication Technologies (ICTs), including digital and media literacy and competencies.
- To apply the objectivity and critical thinking for communicating to masses through a variety of mediums such as Short Films, Documentary Films, PTC for Television, Advertising and PR Campaign, Event Management, News Paper Production for Print.
- Create awareness to become an enlightened citizen as well as a dynamic professional with commitment to deliver one's responsibilities strictly adhering to highest standard of ethics and professionalism.
- In the ever evolving dynamics of communication and society continue to acquire relevant knowledge and skills appropriate to professional activities.

Learning Outcome

After the completion of this semester students will be able:

- Understanding the fundamental relations between society, culture and communication. Provide advanced knowledge on communication theories and models.
- Introduce students to the practical arena of exploring the potential of communication tools to become an able communicator.

- iii. To develop the learner into competent and efficient Media & Entertainment Industry ready professionals
- iv. To inculcate professional ethics, values of Indian and global culture.
- v. Assist students in preparing for competitive all India entrance exams e.g. NET, SET etc
- vi. To prepare socially responsible media academicians, researchers, professionals with global vision.

COURSE CONTENTS

Radio journalism

CREDITS- 4

<u>SNO</u>	<u>UNIT</u>	<u>TOPIC</u>	<u>DETAILS</u>	<u>CONTACT HRS</u>
<u>1</u>	<u>UNIT-I</u>	Characteristics of radio news	<ul style="list-style-type: none"> • How its different from print and TV news • News gathering • News editing • Newsroom and its functioning • News pool • Actualities • Raw sound • voice over • Sound byte 	<u>10</u>
<u>2</u>	<u>UNIT-II</u>	Voice Modulation	<ul style="list-style-type: none"> • Pace • Pitch and depth of voice • Pause • Power • Volume 	<u>10</u>
<u>3</u>	<u>UNIT-III</u>	Working of a Production Control Room & Studio	<ul style="list-style-type: none"> • Types and functions • Acoustics • Input and output chain • Studio console: recording and mixing. 	<u>8</u>
<u>4</u>	<u>UNIT-IV</u>	Broadcast Formats	<ul style="list-style-type: none"> • Public service advertisements • Jingles • Radio magazine • Interview • Talk Show • Discussion • Feature 	<u>10</u>

			<ul style="list-style-type: none"> Documentary; Broadcast Production Techniques 	
<u>5</u>	<u>UNIT-V</u>	Stages of Radio Production	<ul style="list-style-type: none"> Pre-Production (Idea, research, Radio script) Production–Creative use of Sound Listening, Recording, using archived sounds, (execution, requisites, challenges) 	<u>10</u>

Suggested Readings:

- Stuart W. Hyde TV & Radio Announcing, Kanishka Publishers
- Andrew Boyd Techniques of Radio and Television News, Janet Trewin Presenting on TV and Radio, Focal Press, New Delhi
- Stuart W. Hyde TV & Radio Announcing, Kanishka Publishers, Janet Trewin Presenting on TV and Radio, Focal Press, India
- Ralph Donald, Thomas Spann Fundamentals of TV Production, Surjeet Publications, New Delhi

SURESH GYAN VIHAR UNIVERSITY, JAIPUR BACHELOR OF JOURNALISM & MASS COMMUNICATION (3 Year Program)

YEAR-3rd

SEMESTER-5th

Programme Objectives

- xi. To create a conceptual understanding about journalism in the perspective of society and other fields of mass communication
- xii. To make the students aware of ethical aspects of journalism, its function to support democratic set-up and development
- xiii. To give knowledge of tools, forms, content of journalistic and non-journalistic matter of mass media
- xiv. To bring a perception about practice of journalism in broadcast media
- xv. To make students understand the upcoming co-relation between journalism and new tools of communication

Learning Outcome

After the completion of this semester students will be able:

- iii. This course will develop an understanding on developmental issues and make students realise the importance of it in everyday life.

- iv. Students will be better equipped to contribute to the development of the country as future communicators..

COURSE CONTENTS

Internet and mobile technology

CREDITS- 4

<u>SNO</u>	<u>UNIT</u>	<u>TOPIC</u>	<u>DETAILS</u>	<u>CONTACT HRS</u>
<u>1</u>	<u>UNIT-I</u>	Development in information technology	<ul style="list-style-type: none"> • Internet and changing technology • Growth of mobile phone industry • 2G, 3G and 4G • Design, web page and web designing • Internet and marketing 	<u>10</u>
<u>2</u>	<u>UNIT-II</u>	Search engines	<ul style="list-style-type: none"> • SEO • Online Generators For Web Designing • Social media • Various social media platforms 	<u>10</u>
<u>3</u>	<u>UNIT-III</u>	Web Typography and its uses	<ul style="list-style-type: none"> • Choosing The Right Prototyping Tool • Ideas To Become Better Web Designer • UI Design • Useful Responsive Themes • Blogging, various platforms 	<u>8</u>
<u>4</u>	<u>UNIT-IV</u>	Remarkable online Brochure Designs	<ul style="list-style-type: none"> • Impressive and Creative Packaging Designs • Designing a Website with Wix or other online web site designer • Plugins for creating effects • File conversions • Search Boxes • Contact Forms • Logo designing 	<u>10</u>
<u>5</u>	<u>UNIT-V</u>	Vector format	<ul style="list-style-type: none"> • blog networking • Contact the media • Twitter and facebook for 	<u>10</u>

			marketing <ul style="list-style-type: none"> • Commonly Used Colors in Web Design • Web browsers (chrome, IE, Firefox, Safari) 	
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Suggested Readings:

- i. Michael Ruffner and Michael Burgoon (1981). Interpersonal Communication; New York: Holt, Rinehart and Winston; pp. 21-34, pp. 59-72.
- ii. John Fiske (1982). Introduction to Communication Studies, Routledge 1982, pp. 1-38.
- iii. Dennis McQuail (2000). Mass Communication Theory (Fourth Edition); London: Sage: pp. 1-11; 41-54; 121-133
- iv. Baran and Davis (2006). Mass Communication Theory (Indian Edition); South West: Coengage Learning; pp. 42-64; 71-84; 148-153; 298-236
- v. Kevin Williams (2003). Understanding Media Theory; pp. 168-188
- vi. Robin Jeffrey (2013). Cell Phone Nation: How Mobile Phones have Revolutionized Business, Politics and Ordinary Life in India. New Delhi: Hachette.

SOCIAL MEDIA & ONLINE JOURNALISM

Programme Objectives

- i. Learned how to be successful in using social media for marketing, public relations and monetizing products and services in the digital age, and learned the tools of evaluating their product and their strategies through digital analytics and research methodology
- ii. Learned how to use currently available platforms and tools (such as social networks, mobile apps, microblogging platforms, and sharing technologies) and use these strategically to enhance the efforts of their products or clients
- iii. Gained knowledge about the use of social media and other digital strategies to engage audiences in digital products, businesses, sites and apps

Learning Outcome

After going through this unit, you will be able to:

- i. Students will demonstrate knowledge of the principles of journalistic industry standards in publication layout and design.
- ii. Students will demonstrate knowledge of the components of producing a multimedia journalism package—text, photography, video, audio, social media.

- iii. Students will demonstrate an understanding of the components of a various journalistic stories and styles.
- iv. Students will demonstrate understanding of the impact of the press on society.
- v. Students will display knowledge of AP style and journalistic reporting and writing to industry standards.

COURSE CONTENTS

Social Media & Online Journalism

CREDITS- 4

<u>SNO</u>	<u>UNIT</u>	<u>TOPIC</u>	<u>DETAILS</u>	<u>CONTACT HRS</u>
<u>1</u>	<u>UNIT-I</u>	Mass communication	<ul style="list-style-type: none"> • Evolution of mass communication • pattern of evolution • basic tools of communication? • social communication tools • grapevine communication 	<u>8</u>
<u>2</u>	<u>UNIT-II</u>	Tools of communication in an organization	<ul style="list-style-type: none"> • informal and formal communication • news and nation development • functioning of news paper. • social media 	<u>10</u>
<u>3</u>	<u>UNIT-III</u>	characteristics of news	<ul style="list-style-type: none"> • functioning of news website. • social networking websites • working pattern of social networking websites. • promotion strategies used in mass communication. 	<u>10</u>
<u>4</u>	<u>UNIT-IV</u>	impact of internet on mass communication	<ul style="list-style-type: none"> • role of social media in the field of news • various elements of mass communication • positive and negative impact of internet on mass communication. 	<u>10</u>
<u>5</u>	<u>UNIT-V</u>	Communication, Mass communication	<ul style="list-style-type: none"> • Online journalism • Trending features in social media • news mobile app 	<u>10</u>

			<ul style="list-style-type: none"> • uses of social media in marketing. • social media and social change 	
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Suggested Readings:

- i. Adornato, A. C. (2016). Forces at the gate: Social media's influence on editorial and production decisions in local television newsrooms. *Electronic News*, 10(2), 87-104, DOI: 10.1177/1931243116647768. Alejandro, J. (2010). Journalism in the age of social media. Reuters Institute Fellowship Paper, University of Oxford, 2009-2010.
- ii. Belair-Gagnon, V., Mishra, S., & Agur, C. (2014). Reconstructing the Indian public sphere: Newswork and social media in the Delhi gang rape case. *Journalism*, 15(8), 1059-1075. Bloom, T., Cleary, J., & North, M. (2016). Traversing the "Twittersphere" Social media policies in international news operations. *Journalism Practice*, 10(3), 343-357, DOI: 10.1080/17512786.2015.1017408.
- iii. Bossio, D., & Bebawi, S. (2016). Mapping the emergence of social media in everyday journalistic practices. *Media International Australia*, 161(1), 147-158. DOI: 10.1177/1329878X16665494. Bunz, M. (2009). How social networking is changing journalism, the Guardian, published September 18,

EVENT PLANNING & MANAGEMENT

Programme Objectives

The course will enable the students to:

- i. Be aware of event management as a profession.
- ii. Gain basic knowledge about establishing and managing an event.
- iii. Understand and develop soft skills that would help in event management

Learning Outcome

After going through this unit, you will be able to:

- i. Students will become familiar with the key concepts of managing an event
- ii. Learn and understand various aspects of events and types of events
- iii. Participation in national and international level seminars/workshops
- iv. Understand the skills and challenges faced in managing an event

COURSE CONTENTS

Event Planning & Management**CREDITS- 4**

<u>SNO</u>	<u>UNIT</u>	<u>TOPIC</u>	<u>DETAILS</u>	<u>CONTACT HRS</u>
<u>1</u>	<u>UNIT-I</u>	Planning of an event	<ul style="list-style-type: none">• Steps involved in an event• Importance of team work for a successful event• Importance of scheduling• Importance of budgeting	<u>8</u>
<u>2</u>	<u>UNIT-II</u>	Resources for event	<ul style="list-style-type: none">• Tools of promotion for an event• Event manager• Event management companies• Event hospitality	<u>10</u>
<u>3</u>	<u>UNIT-III</u>	Law and permission issues for an event	<ul style="list-style-type: none">• Sales promotion for an event• Planning for events (Literature festival, Film festival, Shopping carnival)• Celebrity management• Sponsorship• Crisis analysis	<u>10</u>
<u>4</u>	<u>UNIT-IV</u>	Event management ethics	<ul style="list-style-type: none">• Press release• Event risk management• Career fair, Auto expo, Sports event in a college	<u>10</u>
<u>5</u>	<u>UNIT-V</u>	Success analysis	<ul style="list-style-type: none">• Trade fair• Post event tasks• Importance of venue in event• Event conceptualization• Security planning for an event	<u>10</u>

Suggested Readings:

- i. Sharma Sangita personality Development and soft skills, Bio Green publications 2017
- ii. Sharma, Sandeep Event Planning and Management, Aadi Publications New Delhi, 2011
- iii. Kale N.G and Ahmed M.A, Marketing Management VipulPrakashan New Delhi, June 2009

SURESH GYAN VIHAR UNIVERSITY, JAIPUR
BACHELOR OF JOURNALISM & MASS COMMUNICATION
(3 Year Program)

YEAR-3rd

SEMESTER-6th

VIDEO DOCUMENTARY

Programme Objectives

- xvi. To create a conceptual understanding about journalism in the perspective of society and other fields of mass communication
- xvii. To make the students aware of ethical aspects of journalism, its function to support democratic set-up and development
- xviii. To give knowledge of tools, forms, content of journalistic and non-journalistic matter of mass media
- xix. To bring a perception about practice of journalism in broadcast media
- xx. To make students understand the upcoming co-relation between journalism and new tools of communication

Learning Outcome

After the completion of this semester students will be able:

- i. Students will demonstrate that the critical study of cinema inform their filmmaking and that the study and practice of film production enhance their work as film scholars and analysts.
- ii. Students will demonstrate that they understand the pre-production, production, and postproduction filmmaking process
- iii. Students will demonstrate the relationship between film form and aesthetic effect through both film analysis and the creation of motion pictures.

- iv. Students will be able to conduct film research and compose cogent, persuasive, and valid essays about film.
- v. Students will demonstrate a broad knowledge of film history, national cinemas and modes of production.

COURSE CONTENTS

Video Documentary

CREDITS- 4

<u>SNO</u>	<u>UNIT</u>	<u>TOPIC</u>	<u>DETAILS</u>	<u>CONTACT HRS</u>
<u>1</u>	<u>UNIT-I</u>	ethics of documentary films	<ul style="list-style-type: none"> • video documentary v/s radio documentary. • steps involved in making a documentary film. • Equipments • Budgeting 	
<u>2</u>	<u>UNIT-II</u>	Shoot plan for documentary film	<ul style="list-style-type: none"> • shoot plan for various documentary films (as Women empowerment, Green India, Road safety) 	
<u>3</u>	<u>UNIT-III</u>	Cameraperson	<ul style="list-style-type: none"> • Sound recordist • Director • Non linear editing • Editing softwares • selection of background music 	
<u>4</u>	<u>UNIT-IV</u>	Role of graphics	<ul style="list-style-type: none"> • Rough cut • Documentary films in India • Title and message • Content 	
<u>5</u>	<u>UNIT-V</u>	Technical aspect	<ul style="list-style-type: none"> • Documentary film making with new technology • mobile phone to make a documentary • Documentaries market in India • Documentary on historical event • Cultural documentary 	

Suggested Readings:

- Hampe, B. (2007). Making documentary films and videos: A practical guide to planning, filming, and editing documentaries. Macmillan.
- Fehn, C. (2004, May). Depth-image-based rendering (DIBR), compression, and transmission for a new approach on 3D-TV. In Stereoscopic Displays and Virtual Reality Systems XI (Vol. 5291, pp. 93- 105). International Society for Optics and Photonics.
- Braverman, B. (2015). Video Shooter: Storytelling with DV, HD, and HDV Cameras. CRC Press.
- Andersson, B. (2015). The DSLR filmmaker's handbook: real-world production techniques. John Wiley & Sons.
- Videomaker, Inc. (2008). The Videomaker Guide to Video Production. Taylor & Francis.
- Honthaner, E. L. (2013). The complete film production handbook. Focal Press.
- Millerson, G. (2013). Video production handbook. CRC Press

CREATIVE AND NON-FICTION WRITING

Programme Objectives

- vi. To create a conceptual understanding about journalism in the perspective of society and other fields of mass communication
- vii. To make the students aware of ethical aspects of journalism, its function to support democratic set-up and development
- viii. To give knowledge of tools, forms, content of journalistic and non-journalistic matter of mass media
- ix. To bring a perception about practice of journalism in broadcast media
- x. To make students understand the upcoming co-relation between journalism and new tools of communication

Learning Outcome

After going through this unit, you will be able to:

- v. To understand the meaning and definition of the term human resource management
Understand different features of human resource management
- vi. Explain different terms of human resource management
- vii. Understand scope and objectives of HRM
- viii. Understand HRM practices in India

COURSE CONTENTS

Creative and Non-Fiction Writing

CREDITS- 4

<u>SNO</u>	<u>UNIT</u>	<u>TOPIC</u>	<u>DETAILS</u>	<u>CONTACT HRS</u>
<u>1</u>	<u>UNIT-I</u>	What is creative writing	<ul style="list-style-type: none"> • Biographies • Fiction: novels, novellas, short stories, etc. • Speeches • Poetry and spoken word • Playwriting/scriptwriting • Personal essays • Speeches 	
<u>2</u>	<u>UNIT-II</u>	The Art & craft writing	<ul style="list-style-type: none"> • Establish a writing habit. • Develop a toolkit of writing exercises. • Explore various writing forms and styles. • Practice writing and revising. 	
<u>3</u>	<u>UNIT-III</u>	Modes of creative writing	<ul style="list-style-type: none"> • Poetry • Plays • Movie and television scripts. • Fiction (novels, novellas, and short stories) • Songs • Speeches • Memoirs • Personal essays 	
<u>4</u>	<u>UNIT-IV</u>	Writing of the media	<ul style="list-style-type: none"> • The Basics • Story focus in the treatment of subjects • Accuracy • Accurate name 	
<u>5</u>	<u>UNIT-V</u>	Preparing for publication	<ul style="list-style-type: none"> • Decide which information will be presented • Avoid common pitfalls when writing your manuscript • Determine authorship • Determine which journal the manuscript will be submitted to • Prepare and review your figures, tables, and illustrations carefully 	

			<ul style="list-style-type: none"> • Check all your references 	
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Suggested Readings:

- Windows 8.1 in Easy Steps by Vandome Nick, In Easy Steps Limited, ISBN13 : 9781840786149, ISBN10 : 1840786140
- Windows 8.1 Step by Step by Ciprian Adrian Rusen and Joli Ballew, PHI Limited,
- MOS Study Guide 2010 (Word, Excel, Power point and Outlook) Exam PHI
- INTRODUCTION TO INTERNET & HTML SCRIPTING by Ivan Boris, BPB Publications
- Microsoft Office 2013, Microsoft Official Academic Course, Microsoft Press,
- Microsoft Office 2013 Bible By Lisa A Bucki, John Walkenbach, Faithe Wempen, Michael Alexander, Dick Kusleika, Wiley India