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**School of Humanities and Social Sciences**

**Bachelor of Arts Honors in Psychology**

**Course Overview:**

In concurrence with the various programmes offered by SGVU, it is purposed to offers a programme on BA(Hons.) in Psychology. **B.A. (Hons.) Psychology** or **Bachelor of Arts Honors in Psychology**is an undergraduate Psychology course. The three year full time programme covers a range of papers from Psychology. The Program may be conducted by SGVU with a host of local and foreign resource personnel.

Psychology is principally concerned with the study of human behaviour. Psychological research is motivated by the desire to understand both the generalities of behaviour – how we learn, remember, coordinate our actions and interact with others – and the reasons for differences between individuals such as personality or intelligence.

The duration of the course is three years and it is career originating in nature.

**B.A. (Hons.) Psychology Eligibility**

* The basic eligibility criterion for pursuing B.A. (Hons.) (Psychology) degree is qualifying 10+2 or equivalent examination in any stream from a recognized board of the country.

**Objectives:**

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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 programme will give students the fundamental skills they’ll need to not only manage a business but know how to successfully navigate the behavioral aspect they’ll need to do it.

**Highlights:**

* The **B.A. (Hons.)** programme in Psychology 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 behavioral skills into the present day business environment.
* The BA represents the first step to becoming a professional psychologist
* Across the programme, all key areas of Psychology are studied including laboratory and project work
* Upon completion, graduates are eligible to apply for postgraduate training programmes and ultimately gain employment in their area of expertise
* Most common areas of practice include: Clinical Psychology, Counselling Psychology, Educational Psychology, Forensic Psychology, Health & Organisational Psychology.

**How is B.A. (Hons.) Psychology Course Beneficial?**

* The greatest scope after doing B.A (Honors) in Psychology 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 Psychology prepares the graduate for a wide variety of careers dealing with the Industry, from accountant to investment banker, money manager to psychological consultant/ Councilor.
* B.A. (Hons.) (Psychology) degree holders are eligible for pursuing their Post graduate degrees in the subject of Psychology and thus become further eligible for the job of a lecturer / teacher to teach the subject at various levels.
* Psychology 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 industry, etc.

**B.A. (Hons.) Psychology Employment Areas**

* Psychology graduates can continue their studies to become professional psychologists and pursue careers in such areas as clinical, educational, occupational psychology, or in research. Among the range of other possible careers are teaching, human resource management, careers guidance, social work, market research, recruitment consultancy, counselling, management and professional positions throughout the private and public sectors.Various corporate sectors in their marketing and accounts sections
* To prepare students for the challenges of the global employment market and to strengthen and develop their broader personal and professional skills Coventry University has developed a unique Global Leaders Programme.

**Advance Courses in Psychology**

* [M.A. (Psychology)](http://targetstudy.com/courses/ma-economics.html)
* [Post Graduate Diploma in Psychology](http://targetstudy.com/courses/post-graduate-diploma-in-economics.html)
* [M.Phil. (Psychology)](http://targetstudy.com/courses/mphil-economics.html)
* [Ph.D. (Psychology)](http://targetstudy.com/courses/phd-economics.html)

**SURESH GYAN VIHAR UNIVERSITY**

**Teaching and Examination Scheme for BA Hons. Psychology (Regular)**

**(3 Year Program) Edition 2015**

**YEAR: 1 SEMESTER: 1**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **S. No.** | **Course Code** | **Course Name** | **Nature of Course** | **Credits**  **LTPC** | **Exam Hrs.** | **Weight age (in %)** |  |
|  |  | **CE** | **ESE** |
|  |  | **A. Theory** |  |  |  |  |  |
| 1. | PSY-101 | Foundations of Psychology | PC | 3024 | 3 | 40 | 60 |
| 2. | PSY-103 | Social Psychology | PC | 3024 | 3 | 40 | 60 |
| 3. | PSY-105 | Emergence and Growth of Psychology | PC | 3024 | 3 | 40 | 60 |
| 4. | PSY-107 | Seminar/ workshop/ viva-voice-I | PC | 0084 | 3 | 40 | 60 |
| 5. |  | Paper 1 (Subsidiary Subject) | UE | 3024 | 3 | 40 | 60 |
| 6. | EN 103 | English Language - I | UC | 2002 | 3 | 40 | 60 |
|  | EM 101 | Employability skills | **UC** | **1001** |  | 100 |  |
|  | PC 101 | Proficiency in co curricular Activities | **UC** | **0002** |  | 100 |  |
|  |  | **Total** |  |  |  |  |  |
|  |  | **Total Teaching Load** |  |  |  |  |  |

**YEAR: 1 SEMESTER: 2**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **S. No.** | **Course Code** | **Course Name** | **Nature of Course** | **Credits**  **LTPC** | **Exam Hrs.** | **Weight age (in %)** |  |
|  |  | **CE** | **ESE** |
|  |  | **A. Theory** |  |  |  |  |  |
| 1. | PSY-102 | Industrial /Organizational Psychology | PC | 3024 | 3 | 40 | 60 |
| 2. | PSY-104 | Physiological Psychology | PC | 3024 | 3 | 40 | 60 |
| 3. | PSY-106 | Child and Adolescent Development | PC | 3024 | 3 | 40 | 60 |
| 4. | PSY-108 | Seminar/ workshop/ viva-voice –II | PC | 0084 | 3 | 40 | 60 |
| 5. |  | Paper 2 (Subsidiary Subject) | UE | 3024 | 3 | 40 | 60 |
| 6. | ES 102 | Environmental Studies | UC | 2002 | 3 | 40 | 60 |
|  | EM 102 | Employability Skills | **UC** | **1001** |  | 100 |  |
|  | PC 102 | Proficiency in co curricular Activities | **UC** | **0002** |  | 100 |  |
|  |  | **Total** |  |  |  |  |  |
|  |  | **Total Teaching Load** |  |  |  |  |  |

**SURESH GYAN VIHAR UNIVERSITY**

**Teaching and Examination Scheme for BA Hons. Psychology (Regular)**

**(3 Year Program) Edition 2015**

**YEAR: 2 SEMESTER: 3**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **S. No.** | **Course Code** | **Course Name** | **Nature of Course** | **Credits**  **LTPC** | **Exam Hrs.** | **Weight age (in %)** |  |
|  |  | **CE** | **ESE** |
|  |  | **A. Theory** |  |  |  |  |  |
| 1. | PSY-201 | Biological Bases of Behaviour | PC | 3024 | 3 | 40 | 60 |
| 2. | PSY-203 | Statistical Method for Psychological Research | PC | 3024 | 3 | 40 | 60 |
| 3. | PSY-205 | Life style and Health | PC | 3024 | 3 | 40 | 60 |
| 4. | PSY-207 | Seminar/ workshop/ viva-voice-III | PC | 0084 | 3 | 40 | 60 |
| 6. |  | Paper 3 (Subsidiary Subject) | UE | 3024 | 3 | 40 | 60 |
| 5. | CP 105 | Elementary Computers | UC | 2023 | 3 | 40 | 60 |
|  | EM 201 | Employability Skills | **UC** | **1001** |  | 100 |  |
|  | PC 201 | Proficiency in co curricular Activities | **UC** | **0002** |  | 100 |  |
|  |  | **Total** |  |  |  |  |  |
|  |  | **Total Teaching Load** |  |  |  |  |  |

**YEAR: 2 SEMESTER: 4**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **S. No.** | **Course Code** | **Course Name** | **Nature of course** | **Credits**  **LTPC** | **Exam Hrs.** | **Weight age (in %)** |  |
|  |  | **CE** | **ESE** |
|  |  | **A. Theory** |  |  |  |  |  |
| 1. | PSY-202 | Developmental Psychology | PC | 3024 | 3 | 40 | 60 |
| 2. | PSY-204 | Psychology of Health and Well Being | PC | 3024 | 3 | 40 | 60 |
| 3. | PSY-206 | Clinical Psychology | PC | 3024 | 3 | 40 | 60 |
| 4. | PSY-208 | Seminar on contemporary issues | PC | 0083 |  | 40 | 60 |
| 6. |  | Paper 4 (Subsidiary Subject) | UE | 3024 | 3 | 40 | 60 |
| 5. | EM 202 | Employability skills | UC | 1001 | 3 | 40 | 60 |
|  | PC 202 | Proficiency in co curricular Activities | **UC** | **0002** |  | 100 |  |
|  |  | **Total** |  |  |  |  |  |

**After the IV sem the students will go on a 45 days of summer training.**

**SURESH GYAN VIHAR UNIVERSITY**

**Teaching and Examination Scheme for BA Hons. Psychology (Regular)**

**(3 Year Program) Edition 2015**

**YEAR: 3 SEMESTER: 5**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **S. No.** | **Course Code** | **Course Name** | **Nature of Course** | **Credits** | **Exam Hrs.** | **Weight age (in %)** |  |
|  |  | **CE** | **ESE** |
|  |  | **A. Theory** |  |  |  |  |  |
| 1. | PSY-301 | Abnormal Psychology | PC | 3024 | 3 | 40 | 60 |
| 2. | PSY-309 | Counseling Psychology | PC | 3024 | 3 | 40 | 60 |
| 3. | PSY-303 | Seminar/ workshop/ viva-voice-IV | PC | 0084 | 3 |  | 100 |
| 4. | PSY 311 | Summer internship report presentation | PC | 0084 | 3 | 60 | 40 |
| 5. |  | Paper 5 (Subsidiary Subject) | UE | 3024 | 3 | 40 | 60 |
| 6. |  | Paper 6 (Subsidiary Subject) | UE | 3024 | 3 | 40 | 60 |
|  | EM 301 | Employability Skills | **UC** | **1001** |  | 100 |  |
|  | PC 301 | Proficiency in co curricular Activities | **UC** | **0002** |  | 100 |  |
|  |  | **Total Teaching Load** |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

**YEAR: 3 SEMESTER: 6**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **S. No.** | **Course Code** | **Course Name** | **Nature of Course** | **Credits**  **LTPC** | **Exam Hrs.** | **Weight age (in %)** |  |
|  |  | **CE** | **ESE** |
|  |  | **A. Theory** |  |  |  |  |  |
| 1. | PSY-302 | Counselling Psychology | PC | 3024 | 3 | 40 | 60 |
| 2. | PSY-304 | Psychology of Social Issues | PC | 3024 | 3 | 40 | 60 |
| 3. | PSY-306 | Comprehensive viva-voice-V | PC | 0084 | 3 | 60 | 40 |
| 4. | PSY-308 | Research report Presentation | PC | 0084 | 3 | 60 | 40 |
| 5. |  | Paper 7 (Subsidiary Subject) | UE | 3024 | 3 | 40 | 60 |
| 6. |  | Paper 8 (Subsidiary Subject) | UE | 3024 | 3 | 40 | 60 |
|  | EM 302 | **Employability Skills** | **UC** | **1001** |  | 100 |  |
|  |  | **Total Teaching Load** |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

**L = Lecture T = Tutorial CE = Continuous Evaluation**

**S = Seminar P = Practical ESE = End Semester Examination**

**Papers of Pubic Administration to studies in various semesters as Subsidiary Subject**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Sem 1 | PAD-101 | Elements of Public Administration | 4 | 3 | 1 | - | 3 | 40 | 60 |
| Sem2. | PAD-104 | Indian Administration | 4 | 3 | 1 | - | 3 | 40 | 60 |
| Sem3. | PAD-207 | State and District Administration | 4 | 3 | 1 | - | 3 | 40 | 60 |
| Sem4 | PAD-206 | International Issues in Public Administration | 4 | 3 | 1 | - | 3 | 40 | 60 |
| Sem5 | PAD-309 | Citizen and Administration | 4 | 3 | 1 | - | 3 | 40 | 60 |
| Sem5 | PAD-303 | Public Relations | 4 | 3 | 1 | - | 3 | 40 | 60 |
| Sem6 | PAD-302 | Global Politics | 4 | 3 | 1 | - | 3 | 40 | 60 |
| Sem6 | PAD-304 | Political Institution and Processes in Corporate processes. | 4 | 3 | 1 | - | 3 | 40 | 60 |

**List of Subsidiary Subject Economics**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S. No.** | **Course Code** | **Course Name** | **Credits** | **Contact Hrs/Wk.** | | | | | | **Exam Hrs.** | | **Weight age (in %)** | | |
| **L** | | **T/S** | | **P** | | **CE** | | **ESE** |
|  |  | **A. Theory** |  |  | |  | |  | |  | |  | |  |
| Sem1. | ECO-101 | Introduction to Micro Economics | 4 | 3 | 1 | | - | | 3 | | 40 | | 60 | |
| Sem2. | ECO-104 | Money banking and Financial Systems | 4 | 3 | 1 | | - | | 3 | | 40 | | 60 | |
| Sem3. | ECO-205 | International Economics | 4 | 3 | 1 | | - | | 3 | | 40 | | 60 | |
| Sem4 | ECO-206 | Development and Growth Economics | 4 | 3 | 1 | | - | | 3 | | 40 | | 60 | |
| Sem5 | ECO-311 | Labour Economics | 4 | 3 | 1 | | - | | 3 | | 40 | | 60 | |
| Sem5 | ECO-309 | Relative Economics and sustainable development | 4 | 3 | 1 | | - | | 3 | | 40 | | 60 | |
| Sem6 | ECO-302 | Indian Economic Laws & Infrastructure | 4 | 3 | 1 | | - | | 3 | | 40 | | 60 | |
| Sem6 | ECO-312 | Agriculture and rural Economics | 4 | 3 | 1 | | - | | 3 | | 40 | | 60 | |

**List of papers of Subsidiary subject Geography**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S. No.** | **Course Code** | | **Course Name** | **Credits** | **Contact Hrs/Wk.** | | | | | | **Exam Hrs.** | | **Weight age (in %)** | | | |
| **L** | | **T/S** | | **P** | | **CE** | | **ESE** | |
|  |  | | **A. Theory** |  |  | |  | |  | |  | |  | |  | |
| Sem1 | GEO-101 | Geomorphology | | 4 | 3 | - | | 2 | | 3 | | 40 | | 60 | |
| Sem2 | GEO-102 | Analytical physical geography | | 4 | 3 | - | | 2 | | 3 | | 40 | | 60 | |
| Sem3 | GEO-203 | Environmental geography | | 4 | 3 | - | | 2 | | 3 | | 40 | | 60 | |
| Sem4 | GEO-208 | Geography of India | | 4 | 3 | - | | 2 | | 3 | | 40 | | 60 | |
| Sem5 | GEO-303 | Agricultural geography | | 4 | 3 | - | | 2 | | 3 | | 40 | | 60 | |
| Sem5 | GEO-305 | Biogeography | | 4 | 3 | - | | 2 | | 3 | | 40 | | 60 | |
| Sem6 | GEO-306 | Political Geography | | 4 | 3 | - | | 2 | | 3 | | 40 | | 60 | |
| Sem7 | GEO-308 | Geography of tourism | | 4 | 3 | - | | 2 | | 3 | | 40 | | 60 | |

**SURESH GYAN VIHAR UNIVERSITY**

**List of Courses for BA Hons. Psychology (Regular)**

**(3 Year Program) Edition 2015**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** | **Course Name** | **Credits** | | | **Contact Hrs/Wk.** | | | | | | **Exam Hrs.** | **Weight age (in %)** | | | |
| **L** | **T/S** | | | **P** | | **CE** | | **ESE** | |
|  | **A. Theory** |  | | |  |  | | |  | |  |  | |  | |
| PSY-101 | Foundations of Psychology | 4 | | | 3 | - | | | 2 | | 3 | 40 | | 60 | |
| PSY-103 | Social Psychology | 4 | | | 3 | - | | | 2 | | 3 | 40 | | 60 | |
| PSY-105 | Emergence and Growth of Psychology | 4 | | | 3 | - | | | 2 | | 3 | 40 | | 60 | |
| PSY-107 | Seminar/ workshop/ viva-voice-I | 4 | | |  | - | | | 4 | | 3 | 40 | | 60 | |
|  | Paper 1 (Subsidiary Subject) | 4 | | | 3 | - | | | 2 | | 3 | 40 | | 60 | |
|  | Language English | 3 | | | 3 | - | | |  | | 3 | 40 | | 60 | |
| PSY-102 | Industrial /Organizational Psychology | 4 | | 3 | | | - | 2 | | 3 | | 40 | | 60 | |
| PSY-104 | Physiological Psychology | 4 | | 3 | | | - | 2 | | 3 | | 40 | | 60 | |
| PSY-106 | Child and Adolescent Development | 4 | | 3 | | | - | 2 | | 3 | | 40 | | 60 | |
| PSY-108 | Seminar/ workshop/ viva-voice –II | 4 | |  | | | - | 4 | | 3 | | 40 | | 60 | |
|  | Paper 2 (Subsidiary Subject) | 4 | | 3 | | | - | 2 | | 3 | | 40 | | 60 | |
|  | Environmental Studies | 2 | | 2 | | | - |  | | 3 | | 40 | | 60 | |
| PSY-201 | Biological Bases of Behaviour | 4 | 3 | | | | - | 2 | | 3 | | | 40 | | 60 | |
| PSY-203 | Statistical Method for Psychological Research | 4 | 3 | | | | - | 2 | | 3 | | | 40 | | 60 | |
| PSY-205 | Life style and Health | 4 | 3 | | | | - | 2 | | 3 | | | 40 | | 60 | |
| PSY-207 | Seminar/ workshop/ viva-voice-III | 4 |  | | | | - | 4 | | 3 | | | 40 | | 60 | |
|  | Computer fundamentals | 3 | 3 | | | | - | 2 | | 3 | | | 40 | | 60 | |
|  | Paper 3 (Subsidiary Subject) | 4 | 3 | | | | - | 2 | | 3 | | | 40 | | 60 | |

**After the IIIrd semester the student will go on Summer Internship of 45 Days.**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| PSY-202 | Developmental Psychology | 4 | 3 | - | 2 | 3 | 40 | | 60 | |
| PSY-204 | Psychology of Health and Well Being | 4 | 3 | - | 2 | 3 | 40 | | 60 | |
| PSY-206 | Clinical Psychology | 4 | 3 | - | 2 | 3 | 40 | | 60 | |
| PSY-208 | Summer internship report presentation | 3 |  | - | 4 | 3 | 40 | | 60 | |
|  | Soft Skills | 3 | 3 | - | 2 | 3 | 40 | | 60 | |
|  | Paper 4 (Subsidiary Subject) | 4 | 3 | - | 2 | 3 | 40 | | 60 | |
| PSY-301 | Abnormal Psychology | 4 | 3 | - | 2 | 3 | 40 | | 60 | | |
| PSY-309 | Counseling Psychology | 4 | 3 | - | 2 | 3 | 40 | | 60 | | |
| PSY-303 | Seminar/ workshop/ viva-voice-IV | 4 |  | - | 8 | 3 | 40 | | 60 | | |
|  | Seminar on contemporary issues | 4 |  | - | 8 | 3 | 40 | | 60 | | |
|  | Paper 5 (Subsidiary Subject) | 4 | 3 | - | 2 | 3 | 40 | | 60 | | |
|  | Paper 6 (Subsidiary Subject) | 4 | 3 | - | 2 | 3 | 40 | | 60 | | |
| PSY-302 | Counselling Psychology | 4 | 3 | - | 2 | 3 | 40 | 60 | |
| PSY-304 | Psychology of Social Issues | 4 | 3 | - | 2 | 3 | 40 | 60 | |
| PSY-306 | Comprehensive viva-voice-V | 4 |  | - | 8 | 3 | 40 | 60 | |
| PSY-308 | Research report Presentation | 4 |  | - | 8 | 3 | 40 | 60 | |
|  | Paper 7 (Subsidiary Subject) | 4 | 3 | - | 2 | 3 | 40 | 60 | |
|  | Paper 8 (Subsidiary Subject) | 4 | 3 | - | 2 | 3 | 40 | 60 | |
|  | **Total Teaching Load** | **24** | **12** |  | 24 |  |  |  | |
|  |  |  | **24** |  |  |  |  |  | |

**L = Lecture T = Tutorial CE = Continuous Evaluation**

**S = Seminar P = Practical ESE = End Semester Examination**

**Foundation of Psychology C (L, T, P) = 3 (2, 0, 2)**

|  |  |  |
| --- | --- | --- |
| **Unit** | **Course Contents** | **Total Contact Hours - 38** |
| **I** | **Unit I: Nature and Methods of Educational Psychology ( 5 Hrs.)**  1. Meaning, nature and scope of educational psychology  2. Methods of educational psychology – Introspection, Observation, Experimental and Case study.  3. Utility of educational psychology to the teacher | 6 |
| **II** | **Development of the Learner (8 Hrs.)**  1. Concept of Growth, Development & Maturation.  2. Readiness to learn  3. Factors affecting readiness  4. Principles of development  5. Stages of development – Infancy, Childhood, Adolescence with reference to Physical, Cognitive (Piaget), Affective, Social, Emotional and Moral (Kohlberg) development. | 6 |
| **III** | **Unit III: Individual differences and areas of individual differences ( 10 Hrs.)**  1. Concept of individual differences  2. Inter and intra individual differences  3. Factors responsible for individual differences  4. Areas of individual difference in  a. Intelligence – concept – definition – types of intelligence – (Thorndike and Gardner) – intelligence tests – individual / group intelligence tests – verbal, non-verbal and performance tests of intelligence and its administration and using intelligence tests in schools.  b. Aptitude – concept – definition – Aptitude tests – Differential Aptitude Tests (DAT) and its administration – using aptitude test in schools.  c. Creativity – Concept – definition – Creativity process - fostering creativity in school – creativity tests.  d. Memory and Forgetting - Memory – Concept, causes of forgetting, effective methods of remembering. | 8 |
| **IV** | **Unit VI: Classroom Management and Motivation (4 Hrs.)**  1. Motivation, concept, definition  2. Types of motivation – Intrinsic and extrinsic  3. Objections to the use of punishment  4. Classroom management and motivation | 10 |
| **V** | **Unit IX: Factors influencing Development of Personality (6 Hrs.)**  1. Concept and nature of personality  2. Factors influencing development of personality – heredity and environmental factors.  3. Personal adjustment – adjustment and maladjustment, causes of maladjustment – adjustment in schools.  4. Assessment of Personality  a. Projective techniques  b.Non-Projective techniques | 8 |

 Aggarwal, J.C. (1995): Essential Educational Psychology, Vikas Publishing House Pvt. Ltd., New Delhi.

2. Bhatia, H.R. (1977): Textbook of Educational Psychology, The Macmillan Company of India Ltd., New Delhi.

3. Chauhan, S.S. (1988): Advanced Educational Psychology, Vikas publication, New Delhi.

4. Dececco, J.P. (1977): The Psychology of Learning and Instruction, Prentice Hall of India Pvt. Ltd., New Delhi.

5. Henry E. Garrett & R.S. Wood worth, (1966): Statistics in Psychology and Education, Vikas, Feffer and Simons Ltd., Bombay.

6. Kale, S.V. (1983): Child Psychology and Child Guidance, Himalaya Publishing House, Giragoan, Bombay.

7. Kakkar S.B., (1989): Educational Psychology & Guidance, The Indian Publication, Hill Road, Ambala Cantt.

8. Mangal, S.K (2000).: Advanced Educational Psychology, Prentice- Hall of India Pvt. Ltd, New Delhi

9. Norman A. Sprinthall and Richard C. Sprinthall, (1990): Educational Psychology – A Developmental Approach (Fifth edition), Mc. Graw-Hill, International Edition, Psychology Services, New York.

10. Rao S. Narayana, (1990): Educational Psychology, Wiley Eastern Ltd., New Delhi.

11. Sharma, K.N. (1990): Systems, Theories and Modern Trends in Psychology, HPB, Agra.

**Physiological Psychology C (L,T,P) = 3(2,0,2)**

|  |  |  |
| --- | --- | --- |
| **UNIT** | **Course Contents** | **Total Contact Hours = 40** |
| **I** | Definition, Methods of Physiological Psychology | **8** |
| **II** | : Neuron: Structure, types, and Function, Synaptic transmission | **8** |
| **III** | Nervous System: Structure and functions of major parts of the nervous  system, hemispheric specialization | **8** |
| **IV** | Endocrine system: Structure, function | **8** |
| **V** | Abnormalities of major glands:  Thyroid, Adrenals, gonads, Pituitary, pancreas and pineal glands | **8** |

## Books Recommended

**1.** Carlson, N. R. (1990). Physiology of Behaviour. Boston: Allyn & Bacon.

Levinthal, C. F. (1983). Introduction to Physiological Psychology. New Delhi: PHI.

Levitt, R. A. (1981). Physiological Psychology. New York: Holt.

Rozenweig, M. H. (1989). Physiological Psychology. New York: Random.

**Developmental PSYCHOLOGY C (L,T,P) = 4(4,0,0)**

|  |  |  |
| --- | --- | --- |
| **UNIT** | **Course Contents** | **Total Contact Hours = 38** |
| **I** | Conceptual Investigations of the Human Relationship with Nature.   environmental ethic.  And Wilson grounds environmental ethics on evolutionary  biology | **8** |
| **II** | Children and Nature: The Structural­Developmental Approach. How are children’s understandings and values of nature structured (mentally organized) and how do such structures develop. universal features in children’s environmental moral reasoning. | **6** |
| **III** | Piaget, Kohlberg, and Turiel get us versed in structural­developmental  theory, and how it has been used to study children's cognitive, social, and moral development | **8** |
| **IV** | Children and Nature: Psychological, Sociocultural, and Evolutionary Investigations  In the final section, we examine other theoretical, conceptual, and empirical investigations of  children and nature. | **8** |
| **V** | developmental psychology, ecology,  education, environmental studies, evolutionary biology, evolutionary psychology, political science,5 primatology, psychiatry, and social psychology. In turn, these readings are organized around three broad perspectives: biological, psychological, and sociocultura | **8** |

**Industrial /Organizational Psychology**

|  |  |  |
| --- | --- | --- |
| **UNIT** | **Course Contents** | **Total Contact Hours = 40** |
| **I** | Introduction and issues in I/O Psychology  Brief history of I/O psychology; Industry and Organization; Organizational Behavior; Current status of I/O psychology; I/O psychology in the Indian context; Organizational structure; Organizational climate and culture | **8** |
| **II** | : Introduction to Work Related Attitudes & Work Motivation  (a) Job satisfaction; Job involvement; Organizational  Commitment; Organizational Citizenship Behavior;  Psychological Contract; Work Engagemen | **8** |
| **III** | Work Motivation: Theories and application; Indian perspective | **6** |
| **IV** | : Leadership  Contemporary perspectives on leadership; Cross-cultural leadership issues;  Indian perspective on leadership; Diversity issues in leadership | **8** |
| **V** | : Positive Organizational Behaviour  Optimism, Emotional Intelligence; Self-Efficacy; Work-Life balance | **8** |

**Reading List:**

Aamodt, M. G. (2001) Industrial Organizational Psychology. India: Cengage

Learning

Greenberg, J. & Baron, R.A. (2007). Behaviour in Organizations (9th Ed.). India:

Dorling Kindersley.

Luthans, F. (2009). Organizational behavior. New Delhi: McGraw Hill.

Muchinsky, P.(2006). Psychology applied to work: An introduction to industrial and

organizational psychology. NC: Hypergraphic Press.

Pareek, U.(2010). Understanding organizational behaviour. Oxford: Oxford

University Press.

**Social Psychology**

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| **UNIT** | **Course Contents** | **Total Contact Hours = 40** |
| **I** | Introduction  Definition, Nature, Origin and Development. Social Psychology in Indian context.  Applications | **8** |
| **II** | Understanding and Evaluating the Social World  Social cognition, Perception, Attitudes and Attitudes change. | **8** |
| **III** | Aspects of Social Interaction and Influence  Interpersonal attraction. Prosocial behavior, Aggression. Changing others behavior | **8** |
| **IV** | Group Dynamics and Nature of groups, Consequences of belonging-performance, decision making,  cooperation and conflict. | **8** |
| **V** | Intergroup Relations  Nature of intergroup relation-prejudice, intergroup  conflict, Intervention techniques. | **8** |

**Reading List:**

Baron. R.A. , Byrne, D.& Bhardwaj. G (2010).Social Psychology (12th Ed).New

Delhi: Pearson

Deaux.K & Wrightsman, L. (2001).Social Psychology. California: Cole Publishing

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

Misra, G. (2009). Psychology in India, Volume 4: Theoretical and Methodological

Developments (ICSSR survey of advances in research). New Delhi: Pearson.**Abnormal Psychology**

|  |  |  |
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| **UNIT** | **Course Contents** | **Total Contact Hours = 40** |
| **I** | Definition of abnormality, criteria, classification, and clinical assessment | **8** |
| **II** | Clinical States  a) Clinical Picture of GAD, OCD, and Phobias, Dynamics of anxiety disorders;  b) Clinical Picture of Conversion Disorder and its Dynamics;  c) Clinical Picture of Dissociative Identity Disorder and its Dynamics | **8** |
| **III** | Developmental Disorders (Clinical Picture and Dynamics)  Mental Retardation, Autism, ADHD, and Learning Disabilities |  |
| **IV** | Diathesis-Stress Model  a) The Impact of Stress on Physiological Parameters (Coronary Heart  Disease and Essential Hypertension)  b) Substance-Related Disorder | **8** |
| **V** | Intervention and Management  a) Biological  b) Psychoanalytic  c) Cognitive-Behavioural | **8** |

**Reading List:**

Ahuja N. (2011). A Short Textbook of Psychiatry (7th Ed). New Delhi: Jaypee

Barlow D.H. and Durand V.M. (2005). Abnormal Psychology: An Integrated

Approach (4th Ed.).Wadsworth: New York.

Carson R.C., Butcher J.N., Mineka, S., & Hooley J.M. (2007). Abnormal Psychology

(13th Ed.).ND: Pearson Education.

Kring,A.M.,Johnson,S.L.,Davison G.C. & Neale J.M. (2010). Abnormal Psychology

(11th Ed.).NY: John Wiley

**Language-English C (L,T,P) = 2(2,0,0)**

|  |  |  |
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| **UNIT** | **Course Contents** | **Total Contact Hours = 31** |
| **I** | **Commercial Correspondence:**   1. Style and Construction 2. Significant Commercial terms and Phrases 3. Letter of Inquiry 4. Letter of Quotation 5. Letter of Order 6. Letter of Execution of Order 7. Letter of Complaint 8. Letter of Collection 9. Circular Letter 10. Application for Agency | **6** |
| **II** | **Official Correspondence:**  Official Letter   1. Semi-Official Letter 2. Memorandum   Journalistic Competitions on Commercial Topics:   1. Editorial Note on a Commercial Topic 2. Letter to the Editor on Economic and Commercial Topics 3. Script Writing for the Media 4. Journalistic Report Writing, Press Release 5. Writing Advertisement Copy 6. Writing for Internet   Precise Writing | **6** |
| **III** | **Essay Writing** | **7** |
| **IV** | Vocabulary, Idioms and Phrases | **6** |
| **V** | Miscellaneous : Grammer usage, Common errors in English Corrigendum, Diary Writing, Report Writing | **6** |

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

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| **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, 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** |

**Refernces**

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®

**Statistical Methods For Psychological Research C (L,T,P) = 3(2,0,2)**

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| **UNIT** | **Course Contents** | **Total Contact Hours = 35** |
| **I** | UNIT 1:  1. Introduction  a. What is Psychological Research?  b. Relevance of Statistics in Psychological Research  c. Descriptive and Inferential Statistics  d. Variables and Constants  e. Scales of Measurements    2. Frequency Distributions, Percentiles, and Percentile Ranks  a. Organizing Qualitative Data  b. Grouped Scores  c. The Cumulative Frequency Distribution  d. Percentiles and Percentile Ranks  e. Computing Percentiles and Percentile Ranks from Grouped Data | **4** |
| **II** | Graphic Representation of Frequency Distributions  a. Basic Procedures  b. The Histogram  c. The Frequency Polygon  d. Choosing between a Histogram and a Polygon  e. The Bar Diagram and the Pie Chart  f. The Cumulative Percentage Curve  g. Factors Affecting the Shape of Graphs | **8** |
| **III** | Central Tendency    a. The Mode  b. The Median  c. The Mean  d. Properties of the Mode  e. Properties of the Mean  f. Properties of the Median  g. Measures of Central Tendency in Symmetrical and Asymmetrical Distributions  h. The Effects of Score Transformations | **8** |
| **IV** | Variability and Standard (z) Scores    a. The Range and Semi-Interquartile Range  b. Deviation Scores  c. Deviational Measures: The Variance  d. Deviational Measures: The Standard Deviation  e. Calculation of the Variance and Standard Deviation: Raw-Score Method  f. Properties of the Range and Semi-Interquartile Range  g. Properties of the Standard Deviation  h. How Big is a Standard Deviation? 7  i. Score Transformations and Measures of Variability  j. Standard Scores (z scores)  k. A Comparison of z Scores and Percentile Ranks | **8** |
| **V** | Correlation    a. Some History  b. Correlation: A Matter of Direction  c. Correlation: A Matter of Degree  d. Calculating Pearson’s Correlation Coefficient from Deviation Scores  e. Calculating Pearson’s Correlation Coefficient from Raw Scores  f. Spearman’s Rank-Order Correlation Coefficient  g. Correlation does not prove Causation  h. The Effects of Score Transformations  i. Cautions Concerning Correlation Coefficients      8. Random Sampling and Sampling Distributions    a. Random Sampling  b. Using a Table of Random Numbers  c. The Random Sampling Distribution of the Mean: An Introduction  d. Characteristics of the Random Sampling Distribution of the Mean  e. Using the Sampling Distribution of Sample Means to Determine the  Probability for Different Ranges of Values of Sample Mean  f. Random Sampling Without Replacement | **8** |

Reed.E.W. : Commercial Bank Management.

Robinson : the Management of Bank Fund.

B.M.L.Nigam : Banking and Economic Growth.

Vasvani : Indian Banking.

D.D.and Hester : Indian Banks,Their Protfolios,Profits and Policy.

Desai,V.R. : Banking.

**Emergence and Growth of Psychology C (L,T,P) = 3(2,0,2)**

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| **UNIT** | **Course Contents** | **Total Contact Hours = 40** |
| **I** | Basic Issues in Psychology  Each of the issues to be dealt with from the point of view of an East-West Comparison  a) Issues of Consciousness and Mind Body Relationship  b) Issue of Determinism and Free Will  c) Issue of Empiricism and Rationality  d) Methodological Issues: Introspection to Experimentation to Clinical  Approach & Phenomenology  {Note: Eastern perspective will include Yoga & Vedantic view} | **8** |
| **II** | Basic Issues in Psychology  Each of the issues to be dealt with from the point of view of an East-West Comparison  a) Issues of Consciousness and Mind Body Relationship  b) Issue of Determinism and Free Will  c) Issue of Empiricism and Rationality  d) Methodological Issues: Introspection to Experimentation to Clinical  Approach & Phenomenology  {Note: Eastern perspective will include Yoga & Vedantic view} | **8** |
| **III** | Analytical-Existential Thrust  a) Classical Psychoanalysis: Freud, Adler and Jung  b) Ego Psychology: Erikson     Each of these theorists in a) & b) to be covered in some detail | **8** |
| **IV** | ) Object Relations  d) Humanistic & Existential Consciousness: Coming back a full circle     Detailed treatment of particular thinkers in c) & d) is not needed | **8** |
| **V** | Overview of Contributions to the Growth of Psychology   Contributions of Behaviourism, Gestalt (including Lewin),  Cognitive, Psychoanalytic, Humanistic, Existential thinkers  & the Eastern thought to the Discipline of Psychology. | **8** |

## Reading List:

## Leahey, T.H. (2005). A History of Psychology: Main currents in psychological thought (6th Ed.). Singapore: Pearson Education.

## Paranjape, A.C. (1984). Theoretical psychology: The meeting of east and west. NY:

## Plenum Press.

**HS 121 Soft Skills Training-I C (L,T,P) = 3(3,0,0)**

|  |  |  |
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| **UNIT** | **Course Contents** | **Total Contact Hours = 25** |
| **I** | Spoken English – PICTURE (p=pronunciation, I=inflection, C=Clarity & courtesy, T=Tone, U=Understanding and feedback, R=Rate of speech and Repeatition, E=Emphasis) | **6** |
| **II** | Body Language Training  Active Listening | **4** |
| **III** | Introduction to business terms  Economic Times Reading | **5** |
| **IV** | Communication skills  Group Discussion Training | **5** |
| **V** | Interpersonal Skills  Group Dynamics | **5** |

**Child and Adolescent Development C (L,T,P) = 3(2,0,2)**

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| **UNIT** | **Course Contents** | **Total Contact Hours = 36** |
| I | Introduction  a) Nature of Development and related terms  b) Theories and themes of Developmental Psychology | 8 |
| II | Research methods and designs for studying development Development in the Indian context | 7 |
| III | Periods of Development  a) Prenatal development  b) Birth and Infancy  c) Early childhood  d) Middle childhood  e) Adolescence | 8 |
| IV | Domains of Development  a) Cognitive development: perspectives of Piaget and Vygotsky  b) Language development: issues and debates  c) Emotional development  d) Personality development  d) Moral development | 6 |
| V | Contexts for development  a) Family and parenting  b) Peers  c) Media  d) Schooling  e) Socio-cultural context | 6 |

## Books Recommended

Berk, L. E. (2010). Child Development (8th Ed.). New Delhi: Prentice Hall.

Mitchell, P. and Ziegler, F. (2007). Fundamentals of development: The Psychology of

Childhood. New York: Psychology Press.

Misra, G. (2009). Psychology in India, Vol 1: Basic Psychological Processes and

Human Development. India: Pearson.

Papalia, D. E., Olds, S.W. & Feldman, R.D. (2006). Human development (9th Ed.).

New Delhi: McGraw Hill.

Santrock, J. W. (2008). Child Development (11th Ed.). New Delhi: McGraw Hill.

Santrock, J.W. (2006). Adolescence. New Delhi: McGraw Hill.

**Psychology of Health and Well-Being C (L,T,P) = 3(2,0,2)**

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| **UNIT** | **Course Contents** | **Total Contact Hours = 38** |
| **I** | Introduction to Health Psychology: components of health as social, emotional,  cognitive and physical aspects | **8** |
| **II** | relationship between health and psychology, mind and  body relationship, goals of health psychology | **6** |
| **III** | Well-Being: components of well-being for e.g., life satisfaction, affect | **6** |
| **IV** | Managing stress, illness and pain: causes, consequences and interventions 29 | **7** |
| **V** | : Health enhancing behaviors: Implications for well-being: psychological  factors as resilience, hope, optimism, positive self; Physical factors as exercise, safety,  nutrition etc. | **7** |

## Books Recommended:

## Carr, A. (2004). Positive Psychology: The science of happiness and human

## strength.UK: Routledge.

## 

## DiMatteo, M.R. and Martin, L.R.(2002). Health psychology. New Delhi: Pearson.

## 

## Misra,G.(1999).Stress and Health. New Delhi: Concept.

## 

## Sarafino, E.P. (2002). Health psychology: Bio psychosocial interactions( 4th Ed.).NY:

## Wiley.

## 

## Snyder, C.R., & Lopez,S.J.(2007).Positive psychology :The scientific and practical

## explorations of human strengths. Thousand Oaks, CA: Sage.

## 

## Taylor, S.E. (2006). Health Psychology (6th Ed.). New York: Tata McGraw Hill.

**Computer Fundamentals C (L, T, P) = 3 (2, 0, 2)**

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| --- | --- | --- |
| **Unit** | **Course Contents** | **Total Contact Hours - 31** |
| I | **Introduction:** Computer: Definition, Types of computer, computer generation, Basic Block Diagram of Computer, Computer configuration, Topologies, Networking of Computer | 6 |
| **II** | **Memory:** Memory: Definition, Types of Memory, Various types of storage, Input & Output devices | 6 |
| **III** | **Number system:** Binary , Octal, Decimal, Hexadecimal number, Arithmetic operation of various number system, Negation in the binary system (compliments), ASCII & EBCDIC Codes | 6 |
| **IV** | **Classification of computer languages :** S/w &H/w: Definition & its types, application of software, Machine language, Assembly & High level language, Brief idea of OS, Assembler, Interpreter, Compiler, Flowchart, Algorithm | 7 |
| **V** | **Introduction to Programming Languages:** Need of Programming Language, Procedural & structural Programming language, Data types: Constant & variables, Operators & Expressions, Input & Output statements, Conditional & control statements, Overview of C, C++, JAVA | 6 |

**Books Recommended:**

1. P.K. Sinha &Balaguruswami
2. Rajararaman & Balaguruswami
3. Amit Choudhary

**BM 173 Language-English C (L,T,P) = 2(2,0,0)**

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| **UNIT** | **Course Contents** | **Total Contact Hours = 31** |
| **I** | **Commercial Correspondence:**   1. Style and Construction 2. Significant Commercial terms and Phrases 3. Letter of Inquiry 4. Letter of Quotation 5. Letter of Order 6. Letter of Execution of Order 7. Letter of Complaint 8. Letter of Collection 9. Circular Letter 10. Application for Agency | **6** |
| **II** | **Official Correspondence:**  Official Letter   1. Semi-Official Letter 2. Memorandum   Journalistic Competitions on Commercial Topics:   1. Editorial Note on a Commercial Topic 2. Letter to the Editor on Economic and Commercial Topics 3. Script Writing for the Media 4. Journalistic Report Writing, Press Release 5. Writing Advertisement Copy 6. Writing for Internet   Precise Writing | **6** |
| **III** | **Essay Writing** | **7** |
| **IV** | Vocabulary, Idioms and Phrases | **6** |
| **V** | Miscellaneous : Grammer usage, Common errors in English Corrigendum, Diary Writing, Report Writing | **6** |

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

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| **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, 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** |

**Refernces**

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®

**HS 121 Soft Skills Training-I C (L,T,P) = 3(3,0,0)**

|  |  |  |
| --- | --- | --- |
| **UNIT** | **Course Contents** | **Total Contact Hours = 25** |
| **I** | Spoken English – PICTURE (p=pronunciation, I=inflection, C=Clarity & courtesy, T=Tone, U=Understanding and feedback, R=Rate of speech and Repeatition, E=Emphasis) | **6** |
| **II** | Body Language Training  Active Listening | **4** |
| **III** | Introduction to business terms  Economic Times Reading | **5** |
| **IV** | Communication skills  Group Discussion Training | **5** |
| **V** | Interpersonal Skills  Group Dynamics | **5** |

**List of Practical**

|  |  |  |
| --- | --- | --- |
| **Year 1** | **Year 2** | **Year 3** |
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|  |  |  |
| How to write a report? | Research Design | TAT |
| Fluctuation of attention Mullai | An essay in soft skills | Roucha |
| Illusion | Spiral laughter effect | Picture Frustration |
| Learning by anticipation method | Leadership | Personality(big five) |
| Concept formation | Motivation | Test construction and a small project |
| Computer related intelligence | Group dynamics | Interview schedule |
| General | Creativity | Interpersonal relations |
| Interest inventory | Aptitude | Mind fullness |
| Holland carrier choice | Optimism | Mental health |
| Image learning | Stress | Case study related to adolescent counseling |
| Bilateral transfer | Psychological wellbeing | CBT |
| biofeedback | Emotional intelligence | Coping strategies and Mechanism |
|  | Debt perception | Multiple intellegence |
|  |  |  |

**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.

**Seminar on Contemporary Issues**

Paper SM 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.