(1) Objectives

1. To introduce students to the best uses of language in literature.
2. To familiarize students with the communicative power of English
3. To enable students to become competent users of English in real life situations
4. To expose students to varied cultural experiences through literature
5. To contribute to their overall personality development by improving their communicative and soft skills

(2) Course Content

Prescribed Text: *Literary Pinnacles* (Ed. Board of Editors, Orient Blackswan)

**Literature Components**

Prose- 08

Poetry- 08

**Language Components**

1. Transformation of Sentences
2. An Introduction to Communication Skills
3. Presentation skills
4. Introduction to Soft Skills
Term-wise division of the syllabus:

**Term-I**

**Literature components:** -

- **Prose Section:** Unit – 1 to 4
- **Poetry Section:** Unit - 9 to 12

**Language components:** -

- **Transformation of Sentences**
- **An Introduction to Communication Skills**

**Term-II**

**Literature components:** -

- **Prose Section:** Unit – 5 to 8
- **Poetry Section:** Unit - 13 to 16

**Language components:** -

- **Presentation skills**
- **Introduction to Soft Skills**

**Question Paper Pattern (Term-End Exam)**

**Time:** - Two Hours Total Marks: - 60

Q 1. Attempt any One from (A) and One from (B) in about 100 words each
(Questions on prose units 01 and 02) Marks 12
Q 2. Attempt any One from (A) and One from (B) in about 100 words each  
(Questions on prose units 03 and 04) Marks 12

Q 3. Attempt any One from (A) and One from (B) in about 100 words each  
(Questions on unit no 9, 10, 11, 12) Marks 12

Q 4. Reference to the context (any three) Marks 12 (Unit no 9, 10, 11, 12)

Q5. A) Questions on Transformation of sentences (any 08 out of 10) Marks 08  
B) A question on An Introduction to Communication Skills (01out of 02)  
Marks 04

(Questions should be modeled on the exercises given at the end of each unit of the prescribed textbook)

**Question Paper Pattern (Annual Exam)**

**Time:- Three Hours Total Marks:- 80**

Q 1. Attempt any One from (A) and One from (B) in about 150 words each  
(Questions on prose units 01 to 04- First term) Marks 16

Q 2. Attempt any One from (A) and One from (B) in about 150 words each  
(Questions on poetry units 09 to 12- First term) Marks 16

Q 3) Attempt any One from (A) and One from (B) in about 150 words each  
(Questions on prose unit no. 5 to 8 of the second term) Marks 16

Q 4) Attempt any One from (A) and One from (B) in about 150 words each  
(Questions on poetry unit no. 13 to 16 of the second term) Marks 16 Q5.A) A question on Presentation Skills (1out of 2) Marks 08  
B) A question on Introduction to Soft Skills (1out of 2) Marks 08

(Questions should be modeled on the exercises given at the end of each unit of the prescribed textbook)
T. Y. B. A. General English (G-3) (w. e. f- 2015- 2016) Title of the Paper: Advanced Study of English Language and Literature

(1) Objectives:

a) To expose students to some of the best samples of Indian English Poetry
b) To make the students see how Indian English poetry expresses the ethos and culture of India
c) To make them understand creative uses of language in Indian English Poetry
d) To introduce students to some advanced areas of language study
d) To prepare students to go for detailed study and understanding of literature and language
e) To develop integrated view about language and literature among the students

2) Course content:

Prescribed Texts:


2) *Linguistics: An Introduction*-(Ed. Board of Editors, Orient Blackswan)

(1) *A Collection of Indian English Poetry* – Ed. Radha Mohan Singh (OBS)

1. Henry Derozio – Song of the Hindustanee Minstrel
2. Rabindranath Tagore – Silent Steps
3. Swami Vivekananda – Peace
4. Sarojini Naidu – Song of Radha, the Milkmaid
5. Nissim Ezekiel – Poet, Lover, Birdwatcher
6. Kamala Das – An Introduction
7. A.K. Ramanujan – The Striders
8. Adil Jussawala – Sea Breeze Bombay

10. Arun Kolatkar – The Bus

11. Agha Shahid Ali – The Season of the Plains

12. Mamta Kalia - Tribute to Papa

2) Linguistics: An Introduction- (Ed. Board of Editors, Orient Blackswan Following topics from Chapter – 5, 6 and 7 of the book)

Syntax -


2. Concept of Clause, Parts of Clauses: Subjects and objects, complements and Adverbials, Concept of Subject –verb Concord, Clause patterns.

3. Types of Sentences: Structural Classification - Simple Sentence, Compound Sentence and Complex sentence

4. Types of Sentences: Functional Classification - (affirmatives/interrogatives/imperatives) Wh-questions, Yes-No Questions, Tag Questions, Negative Sentences, Do-support, Imperatives

Semantics (Introductory) –

1. What is Semantics? Difference between Denotative and Connotative meaning.

2. Lexical relations: Synonymy, Antonymy, Homonymy, Homography and Homophony, Polysemy, Difference between Homonymy and Polysemy, Superordinate terms and Hyponymy, Metonymy.

Pragmatics - (Introductory) –

1. What is Pragmatics?

2. Speech Acts : Types
   a. Austin’s typology - locutionary, illocutionary, perlocutionary.
b. Searle’s typology – the six types

c. Direct and Indirect Speech Acts

3. The Co-operative Principle and Its Maxims

4. The Politeness Principle and Its Maxims

Reference Books:


2. Problems of Indian Creative Writer in English – C. Paul Verghese, (Somaiya Publications: 1971)

3. Contemporary Indian Poetry in English: An Assessment and Selection – ed. Saleem Peeradina (Bombay: Macmillan, 1972)


7. English Grammar for Today: A New Introduction – Margaret Deuchar, Geoffrey


Term-wise division of the syllabus:

**Term-I**

1. Poems from *A Collection of Indian English Poetry*: 01 to 06
2. Syntax part from *Linguistics: An Introduction*

**Term-II**

1. Poems from *A Collection of Indian English Poetry*: 07 to 12
2. Semantics part from *Linguistics: An Introduction*
3. Pragmatics part from *Linguistics: An Introduction*

Question Paper Pattern (Term-End Exam)

Time: Two Hours  
Total Marks: 60

Q. 1) Attempt any 2 out of 4 questions in about 100 words each (Questions on the poems 1, 2, 3, 4 prescribed for the First term) Marks 12
Q. 2) Attempt any 2 out of 4 questions in about 100 words each (Questions on the poems 5, 6, 7, 8 prescribed for the First term) Marks 12
Q. 3) Attempt any 2 out of 4 questions in about 100 words each (Questions on topics from Syntax prescribed for the First term) Marks 12
Q. 4) A) Write short notes on the following (Any 2 out of 4)
(Questions on topics from Syntax prescribed for the First term) Marks 12
Q. 5) A) Reference to the context: (2 out of 4)  
Marks 06
B) Practical/objective questions on topics from Syntax prescribed for the First term  
Marks 06
Q. 1) Attempt any 2 out of 4 questions in about 100 words each (Questions on the poems 01 to 08 prescribed for the First term) Marks 16 Q. 2) Short notes on any 4 out of 6 questions in about 100 words each (Questions on Syntax part prescribed for the First term) Marks 16 Q. 3) Attempt any 2 out of 4 questions in about 100 words each (Questions on Poems 9, 10, 11, 12 prescribed for the Second term) Marks 16 Q. 4) Attempt any 2 out of 4 questions in about 100 words each (Questions on Semantics part prescribed in the Second term) Marks 16 Q. 5) Attempt any 2 out of 4 questions in about 100 words each (Questions on Pragmatics part prescribed in the Second term) Marks 16
Title of the Paper: Appreciating Novel

1) Objectives:

a) To introduce students to the basics of novel as a literary form
b) To expose students to the historical development and nature of novel
c) To make students aware of different types and aspects of novel
d) To develop literary sensibility and sense of cultural diversity in students
e) To expose students to some of the best examples of novel

b) Course content:

Term- I

A) Theory of Novel

(a) What is Novel? A brief history of novel as a literary form

(b) Elements of Novel: Theme, Characters, Plot, Structure Narrative Techniques, Point of view, Conflict, Setting and atmosphere, Dialogue

(c) Types of Novel: epistolary, picaresque, bildungsroman, historical, regional, Psychological, satire, realistic, experimental novel, science fiction

(d) In addition to this other literary terms related to novel/fiction be considered for background study

B) Animal Farm- George Orwell

Term –II

A) The Old Man and the Sea – Ernest Hemingway


Reference Books:


**Question Paper Pattern (Term End Exam)**

**Time: Two Hours**  
Marks: 60

Q. 1) Questions on the elements of novel (3 out of 5)  
Marks 12

Q. 2) Questions on the types of novel (3 out of 5)  
Marks 12

Q. 3) Questions on *Animal Farm* (1 out of 2)  
Marks 12

Q. 4) Questions on *Animal Farm* (2 out of 3)  
Marks 12

Q. 5) Questions on the application of the theory of novel (prescribed novel) (4 out of 6)  
Marks 12

**Question Paper Pattern (Annual Exam)**

**Time: Three Hours**  
Marks: 80

Q. 1) Questions on the theory of novel (4 out of 6)  
Marks 16
Q. 2) Questions on *Animal Farm* (1 out of 2) Marks 16

Q. 3) Questions on *The Old Man and the Sea* (2 out of 3) Marks 16

Q. 4) Questions on *The Guide* (2 out of 3) Marks 16

Q. 5) Questions on the application of the theory of novel (prescribed novels) (4 out of 6) Marks 12
Title of the Paper: Introduction to Literary Criticism

a) Objectives:

a) To introduce students to the basics of literary criticism
b) To make them aware of the nature and historical development of criticism
c) To make them familiar with the significant critical approaches and terms
d) To encourage students to interpret literary works in the light of the critical approaches
e) To develop aptitude for critical analysis

b) Course Content:

TERM-I
UNIT-I

Definition, origin, principles, types, and functions of literary criticism

UNIT-II

Short survey of literary criticism- critical approaches/movements: Classical criticism (Plato’s charges against poetry, Aristotle’s theory of imitation, Longinus’s sources of the sublime), Neo-classical criticism (Pierre Corneille's reinterpretation of three unities, John Dryden’s interpretation of classical ideas, Samuel Johnson’s justification of Shakespeare’s intermingling of tragedy and comedy and Alexander Pope’s views on wit and Nature), Romanticism (William Wordsworth’s definition of poetry, S. T. Coleridge’s concept of fancy and imagination) and Victorian criticism (Matthew Arnold’s views about the function of criticism and Walter Pater’s concept of art for art’s sake). This short survey is expected to be introductory in nature and should be strictly limited to the study of the salient features of the above mentioned approaches, the critics and the brief account of their seminal works.

UNIT-III
Short survey of literary criticism - critical approaches/movements: Modernism (T. S. Eliot’s concept of tradition, I. A. Richards’s four kinds of meaning and F. R. Leavis’s concept of completeness of response), New Criticism (J. C. Ransom’s concept of texture, Allen Tate’s concept of tension and Cleanth Brooks’s notion of paradox as the structure of poetry) and Marxist criticism (George Lukacs’ concept of realism and Raymond Williams’s redefinition of hegemony). This short survey is expected to be introductory in nature and should be strictly limited to the study of the salient features of the above mentioned approaches and the concepts/theories of critics.

UNIT-IV

Literary/Critical Terms: catharsis, plot, the sublime, three unities, classic, decorum and nature, diction, fancy and imagination, author, canon, style, subjective and objective

TERM-II

UNIT-I


2) S. T. Coleridge: Chapter 14 (from Part II- Biographia Literaria)

3) Walter Pater: Style

UNIT-II

Critical Essays: 1) W. K. Wimsatt Jr. & M. C. Beardsley: The Intentional Fallacy

2) Helen Gardner: The Sceptre and the Torch

3) Northrop Fry: Criticism: Visible and Invisible

(These essays are available in The English Critical Tradition: An Anthology of Literary Criticism Vol. 1 & 2, Macmillan, edited by S. Ramaswami & V. S. Seturaman)
UNIT-III

Literary/critical terms: allegory, allusion, ambiguity, setting, satire, genre, irony, metaphor, connotation and denotation, point of view, round and flat characters, text

(Teachers are advised to explain and apply these terms in the context of the prescribed poems and novels).

UNIT-IV

Practical criticism of poems, passages from novels and plays, etc.

(Teachers are advised to preferably deal with poems, prose passages from the prescribed poems and novels (from General Paper-III) for practical criticism).

Reference Books:


2) Atherton Carol. Defining Literary Criticism. Palgrave, 2005


**Question Paper Pattern (Term End Exam)**

**Time: Two Hours**

**Marks: 60**

Q. 1) Questions on principles, types and functions of criticism (2 out of 3)  
   
   Marks 12

Q. 2) Questions on Classicism, Neoclassicism and Romanticism (2 out of 3)  
   
   Marks 12

Q. 3) Questions on Victorian criticism and Modernism (2 out of 3)  
   
   Marks 12

Q. 4) Questions on Formalism and New Criticism (2 out of 3)  
   
   Marks 12

Q. 5) Questions on literary terms (4 out of 6)  
   
   Marks 12
Question Paper Pattern (Annual Exam)

Time: Three Hours  
Marks: 80

Q. 1) Questions on **Unit II of First Term** (2 out of 4)  
Marks 16

Q. 2) Questions on **Unit III of First Term** (2 out of 4)  
Marks 16

Q. 3) A) Questions on Dryden and Coleridge’s essay (2 out of 4) Marks 8  
B) Questions on Pater and Wimsatt and Beardsley (2 out of 4) Marks 8

Q. 4) A) Questions on Gardner and Fry’s essay (2 out of 4)  
Marks 8

B) Questions on literary terms of the second term (4 out of 6) Marks 8

Q. 5) A) Questions on literary terms of the second term (4 out of 6) Marks 8  
B) Practical criticism of a poem or prose passage (4 sub-questions out of 6) Marks 8
PREAMBLE:

The Study of Economic Development has gained importance because of stained interest of the developing countries in uplifting their economic conditions by restructuring their economics to acquire greater diversity, efficiency and equity in Consonance with their priorities. While few success stories can be counted, many have grappled with chronic problems of narrow economic base, inefficiency and low standard of living. For this and other reasons, their have been many approaches to economic development. In recent times, besides hard core economic prescriptions to development, concern hitherto relegated to background, like education, health, sanitation and infrastructural development, have found place of pride in explaining the preference of various economies incorporated in this paper are devoted to the theories of economic development, approaches to economic development, social and institutional aspects of development, constraints on development process, macro economic policies, roll of foreign capital and economic planning etc. in developing countries.

Section I

1. Economic Development and Growth
   1.1 Meaning of Economic Development and Growth
   1.2 Indicators of Economic Growth
   1.3 Indicators of Economic Development
   1.4 Differences between Economic Development & Growth

2. Developing Countries
   2.1 Concept- Developed, Developing Countries
   2.2 Characteristics of Developing Countries
      2.2.1 Economic Characteristics
      2.2.2 Demographic Characteristics
      2.2.3 Technological Characteristics
      2.2.4 Socio - Cultural Characteristics
2.2.5 Other Characteristics

3. Constraints on Development Process

3.1 Vicious Circle of Poverty
3.2 Population Explosion
3.3 Low Productivity of Agriculture
3.4 Scarcity of Capital
3.5 Inappropriate Technology
3.6 Socio-Cultural Constraints
3.7 Political and Administrative Constraints
3.8 External Bottleneck

4. Theories of Economic Development

4.1 Classical Theories- Adam Smith, Ricardo & Malthus
4.2 Karl Mark’s Theory of Economic Development
4.3 Schumpeterian Theory of Economic Development

Section II

5. Approaches to Economic Development

5.1 Big Push Theory
5.2 Balanced Growth
5.3 Imbalanced Growth

6. Foreign Capital and Development

6.1 Meaning & Role of Foreign Capital in Economic Development
6.2 Problems of Foreign Capital
6.3 Private Foreign Investment- Types & Role
6.4 Public Foreign Investment-Types
6.5 Foreign Aid- Tide and Untied
7. Macro Economic Policy

7.1 Monetary Policy- Objectives, Instruments and Limitations
7.2 Fiscal Policy- Objectives, Instruments and Limitations
7.3 Fiscal Policy in Cyclical Fluctuations

6. Economic Planning

8.1 Meaning & Definition
8.2 Need of Planning
8.3 Objective of Economic Planning- Economic, Social and Political
8.4 Inclusive Growth Approach & 11th five year plan
8.5 National Institution for Transforming India Aayog (NITI AYOG)

Basic Reading List


Additional Reading List


i) Mishra & Puri, Development and Planning- Theory And Practice, Himalaya.


k) Ragnar Nurkse, Problem of Capital Formation in Underdeveloped Countries.


T.Y. B.A. Economics  
Special Paper III  
S.3 International Economics  
(From June 2015)  

Revised Syllabus  

PREAMBLE

This course provides the students a thorough understanding and deep knowledge about the basic principles that tend to govern the free flow of trade in goods and services at the global level. The contents of the Paper spread over various modules, lay stress both on theory and applied nature of the subject that have registered rapid changes during the last decade. Besides this, the contents prepare the students to know the impact of free trade and tariffs on the different sectors of the economy as well as at the macro level. The students would also be well trained about the rationale of recent changes in the export import policies of India. This paper has become relatively more relevant from the policy point of view under the present waves of globalization and liberalization both in the North and in the South.

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<td>1.3 Importance of International Trade</td>
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<td>2. Theories of International Trade</td>
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<td>2.1 Theory of absolute cost advantage and comparative cost advantage</td>
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<td>3. Gains from Trade</td>
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<td>3.1 Measurement of gains, static and dynamic gains</td>
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<td>3.2 Terms of trade – Importance, types and dete rminants</td>
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3.3 Causes of unfavorable terms of trade to developing countries.

4. Balance of Payments

4.1 Balance of trade and Balance of payments- Concepts and components
4.2 Equilibrium and disequilibrium in balance of payments; causes and consequences
4.3 Measures to correct deficit in the balance of payments

Section II

5. Trade policy & Exchange Rate

5.1 Free trade policy - case for and against
5.2 Protection Policy – case for and against
5.3 Types of tariffs and quotas
5.4 Exchange rates-Fixed and flexible

6. India’s Foreign Trade and Policy

6.1 Growth of India’s foreign trade
6.2 Changes in the composition and direction of foreign trade since 2000-2001
6.4 India and WTO

7. Export Promotion measures

7.1 Export promotion - Contribution of SEZ
7.2 Role of multinational corporations in India.
7.3 FEMA-provisions and impact
7.4 Convertibility of Indian rupee

8. Regional and International Co-operation

8.1 South Asian Association for Regional Co-operation (SAARC)
8.2 Brazil, Russia, India, China and South Africa (BRICS)
8.3 European Economic Community (EEC)

BASIC READING LIST


j) International Economics , M.L. Jhingan

ADDITIONAL READING LIST


8) Misra and Puri, Indian Economy, Himalaya Publishing House


PREAMBLE

The main objective of this paper is to train the students to use the techniques of statistical analysis, which are commonly applied to understand and analyze economic problems. The emphasis of this paper is on understanding economic concepts with the help of statistical methods. Hence in this paper a student will be initiated into various economic concepts, which are amenable to statistical tools. The paper also deals with simple tools and techniques, which will help a student in data collection, presentation, analysis and drawing inferences about various statistical hypotheses.

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<td><strong>3 Measures of Central Tendency</strong></td>
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<td>3.1 Arithmetic Mean: Meaning, Merits and Demerits</td>
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<td>3.3 Median: Meaning, Merits and Demerits</td>
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<td>3.4 Calculation of Median - Individual, Discrete and Continuous series.</td>
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</table>
3.5 Mode: Meaning, Merits and Demerits
3.6 Calculation of Mode - Discrete and Continuous series
3.7 Dispersion: Meaning
3.8 Variation: Merits and Demerits
3.9 Mean Deviation
3.10 Standard Deviation
3.11 Co-efficient

Section II

4 Correlation

4.1 Meaning of correlation
4.2 Significance of Correlation
4.3 Types of correlation
4.4 Karl Pearson’s Coefficient of Correlation (Simple)

5 Economics Application

5.1 Calculations of rate of interest
5.2 Simple & compound rate of interest
5.3 Construction of Index Number
5.4 Concepts of slop
5.5 Concept of equilibrium application to consumer surplus
5.6 Application to elasticity of Demand
5.7 relationship among total marginal & average functions

5 Hypothesis

6.1 Definition of Hypothesis
6.2 Formulation of Hypothesis
6.3 Testing of Hypothesis - chi square test

BASICREADING:

13. S. P. Gupta - Statistical Methods, Sultan Chand & Sons, New Delhi


3) Black J. & J. F. Bradley - Essential Mathematics for Economists, John Wiley and Sons
Chiang A. C. - Fundamental Methods of Mathematics, McGraw Hill, New Delhi
Croxtion F. D. - Applied General Statistics, Prentice Hall, New Delhi
Objectives:
To acquaint the students with:

1. The emergence of Industrial and Organizational Psychology
2. The work done in Industrial and Organizational Psychology
3. The significance of training, performance appraisal, leadership models
4. The importance of Engineering Psychology

TERM- I

TOPIC 1: INDUSTRIAL AND ORGANIZATIONAL (I/O) PSYCHOLOGY- NATURE AND SCOPE

[12 Periods]

1.1: I/O Psychology: Meaning, subject matter and functions of Industrial Psychology

1.2: The history of I/O Psychology

1.3: I/O Psychology in the present

1.4: Future of I/O Psychology

1.5: Application: Industry- Academia Connect

TOPIC 2: PERSONNEL SELECTION AND TRAINING  

[12 Periods]

2.1: Job Profile, job analysis and Recruitment techniques

2.2: Interviews, psychological testing and Needs assessment for training

2.3: Psychological Principles in training and training for knowledge and skill
2.4: Evaluation of Training Programme

2.5: Application: Bio data, Resume, CV and the importance of reference checks

**TOPIC 3: EVALUATING JOB PERFORMANCE**  
[12 Periods]

3.1: Uses of performance evaluation: Downsizing, promotion, seniority

3.2: Sources of evaluation: The evaluator and performance appraisal

3.3: Appraisal rating systems: Graphic rating scales and rating errors

3.4: Non-rating evaluation methods: Checklists and comparison methods

3.5: Application: 360 degree evaluation

**TOPIC 4: MOTIVATION AT THE WORKPLACE**  
[12 Periods]

4.1: Concept of work motivation

4.2: Need theories: McClelland, Herzberg

4.3: Cognitive theories: Goal Setting Theory, Self Efficacy Theory

4.4: Motivation: Self discipline – seven step process

4.5: Application: Using motivation theory at work
TERM II

TOPIC 5: JOB SATISFACTION [12 Periods]

5.1: Job satisfaction as a job attitude

5.2: Components of job satisfaction: Satisfaction with work, with pay and with Supervision

5.3: Measuring job satisfaction: Job Descriptive Index, Minnesota Satisfaction

5.4: Theories of job satisfaction: Motivator-Hygiene Theory, Dispositional approach

5.5: Application: Relationship of job satisfaction to productivity and withdrawal behavior.

TOPIC 6: LEADERSHIP [12 Periods]

6.1: Leadership: Meaning, nature and styles

6.2: Approaches to leadership: Human Relations, Theory X & Theory Y

6.3: Fiedler's Contingency Model

6.4: Specific leader skills

   a. Leadership through power

   b. Leadership through vision: Transactional and Transformational
   c. Leadership through persuasion

6.5: Application: challenges like merger, takeover, diversification
TOPIC 7: ENGINEERING PSYCHOLOGY [12 Periods]

7.1: History and scope of engineering psychology
7.2: Time and Motion Study
7.3: Person-Machine System
7.4: Work space design
7.5: Application- advances in the field

TOPIC 8: IMPORTANCE OF OB AND OD [12 Periods]

8.1: Meaning and nature of OB
8.2: Trends and challenges to OB- globalization, diversity, ethics
8.3: Meaning and nature of OD
8.4: Systems theory of OD
8.5: Application - Organizational change
REFERENCES:


Gadekar, Jamale, Rasal ( 2013), Audyogik va Sanghatanatmak Manasshastra


Singh (2015). Organizational Behaviour: Text and Cases, 2/e - Pearson, Education

G3: APPLIED PSYCHOLOGY

(To be implemented from 2015-2016)

Objectives:

7. Help students to understand the relationship between theoretical and applied aspects of Psychology
8. Acquaint students with various applications of Psychology
9. Familiarize students with problems and solutions in various applied fields
10. Apprise students of the role of Psychologists in various applied fields

First Term

TOPIC 1 INTRODUCTION AND CLINICAL APPLICATIONS (12 PERIODS)

1.1 Definition, Nature and Scope of applied Psychology

1.2 Nature of clinical psychology - classification of mental disorders DSM-5, ICD-10, therapies – CBT, Clnt centered therapy, REBT

1.3 Positive Psychology – nature and scope

1.4 Health Psychology- community mental health – bio- psycho- social model of health

1.5 Cognitive Neuro Science -nature and major applications – PNI, EEG,MRI, CT, PET

TOPIC 2 APPLICATIONS IN INDUSTRIES AND ORGANIZATIONS (12 PERIODS)

2.1 Definition, Nature and Fields of I/O Psychology

2.2 Applications in IT and other Industries
   a- cultural adjustment, b- performance pressure, c- recruitment, d- training and employees’
professional problems in other industries

2.3 Advertising and Consumer Psychology- psychological impact of advertisements, methods used by consumer psychologist- survey, observation

2.4 Engineering Psychology and Ergonomics

2.5 Applications in Organizations

**TOPIC 3 APPLICATIONS IN EDUCATION**

(12 PERIODS)

3.1 Definition, Nature and Scope of Educational Psychology

3.2 Effective Teaching – Learning Methodologies

   a- group discussions, b- projects, c- presentations, d- interactive methods

3.3 Evaluation – types, uses, limitations

3.4 Issues of Various Categories of Challenged Students – Physically, mentally, economically challenged, LD-learning disabilities

3.5 Problems and Solutions to Educational Problems – physical environment, Government policies, school and higher education, Ashramshalas
TOPIC 4 FORENSIC PSYCHOLOGY  

4.1 Definition, Nature and Fields - correctional, investigative

4.2 Criminal Psychology, Cyber Crimes, Violence: meaning and types

4.3 Investigative Procedures and role of the psychologist

4.4 Law – contribution of Psychology to law

4.5 Current challenges- reliability of investigative procedures – polygraph, eye witness testimony, identikit, narco analysis

Second Term

TOPIC 5 FAMILY AND DEVELOPMENTAL APPLICATIONS  

5.1 Definition, Nature and Scope of Developmental Psychology

5.2 Issues of Adolescents: stress and strain, identity crisis, adjustment to physiological and psychological changes

5.3 Family and Marital Problems and Solutions

5.4 Love, Relationships-dating, live in and Break Ups

5.5 Psychology of Gender - gender roles, gender, lesbian, gay, bisexual, transgender, intersex and queer

TOPIC 6 SPORTS AND MILITARY PSYCHOLOGY  

(12 PERIODS)
6.1 Definition, Nature and Scope of Sports Psychology

6.2 Motivating sportspersons and Building team morale-Biorhythms, Training

6.3 Factors affecting performance of sportspersons - Audience Expectations, environmental conditions, media

6.4 Use of psychological tests in selection in the Defense Services

6.5 Adjustment to Military Life and Role of Defense Institute of Psychological Research

**TOPIC 7 DISASTER, REHABILITATION AND COMMUNITY PROBLEMS (12 PERIODS)**

7.1 Understanding the role of Psychologists in Disaster Management and Rehabilitation

7.2 Use of Psychological techniques in Disaster Management

7.3 Community Problems – Urban Slums – role of psychologists

7.4 Use of Psychology in Rehabilitation Work

7.5 Trauma and Post Traumatic Stress Disorder - PTSD

**TOPIC 8: APPLICATION IN SOCIAL ISSUES (12 Periods)**

8.1 Role of Psychologists in tackling Social Issues- interventions, research, policy level work

8.2 Psychology of Terror

8.3 Psychology of Corruption
8.4 Contribution of Psychology in Developmental Issues: health and rural development

8.5 Use of Psychology in dealing with Superstitions

References:


Palsane, Navare. Upyojit Manasshastr


S3: SCIENTIFIC RESEARCH AND EXPERIMENTAL PSYCHOLOGY

(To be Implemented From 2015-2016)

OBJECTIVES-

7. To acquaint the students with the basic concepts of experimental psychology and research methodology,

8. To develop the spirit of scientific inquiry in the students,

9. To help them generate ideas for research, as well as develop hypotheses and operational definitions for variables.

10. To help students understand the basic steps in scientific research,

11. To equip the students with the basic information and knowledge about test-administration and scoring, and interpretation of the obtained results,

12. To enable the students to undertake an independent small-scale research project.

TERM I

TOPIC 1: SCIENTIFIC RESEARCH [12 Periods]

1.1 Developing ideas for research: Cultural context, personal experience, literature, internet

1.2 Characteristics of the scientific method

1.3 Goals of research

1.4 Types of scientific research: Pure vs. applied., descriptive vs. analytical, quantitative vs. qualitative, conceptual vs. empirical

1.5 Research approaches: Experimental, inferential, and simulation

TOPIC 2: VARIABLES, CONSTRUCTS, RESEARCH PROBLEM AND HYPOTHESIS [12 Periods]

2.1 Variables: Meaning, types.
2.2 Construct vs. concept
2.3 Operational and constitutive definition of variables
2.4 Research Problem: Sources, types, and criteria of a good problem.
2.5 Hypothesis: Meaning, types, and criteria.

**TOPIC 3: SAMPLING AND DATA COLLECTION**  [12 Periods]

3.1 Sampling Meaning and Basic concepts
3.2 Types of probability sampling
3.3 Types of non-probability sampling
3.4 Methods of Data Collection: I.: (1) Observation: Natural, Systematic, Controlled; (2) Laboratory experiments, (3) field experiments and (4) field studies
3.5 Methods of Data Collection: II: (1) Questionnaire (2) interview, (3) Survey and (4) Case study.

**TOPIC 4: INTRODUCTION TO PSYCHOLOGICAL TESTING**  [12 Periods]

4.1 Definition, Types, Characteristics and Uses of Psychological Tests
4.2 Reliability: Definition and types
4.3 Validity: Definition and types
4.4 Norms: Definition and types
4.5 Social and ethical issues in psychological testing
TERM II

TOPIC 5: PSYCHOPHYSICS [12 Periods]

5.1 Basic concepts in Psychophysics: Sensitivity, Threshold, Point of Subjective Equality, Constant and Variable Errors

5.2 Method of Limits: Computation of RL and DL
5.3 Method of Constant Stimuli: Computation of RL and DL
5.4 Method of Average Error: Computation of PSE & CE
5.5 Modern Psychophysics: Signal Detection Theory

TOPIC 6: PERCEPTUAL PROCESSSES [12 Periods]

6.1 Attention: Nature & Kinds:


K) Kinds of Attention: Divided, Selective and Sustain Attention.

6.2 Theories of Attention: Bottleneck Theory, Automatic Vs Controlled Processing, and Feature Integration Theory.

6.3 Perception: Nature, characteristics and processes involved

6.4 Visual space perception: Monocular and Binocular cues

6.5 Perceptual Illusion (Errors)

TOPIC 7: LEARNING AND MEMORY

7.1 Learning: Meaning & Types

7.1 Transfer of Training & Types
7.2 Memory: Meaning and Models

r) The Atkinson and Shiffrin Model
s) Tulving’s Model: Episodic, Semantic and Procedural
t) The levels of Processing Approach
u) The Parallel Distributed Processing Approach.

7.4 Methods of Acquisition

7.5 Methods of Retention

TOPIC 8: THINKING AND PROBLEM SOLVING [12 Periods]

8.1 Thinking: Nature, definition and kinds

8.2 Theories of thinking: Central Theory and Peripheral-Central Theory

8.3 Problem Solving: Nature of problem, Types of problems, Understanding the problem, Approaches in problem solving, Factors influencing Problem Solving

8.4 Reasoning: Formal logic and Limitations

8.5 Decision Making: Stages and heuristics

BOOKS FOR READING-


Pune: Narendra Prakashan.


OBJECTIVES:

k) To familiarize the students with the use of elementary statistical techniques,

l) To give practical experience to the students in administering and scoring psychological tests and interpreting the scores,

m) To acquaint the students with the basic procedure and design of psychology experiments,

n) To encourage and guide the students to undertake a small-scale research project.

o) To encourage students to learn practical application through study tour and visit.

SECTION A: STATISTICS

Statistics is a part of Practical paper. Teachers should conduct one lecture per week throughout the year for Statistics. See the “Guidelines for S4 Paper” for other details.

Objectives:

11) To acquaint the students with the basic statistical concepts

12) To train them in solving simple statistical problems.

Topics to be covered:

22. Frequency distribution

23. Measures of central tendency: Mean, Median, Mode for grouped and ungrouped data
24. Measures of variability: Range, Standard Deviation and Quartile Deviation (Q1, Q3 and Q) for grouped data.

25. Rank Difference Correlation.

SECTION B: TESTS

SECTION C: GROUP TESTING / PROJECT / STUDY TOUR

SECTION D: EXPERIMENTS

TERM I: SECTION B & C

I] GENERAL AND SPECIAL ABILITY TESTING (any two)

4) Malin’s Verbal OR Performance Scale

5) Standard Progressive Matrices (SPM)

6) Binet Kamath Test

7) Test of Creativity

8) Differential Aptitude Tests (DAT)- Any two sub tests

9) Dexterity test

II] PERSONALITY (any three)

4. Eysenck Personality Questionnaire
5. NEO-FFI

6. Sentence Completion Test

7. 16 PF

8. Introversion-Extraversion Test

6. Interest inventory

7. Type A and Type B personality test.

IV] ADJUSTMENT (any one)

5. Family

6. School

7. Marriage

8. Expectations from the Life partner Scale

V] TESTING OF ATTITUDE (any one)

3. Marriage

4. Religion

5. Optimism-pessimism

6. Attitude towards the mother scale.

VI] VALUES (any one)

2. Differential values test

3. Value orientation
SECTION C: GROUP TESTING OR PROJECT OR STUDY TOUR

GUIDELINES FOR GROUP TESTING / PROJECT / STUDY TOUR

GROUP TESTING:

4. For group testing, a small sample (n=30 at least) should be taken.

5. Any one standardized psychological test should be administered to the sample.

6. Responses should be scored as per the instructions given in the manual.

7. Report for group testing should be structured as follows:

   4. Purpose of the group testing
   5. Description of the test, e.g. author, psychometric properties, uses of test.
   6. Tabular presentation of scores and results
   7. Qualitative analysis, if applicable
   8. Interpretation at group level
   9. Any other relevant finding
   10. Conclusion
   11. References

PROJECT:

5. For project, a sample of at least 30 subjects should be taken

6. Project report should be structured as follows

   Introduction and definition of basic concepts
   Rationale/significance of the study
Hypothesis

Sample

Tools for data collection

Statistical analysis

Results, discussion and conclusion

Limitations and suggestions

References

STUDY TOUR REPORT: Observational report

Note:

6 Group testing or project or study tour is mandatory (any one)

7 Decision to allow students to conduct group testing or project will be at the discretion of the head of the department

8 The report of group testing or project should be submitted separately.

TERM II: SECTION A and D

I] PSYCHOPHYSICS (any two)

8. Method of Limits- RL or DL

9. Method of Constant Stimuli- RL or DL

10. Method of Average Error: PSE and CE

II] ATTENTION (any one)

10. Divided attention
11. Span of attention
12. Stroop effect

III] PERCEPTUAL PROCESSES (any two)

14. Illusion
15. Size constancy
16. Retinal color zones
17. Reaction time
18. Depth perception

IV] THINKING AND PROBLEM SOLVING (any one)

3. Effect of mental set on problem solving
4. Maze learning
5. Problems solving- Pyramid puzzle / Wiggly Blocks / Heart-and-Bow puzzle

V] LEARNING (any one)

4. Bilateral transfer
5. Effect of knowledge of results
6. Habit interference
7. Serial learning

VI] MEMORY (any one)

f) Recall and recognition
g) Retroactive inhibition / Proactive inhibition

h) Short Term Memory

GUIDELINES FOR S-4 PAPER

GUIDELINES FOR THE CONDUCT OF PRACTICAL

c) Each batch of students should consist of 12 students.

d) If the number of students exceeds even by 1, a separate batch should be formed for conduct of practical.

e) Each batch will conduct practical twice per week with three lecture periods per session.

f) Total workload per batch will be 6 lecture periods.

g) In addition 1 separate lecture will be held for Statistics per week for the entire class.

h) Practical examination will be held annually.

i) Students should visit an industry, mental hospital, general hospital, central jail, remand home, ashram, or correctional institute / organization. The teacher accompanying the students can claim TA/DA as per the University rules.

j) The concerned teacher should verify the completion of practical journal as well as group testing or project report and issue a completion certificate signed by the head of the department.

GUIDELINES FOR ASSESSMENT (ANNUAL EXAMINATION)

C) While preparing the programme for final examination, the number of students in any given batch should not exceed 8.

D) The examiners should set paper on the spot.

E) Three subsets of question papers should be set per batch. These subsets should be considered as one set for billing purpose.
F) Before conducting the examination the external examiner should confirm that all the guidelines mentioned in the syllabus were strictly followed while teaching and conducting the practical. The examiner should also see whether the numbers of practicals are conducted as per the specifications given in the syllabus.

G) While appearing for the final examination, students must produce the fair journal containing the report of the practical duly completed and signed by the concerned teacher and head of the department. Group Testing report or Project report or Study Tour Report (whichever is applicable) should be submitted separately.

H) External Examiner should allow students to appear for final examination only on producing the Completion Certificate.

I) The structure of the question paper for S-4 will be as follows:

   Statistics (any two problems- each problem has 10 marks)
   Question paper/ preference sheet for practical
   
   The question paper will contain 2 sections – section I & section II.
   Section I will contain 4 questions based on tests.
   Section II will contain 4 questions based on experiments.
   The student will give 2 preferences for each section.
   
   Out of the four preferences given by the student, the final choice of the question to be attempted will be of the external examiner.

   Group Testing or Project Assessment

   i. Group testing- The examiner should assess group testing report and conduct viva on the following points:

       a. Purpose of the group testing
       
       b. Name of the test used
       
       c. Statistics used
       
   C) Results
   D) Conclusion
ii. **Project**- The examiner should assess project report and conduct viva on the following points:

- Hypothesis
- Sample
- Tools for data collection
- Method/s for statistical analysis
- Results
- Conclusion

b) **Study tour report**- Complete observation and behavioral analysis

8. Break up of marks will be as follows: (See the Marksheet in Appendix)

- Statistics : 20 marks
- Instructions and conducting : 10 marks
- Practical Report : 15 marks
- Journal : 20 marks
- Practical Viva : 20 marks

c) **Group Testing or Project**

- Report : 10 marks
- Viva : 05 marks

**TOTAL MARKS: 100 marks**
4) The duration for practical examination will be of three and a half clock hours per batch.

5) Assessment of statistics and practical report should be done by the external examiner only.

6) Instructions & conducting, journal, viva, groups testing or project report should be assessed by the internal and external examiners. Average marks of the two examiners should be taken as final assessment.

7) Difference of more than 25% marks between the internal and external examiners in assessment on any of the items mentioned above should be settled mutually.

8) The following items should be considered for billing purpose, as per the revised rates of examiners’ remuneration of S P Pune University.

(Rates as per university booklet- these rates are current rates - in future rates will be changed)

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<td>Remuneration (Evaluation)</td>
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<tr>
<td>1</td>
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<td>23</td>
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<tr>
<td>2</td>
<td>Expert Assistant</td>
<td>80 (125 if two batches in a day)</td>
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<td>30 Rs. per student</td>
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</tr>
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</table>

14. Total remuneration for the examination should be equally divided between the two examiners.

**Books for Reading:**


Pune: Narendra Prakashan.


Sixth Ed. Cengage Learning India, Pvt Ltd.
Mohanthy. *Experiments in psychology.*


4) IBH Publishing Co. Pvt. Ltd.
HISTORY OF CIVILIZATION: WORLD CIVILIZATION

OBJECTIVES

i) To introduce the student to the culture of various civilizations from ancient times onwards.

j) To highlight how this regional cultural identity forms a part of the main flow of the various cultural traditions.

k) To get acquainted with basic concepts, theories and methodology of social Philosophy.

k) To enable the students comprehend the transition of World from ancient to Modern times and its impact on the world.

J) To acquaint the students with growth of various movements that shaped the modern world.

6. To highlight the rise and growth of different ideologies (nationalism...) as a movement in different parts of the world.

B) To enable the students to understand the Political, Socio-Economic and Cultural Developments of World from Pre Historic times.
FIRST TERM

1. CONCEPTUAL STUDY

1.1 Homo Sapiens

1.2 Pre history

1.3 Osiris

1.4 Sphinx

1.5 Cuneiform (Fertile crescent)

1.6 Code of Hammurabi

1.7 Taoism

1.8 Confucianism

1.9 Oracles

1.10 Hijri

1.11 Holy Roman Empire

1.12 Renaissance
2. STONE AGE CULTURE

2.1 Early Types of Man

2.2 Paleolithic Age

2.3 Mesolithic Age

2.4 Neolithic Age

2.5 Food Production, Primitive Agriculture and village Settlement

3. ANCIENT CIVILIZATION IN WEST ASIA

3.1 Egyptian Civilization – Government, Socio-Economic Life, Art and Architecture, Contribution of Egyptian civilization

3.2 Mesopotamia (Mesopotamian) – Socio-Economic Life, Art and Architecture, Religion and Literature.

4. ANCIENT CIVILIZATION OF CHINA

4.1 Social Structure

4.2 Economy

4.3 Religion and Philosophy

4.4 Art, Architecture and Science.
5. ANCIENT INDIAN CIVILIZATION

5.1 Harappan Civilization – Town Planning, Socio – Economic and Religious Life, Art and Craft, Decline

5.2 Vedic Civilization – Vedic Literature, Socio - Economic Life, Cultural and Religious belief

SECOND TERM

6. WESTERN CLASSICAL CIVILIZATION

6.1 Greece Civilization – Social Life, Economy, Cultural Life, Religious belief
6.2 Roman Civilization – Philosophy, Socio-Economic Life, Religion and Philosophy, Science and Literature, Art and Architecture, Roman Law

7. ARAB CIVILIZATION (10)

7.1 Economic and cultural Life, contribution in Science and Literature, Art and Architecture, Contribution in History writing

7.2 Impact of Arab in World Civilization.

8. LIFE IN MEDIEVAL EUROPE (10)

8.1 Meaning and nature of feudalism, Church and State

8.2 Economy, Social Life, Rise of Nation States

9. RENAISSANCE AND REFORMATION MOVEMENT (10)

9.2 Reformation, Counter Reformation

9.3 Consequences of Reformation Movement

10. THE AGE OF DISCOVERIES

10.1 Geographical Explorations - Bartolomeu Dias, Vasco da Gama, Christopher Columbus, Amerigo Vespucci, Ferdinand Magellan

10.2 Scientific Discoveries.

BOOKS FOR STUDY

ENGLISH


8. Lucas, Henry, A short History of Civilization


13. Thapar Romila, India : From the origins to AD 1300, Penguin.

14. Webster, Hutton, History of Civilization – Ancient and Medieval