SURESH GYAN VIHAR UNIVERSITY, JAIPUR
(CDOE, SGVU)

Program Project Report (PPR)

MASTER OF ARTS IN PSYCHOLOGY

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Program Project Report

1. Program Mission and Objectives

Suresh Gyan Vihar University, Jaipur, established in 2008, is a leading private University of Rajasthan. SGVU, Jaipur is accredited with Grade A$^+$ by the National Assessment and Accreditation Council (NAAC), and offers courses like Engineering, Management, Hotel Management, Pharmacy, Arts, Humanities, Law, Agriculture, etc. in conventional mode. SGVU is renowned for its innovative academic practices, brilliance in technical education, and consultancy to high-profile industries.

The program's mission is to impart, train, and transform a student completely for high caliber competence through the latest concepts and technology and equip the students as per the demands of the industry.

The program aims to achieve the following objectives:

i. To provide an opportunity to get an MA (Psychology) degree to those who find it difficult or even impossible to pursue regular MA courses at a university either due to their job commitments or certain other circumstances.

ii. To help the learners, study at their own pace, from their own chosen place.

iii. To provide students with an in-depth understanding of their chosen field of study, including current theories, research methodologies, and significant developments.

iv. To develop students' abilities to critically evaluate existing literature, arguments, and evidence within their field.

v. To encourage the integration of knowledge from various disciplines, promoting a more holistic understanding and innovative approaches to solving complex problems.

vi. To instill a strong sense of ethical responsibility and an understanding of the ethical implications of research and professional practice within their discipline.

2. Relevance of the Program with Suresh Gyan Vihar University, Jaipur Mission and Goals

Suresh Gyan Vihar University (SVGU) was established with a vision to become a University with a commitment to excellence in education, research, and innovation aimed towards human advancement.

The proposed program is highly relevant to the SVGU's mission i.e.

- Facilitate holistic education through knowledge sharing, skilling, research, and development.

- Integrate academic and research work towards the nation's development.

- Mentor students' physical, mental, emotional, secular, and spiritual attributes to become a valued human resource as it aims to provide quality education to those aspiring candidates who are deprived of higher education due to the limited number of intakes in the conventional mode of education in the Universities.

Moreover, to keep the quality intact the curriculum and syllabus have been designed at par with the conventional mode keeping in mind the specific needs and acceptability of the learners' ODL mode and in keeping with the aims and objectives of the University also ensuring the industry and future skills relevance.

Nature of Prospective Target Group of Learners

The curriculum of MA (Psychology) is designed in such a way that it helps the students to become not only more employable but also encourages them to become entrepreneurs. Primarily the target group of learners will be:

- Those deprived of admission in the regular mode due to limited intake capacity.

- Those employed in various organizations who desire to pursue higher education as a passion or as a means for movement up the promotional ladder.

- Dropouts primarily due to social, financial and economic compulsions as well as demographic reasons.

- Population of any age and those living in remote areas where higher education institutes are not easily accessible.

3. Appropriateness of program to be conducted in ODL mode to acquire specific skills and competence

The degree would be of most value to students which can support the development of critical thinking, research skills, and subject-specific knowledge. In various fields such as education, business, social sciences, humanities, and public administration, it provides professionals with the opportunity to acquire advanced theoretical knowledge and practical skills that are directly applicable to their work environments.

4. Instructional Design

Curriculum Design

The curriculum is designed by experts in the field of Arts and has taken into account to include relevant topics that are contemporary and create environmental awareness. It is approved by the BoS (Board of Studies), the CIQA (Centre for Internal Quality Assurance), and the AC (Academic Council) of the university.

Semester	Course Code	Paper	Credit	Contact Hours	Internal	External	Total
1	PY-501	Advanced General Psychology I	04	15	30	70	100
1	PY-502	Developmental Psychology I	04	12	30	70	100
1	PY-503	Personality Theories	04	12	30	70	100
1	PY-504	Research Methodology	04	15	30	70	100
1	PY-505	School Counselling	04	15	30	70	100
2	PY-506	Advanced General Psychology II	04	15	30	70	100
2	PY-507	Developmental Psychology II	04	12	30	70	100
2	PY-508	Behavior Modification	04	12	30	70	100
2	PY-509	Health Psychology	04	15	30	70	100
2	PY-510	Marketing and Consumer Psychology	04	12	30	70	100
3	PY-511	Applied Social Psychology I	04	15	30	70	100
3	PY-512	Abnormal Psychology I	04	12	30	70	100
3	PY-513	Counselling Psychology	04	15	30	70	100
3	PY-514	Positive Psychology	04	12	30	70	100
3	PY-515	Marriage and Family Counseling	04	12	30	70	100

4	PY-516	Applied Social Psychology II	04	12	30	70	100
4	PY-517	Abnormal Psychology II	04	12	30	70	100
4	PY-518	LGBTQ Counselling	04	12	30	70	100
4	PY-519	Psychological Assessments - Practical Paper	04	12	30	70	100
4	PY-520	Project Work	04	12	30	70	100
			04	12	30	70	100
Total Credits			**80**				

*Contact Hours at campus mentioned above are other than the PCP (Personal Contact Program) conducted atcampus.

PSO's and PO's

PROGRAMME SPECIFIC OUTCOMES

PSO 1: Students will be able to learn about the psychological aspects related to human behavior.

PSO 2: Students will be able to evaluate the personality related aspects of human beings and reason of their specific behavior at different times.

PSO 3: students will be able to work on the psychology related projects based on personality development and human behavior.

PSO 4: Comprehensive knowledge of the various psychology related aspects in human development.

PSO 5: Students will become Proficient in assessing the reliability and limitations of psychology as a field of academics.

PROGRAMME OUTCOMES

PO 1: After completing three years for Master of Arts (Psychology), students would gain a thorough learning in the fundamentals of psychology and human behavior.

PO 2: This course of Master of Arts (Psychology) makes the students aware about the major developments in the recent past and futuristic approaches.

PO 3: Students will be able to explore strategies for promoting health and preventing disease at the individual, interpersonal, community, and societal levels.

PO 4: Student will be able to develop empathy and understanding for individuals experiencing psychological distress.

Detailed syllabus of MA Psychology Program
Semester 1

Advanced General Psychology - I
PY – 501

Learning Outcomes

- Analyze and evaluate major theories and concepts in psychology, including cognitive, behavioral, humanistic, psychodynamic, and biological perspectives.
- Apply advanced psychological theories to explain human behavior and mental processes across various contexts.
- Critically evaluate empirical research in psychology, including research design, methodology, and interpretation of results.
- Develop and implement evidence-based interventions or strategies informed by psychological theories and research.

Unit-1

Definition of psychology: Sub-fields of psychology – Experimental, Developmental, Biological, Personality, Social, Clinical and Counseling, Development and quantitative psychology Methods in psychology –Survey, Case Study, Naturalistic, Observation, Experiment. Psychologists at work.

Unit-2

Biological basis of Behavior: Brain and Behavior - Neurons, Neurotransmitters, PNS, and CNS. Structure of brain and its functions. Left and Right Hemisphere and its function

Unit-3

Definition of Learning - Classical Learning - Instrumental and operant conditioning Learning- Observational Learning - Cognitive Process in Learning.

Unit-4

Meaning and nature of memory, Theories of memory: Information processing theories-sensory register, short-term memory, rehearsal; Levels of processing theories, Long-term memory organizations, TOT, semantic and episodic memory, encoding and storing long-term memories, the role of organization, the role of imagery, role of constructive processes; Retrieval from long-term memory; Forgetting- Motivated forgetting, Interference, Decay through disuse, Techniques of improving memory.

Unit-5

Definition of Intelligence. Theories of Intelligence - Sperman's General Intelligence, Thurstone's Primary Mental Abilities, Gardner's Mental intelligence, and Triarchic Theory of Intelligence. Emotional Intelligence, Fluid and Crystallized Intelligence.

Reference

1. Bougles A. Bernstein; Edward J. Roy; Thomas K. Srull; Christoper D. Wickens, Psychology – 2nd Edition, Hougsten, Muffin Company; Boston. 1991.
2. Clifford T, Morgan, Richard A. King, John. R. Weisz, John Schopler (1996), Intoduction to Psychology. 7th ed. McGraw Hill International Edition; New Delhi.
3. Baron, R.A. (1995) Psychology. New York; Harper Collins, College Publishers.

Semester 1
Developmental Psychology - I

PY – 502

Learning Outcomes

- Demonstrate an understanding of major developmental theories, including psychoanalytic, cognitive, behavioral, sociocultural, and ecological perspectives.
- Compare and contrast these theories to explain how individuals develop physically, cognitively, emotionally, and socially across the lifespan.
- Analyze the factors that influence developmental trajectories, such as genetics, environment, culture, and individual differences.
- Evaluate empirical research studies in developmental psychology, including research design, methodology, data analysis, and interpretation of findings.

Unit-1

Basic Concepts – Aspects of Development, Domains of Development, Life Span periods – Methods – Stages of Development – Principles of Development -Influences on development- Conceiving New life - Prenatal period – Birth – The birth process - Stages of Childbirth Vaginal Vs Cesarean Delivery

Unit-2

Characteristics of infancy and early childhood - physical development, health, motor, sensory, emotional, and perceptual development; characteristics of late childhood, developmental tasks, physical development, health, motor skills, cognition and language.

Unit-3

Cognitive development: Piaget's sensory motor stage, Piaget's preoperational stage; Piaget stage of concrete operations, moral development, personality in late childhood, development of self-concept, Freud's latency period, Erickson's industry versus inferiority, social learning theory, Piaget stage of formal operations, moral development.

Unit-4

Characteristics of adolescence, developmental tasks of adolescence, physical changes, maturation in adolescence, psychological impact of physical changes, health concerns of adolescence, and aspects of intellectual development.

Unit-5

Social changes during adolescence: interests, theoretical perception in adolescence, identity formation, approved sex roles, family relationships, relationships with peers, personality changes, hazards of adolescence, problems of adolescence: teenage pregnancy, Juvenile delinquency, positive view of adolescence.

References

1. Elizabeth B. Hurlock, Developmental Psychology – A Life Span Approach, Fifth Edition, Tata McGraw Hill Publishing co. Ltd., New Delhi.
2. Zubek J.P. and Solberg, P.A., Human Development, New York, McGraw Hill Book Co. Ltd., 1954.
3. Papalia, Diane E, and Old, Human Development V Ed 1992, Tata McGraw Mill Publishing Co., Ltd

Semester 1
Personality Theories

Learning Outcomes

- Demonstrate a comprehensive understanding of major personality theories, including psychoanalytic, trait, humanistic, social-cognitive, and biological perspectives.
- Compare and contrast these theories in terms of their assumptions, key concepts, and explanatory power regarding personality development and functioning.
- Assess the applicability of various personality theories to explain individual differences in behavior, cognition, emotion, and motivation.
- Synthesize empirical research findings from personality psychology to support or challenge theoretical perspectives on personality.

Unit-1

Introduction to Personality - Meaning of personality Sigmund Freud - Psychoanalysis - Basic Nature of human beings - structure of personality - Development of personality - Further applications

Unit-2

Carl Gustav Jung - Analytical Psychology - Basic Nature of human beings - the structure of personality - Development of personality - Further applications Alfred Adler -Individual Psychology -Basic Nature of human beings - the structure of personality - Development of personality - Further applications

Unit-3

Eric Erickson - Ego Psychology - Basic Nature of human beings - structure of personality Development of personality - Further applications Carl Rogers - Self Actualization theory (i) - Basic Nature of human beings - structure of personality - Development of personality - Further applications

Unit-4

Abraham Maslow - Self Actualization theory (ii) - Basic Nature of human beings – structure of personality - Development of personality - Further applications Albert Bandura - Social cognitive theory - Basic Nature of human beings - the structure of personality - Development of personality - Further applications

Unit-5

Personality tests - Big Five personality test - Myers Briggs personality test - Type personality test Projective tests - Rorschach personality test - TAT - CTAT- Tomkins picture arrangement test- Rosenzweig frustration test.

References
1. Schultz, D.P., & Schultz, S.E. (2013).Theories of personality (10th ed.). New Delhi, India: Cengage Learning India Pvt. Ltd.
2. Albert, B. Even (2010). An introduction to theories of personality (7th ed.). New York, NY: Psychology Press.
3. Friedman, H.S., &Schustack, M.W. (2009). Personality: Classic theories and modern research (3rded.). Noida, India: Dorling Kindersley India Pvt. Ltd.
4. Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). Theories of personality (4th ed.).

Learning outcomes
- Demonstrate a comprehensive understanding of various research designs, including experimental, quasi-experimental, correlational, and qualitative designs.
- Identify and explain the strengths, limitations, and applications of different research methodologies in psychology and related fields.
- Collect, analyze, and interpret data using appropriate statistical techniques, software programs, and qualitative analysis methods.
- Understand and apply ethical principles and guidelines in the conduct of research, including principles of beneficence, respect for persons, and justice.

Unit-1
Introduction to Research Methodology: Meaning of Research – Objectives of Research – Types of Research – Significance of Research – Research Process – Criteria of Good Research.
Unit-2
Methods of Data Collection & Analysis of Data: Collection of Primary data: Observation method, Interview method, Questionnaires, schedules, other methods - Collection of Secondary Data – Case study Method – Survey Method.
Unit-3
Sampling Fundamentals: Need for sampling – Steps in sample design – Types of sample Designs: Non-probability sampling – Probability sampling – Complex Random Sample Designs: Systematic sampling, Stratified sampling, Cluster sampling, Area sampling, Multistage sampling, Sampling with probability proportional to size, Sequential sampling.
Unit-4
Measurement and Scaling Techniques: Measurement in Research – Measurement scales – Sources of error in measurement – Tests of sound measurement – Technique of developing Measurement tool organizing data: Frequency distribution – Graphs – Descriptive statistics: Measures of central tendency – Measures of variation – Types of distributions. Inferential statistics: z test – t test– Analysis of Variance – Correlation– Concepts related to correlation
Unit-5
Report Writing: Technique of Interpretation – Precautions – Significance of Report writing – Steps – Types of Report writing – Mechanics of writing a report – Precautions.

Reference
1. Haslam S Alexander & Mc Garty Craig. (2003). Research Methods & Statistics in Psychology. New Delhi: Sage Publications India Pvt Limited.
2. Guilford J.P. Research Methods in Social Sciences.
3. Coaley, K. (2009). An introduction to psychological assessment and psychometrics. New Delhi, India: Sage Publications India Pvt. Ltd.
4. Coolican, H. (2009). Research methods in statistics in psychology. New Delhi, India: Rawat Publications.
5. Gravetter, F.J., & Forzana,L.A.B. (2009). Research methods for behavioral sciences. Boston, MA: Wadsworth Cengage learning.

School Counseling
PY – 505

Learning Outcomes
- Develop competency in conducting comprehensive assessments of students' academic abilities, career interests, social-emotional functioning, and developmental needs.
- Utilize a variety of assessment tools and techniques, including standardized tests, behavioral observations, interviews, and self-report measures, to inform counseling interventions and decision-making.
- Demonstrate a thorough understanding of counseling theories and techniques relevant to school counseling, including person-centered, cognitive-behavioral, solution-focused, and developmental approaches.
- Apply counseling theories and techniques to address the diverse needs of students in educational settings, including academic, career, and personal/social development.

Unit-1
Introduction to School Counselling - objectives - factors influencing - principles – role and functions of the school counselor.

Unit-2
Counseling in elementary schools- role of elementary school counselor- Characteristics of elementary school students - Middle or junior high school counselor - Secondary school counselor - Role of a counselor in a trauma-laden situation in Schools

Unit-3
Examination of the child - Format of the examination of the child and the family - Psychological assessment of the child - tests of cognition - tests of personality and temperament -Psychological assessment from a clinician perspective - Uses of psychological assessment.

Unit-4
Specific Problems and disorders in children - Academic problems – Learning Disability, ADHD/ADD. Autism Spectrum Disorders, Externalizing problems, internalizing problems, Developmental problems and specific developmental delays and Language disorders, child psychopathology.

Unit-5
Psychological therapies or counseling for children - techniques of therapy – Play therapy - behavior modification - family therapy - group therapy.

References
1. Aggarwal J.J. (2004). Psychology of Learning and Development. India. Shipra Publishers. Thenmozhi S. (2003). School Counselling: A Psychologist Guide. India. Aarthi Shruthi Publishers.
2. Kapur M. (2011). Counseling Children with Psychological Problems. India. India Binding House, Pearson. (Google Books)
3. Geldard. K., Geldard. D., YinFoo.R., (2013). Counseling Children: A Practical Introduction. India.

Semester 2
Advanced General Psychology - II
PY-506

Learning Outcomes

- Integrate knowledge from multiple disciplines (e.g., neuroscience, sociology, anthropology) to understand complex psychological phenomena and human behavior from a multidimensional perspective.
- Apply interdisciplinary approaches to explore topics such as the biological basis of behavior, cultural influences on cognition, and the social determinants of mental health.
- Critically evaluate empirical research literature in psychology, including research articles, meta-analyses, and theoretical reviews, identifying strengths, weaknesses, and implications for theory and practice.
- Synthesize findings from multiple studies to identify trends, controversies, and unanswered questions in specific areas of psychological research.

Unit-1

Motivation: Motives, needs, drives and incentives, theoretical perspectives- instinct theory, humanistic, drive theories, incentive theories, opponent process theories, optimal level theories; Biological motives- hunger, thirst , sleep, sex; Stimulus motives sensory stimulation, exploration and manipulation, optimal arousal, social motives- measurement of social motives, affiliation, achievement, power, aggression, Frustration and conflicts of motives.

Unit-2

Emotions and Stress - Expression and Perception of Emotions. Emotions and ANS. Brain and Emotions. Theories of Emotions. Expressions of Emotions. Stress and Stressors. Coping styles.

Unit-3

Psychological Tests - Types of tests. Characteristics of a good test. Assessing Intelligence - Stanford Binet scale, Wechsler Tests. Tests for Special aptitudes.

Unit-4

Thinking process- concepts, problem solving, decision making. Creative thinking -Nature and characteristics of Creative thinkers. Consciousness - Active and passive roles of consciousness, Sleep and Dreams, Meditation, Hypnosis

Unit-5

Language – Elements of language, understanding sentences and conversation; stages of language development; Acquiring of language.

Reference

1. Bougles A. Bernstein; Edward J. Roy; Thomas K. Srull; Christoper D. Wickens, Psychology – 2nd Edition, Hougsten, Muffin Company; Boston. 1991.
2. Clifford T, Morgan, Richard A. King, John. R. Weisz, John Schopler (1996), Introduction to Psychology. 7th ed. McGraw Hill International Edition; New Delhi.
3. Baron, R.A. (1995) Psychology. New York; Harper Collins, College Publishers.

Semester 2
Developmental Psychology - II
PY-507
SYLLABUS

Learning Outcomes

- Identify opportunities for continued learning, professional development, and specialization within the field of developmental psychology.
- Collaborate with peers in group discussions, presentations, and collaborative projects, demonstrating respect for diverse perspectives and constructive engagement in scholarly discourse.
- Demonstrate cultural competence in applying developmental theories and practices to diverse populations, including consideration of cultural norms, values, and beliefs.
- Demonstrate cultural competence in applying developmental theories and practices to diverse populations, including consideration of cultural norms, values, and beliefs.

Unit-1
Characteristics of adulthood, physical, sensory, and psychomotor functioning, health in adulthood, changes in interest in adulthood, social mobility, sex role adjustment, personal and social hazards of adulthood, intellectual development, vocational adjustment, marital adjustment, adjustment to parenthood.

Unit-2
Characteristics of middle age, developmental tasks, physical changes, sensory, psychomotor functioning, health in middle age, and intellectual development.

Unit-3
Personal and social hazards, changes to interest, work in the middle age, adjustment to change family patterns, marital hazards of middle age, adjustment to single-hood, adjustment to loss of a spouse, relationship with maturing children and aging parents.

Unit-4
Characteristics of old age, developmental tasks, physical development, sensory and psychomotor functioning, intellectual development, health in old age, social adjustment in old age, physical hazards, psychological hazards, religion, and emotional well-being.

Unit-5
Social issues related to aging, relationships with siblings, friends, and adult children; family management of elder care, adjustment to retirement, adjustment to single-hood, vocational and family hazards of old age, living arrangements for the elderly; Death: facing death; three aspects of death.

Reference
1. Papalia, Diane E., Olda Sally Wendoke (2005). Human Development. 9th Edition. Tata McGraw Hill Publishing Co.
2. Hurlock, E. Developmental Psychology (1995). IV Edition. Tata McGraw Hill Publishing.
3. Shaffer, David R. (1993). Developmental Psychology. IV Edition. Brooks / Cole Publishing Company.

Semester 2
Behavior Modification
PY-508

Learning Outcomes
- Demonstrate a comprehensive understanding of the principles of behavior modification, including classical conditioning, operant conditioning, and social learning theory.
- Explain how principles are applied to understand and modify behavior in individuals across various settings, including clinical, educational, organizational, and community contexts.
- Develop behavior management plans that incorporate evidence-based strategies and consider individual differences, cultural factors, and ethical considerations.
- Provide consultation and training to individuals and organizations on behavior management techniques, behavior support plans, and positive behavior intervention strategies.

Unit-1
Introduction to Health Psychology- Definition of Health Psychology- why is the field of health psychology needed- Models in Health Psychology- Training for a career in health psychology.

Unit-2
Health promotion and the practice of health behavior- Introduction to health behavior, barriers to effective health promotion- factors influencing the practice of health behavior.

Unit-3
Modification of health behavior- changing health behavior by changing health beliefs- Cognitive behavioral approaches to health behavior change- Appropriate venue for health habit modification.

Unit-4
Health enhancing behavior- Exercise- benefits, determinants of regular exercise – Accident Prevention- Cancer-related health behavior- weight control, maintaining a healthy diet.

Unit-5
Health compromising behavior- Alcoholism and problem drinking- Smoking- why do people smoke- Intervention to reduce smoking- smoking prevention - Preventive Approaches to Alcohol Abuse

Reference
1. Shelley E.Taylor (1995). Health Psychology. 6th edition. Tata McGraw Hill edition.
2. Edward P.Sarafino (1994). Health Psychology. Joha Wiley and Sons
3. M.Sykes (2008). Health Psychology: Theory, Research and Practice. 2nd edition. New Delhi: Sage Publications.

Semester 2
Health Psychology
PY-509

Learning Outcomes
- Explain the role of psychological factors such as stress, coping, beliefs, attitudes, and behaviors in the etiology, prevention, and management of physical and mental health conditions.
- Apply evidence-based techniques and interventions from health psychology to facilitate the adoption of healthy behaviors, the cessation of unhealthy behaviors, and the maintenance of behavior change over time.
- Explore the psychological impact of chronic illness and disease on individuals, families, and communities, including adjustment, coping, quality of life, and psychosocial functioning.
- Explore strategies for promoting health and preventing disease at the individual, interpersonal, community, and societal levels.

Unit-1

Introduction to Behavior Modification - Characteristics - Areas of application – Observing and recording behaviour - direct and indirect assessment - Logistics of recording – Choosing a recording method

Unit-2
Reinforcement - positive and negative reinforcement - conditioned and unconditioned reinforcers - factors that influence the effectiveness of reinforcement

Unit-3
Extinction - Punishment - negative and positive punishments - contrasting and reinforcement and punishment - factors that influence the effectiveness of punishment

Unit-4
Shaping - applications of shaping - how to use shaping. Prompting - Fading - types of prompts - Prompt fading

Unit-5
Behavioral skills and training procedures - components of the behavioral skills training procedure - modeling - rehearsal - enhancing generalization after behavioral skills - how to use behavioral skills training procedure.

References
1. Miltenberger, R.G. (2012). Behavior modification: Principles and procedures. (5thed.). Boston, MA: Wadsworth Cengage Learning.
2. Masters, J. C., Burish, T. G., Hollon, S. D.,& Rimm, D. C. (1987). Behavior therapy: Techniques and empirical findings.(3rd ed.). New York, NY: Harcourt Brace Jovanovich College Publishers.
3. Kanfer, F.H.,& Saslow, G. (1965). Behavioral analysis: An alternative to diagnostic classification. Archives of General Psychiatry,12(6), 529-538.
4. Simos, G. (2002). Cognitive behavior therapy: A guide for the practicing clinician.

Semester 2
Marketing and Consumer Psychology
PY-510

Learning Outcomes
- Analyze how individual differences, such as personality, attitudes, values, and lifestyle,
- Influence consumer preferences, choices, and purchasing decisions.
- Apply psychological principles and theories to design effective marketing strategies.
- Evaluate the effectiveness of marketing tactics in influencing consumer behavior and achieving marketing objectives, using psychological research methods and metrics.
- Evaluate the effectiveness of marketing tactics in influencing consumer behavior and achieving marketing objectives, using psychological research methods and metrics.

Unit-1
Consumer Psychology - why study consumer psychology - what is consumer behavior? different types of consumers - Age - gender - family structure – social class and income - class and ethnicity - geography. Dark side of consumer behavior - consumer terrorism - Addictive consumption and compulsive consumption - consumed consumers - illegal activities - consumer behavior as a field of study.

Unit-2
Consumer memory and learning - marketers aid consumer memory - marketing to older consumers Learning - five elements of learning - classical conditioning - operant conditioning - social learning Sensory marketing - hearing - smell - touch - taste and vision.

Unit-3
What attracts consumers attention - color - novelty - personal relevance and preferences - brand Identity and Consumption - symbolic means of products - negative aspects of consumption upon self

Unit-4
Advertising Psychology - factors that make advertisements successful - role of humor - does sex sell - use of music in advertising - fear appeals. Motivation - Maslow's theory of motivation - How to motivate consumers - positive reinforcements - encourage involvement

Unit-5
Consumer and happiness - materialistically oriented consumers – compulsive buying - shopping addiction - impact of marketing strategies on happiness - Autobiographical advertising - price - choice.

References
1. Jansson-Boyd Cathrine V (2010) Consumer Psychology, MC Graw Hill Education (India) Pvt.Ltd.
2. BatraRajeer, Myyers.G.J, Aakar. D. A .(1990). Advertising Management. New Delhi: Prentice Hall of India Ltd.
3. Schiffman,L.G, Kanuk,l.l.(1999). Consumer Behavior. New Delhi: Prentice Hall of India Ltd.

Semester 3
Applied Social Psychology I
PY-511

Learning Outcomes
- Understand and adhere to ethical principles and professional standards in the practice of psychology.
- Demonstrate knowledge of relevant laws, regulations, and guidelines governing psychological practice.
- Understand and adhere to ethingage in self-reflection to understand personal biases, strengths, and areas for growth.
- Develop strategies for ongoing professional development and lifelong learning to stay current with advancements in the field of psychology.

Unit-1
Introduction: social problems and human cognition and behavior, Definition of applied social psychology, Correspondence between basic and applied social psychology, Developing and testing theories, Basic and applied social psychology as science, Causes of behavior and cognitions, personal values, The use of multiple theories, research methods, Field settings, Social utility, Roles of Applied Social Psychologists
The USE of theory in applied social psychology- Introduction, The role of theory in the field of applied social psychology c. Theories, Social psychological theories- Social thinking, Social influence, Social relationships
Unit-2
Applications of social psychology to increase the impact of behavior focused intervention- Introduction, A behaviour-analysis approach to intervention, Behavioural intervention strategies- (Antecedent strategies,
Consequence strategies), Enhancing interventions through social influence- Consistency, Authority, Liking, Reciprocity, Scarcity Research designs in applied social psychology- True experiments (Defining features of true experiments, Advantages, Disadvantages, Minimizing the disadvantages of true experiment), Correlational research (Defining features, Advantages, Disadvantages, Minimizing the disadvantages of correlational studies), Quasi-experiments (Defining features, Advantages, Disadvantages) Experimental research, Survey research (Defining features, Advantages, Disadvantages, Minimizing disadvantages of survey research)
Unit-3
Social psychology and economic behavior- Economic theory of utility maximization, Personal, social and situational reference, Loss aversion (Endowment effect, Status-quo bias, Sunk-costs effect), Time preference **Social psychology and immigration-** Acculturation theory, One-dimensional models of acculturation, Multidimensional models of acculturation, Acculturation research and social-psychological theories, the influence of globalization on host–immigrant relationships
Unit-4
Applying social psychology to the classroom- Social comparison- Upward social comparison in the classroom, Students' 'Theories' of intelligence and academic self-concept, Entity versus incremental theory of intelligence, Academic self-concept of failure and performance, Academic

self-concept of success and the BFLPE, Stereotype threat: the role of negative stereotypes
Social psychology and environmental problems- Environmental influences on well-being and behavior, Effects of behavior on the environment, Environmental problems and human behaviour, Promoting pro-environmental behavior.

Gender issues in work and Organizations- Women and Men at work- Quantitative differences, Qualitative differences, Stereotyping men, women and jobs, Women's choices and decisions regarding jobs and careers, Self-efficacy, Outcome expectancies. Gender typing of jobs, glass ceiling, Gender typing of leadership and management, Gender differences in leadership style and effectiveness, human capital theory, Economics: statistical discrimination theory, Sociology: socialization theory

Unit-5
Social psychology of health and illness- The societal burden of unhealthy behaviors, The societal burden of chronic illnesses, Contributions of social psychology to prevent and solve health Problems, Understand health and illness behaviors, Motivation and self-efficacy expectations Illness behavior, Stage models, Promoting health behavior, Tailoring messages, Framing messages.

Social psychology and Mental Health- Introduction, Disturbed body image, Gender differences in body image, Consequences of disturbances in body image, Theoretical explanations of disturbed body image, Preventing body image disturbances. Depression- Gender differences in depression, Social comparison theory and depression, Preventing depression. Relationship problems. Attachment theory- Attachment style. Social exchange and interdependence theory

Unit-6
Social psychology and modern organizations- Introduction, Social context of modern organizations, Strengths of active exploration, Social identity theory. Dynamic organizational development- cohesion and locomotion goals, Promoting cohesion, Promoting locomotion, Flexibility in cohesion and locomotion

Social psychology and the study of politics- Political leadership, 'Big Five' personality factors, Profiling political leaders, Crisis decision-making, Groupthink, Voting behavior- To vote or not to vote?, Theory of reasoned action, The Michigan model of voting, prejudice.

References
 Social Psychology and Human Nature" by Roy F. Baumeister and Brad J. Bushman.
  1. "Applied Social Psychology: Understanding and Addressing Social and Practical Problems" by Linda Steg, Abraham P. Buunk, and Talib Rothengatter
  2. "Social Psychology: Goals in Interaction" by Douglas Kenrick, Steven L. Neuberg, and Robert B. Cialdini
  3. "Applied Social Psychology" by Frank W. Schneider, Jamie A. Gruman, and Larry M. Coutts

Semester 3

Abnormal Psychology II
PY-512

Learning outcomes
- Gain proficiency in research methodologies relevant to the study of abnormal psychology, including experimental, correlational, and case study methods.
- Develop the ability to critically evaluate research literature and understand the implications of research findings for clinical practice
- Build strong interpersonal skills to establish rapport and work effectively with clients.
- Develop empathy and understanding for individuals experiencing psychological distress.

Unit-1
Defining & Classifying Abnormal Behavior- Introduction, Defining Psychopathology, Cultural Expectations, Diagnosing and Classifying Abnormal Behavior Perspectives on Abnormal behavior- Introduction. Historical Perspectives on Mental Illness,

Unit-2
Therapeutic Orientations, The Biological Model, Psychopharmacology, Evidence-Based Practice & Empirically Supported
Treatments

Unit-3
Mood Disorders- Introduction, Mood Disorders anxiety Disorders- Introduction, Anxiety, and elated Disorders, Body Dysmorphic Disorder

Unit-4
Schizophrenia & Related Psychotic Disorders, Post-traumatic Stress Disorder

Unit-5
ADHD and Related Behaviour Disorders in Childhood, Autism Spectrum Disorder, Personality Disorder

References
1."Abnormal Psychology: An Integrative Approach" by David H. Barlow and V. Mark Durand
  1. 2."Abnormal Psychology" by Ronald J. Comer American Psychiatric Association. (2013). Diagnostic and Statistical Manual of
  2. Mental Disorders (5th ed.). Arlington, VA: American Psychiatric Publishing.
  3. Agras, W.S. (1985). Panic: Facing fears, phobias, and anxiety. N.Y.: W.H. Freeman & Co.
  4. Agras, W.S. (1984). The behavioral treatment of somatic disorders. In W.D. Gentry (Ed.), Handbook of behavioral medicine. New York: Guilford Press.

Semester 3
Counseling Psychology
PY-513

Learning outcomes
- Develop an understanding of the major categories of psychological disorders, their symptoms, etiology, and diagnostic criteria as outlined in the DSM-5 and ICD-10.
- Learn to recognize and differentiate between various psychological disorders.
- Gain proficiency in applying counseling techniques and interventions from various theoretical approaches.
- Learn to develop and implement effective treatment plans tailored to the individual needs of clients.

Unit-1
Introduction: Toward an Integrative Approach in Counseling, Therapeutic Relationship: Exploring Clients' Symptoms and Strengths, Powered by Struggles and Strengths

Unit-2
Positive Psychology in Counseling

Unit-3
Psychoanalytic Therapy, Adlerian Therapy, Existential Therapy, Reality Therapy

Unit-4
Person-Centered Therapy, Gestalt Therapy, Behavior Therapy, Cognitive Behavior Therapy

References:

1.Lambert, M. J. (Ed.). (2013). Bergin and Garfield's Handbook of Psychotherapy and Behavior Change (6th ed.). Hoboken, NJ: John Wiley & Sons.
2. Corey, G. (2017). Theory and Practice of Counseling and Psychotherapy (10th ed.). Boston, MA: Cengage Learning.

Semester 3
Positive Psychology
PY-514

Learning Outcomes

- Positive psychology principles are applied in educational settings to foster positive learning environments, improve student engagement, and promote resilience.
- Organizations use positive psychology to improve employee satisfaction, motivation, and productivity.
- Positive psychology interventions aim to enhance community well-being by fostering social cohesion.
- positive psychology complements traditional approaches by incorporating strategies that build clients' strengths and promote positive emotions and resilience.

Unit-1

Introduction, Perspectives on Positive Psychology, Classification and Measures Of Human Strengths

Unit-2

Positive Emotions, Happiness & Subjective Well-Being, Determinants of Subjective Well-Being, Emotional Focused Coping, Emotional Intelligence

Unit-3

Socioemotional Selectivity, Self-Efficacy, Optimism, Hope, Positive Development Across the Life Span: Resilience, Resilience in Later Years, Wisdom, Courage & Mindfulness, Mindfulness & FLOW

Unit-4

Spirituality/ Religiosity, Religiosity & Altruism, Altruism & Gratitude, Measuring Gratitude, Forgiveness, Attachment & Flourishing Relationships

Unit-5

Enhancing the Good & Positive Schooling, Positive Schooling, Good Work

References

1. Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. American Psychologist, 55(1), 5-14.
2. Achor, S. (2010). The happiness advantage: The seven principles of positive psychology that fuel success and performance at work. Crown Business.
3. Peterson, C. (2006). A primer in positive psychology. Oxford University Press.
4. Lyubomirsky, S. (2008). The how of happiness: A scientific approach to getting the life you want. Penguin

Semester 3
Marriage and Family
PY-515

Learning Outcomes
- Develop the ability to apply positive psychology interventions in various settings to enhance well-being and life satisfaction.
- Learn techniques such as gratitude exercises, strengths identification, mindfulness practices, and strategies to foster positive relationships and meaningful engagement.
- Learn about the historical development of positive psychology and its distinction from traditional psychology focused on pathology.
- Learn how to apply positive psychology principles to promote personal growth, resilience, and well-being.

Unit-1
The Changing Face of the American Family: Early History, The Changing Face of the American Family: Modern History

Unit-2
Dating, Love and Mate Selection, Marriage and Family Life: The Early Years, Marriage and Family Life: The Parenting Years, Marriage and Family Life: The Middle and Late Years

Unit-3
Time, Energy, and Money: Managing Family Resources, Cultural Variations in Marriage and Family Conflict in Families, Divorce and Remarriage, Building Strong Families

References

1. 1.American Psychological Association (APA). (2017). Guidelines for Couple and Family Psychology. Washington, DC
2. Nichols, M. P., & Schwartz, R. C. (2017). Family Therapy: Concepts and Methods (11th ed.). Boston, MA: Pearson.
3. Gurman, A. S., Lebow, J. L., Snyder, D. K. (Eds.). (2015). Clinical Handbook of Couple Therapy (5th ed.). New York, NY: Guilford Press.

Semester 4
APPLIED SOCIAL PSYCHOLOGY II
PY-516

Learning Outcomes
- Demonstrate a comprehensive understanding of key theories and concepts in social psychology
- Apply social psychological theories to analyze and explain real-world social issues and phenomena
- Design and implement interventions, programs, or policies informed by social psychological theories and methods to promote positive outcomes and social change.
- Analyze the processes of social influence and persuasion, including compliance, obedience, persuasion techniques, and marketing strategies

Unit-1
Defining Social Psychology, Social Psychology as a Science, The Role of Personal Values, Historical Context of Applied Social Psychology, A Problem Focus, Social Influences on Behavior: The Power of the Situation- Conformity, compliance, obedience, Various Roles of Applied Social Psychologists

Unit-2
Theory in Social Psychology- Functions of Social Psychological Theories, Characteristics of Social Psychological Theories(Social Learning theory, Social Identity theory Social exchange theory, Social comparison theory, Contact theory), Cognitive Dissonance Theory, Groupthink Theory

Unit-3

Methods of Data Collection - Variables and Their Measurement, Self-Report Methods: The Special Case of Surveys, Observational Methods, Research Designs (True Experiments, Quasi-Experiments, Correlational Studies , Descriptive Studies), Research Settings, Qualitative esearch Methods , Research Ethics

Unit-4

Design of Interventions, Nature of Interventions, Key Tasks in Intervention, Evaluation of Interventions, Reasons for Evaluating Interventions, Types of Evaluation, Importance of esearch Design in Evaluating Interventions, Evidence-Based Interventions

 Unit-5
Applying Social Psychology to Clinical and Counseling Psychology ,The Origins of sychological Disorders, The Social Psychological Roots of Social Anxiety, A Social Psychological Model of Depression), The Treatment and Prevention of Psychological Disorders (Self-Presentation heory: An Approach to Treating Social Anxiety, Hopelessness Theory Approach to Treating epression), The Diagnosis of Psychological Disorders (Biases in Clinical Decision Making)

Unit-6

Applying Social Psychology to Sports Teams ,Team Dynamics(Team Cohesion, Team Confidence, Effective Communication, Team Goal Setting), Team Building

Unit-7

Applying Social Psychology to the Media ,The Consequences of Viewing Media Violence, edia Violence and Aggressive Thoughts, Media Violence and Fear, How the Media Influence Our Thoughts, Effects of Negative Media Coverage of the Government.

Unit-8

Applying Social Psychology to Health ,The Biopsychosocial Model, Social Variables and ealth, Persuasion and Social Influence in Media Health Coverage, Health Belief Model, Theory of Planned Behavior, Stages of Change Model, Stress, Coping, and Social Support

Unit-9

Applying Social Psychology to Education Intrapersonal Processes: Increasing Success, Reducing Failure- What Factors Affect Student Performance, How Can Student Performance Be Improved, Interpersonal Processes: Teachers and Students Interacting, Teacher Expectations and Student chievement, Students Interacting with Other Students, When Interactions Turn Deadly: School Violence

Unit-10

Applying Social Psychology to the Community- Defining Community Psychology, Origins of Community Psychology, Community Psychology Values and Approaches, The Importance of Diversity, Research on Stigmatization, The Media and Stigmatization, The Internet as a Community and Source of Help ,Applying Social Psychology to the Environment- Defining Resource Dilemma, Studying Resource Dilemmas, Strategies for Inducing Pro-Environment Behavior, The Built Environment - Social Design, Defensible Space, Epilogue

References
1. Social Psychology and Human Nature" by Roy F. Baumeister and Brad J. Bushman
2. "Applied Social Psychology: Understanding and Addressing Social and Practical Problems" by Linda Steg, Abraham P. Buunk, and Talib Rothengatter
3. "Social Psychology: Goals in Interaction" by Douglas Kenrick, Steven L. Neuberg, and Robert B. Cialdini
4. "Applied Social Psychology" by Frank W. Schneider, Jamie A. Gruman, and Larry M. Coutts
5. "The Oxford Handbook of Social Psychology and Social Justice" edited by Phillip L. Hammack and Bertram J. Malle
6. "Social Psychology and Evaluation" by Melvin M. Mark and Stewart I. Donaldson
7. "Social Psychology and Health" by Wolfgang Stroebe and Miles Hewstone
8. "The Handbook of Applied Social Psychology" edited by Abraham P. Buunk and Sander Thomaes

Abnormal Psychology- II
PY-517

Learning Outcomes
- Engage in reflective practice and ongoing professional development to enhance clinical skills, ethical competence, and cultural responsiveness in working with individuals with psychological disorders.
- Engage in reflective practice and ongoing professional development to enhance clinical skills, ethical competence, and cultural responsiveness in working with individuals with psychological disorders.
- Demonstrate a comprehensive understanding of major psychological disorders, including their symptoms, etiology, prevalence, course, and treatment approaches.
- Demonstrate a comprehensive understanding of major psychological disorders, including their symptoms, etiology, prevalence, course, and treatment approaches.

Unit-1
Defining Abnormal Psychology, Models of Abnormal Psychology, Mood Disorders, Trauma- and Stressor-Related Disorders, Dissociative Disorders, Anxiety Disorders, Somatic Symptom and Related Disorders, Obsessive Compulsive and Related Disorders

Unit-2
Feeding and Eating Disorders-Binge Eating Disorder (BED), Bulimia Nervosa (BN), Anorexia Nervosa (AN), Other Specified Feeding and Eating Disorders (OSFED), Avoidant/Restrictive Food Intake Disorder (ARFID), Orthorexia Nervosa, Night eating syndrome, Pica, Purging disorder, Rumination disorder, Substance-Related and Addictive Disorders.

Unit-3
Schizophrenia Spectrum and Other Psychotic Disorders- Catatonic schizophrenia, Disorganized schizophrenia/hebephrenic schizophrenia, Paranoid schizophrenia, Residual schizophrenia, Undifferentiated schizophrenia, Brief psychotic disorder, Delusional disorder, Schizoaffective disorder, Schizophreniform disorder, Schizotypal (personality) disorder. Personality Disorders- Dependent personality disorder, Paranoid personality disorder, Schizoid personality disorder, Schizotypal personality disorder, Avoidant personality disorder, Obsessive compulsive personality disorder (OCPD), Histrionic personality disorder, Narcissistic personality disorder.

Unit-4
Neurocognitive Disorders , Contemporary Issues in Psychopathology

References:
1. "Abnormal Psychology: An Integrative Approach" by David H. Barlow and V. Mark Durand
2. "Abnormal Psychology" by Ronald J. Comer Neurocognitive Disorders: A Clinical Approach" by Steven B. Filley
3. "Neurocognitive Disorders: A Practical Guide" by John A. Bertelson "Clinical Neuropsychology: A Practical Guide to Assessment and Management for Clinicians" by Laura H. Goldstein and Jane E. McNeil
4. Eating Disorders: A Clinical Handbook" by Arnold E. Andersen and Carolyn Black Becker
5. "Cognitive-Behavioral Therapy for Avoidant/Restrictive Food Intake Disorder: Children,

LGBTQ Counseling
PY-518
Learning Outcomes

- Demonstrate a comprehensive understanding of diverse sexual orientations, gender identities, and gender expressions within the LGBTQ+ community.
- Recognize the unique challenges, stressors, and experiences faced by LGBTQ+ individuals, including stigma, discrimination, minority stress, and intersectional identities.
- Create a therapeutic environment that fosters trust, safety, and validation for LGBTQ+ clients, affirming their identities, experiences, and self-determination.
- Understand the intersectionality of LGBTQ+ identities with other aspects of diversity.

Unit-1
Young Lgbtq Adults- Gay Identity Development, Career Development, Religion and Spirituality, Health Issues, Family and Social Development, Bias and Discrimination.

Unit-2
Midlife Lgbtq Adults- Gay Identity Development, Career Development, Religion and Spirituality, Health Issues, Family and Social Development, Bias and Discrimination

Unit-3
Older Lgbtq Adults- Gay Identity Development, Career Development, Religion and Spirituality, Health Issues, Family and Social Development, Bias and Discrimination

References

1. "Affirmative Counseling with LGBTQI+ People" by Misty M. Ginicola, Cheri Smith, and Joel M. Filmore
2. "The Queer and Transgender Resilience Workbook: Skills for Navigating Sexual Orientation and Gender Expression" by Anneliese A. Singh
3. "Counseling LGBTI Clients" edited by Kevin Alderson and Annemarie Goldstein Jutel
4. "Counseling Transgender and Non-Binary Youth: The Essential Guide" by Irwin Krieger

5. Procedure for Admission, Curriculum Transaction and Evaluation

The proposed program in ODL mode will be conducted by CDOE-SGVU with the support of various departments of the University. Eligibility criteria, course structure, detailed curriculum, duration of program and evaluation criteria shall be approved by Board of Studies and Academic Council, SGVU, Jaipur which are based on UGC guidelines for the program which comes under the purview of ODL mode for award of Degree.

Details of Procedure for admission in which eligibility criteria for admission and fee structure of the course, Curriculum includes Program delivery, norms for delivery of courses in ODL mode, use of IT services to academic support services, course design academic calendar and Evaluation which includes Distribution of Marks in Continuous internal assessments, Minimum Passing criteria and system of Grading formats are given in detail as under.

Procedure for Admission

Students who will seek admission in MA Psychology program are required to apply through the website of university www.sgvu.edu.in or visit the campus directly.

Minimum Eligibility Criteria for Admission

The minimum eligibility criteria for admission in ODL MA (Psychology) program BA (Bachelor of Arts) degree from any Recognized University.

Program Fee and Financial Assistance Policy

Program fees for students for proposed MA in various streams offered by CDOE-SGVU, Jaipur

is Rs. 11,000 is the tuition fees and 3000 is examination fees for one year the total course fees will be

Rs. 28,000/-.

Curriculum Transactions

Program Delivery

The curriculum will be delivered through the Self Learning Materials (SLMs) supported by various learning resources including audio-video aids.

Academic Calendar

Sr no	Name of the Activity	Tentative months schedule(specify months) during Year			
		From (Month)	To (Month)	From (Month)	To (Month)
1	Admission	Jul	Sep	Jan	Feb
2	Assignment Submission (if any)	Oct	Nov	April	May
3	Evaluation of Assignment	Nov	Dec	May	June
4	Examination	Dec	Jan	June	Jul
5	Declaration of Result	Feb	Mar	Aug	Sep
6	Re–registration	Jan	Feb	Jul	Sep
7	Distribution of SLM	Jul	Sep	Jan	Feb
8	Contact Program (Counselling, Practical's, etc.)	Nov	Dec	May	June

Evaluation

The evaluation shall include two types of assessments-

1. Continuous Assessment in the form of assignments (30% Weightage)

2. End Semester Examination, which will be held at the SGVU campus (70% Weightage).

Minimum Passing percentage

The students are considered as passed in a course if they score 40% marks in the Continuous Evaluation (Internal Assessment) and end-semester Examinations (External Assessment).

Marks and Grades

Grades & Grade Points

a. At the end of the Semester / Year every student is assigned a 'Letter Grade' based on his/her performance over the semester in all courses for which he/she had registered.

b. The letter grade and grade point indicate the results of quantitative and qualitative assessment of the student's performance in a course.

c. There are seven letter grades: **A+, A, B+, B, C+, C, D, E (E1 for internal back and E2 for**

external back), **F** that have grade points with values distributed on a 10-point scale.

6. Requirement of the Laboratory Support and Library Resources

Library Resources

CDOE-SGVU has excellent library with all the books required for the course learning and reference books for the course of MA PSYCHOLOGY. Adequate online learning links and e-learning materials will also be provided to students which will be support students in their learning cycle.

7. Cost Estimate of the Program and the Provisions

The Estimate of Cost & Budget could be as follows (all figures on Annual basis):

1. Salaries: Rs. 10,00,000/- (Approx)
2. Travel: Rs. 30,000/- (Approx)
3. Seminars: Rs. 40,000/- (Approx)
4. SLM Preparation, Printing, Distribution: Rs. 3,00,000/- (Approx)
5. Library: 1,25,000/- (Approx)
6. Courier/Transportation: Rs. 50,000/- (Approx)
7. Infrastructure: Rs. 1,50,000/- (Approx)

8. Quality assurance mechanism and expected Program Outcomes

The quality of the program depends on the course curriculum and syllabus which meets the requirement of the industry and creates the skillful learning in the students. The ultimate aim of MA PSYCHOLOGY program in ODL Mode is to enhance skills of the learners as job aspirants, entrepreneurs and seeing them excel in their profession and meeting global standards too by upgrading their career opportunities.

The CDOE, SGVU, Jaipur has constituted Centre for Internal Quality Assurance (CIQA) . The CIQA will do periodic assessment of the ODL learning course material and audio video tutorials and will assure that the quality of learning is maintained and time to time changes are made as per the requirement of the course. The CIQA will also access the quality of

assignments, quizzes and end term assessment time to time and required changes will be assured by them to maintain the quality of the learning program. CIQA will assure that the learning is made a truly global experience for the learner along with inculcation of required skills in the learner as expected program outcome with CDOE, SGVU, Jaipur.

The university will work continuously for the betterment of processes, assessments, teaching methodology, e-learning material improvisation as per four quadrant approach and implementation of the same as per New Education Policy. The University is committed to deliver the best education in all the learning modes with adherence to NEP, UGC and other regulatory guidelines in truly Global sense. To monitor quality of Student Support Services provided to the learners.