

SAVITRIBAI PHULE PUNE UNIVERSITY

Revised Structure and Syllabus of English

T. Y. B. A. Compulsory English (w. e. f- 2015- 2016)

(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:

- 1) *A Collection of Indian English Poetry* –(Ed. Radha Mohan Singh, Orient Blackswan)
- 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

9. Jayant Mahapatra – The Captive Air of Chandipur- on-Sea
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 -

1. Concept of Phrase, Phrase structure rules/ types of Phrases: Noun phrase, Adjective phrase, Adverb phrase, Prepositional phrase and Verb phrase.
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:

1. Aspects of Indian Writing in English – ed. M.K. Naik, (Delhi: Macmillan, 1979)
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)
4. Indian poetry in English: A Critical Assessment – eds. V.A. Shahane and M. Sivramkrishna (Delhi: Macmillan, 1980)
- 5 A History of Indian Literature in English -ed. Arvind Krishna Mehrotra, (New York: Columbia University Press, 2003)
6. Study of Language: An Introduction – George Yule , (CUP, 1985)
7. English Grammar for Today: A New Introduction – Margaret Deuchar, Geoffrey
8. Semantics – F.R. Palmer (CUP, 1981)
9. Pragmatics - George Yule, (OUP, 2000)
10. Modern Linguistics: An Introduction - Verma and Krishnaswamy (OUP, 1989)
11. Pragmatics and Discourse: A Resource Book for Students - Joan Cutting, (Routledge, 2002)
12. Structure and Meaning in English – Graeme Kennedy (Pearson, 2011)
13. Making Sense of English: A Textbook of Sounds, Words and Grammar – M.A. Yadugiri (New Delhi: Viva Books Pvt. Ltd., 2006)

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

Question Paper Pattern (Annual Exam)

Time: Three Hours

Total Marks: 80

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

T.Y.B.A. Special Paper III (S-3) (w. e. f. 2015-16)

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

B) The Guide – R. K. Narayan

Reference Books:

- 1) E. M. Forster. *Aspects of the Novel*. Harcourt, Inc. 1955
- 2) Terry Eagleton. *The English Novel: An Introduction*. Blackwell, 2005
- 3) Walter Allen. *The English Novel*. (London, 1954)
- 4) Arnold Kettle. *Introduction to the English Novel*. (2 vols., London, 1951)
- 5) Ian Watt. *The Rise of the Novel*. London, 1957
- 6) J. Davis. *Factual Fictions: The Origins of the English Novel*. (New York, 1983)
- 7) Geoffrey Day. *From Fiction to the Novel*. (London, 1987)
- 8) Dominic Head. *The Cambridge Introduction to Modern British Fiction, 1950–2000*. Cambridge, 2002
- 9) Walter L. Reed. *An Exemplary History of the Novel: The Quixotic versus the Picaresque*. (Chicago, 1981)
- 10) Richard Chase. *The American Novel and its Tradition*. New York, 1957
- 11) Miriam Gross. *The World of George Orwell*. London. Weidenfeld & Nicholson, 1971.
- 12) Gordon Bowker, *Inside George Orwell*. New York: Palgrave Press, 2003.
- 13) Ira Bruce Nadel, *Biography: Fiction, Fact and Form*. London: Macmillan, 1984.
- 14) Jonathan Greenberg. *Modernism, Satire and the Novel*. Cambridge University Press, 2011
- 15) Afzal-Khan, Fawzia. *Cultural Imperialism and the Indo-English Novel: Genre and Ideology in R.K. Narayan, Anita Desai, Kamala Markandaya, and Salman Rushdie*. University Park (Pennsylvania State UP) 1993.
- 16) Frank Kermode, [1966]. *The Sense of an Ending: Studies in the Theory of Fiction*. Oxford (OUP) 2000.

17) Mukherjee, Meenakshi. *Realism and Reality: The Novel and Society in India*.

Delhi (OUP) 1985.

18) Brian W. Shaffer. *Reading the Novel in English 1950–2000*. Blackwell Publishing, 2006

19) Dirk Wiemann. *Genres of Modernity Contemporary Indian Novels in English*. Amsterdam - New York, NY 2008

20) Jesse Matz. *The Modern Novel: A Short Introduction*. Blackwell, 2004

21) John Mullan. *How the Novel Works*. OUP, 2006

22) Meenakshi Mukherji. *The Twice Born Fiction*. Heinemann Educational Books, New Delhi, 1971

23) A. J. Sebastian & N. D. R. Chandra. *Literary Terms in Fiction and Prose*. Authors Press, 2004

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

T.Y.B.A. Special Paper IV(S-4) (w. e. f. 2015-16)

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

Critical Essays: 1) John Dryden: An Essay of Dramatic Poesy

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:

- 1) Kulkarni Anand B. & Chaskar Ashok G. *An Introduction to Literary Criticism and Theory*. Orient Blackswan, Hyderabad, 2015
- 2) Atherton Carol. *Defining Literary Criticism*. Palgrave, 2005
- 3) Dorsch T. S. *Classical Literary Criticism*. Penguin, 1981 (reprinted version)
- 4) Kennedy George A. *A New History of Classical Rhetoric*. Princeton: Princeton University Press, 1994.
- 5) Ross Andrew. *The Origins of Criticism*. Princeton Univ. Press, 2002
- 6) Habib M. A. R. *A History of Literary Criticism: from Plato to the Present*. Blackwell Publishers Ltd, 2005
- 7) Hardison Jr., O. B. (ed.). *Medieval Literary Criticism: Translations and Interpretations*. New York: Frederick Ungar, 1974.
- 8) Brown Marshall (ed.). *Cambridge History of Romanticism*. Vol. 5, Cambridge Univ. Press, 2000

- 9) Thorat Ashok and others. *A Spectrum of Literary Criticism*. (Frank Bros.) 2001.
- 10) Hickman Miranda B. and McIntyre John D. *Rereading the New Criticism*. The Ohio State University Press, 2012
- 11) Levenson Michael .*The Cambridge Companion to Modernism*. Cambridge, 1997
- 12) Litz A. Waltom and others. *The Cambridge History of Literary Criticism (Modernism and the New Criticism), Vol. 7*. Cambridge Univ. Press, 2008
- 13) Ross Stephen. *Modernism and Theory*. Routledge, 2009
- 14) Whitworth Michael (ed.). *Modernism*. Blackwell, 2007

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

T.Y. B.A. Economics

General Paper III

G.3 Economic Development & Planning

Revised Syllabus

PREAMBLE:

The Study of Economic Development has gained importance because of staid 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, there 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	Lectures
1. Economic Development and Growth	10
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	14
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	12
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	12
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	10
5.1 Big Push Theory	
5.2 Balanced Growth	
5.3 Imbalanced Growth	
6. Foreign Capital and Development	14
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

12

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 AYOOG)

Basic Reading List

5. Adelman, I. (1961) Theories of Economic Growth and Development, Stanford University Press, Stanford.
6. Behrman, S. and T.N Srinivrsan,(1995) Handbook of Development Economic, Vol. 1 to 3, Elsevire, Amsterdam,

- C) Chenery H. and T.N.Shrinivasan, (1989) Handbook of Development Economics Vo1&2, Elsevier. Amsterdam.
- D) Dasgupta p. (1993) An Enquiry into Well Being and Destitution.
- E) Ghatak,S.(1986) An Introduction to Development Economics,Allen and Unwin, London,
- F) Grillis M., D H. Perkins, M.Romer and D.R.Snodgrass (1992) Economic of Development (3rdEdition) W.W.Norton, New York.
- G) Higgins, Benjamin. (1959) Economic Development, W.W.Norton , New York
- H) Meier, G.M. (1995) Leading Issue in Economic Development,6ed,Oxford University Press ,New Delhi,
- I) Todaro M.P. (1996) Economic Development (6th Edition) Lonman, london.

Additional Reading List

- e) Kindalberger C.P.(1977) Economic Development (3rd Edition) MCGraw Hill, New York.
- f) Zhingan M.L.(1982) The Economics Of Development and Planning. Vrindo Publication (P) Ltd.
- g) Mahata J.K.(1964) Economic of Growth, Asia.
- h) Ghosh. B.N.(1982) Economic Development and Planning National Book House.
- i) Mishra & Puri, Development and Planning- Theory And Practice, Himalaya.
- j) Jagdish Bhagwati,The Economics Of Underdeveloped Countries.
- k) Ragnar Nurkse,Problem of Capital Formation in Underdeveloped Countries.
- l) Sen Amartya(1970) Growth Economics, Penguin.
- m) Meaer and Baldwin(1970) Economic Development, Asia .
- n) Mehata J.K.(1971) Economic Development , Chaitanya.
- o) Avhad Suhas (2015), 'Economics of Growth and Development' (Marathi Edition) Success Prakashan, Pune
- p) Datir R.K.(2013) Vikas ani Paryavarniy Arthshastra, Nirali Prakashan, pune.
- q) World Bank, World Development Report -2001 to 2011.

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.

Section I	No of Lectures
1. Introduction	12
1.1 International economics- meaning, Scope & Importance	
1.2 Inter-regional and international trade	
1.3 Importance of International Trade	
2.Theories of International Trade	12
2.1 Theory of absolute cost advantage and comparative cost advantage	
2.2 Heckscher-Ohlin theory	
2.3 Leontief's paradox, Rybczynski theorem, Intra-Industry Trade	
3. Gains from Trade	12
3.1 Measurement of gains, static and dynamic gains	
3.2 Terms of trade – Importance, types and determinants	

3.3 Causes of unfavorable terms of trade to developing countries.

4. Balance of Payments 12

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 12

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 12

6.1 Growth of India's foreign trade

6.2 Changes in the composition and direction of foreign trade since 2000-2001

6.3 Foreign Trade policy 2015-2020.

6.4 India and WTO

7. Export Promotion measures 12

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 12

Nature and Functions of-

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

- e) Kenan, P.B. (1994), *The International Economy*, Cambridge University Press, London.
- f) Kindlberger, C.P. (1973), *International Economics*, R.D. Irwin, Homewood.
- g) Krugman, P.R. and M. Obstfeld (1994), *International Economics : Theory and Policy*, Glenview, Foresman.
- h) Salvatore, D.L. (1997), *International Economics*, Prentice-Hall, Upper Saddle River, N.J.
- i) Sodersten, Bo (1991), *International Economics*, Macmillan Press Ltd., London.
- j) *International Economics*, M.L. Jhingan

ADDITIONAL READING LIST

- 3) Bhagwati, J. (Ed.) (1981), *International Trade, Selected Readings*, Cambridge University Press, Mass.
- 4) Greenaway, D. (1983), *International Trade Policy*, Macmillan Publishers Ltd., London.
- 5) Joshi V. and I.M.D. Little (1998), *India's Economic Reforms, 1999-2001*, Oxford University Press, Delhi.
- 6) Panchmukhi, V.R. (1978), *Trade Policies of India : A Quantitative Analysis*, Concept Publishing Company, New Delhi.
- 7) Patel, S.J. (1995), *Indian Economy Towards the 21st Century*, University Press Ltd., India.
- 8) Misra and Puri, *Indian Economy*, Himalaya Publishing House
- 9) Dangat Nilesh (2015), '*International Economics*' Success Publication, Pune.
- 10) Gite T.G. (2015), '*International Economics*' (Ma rathi Edition), Success Publication, Pune.

Special Paper IV

S.4 Elementary Quantitative Technique

(From June 2015)

Revised Syllabus

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.

Section I	No. of Lectures
1. Introduction to Statistics	12
1.1 Origin and Growth of Statistics	
1.2 Definition of Statistics	
1.3 Scope of Statistics	
1.4 Functions of Statistics	
1.5 Limitations of Statistics	
1.6 Basic concept of Population	
2. Collection of Data	18
2.1 Primary data and Secondary data	
2.2 Methods of Collecting Primary data	
2.3 Sources of Secondary data	
2.4 Methods of Sampling	
2.5 Classification of data	
2.6 Tabulation of data	
3 Measures of Central Tendency	18
3.1 Arithmetic Mean: Meaning, Merits and Demerits	
3.2 Computation of Arithmetic Mean - Individual, Discrete and Continuous series	
3.3 Median: Meaning, Merits and Demerits	
3.4 Calculation of Median - Individual, Discrete and Continuous series.	

- 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** 16
 - 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** 16
 - 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** 16
 - 6.1 Definition of Hypothesis
 - 6.2 Formulation of Hypothesis
 - 6.3 Testing of Hypothesis - chi square test

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G3: INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

(To be implemented from 2015-2016)

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

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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, Client 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**(12 PERIODS)**

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****(12 PERIODS)**

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

6

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

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Bachav, A. M (2012). Applied Psychology. Chandralok Prakashan

Bayne Rowan ; Horton Ian (2003). Applied Psychology: Current Issues and New Directions.
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David F. Marks, Michael Murray, Brian Evans, et al. (2006). Health Psychology: Theory, Research and Practice Fourth Edition. Sage Publications.

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Richard H. Cox (2002). Sport Psychology, McGraw –Hill Higher Education

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Warren G. S. (2014). Occupational Psychology: An Applied Approach. Pearson Education

Weiten, W.; Lloyd M.; (2004). Psychology applied to Modern Life: Adjustment in 21st Century. Thomas Wadsworth Publications

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 PROCESSES**[12 Periods]**

- 6.1 Attention: Nature & Kinds:
 - J) Nature: Definition.
 - 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

9

BOOKS FOR READING-

Anastasi, A. & Urbina, S. (2009). *Psychological testing*. N.D.: Pearson Education.

Christensen, L. B.; Johnson, R. B.; Turner, L. A (2014). *Research Methods, Design and Analysis*. Pearson

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Zachmeister, J.E., Zachmeister, E.B., and Shaughnessy, J.J. (2009). *Essentials of research methods in psychology*. N.D.: Tata McGraw-Hill.

S4: PSYCHOLOGY PRACTICAL: TESTS AND EXPERIMENTS

(To be implemented from 2015-16)

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

11

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.13

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

14

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

15

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

f) Instructions and conducting : 10 marks

· Practical Report : 15 marks

· Journal : 20 marks

· Practical Viva : 20 marks

c) Group Testing or Project

i. Report : 10 marks

ii. 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)

Sr. No.	Head	Rate	Page no.
1	Paper Setting (Per Paper per batch)	410	1
2	Remuneration (Evaluation) Per Candidate, Each Examiner	20	1
3	Model Answer (Statistics) (Per Paper per batch)	300	15
4	Scheme of marking (Per Paper per batch)	100	15
5	Marathi Translation- per paper per batch	150	15

Sr. No.	Head	Rate	Page no.
1	Lab Supervisor	100 (150 if two batches in a day)	23
2	Expert Assistant	80 (125 if two batches in a day)	23
3	Peon	30 Rs. per student	25/26

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

Books for Reading:

Anastasi, A. & Urbina, S. (2009). *Psychological testing*. N.D.: Pearson Education.

Chadha N.K.(2009),*Applied Psychometry*, Sage Publication Pvt Ltd. New Delhi.

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4) IBH Publishing Co. Pvt. Ltd.

HISTORY OF CIVILIZATION: WORLD CIVILAZATION

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

(08)

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 (10)

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 (10)

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 (10)

4.1 Social Structure

4.2 Economy

4.3 Religion and Philosophy

4.4 Art, Architecture and Science.

5. ANCIENT INDIAN CIVILIZATION

(10)

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

(10)

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)

9.1 Impact of Renaissance: Art and Architecture, New trends in Science and Literature.

9.2 Reformation, Counter Reformation

9.3 Consequences of Reformation Movement

10. THE AGE OF DISCOVERIES

(08)

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

10.2 Scientific Discoveries.

BOOKS FOR STUDY

ENGLISH

1.B. Kumar, Encyclopedic study of World History, Kunal Books, New Delhi,

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2.Bowle, John, Man Through the Ages, Weidenfeld and Nicolson, London,

1977.

3.Craig, A.M., Graham, W.A., Kagan, D., Ozment, S., and Turner, F.M., The Heritage of World Civilization, 2 vols., Macmillan, 1986.

4.Davies H.A., An outline History of the World, Oxford University Press, London, 1964. (Fourth edition).

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6. George W. Southgate, An Introduction to World History, J.M.Dent & Sons Ltd. London, 1956.
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8. Lucas, Henry, A short History of Civilization
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10. Platt & Drummond, Our World through the Ages, Prentice-Hall, New-York, 1959.
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