

SANT GADGE BABA AMRAVATI UNIVERSITY, AMRAVATI
SYLLABUS PRESCRIBED UNDER CHOICE BASED CREDIT SYSTEM 2022-23
FACULTY: HUMANITIES

NAME OF PROGRAMME: M.A. PSYCHOLOGY AND COUNSELING

Part A

Syllabus for M.A. Psychology and Counseling
Semester I and II

Pos :

- To develop insight into one's own and others behavior and underlying mental processes.
- To enrich student, understand of major concepts theoretical perspectives and empirical findings in cognitive psychology and personality psychology.
- To acquaint the student in psychological research methods and application of statistics.
- To develop computation skills in students and enable them to analyze data for project and dissertation
- To develop skills in the students and enable them to apply various counselling and psychotherapy techniques.
- To enrich students to understand the major concepts in psychopathology and clinical Psychology and enable them to analyze normal and abnormal behavior and mental processes.

PSOs :

Programme Specific Outcomes

After completing the programme, a psychology post graduate will be able to...

- 1: Analyze major concepts like, functions of neuron, motivation, emotion, intelligence personality and cognitive process including attention, perception, learning, problem solving, memory and forgetting.
- 2: Conduct and design experiments on cognitive processes and apply psychology principles.
- 3: To enable the students to understand the term of neuro-biopsychology and critical evaluation of personality theory.
- 4: Understand the nature of various psychotherapies, counselling and application of psychology in different sector.
- 5: Administer psychometric tests, test scoring and interpretation of results. This will enable students to diagnose psychological problems and assess various traits.

Employability Potential of the Programme :

Explain in detail on about 3 to 4 pages

Study of Psychology offers the chance to explore unanswered questions about the brain-mind interaction. During the Post Graduate Degree Programme students will get acquainted with different vistas of knowledge as well practical experience of various fields including; basic concepts in psychology like motivation, emotion, intelligence, personality, human development, psychopathology, psychotherapeutic methods, administration of psychometric tests, research methods nature and types of counselling in psychology.

There are ample career options in public as well as private sectors to psychology degree holders. With a psychology degree, you're well placed to pursue careers in both arts and scientific fields, depending on your personal interests.

In Government sector Defence Research and Development Organization, Indian Railway, Indian Army, Indian Air Force offer top class job opportunities (Specially after post-graduation in Psychology). Private sector offers number of career opportunities as enlisted below.

Psychotherapist

As a psychotherapist you have to will work with individuals, couples, groups or families, and help them to overcome their psychological issues, including emotional and relationship-related issues, stress and even addiction.

Social worker and Social Psychology

Social workers may work within schools, homes, hospitals or other public agencies and will tend to specialize in working with children and families or vulnerable adults.

Counselor

Like psychotherapy, counseling is often a form of talking therapy and can encompass areas including marriage and family, health, abuse, rehabilitation, education, grief, mental health, career guidance and

pediatrics. As a counselor you'll be involved in helping clients come to better terms with their lives and experiences through exploration of feelings and 2 emotions.

Psychology careers in education

Nowadays, number of private schools offer school counselor job to psychology students. This is a role concerned with the development of young people in educational settings, with the aim of enhancing learning and dealing with social and emotional issues or learning difficulties.

Psychology careers in research

Psychology careers in research may be based within research agencies, public and private organizations or in universities. University-based careers vary but tend to combine research and teaching. Research careers within other sectors are even more wide-ranging but could mean contributing to governmental policy development or issues of importance for industry.

Media and advertising

Psychology graduates can impart valuable insights into human behavior, as well as offering the ability to analyze problems, listen attentively, give considered responses and act with empathy and reason. Because of this, media roles within all departments including management, production, scheduling and writing are well within reach for psychology graduates.

Human resources and communications careers

Psychology is all about understanding people and how they think, making human resources and communications careers another good match. These roles, available in both the public and private sectors, encompass areas such as employee satisfaction, professional development, training, recruitment, PR, payroll and internal communications.

Business and management careers

Business and management careers are another good option for psychology Post graduates. However, further training and work experience are likely to be required before entering managerial roles, you could start out by pursuing careers within business consultancy, marketing, sales, advertising or business development, before working your way up the ladder

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NAME OF PROGRAMME: M.A. PSYCHOLOGY AND COUNSELING
Part A
Syllabus for M.A. Psychology and Counseling
Semester I and II

Sr. No.	Paper	Name of Course	
		Semester I	Semester II
1	I	Advance General Psychology	Cognitive Psychology
2	II	Fundamentals of Research and Statistical Method	Advance Research and Statistical Method
3	III	Personality Psychology	Psychological Testing
4	IV	Neuro-Bio Psychology I	Neuro-Bio Psychology II
5	V	Practical (Experiments)	Practical (Testing)

Syllabus for MA Psychology and Counseling
Semester- I
ADVANCE GENERAL PSYCHOLOGY

Code of the Course/Subject	Title of the Course/Subject	Total Number of Periods
Psychology Paper 1	Advance General Psychology	60

Cos:

1. By the end of UNIT-I the students will be able to Analyze methods and fields of Psychology and understand concept of sensation, attention and perception.
2. By the end of UNIT-II the students will be able to Analyze Methods of learning and will understand stages of memory.

3. By the end of UNIT-III, the students will be able understand various types of Motives and theories of motives. Students will be able to analyze the role of Physical changes in emotions and evaluate theories of emotion.
4. By the end of UNIT-IV the students will be able to understand concept of IQ, and various intelligence test as well as concept of consciousness.

Unit I	THE SCIENCE OF PSYCHOLOGY AND SENSORY PROCESS	15lectures
	1.1 Definition of Psychology, Goals of Psychology, Fields of Psychology, 1.2 Historical Perspectives in Psychology: -Structuralism, Functionalism, Gestalt, Psychoanalysis 1.3 Modern Perspectives in Psychology: - Behavioral, Humanistic, Cognitive, Socio-cultural, Neuropsychological 1.4 Scientific Method of Psychology – Experimental, Observation, Survey, Correlational, Clinical Method, Field Study Method, 1.5 Sensation – Definition, Sensory receptors, Sensory thresholds, Habituation, Sensory adaptation 1.6 Attention: Definition, Types, Determinants of Attention, Span of Attention, Fluctuation of attention, Division of attention and distraction of attention. 1.7 Perception: Definitions, laws of perceptual organization, determinants of perception, figure and ground, Illusion. Perceptual Constancy	
Unit II	LEARNING AND MEMORY	15lectures
	2.1 Learning: Definition, Types of learning, 2.2 Methods of learning: imitation, Classical and Instrumental conditioning, Trial and Error method, laws of learning, Insight learning, Latent learning and Avoidance learning. Transfer of learning, Learned helplessness theory- Seligman 2.3 Memory- Definition, stages of memory: sensory memory, short term and long-term memory. Methods to measure retention, techniques to improve memory. 2.4 Forgetting-Definition, forgetting curve, theories of forgetting: interference, decay, reconstruction, and amnesia.	
Unit III	MOTIVATION AND EMOTION	15lectures
	3.1 Motivation- Definition, Concept of Homeostasis, 3.2 Types of Motivation, Motivation cycle, 3.3 Theories of Motivation- McClelland Theory, Arousal theory and Maslow hierarchy of need, 3.4 Emotion – Definition, Elements of emotion, types of emotion, Difference between Emotion and Feelings, 3.5 Physiological changes in emotion. 3.6 Theories of Emotion – James-Lange, Cannon-bard, Cognitive Theory, The facial feedback hypothesis	
Unit IV	INTELLIGENCE AND CONSCIOUSNESS	15lectures
	4.1 Intelligence – Definition, Measurement of intelligence: CA, MA and IQ, 4.2 Test of intelligence- Binet test, Sandford-Binet test and Wechsler test, 4.3 Individual differences in intelligence – Intellectual disability (MR), Giftedness Classification of IQ 4.4 Consciousness- Definition, Altered stages of consciousness Sleep – Biological process of sleep, Stages of sleep, Types of Stages, Sleep Cycle	

Reference Books –

- 1] Ciccarelli, S. K. & White J. N: Mishra G. (2018) Psychology. 5th Edition, Pearson Education Inc.
- 2] Ciccarelli, S. K. & Meyer, G. E. (2008). Psychology. (Indian subcontinent adaptation). New Delhi: Dorling Kindersley (India) pvt ltd.

- 3] Ciccarelli, S. K. & Meyer, G. E. (2006). Psychology. Pearson Education inc. and Dorling Kindersley Publishing inc. New Delhi; first Indian reprint
- 4] Coon, D., & Mitterer, J. O. (2007). Introduction to Psychology: Gateways to Mind and Behaviour. (11th ed.) Wadsworth/Thomson Learning Publications, New Delhi; first Indian reprint 2007
- 5] Lahey, B. B. (2007). Psychology: An Introduction. (9th ed.). McGraw-Hill Publications, New York
- 6] Feldman, R. S. (2008). Understanding Psychology. (8th ed.). McGraw-Hill Publications, New York
- 7] सिसरेलीवमेयर: ओक. ए. अभ्यंकरएस. वगोळाविलकरएस. 2008

मानसशास्त्रपीयरसनदक्षीणआशीयाइडीशन

- 8] पंडीत, कुलकर्णी, गोरे (1999). सामान्यमानसशास्त्र, पिंपराळेप्रकाशन, नागपूर
- 9] पाध्येव्ही. एस. (2004). मानसशास्त्र-एकपरिचय, रेणुकाप्रकाशन, औरंगाबाद
- 10] बडगुजरव शींदे (2001). सामान्यमानसशास्त्र, स्वयंभूप्रकाशन, नासिक.
- 11] इनामदानएम. के. गाडेकरके. एनपाटीलए. एम (2005). आधुनिकमानसशास्त्र, डायमॅन्डप्रकाशनपुणे.
- 12] अभ्यंकरएस. अमरुताओ. गोवळीकरएस. (2006). मानसशास्त्र, पीयरसनपब्लिकेशन, नवीदिल्ली.
- 13] निशामुंधडावशशीकांतखलाने (2013), मानसशास्त्राचीमुलतत्वे: अर्थवप्रकाशन
- 14] हिरवेवतडसरे (2004). सामान्यमानसशास्त्र, फडकेप्रकाशन, कोल्हापुर.
- 15] बोरुडेआर. आर (2002). बोधनिकमानसशास्त्र, छायाप्रकाशन, औरंगाबाद.

INTERNAL ASSESMENT FOR 20 MARKS

Choose any two for 20 marks (10 marks each)

- 1) MCQ Test
- 2) Assignment on given topic
- 3) Seminar presentation with PPT on given topic
- 4) Present a model on the basis of syllabus/ interest area of student

Syllabus for MA Psychology and Counseling Semester- I

FUNDAMENTALS OF RESEARCH AND STATISTICAL METHOD

Code of the Course/Subject	Title of the Course/Subject	Total Number of Periods
Psychology Paper II	Fundamentals of Research and Statistical Method	60

Cos:

1. By the end of UNIT-I the students will be able to understand the meaning and nature of psychological research.
2. By the end of UNIT-II the students will be able to understand the concept of hypothesis and variables and analyze the experimental and non-experimental methods of research.
3. By the end of UNIT-III, the students will be able to understand sampling techniques and methods of data collection.
4. By the end of UNIT-IV the students will be able to represent data in graphical form like frequency polygon and histogram and apply basic concepts of statistics.

Unit 1	INTRODUCTION TO RESEARCH	15lectures
	1.1 Meaning and nature of psychological research 1.2 Types of Research 1.3 Stages of Psychological Research 1.4 Fundamental Rules and style of writing research report 1.5 Ethical Issues in Psychological research 1.6 Research Problem: Meaning, Nature, Type and sources 1.7 Review of literature : Purpose and sources	

Unit II	HYPOTHESIS, VARIABLE AND RESEARCH METHODS	15lectures
	2.1 Meaning and Nature, Characteristics Types Sources and Uses 2.2 Variable : Meaning Types, Important consideration in selection of Variables, Methods of Manipulating Independent Variables, Techniques to control extraneous variables 2.3 Experimental research: Meaning and Characteristics, Types of Experimental Research Laboratory Experiment 2.4 Non Experimental Research: Meaning and characteristics, Types of experimental research, Field Study, Survey Research, Ex-post Facto research, case study,	
Unit III	SAMPLING AND METHODS OF DATA COLLECTION	15lectures
	3.1 Meaning of Population and Sample, Characteristics of sampling 3.2 Probability Sampling: Simple random Sampling, Stratified Sampling, Cluster Sampling 3.3 Non Probability Sampling: Quota sampling, Accidental Sampling, Purposive Sampling, Systematic Sampling Snowball Sampling 3.4 Methods of Data Collection: Observation, Questionnaire, Personal Interviews, Telephone interviews, Internet Surveys	
Unit IV	BASIC STATISTICAL CONCEPTS	15lectures
	4.1 Statistics: Definitions, characteristics and importance in psychological research. 4.2 Frequency distribution 4.3 Measures of Central tendency, variability, curves and graphs 4.4 Graphical Representation of data 4.5 Standardization of scores-Percentiles, percentile ranks, z scores and T scores. 4.6 Characteristics and application of normal distribution curve, skewness and kurtosis.	

References;

- 1) Broota, K. D. (2002) , Experimental Design in Behavioral Research, New Age International(P)Limited Publishers.
- 2) Minium, E.D., King B.M. & Bear G. (1993) , Statistical Reasoning in Psychology and Education(3 rd Edition) , Wiley Student Edition.
- 3) Guilford , J. P. & Fruchter , B. (1978) , Fundamental Statistics in Psychology and Education (6 th Edition) , McGraw-Hill International Editions.
- 4) Gottsdanker , R. (1978) , Experimenting in Psychology , Prentice Hall
- 5) Kerlinger , F. N. (1973) , Foundation of Behavioral Research (2 nd Edition) . N. Y. ,McGraw-Hill.
- 6) Singh , A. K. , (2012) , Tests, Measurements and Research Methods in Behavioral Sciences, (6 edition) , Bharati Bhawan Publishers and Distributors.
- 7) Mangal , S. K. (2007) , Statistics in Psychology and Education (2 nd Edition) , Prentice Hall of India Private Limited , New Delhi
- 8) Kothari, C. R. , (2014) , Research Methodology : Methods and Techniques (4 th Edition) , NewAge International Publishers
- 9) सिंह, ए. के . (२०१३) , मनोविज्ञान, समाजशास्त्र तथा शिक्षा में शोध विधीया (१०वा संकरण) मोतीलाल बनारसीदास
- 10) सुलेमान, एम., (२०१२) , मनोविज्ञान एव अन्य सामाजिक विज्ञानों में सांख्यिकी (६ वा संकरण) , मोतीलाल बनारसीदास
- 11) बोर्डे रा. र. (२०१०), संशोधन पद्धती शास्त्र , पुणे विद्यार्थी गृह प्रकाशन .
- 12) गहरेवा, य. बा. (२०१८), उपयोजित संख्याशास्त्र गोयल प्रकाशन , पुणे

INTERNAL ASSESMENT FOR 20 MARKS

Choose any two for 20 marks (10 marks each)

- 1) MCQ Test
- 2) Assignment on given topic
- 3) Seminar presentation with PPT on given topic
- 4) Submit any five-research study title explanation with IV, DV and CV

**Syllabus for MA Psychology and Counseling
Semester- I
PERSONALITY PSYCHOLOGY**

Code of the Course/Subject	Title of the Course/Subject	Total Number of Periods
Psychology Paper III	Personality Psychology	60

Cos:

1. By the end of UNIT-I the students will be able to understand the meaning and nature of Personality psychology.
2. By the end of UNIT-II the students will be able to understand behavioral and social learning approach of personality theories.
3. By the end of UNIT-III, the students will be able to relate the difference between psychoanalytic and Neo psychoanalytic theories.
4. By the end of UNIT-IV the students will be able to analyze humanistic and factor theories.

Unit I	INTRODUCTION TO PERSONALITY PSYCHOLOGY	15lectures
	1.1 What is personality: Definition and concepts 1.2 Theoretical approaches to personality: Psychoanalytical approach, Neo Psychoanalytical approach, Life span approach, Humanistic approach, Behavioral approach, Social Cognitive approach 1.3 Trait and Type approach 1.4 Determinants of personality: Environmental Factor (Social, Culture and Economical factor)	
Unit II	BEHAVIORAL AND SOCIAL LEARNING THEORIES	15lectures
	2.1 B. F. Skinner 2.2 Albert Bandura 2.3 J. Rotter 2.4 Dollard and Miller	
Unit III	PSYCHOANALYTIC AND NEO-PSYCHOANALYTICAL THEORIES	15lectures
	3.1 Sigmund Freud 3.2 Carl Yung 3.3 Adler 3.4 Erikson	
Unit IV	HUMANISTIC AND FACTOR THEORIES	15lectures
	4.1 Carl Rogers 4.2 AbrahamMaslow 4.3 Eysenck factor theory 4.4 Big Five factor theory	

Reference books :

1. Barbara, E (2006). Personality Theories (7 th ed). New York: Houghton mifflin Company
2. Boeree, C. G. (2006) Personality Theories [<http://www.ship.edu/%7Ecgboree/perscontents.html>]
3. Burger J.M. (2000): Personality 5 th edition, Wadsworth Thomson Learning, USA.
4. Ewen R. B. (2003) An introduction to theories of personality. 3rd edn. Lawrence Erlbaum Associates Inc. Hillsdale, New Jersey, London
5. Hall, C. s. & Linzey, G. (1991) Theories of Personality, 3rd edition.. John Wiley amp; Sons, Inc.U.S.A.
6. Pandey, J. (ed.) (2001) Personality and Health Psychology In Psychology in India Revisited. Developments in the discipline, sage Publication India Pvt Ltd. New Delhi. India.
7. Pervin, L (2003). The Science of Personality. 2nd edn. Oxford University Press. New York
8. Samuel W (1981): Personality Mc Graw Hill International Book Company.
9. Schultz D.P. & Schultz S.F. (2001) Theories of Personality 7 th edition WadsworthThomsonLearning, USA.

INTERNAL ASSESMENT FOR 20 MARKS

Choose any two for 20 marks (10 marks each)

- 1) MCQ Test
- 2) Assignment on given topic

- 3) Summary of two psychological study in the area of personality
- 4) Explain the personality characteristic related to personality theory on the basis of any Movie, Autobiography, Drama, Novel, Serial or any related person

Syllabus for MA Psychology and Counseling
Semester- I
NEURO-BIO PSYCHOLOGY

Code of the Course/Subject	Title of the Course/Subject	Total Number of Periods
Psychology Paper IV	Neuro-Bio Psychology	60

Cos:

- 1 By the end of UNIT-I the students will be able to Understand the term Neuro-Bio psychology and give idea about discipline of biopsychology and division of biopsychology.
- 2 By the end of UNIT-II the students will be able to understand the biological bases of behavior and functions of neurotransmitters. .
- 3 By the end of UNIT-III, the students will be able to understand the neuro-biology of drives and evaluate the role of endocrine system in human behavior.
- 4 By the end of UNIT-IV the students will be able to evaluate the role of nervous system and brain factors in emotion, learning and memory.

Unit I	INTRODUCTION TO NEURO -BIO PSYCHOLOGY	15lectures
	1.1 Nature and definition of Neuro- Bio Psychology 1.2 Fields of Neuro-Bio Psychology 1.3 Other Disciplines related to Bio Psychology 1.4 Divisions of Bio Psychology 1.5 Physiological psychology and Neuro-Psychology : A comparative view point	
Unit II	BIOLOGICAL BASIS OF BEHAVIOUR	15lectures
	2.1 Structure, function and types of Neuron 2.2 Transmission of Nerve impulse 2.3 Structure and function of Synapse 2.4 Neurotransmitter 2.5 Structure and function of Spinal cord	
Unit III	NEUROBIOLOGY OF DRIVES	15lectures
	3.1. Neurological aspects of drives I: Hunger 3.2. Neurological aspects of drives II: Thirst 3.3. Neurological aspects of drives III: Sleep and arousal 3.4. Neurological aspects of drives IV: Sex 3.5 Endocrinesystem: Meaning and types	
Unit IV	NEUROBIOLOGICAL BASIS OF EMOTION, LEARNING AND MEMORY	15lectures
	4.1 . Neuropsychology of emotion – Role of autonomic nervous system and brain factors in emotion 4.2. Neuro biological basis of learning and memory 4.3. Studies on role of brain in learning and conditioning 4.4. Synaptic mechanisms of learning and memory	

References:

1. Beamont Graham J. (2008), *Introduction to Neuropsychology*, Guilford Press; 2nd edition
2. Carlson, N. R. (2007). *Foundations of physiological psychology*. N.D.: Pearson Edu.
3. John . P. J. Pinel and Steven .J. Barnes., (2017) *Biopsychology*, Global edition-Pearson
4. Kalat, J.W. (2009). *Biological Psychology*. Wadsworth
5. Kolb, B., & Whishaw, I. *Fundamentals of Neuropsychology* 5th Ed.
6. Neil .R. Carlson. (2016), *Physiology of Behavior*, Pearson; 12th edition
7. Pinel, J.P.J. (2007). *Biopsychology*. N.D.: Pearson Edu.
8. S. Marc Breedlove and Neil .V. Watson. (2010) *Biological Psychology- An Introduction to Behavioral, Cognitive and Clinical Neuroscience* Sinauer Associates; 6th edition

9. Sheila Hayward (1997)*Biopsychology*Palgrave Macmillan

10. सिंह अरुण कुमार (२०१७), न्यूरो मनोविज्ञानके मुलतत्व, मोतीलाल बनारसीदास प्रकाशन, दिल्ली

INTERNAL ASSESMENT FOR 20 MARKS

Choose any two for 20 marks (10 marks each)

- 1) MCQ Test
- 2) Assignment on given topic
- 3) Seminar presentation with PPT on given topic
- 4) Poster presentation on given topic

**Syllabus for MA Psychology and Counseling
Semester- I
PRACTICAL**

Code of the Course/Subject	Title of the Course/Subject	Total Number of Periods
Psychology Paper V	Practical (Experiment)	Per Week - 4

COs:

After successful completion of Laboratory work, the students will be able: (Any 8 of the following)

1. To understand nature and concept of psychological experiment
2. To judge the process of reaction time.
3. To analyze the process of learning by conducting experiments on serial learning and insight learning.
4. To evaluate the capacity of short-term memory and nature of forgetting.

Sr. No.	Name of Practical (Experiment)
1	Reaction time
2	Problem-solving
3	Interference: Retroactive/ Proactive
4	Serial Learning
5	Muller Lyer Illusion
6	Transfer of training
7	Judgment time
8	Short term memory
9	Learning by insight (Bold Head Maze)
10	. Depth perception
11	Size Constancy
12	Zeigarnik Effect
13	Paired Association Learning

**Syllabus for MA Psychology and Counselling
Semester II
COGNITIVE PSYCHOLOGY**

Code of the Course/Subject	Title of the Course/Subject	Total Number of Periods
Psychology Paper I	Cognitive Psychology	60

Cos:

1. By the end of UNIT-I the students will be able to Understand the Methods, Paradigms of Cognitive Psychology and theories of cognitive development.
2. By the end of UNIT-II the students will be able to Analyze Cognitive processes such as sensation, attention and perception.
3. By the end of UNIT-III, the students will be able to understand the theoretical explanation of intelligence, models of memory and able to apply the knowledge in daily life.

4. By the end of UNIT-IV the students will be able to analyze the Algorithms and Heuristics in problem-solving and evaluate the concept of creativity

Unit 1	NATURE OF COGNITIVE PSYCHOLOGY	15lectures
	1.1 Cognitive Psychology: Definition, Nature and Scope 1.2 History and current status of cognitive psychology 1.3 Research methods and current paradigms of cognitive psychology 1.4 Theories of Cognitive Developmental (Piaget and Vygotsky) 1.5 Application: Cognitive style and cognitive map	
Unit II	SENSATION, ATTENTION AND PERCEPTION	15lectures
	2.1 Sensation – Introduction to Psychophysics: Basic Concept and methods 2.2 Attention: (a) Functions of attention: Divided attention, selective attention (b) Theories of attention process (c) Signal Detection Theory and vigilance. 2.3 Perception-approaches: Gestalt, perceptual constancy, Bottom-Up (feature analysis, template matching, prototypes), Top-Down and Pandemonium 2.4 Perception: Cross-cultural studies 2.5 Application: Subliminal perception, perceptual defense, illusions and Hallucinations and extra sensory perception	
Unit III	MEMORY AND INTELLIGENCE	15lectures
	3.1 Models of Memory: Hierarchical Network Model, Level of Processing Model, Feature Comparison Model, Spreading Activation 3.2 Intelligence: Spearman; Thurstone; Jensen; Cattell; Gardner; Stenberg; Goleman; Guilford 3.3 Application: I Witness Testimony, Measures of Improving Memories	
Unit IV	PROBLEM SOLVING, CREATIVITY AND DECISION MAKING	15lectures
	4.1 Problem solving: Nature, types, strategies and obstacles. 4.2 Problem Solving Approaches: Algorithm, Heuristics, Means end analysis computer stimulation and analogy 4.3 Creativity: definition of creativity and measurement of creativity 4.4 Relationship between Intelligence and Creativity 4.5 Reasoning and decision-making: Types of reasoning 4.6 Application: Artificial intelligence	

References;

1. Matlin, M. (1994). Cognition. Bangalore: Harcourt Brace Pub.
2. Galloti, K. M. (2004). Cognitive psychology in and out of the laboratory. USA: Thomson Wadsworth.
3. Sternberg, R.J. (2007). Cognitive Psychology. Australia: Thomson Wadsworth.
4. Kellogg, R.T.(2007). Fundamentals of Cognitive Psychology. N.D. Sage Publications.
5. Solso, R. L. (2004). Cognitive Psychology (6th ed). Delhi: Pearson Education.
6. Wade, C. and Tavis, C. (2007). Psychology. ND: Pearson Education.
7. Best, J. B. (1999). Cognitive Psychology. USA: Wadsworth Publishing Co.
8. Guenther R. K. (1998). Human Cognition. New Jersey: Prentice-Hall.
9. Kaplan, S. & Kaplan, R. (1982). Cognition and environment. N.Y.: Praeger Publishers.
10. Reed S. K. (1998). Cognition: Theory and application (3rd ed). California: Brooks/Cole Pub. Company
11. Cohen G. (1983). Psychology of cognition (2nd ed). London: Academic Press
12. Desai, B. and Abhyankar, S. C. (2007). PrayogikManasashastra ani SanshodhanPaddhati. Pune: Narendra Prakashan.
13. Borude, R.R. (2005). Bodhanikmanasashastra. ChhayaPrakashan.
14. Horten, D. L. and Turnage T. W. (1976.) Human Learning New Jersey: Englewood Cliffs

INTERNAL ASSESMENT FOR 20 MARKS

Choose any two for 20 marks (10 marks each)

- 1) MCQ Test
- 2) Submit a video on given topic
- 3) Open book test
- 4) Review of literature on past studies (any 5)

Syllabus for MA Psychology and Counseling Semester II

ADVANCE RESEARCH AND STATISTICAL METHOD

Code of the Course/Subject	Title of the Course/Subject	Total Number of Periods
Psychology Paper II	Advance Research and Statistical Method	60

Cos:

- 1 By the end of UNIT-I the students will be able to understand the meaning of Research design and criteria of research design.
- 1 By the end of UNIT-II the students will be able to analyze experimental and quasi experimental design.
- 2 By the end of UNIT-III, the students will be able to apply parametric statistics in actual research work
- 3 By the end of UNIT-IV the students will be able to understand non-parametric statistics and its application in field work student will also evaluate parametric and non-parametric statistics.

Unit I	RESEARCH DESIGN	15lectures
	1.1 Research design definition principle and function 1.2 Criteria of research design 1.3 Basic principles of experimental design 1.4 Basic terms in experimental design 1.5 Meaning and nature of quasi experimental research	
Unit II	EXPERIMENTAL AND QUASI EXPERIMENTAL DESIGNS	15lectures
	2.1 Between group design 2.2 Within group design 2.3 Factorial design 2.4 Quasi experimental design	
Unit III	PARAMETRIC STATISTICS	15lectures
	3.1 Parametric and Non-Parametric statistics 3.2 Two group difference: t-test, z-test 3.3 Multi group difference: One way ANOVA 3.4 Two-way ANOVA 3.5 Product Moment Correlation 3.6 Meaning of parametric test	
Unit IV	NON-PARAMETRIC STATISTICS	15lectures
	4.1 Chi Square: Simple and 2x2 4.2 Rank difference correlation 4.3 Sign test, median test, Mann-Whitney U test 4.4 Meaning of non-parametric test 4.5 Meaning of One tail and two tail tests 4.6 Meaning of Type I and type II error	

References:

1. Minium E.W., King B. M., Bear G. (1995). Statistical Reasoning in Psychology and Education
2. Guilford J. P. and Fruchter B. (1985). Fundamental Statistics in Psychology and Education (6th ed) McGraw - Hill
3. Howell D.C. (1997). Statistical Methods for Psychology (4th Ed)
4. Wolfowitz, J., Emen, R. B. and Cohen, J. (1982). Introductory statistics for the behavioral sciences (3rd ed.). N.Y.: Academic Press.
5. Shaughnessy J.J. and Zechmeister E.B. (1997). Research Methods in Psychology (4th ed)
6. Kerlinger F.N. (1994). Foundations of behavioral research (3rd ed)

7. Zechmeister J.S., Zechmeister E.B. & Shaughnessy J.J. (2001). Essentials of research methods in psychology.
8. Broota, K.D. (1989). Experimental design in behavioral research. Wiley Eastern.
9. Singh A.K. (2006). 5th ed. Tests, Measurement and Research Methods in Behavioral Sciences. Patna: Bharati Bhavan.
10. Nunnally, J.C., & Bernstein, I.H. (1994). Psychometric theory (3rd ed. NY: McGraw-Hill

INTERNAL ASSESMENT FOR 20 MARKS

Choose any two for 20 marks (10 marks each)

- 1) MCQ Test
- 2) Actual data collection and scoring calculating with Mean and SD with submission of detail report
- 3) Seminar presentation with PPT on given topic
- 4) Present Two research paper review in given format
 - a) Title of research paper
 - b) Variables (IV, DV, CV)
 - c) Hypothesis
 - d) Methodology – Research design
 - e) Statistics use
 - f) Conclusion

Syllabus for MA Psychology and Counseling Semester II

PSYCHOLOGICAL TESTING

Code of the Course/Subject	Title of the Course/Subject	Total Number of Periods
Psychology Paper III	Psychological Testing	60

Cos:

1. By the end of UNIT-I the students will be able to Understand the nature and scope of psychological testing.
2. By the end of UNIT-II the students will be able to understand meaning of item and reliability as well as students will able to create the test item and calculate the reliability of the test.
3. By the end of UNIT-III, the students will be able to understand the meaning of validity and norms as well as students will able to develop norms and calculate the reliability of the test.
4. By the end of UNIT-IV the students will be able to evaluate various psychological test and will be able to apply in clinical, educational and counseling setting.

Unit 1	NATURE AND SCOPE OF PSYCHOLOGICAL TESTING	15lectures
	3.1 Meaning definition and characteristics of psychological testing 3.2 Types of psychological test 3.3 Characteristics of good test 3.4 Uses of psychological test 3.5 General steps in test construction	
Unit II	ITEM WRITING AND RELIABILITY	15lectures
	2.1 Meaning and characteristics of item 2.2 Types of item 2.3 General guidelines for item writing 2.4 Item analysis :Item difficulty and discrimination power of item 2.5 Meaning and definition of reliability 2.6 Types of reliability	
Unit III	VALIDITY AND NORMS	15lectures
	3.1 Meaning and definition of validity 3.2 Types of validity 3.3 Meaning and definition of Norms 3.4 Types of Norms 3.5 Relation between reliability and validity	

Unit IV	TESTING IN CLINICAL, EDUCATIONAL AND COUNSELLING SETTING	15lectures
	4.1 Personality Testing: MMPI, CPI, Cattle's 16 P.F. questionnaire, NEOPIR 4.2 Projective Testing: Nature and Types (Word Association test, Rorschach test, TAT, Sentence completion test, Expressive test and Observational Method 4.3 Anxiety and adjustment test 4.4 Intelligence test (Sandford Binet test ,Weschler intelligence scale , SPM , Cattles culture fair intelligence scale	

References;

- Anastasi, A. & Urbina, S. (1997). Psychological testing. N.D.: Pearson Education.
- Kaplan, R.M. & Saccuzzo, D.P. (2007). Psychological Testing: Principles, Applications, and Issues. Australia: Thomson Wadsworth.
- Gregory, R.J. (2005). Psychological testing: History, principles and applications. New Delhi: Pearson Education.
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- Cronbach, L. J. 5th ed. (1990). Essentials of psychological testing. New York: Harper Collins Publishers:
- Anastasi A. (1988). Psychological Testing. New York: McMillan
- Aiken L.R. (1996) Rating Scales and Checklists: Evaluating Behavior, Personality and Attitudes.
- सिंह अरुण कुमार, (२००६) मनोविज्ञान समाजशास्त्र तथा शिक्षा में शोध विधिया, मोतीलाल बनारसीदास प्रकाशन दिल्ली.

INTERNAL ASSESMENT FOR 20 MARKS

Choose any two for 20 marks (10 marks each)

- MCQ Test
- Submit Assignment or Video on given topic
- Comprehensive information of psychological test with the help of test manual
- Make 20 test items in interest area of the student

Syllabus for MA Psychology and Counseling Semester II

NEURO-BIO PSYCHOLOGY II

Code of the Course/Subject	Title of the Course/Subject	Total Number of Periods
Psychology Paper IV	Neuro-Bio Psychology II	60

Cos:

- By the end of UNIT-I the students will be able to Understand the structure and function of nervous system and brain.
- By the end of UNIT-II the students will be able to understand the function and syndrome of various lobes of brain.
- By the end of UNIT-III, the students will be able to understand and analyze methods of investigation in field of neuro-bio psychology.
- By the end of UNIT-IV the students will be able to understand neuro psychological assessment for different lobes of brain.

Unit I	CENTRAL NERVOUS SYSTEM	15lectures
	1.1 Nervous system: Structure and function 1.2 General terminology 1.3 Major division of central nervous system 1.4 Structure and function of Brain : Fore brain, Mid brain , Hind brain	
Unit II	LOBE FUNCTIONS AND SYNDROME	15lectures
	2.1 Frontal lobe: Structure, function and syndrome 2.2 Parietal lobe: Structure, function and syndrome 2.3 Temporal lobe: Structure, function and syndrome	

	2.4 Occipital lobe : Structure, function and syndrome	
Unit III	METHODS OF INVESTIGATION	15lectures
	3.1 Anatomical method 3.2 Radiological method 3.3 Electrical Stimulation and Recording Method 3.4 Lesion Method 3.5 Neurochemical method 3.6 Neurological method	
Unit IV	NEUROPSYCHOLOGICAL ASSESMENT	15lectures
	4.1 Meaning and purpose of Neuropsychological Assessment 4.2 Clinical Neuropsychological assessment of frontal lobe damage 4.2 Clinical Neuropsychological assessment of Parietal lobe damage 4.3 Clinical Neuropsychological assessment of Temporal lobe damage 4.4 Clinical Neuropsychological assessment of Occipital lobe damage 4.5 Test batteries for NeuropsychologicalAssessment 4.6 Applications of Neuropsychological Assessment	

References:

1. Beamont Graham J. (2008), *Introduction to Neuropsychology*, Guilford Press; 2nd edition
2. Carlson, N. R. (2007). *Foundations of physiological psychology*. N.D.: Pearson Edu.
3. John . P. J. Pinel and Steven .J. Barnes., (2017) *Biopsychology*, Global edition-Pearson
4. Kalat, J.W. (2009). *Biological Psychology*. Wadsworth
5. Kolb, B., & Whishaw, I. Fundamentals of Neuropsychology 5th Ed.
6. Neil .R. Carlson. (2016),*Physiology of Behavior*, Pearson; 12th edition
7. Pinel, J.P.J. (2007). *Biopsychology*. N.D.: Pearson Edu.
8. S. Marc Breedlove and Neil .V. Watson. (2010) *Biological Psychology- An Introduction to Behavioral, Cognitive and Clinical Neuroscience* Sinauer Associates; 6th edition
9. Sheila Hayward (1997)*Biopsychology*Palgrave Macmillan
10. सिंह अरुण कुमार (२०१७), न्युरो मनोविज्ञानके मुलतत्व, मोतीलाल बनारसीदास प्रकाशन, दिल्ली

INTERNAL ASSESMENT FOR 20 MARKS

Choose any two for 20 marks (10 marks each)

- 1) MCQ Test
- 2) Submission of Assignment or Video on given topic
- 3) Seminar presentation with PPT on given topic
- 4) Poster presentation on given topic

Syllabus for MA Psychology and Counseling Semester- II PRACTICAL

Code of the Course/Subject	Title of the Course/Subject	Total Number of Periods
Psychology Paper V	Practical (Testing)	Per Week - 4

COs:

After successful completion of Laboratory work, the students will be able: (Any 8 of the following)

- 1.To understand the concept of Psychometric tests and experiments.
- 2.To recognize cognitive process of human being.
- 3.To administer Psychometric I.Q. test.
- 4.To analyze various types of personality and creative thinking

Sr. No.	Name of Practical (Psychological test)
1	16 P.F.
2	Locus of Control
3	Emotional Intelligence test
4	Culture Fair intelligence test
5	Home adjustment inventory
6	Verbal test of Creative thinking
7	Bell Adjustment Inventory

8	Cognitive style inventory
9	Problem solving ability test
10	Aptitude test
11	Attitude Test
12	Projective Test
13	Interest Test

DIRECTION

No. : 57 /2022.

Date :- 22 /09/2022

Subject : Examinations leading to the Degree of Master of Arts(वाङ्मय पारंगत)(Two Years – Four Semester Post Graduate Degree Course) under Choice Based Credit System Direction, 2022.

Whereas, Ordinance No. 36 &the Direction No. 44 of 2022 dated 15/09/2022 with respect to an examinations leading to the Degree of Master of Arts(वाङ्मय पारंगत) (Two Years – Four Semester Post Graduate Degree Course) under Credit Grading System(CGS), 2022 are in existence in the University,

AND

Whereas, Maharashtra Public Universities Act, 2016 under section 33(c) provides for Choice Based Credit System for all certificates, diplomas, Degrees, post-graduate programmes and other academic distinctions,

AND

Whereas, Maharashtra Public Universities Act, 2016 under section 33(v) for states that the Academic Council has to create policy, procedure and practice for Choice Based Credit System for all Academic programmes,

AND

Whereas, Maharashtra Public Universities Act, 2016 under section 33(y) provides the research projects are an integral part of Choice Based modules for post-graduate programmes,

AND

Whereas, while considering item No.32 of Academic Council dated 15/11/2018, Dr. A.B. Marathe, member of Academic Council proposed to implement Choice Based Credit System for first year from Academic Session 2018-2019 and progressively up to final year,

AND

Whereas, while considering the proposal of Dr. A.B. Marathe, the Academic council has constituted a Committee No 01/2018,

AND

Whereas, while considering the recommendations of the Committee No 01/2018, Academic Council in its meeting dated 13/01/2020 vide item No. 17 has constituted a Committee No. 02/2020 under the Chairmanship of Pro Vice-Chancellor,

AND

Whereas, the recommendations of Committee No.02/2020 had been placed before the meeting of the Academic Council dated 04/12/2020 vide item No.72,

AND

Whereas, while considering the recommendations of the committee No.02/2020 vide item No.72 along with the Scheme of Choice Based Credit System, Academic Council resolved to implement Choice Based Credit System from Academic Year 2021-2022,

AND

Whereas, it was necessary to frame the draft provisions of Direction/Ordinance for Choice Based Credit System, matter is placed before the Committee No.02/2020 and the same Committee No.02/2020 had constituted faculty wise Sub Committees under the Chairmanship of the respective Dean of the Faculty,

AND

Whereas, the Academic Council in its meeting dated 13/10/2021 vide item no.12 has re-considered the above resolution regarding implementation of the Choice Based Credit System, and resolved to implement it from the Academic Session 2022-2023,

AND

Whereas, the recommendations of the Faculty wise sub committees were placed before the Committee No.02/2020 in its first online meeting dated 24/01/2022, and there after the series of meetings were held on 02/02/2022, 03/02/2022, 08/02/2022, 10/02/2022 and 12/02/2022,

AND

Whereas, above recommendations of Committee No.02/2020 pertaining to the programmes of Master of Arts (वाङ्मय पारंगत)(Two Years- Four Semester Post Graduate Degree Course) were placed before the meeting of the Faculty of Humanities in its meeting dated 28.03.2022 and recommend to Academic Council,

AND

Whereas, the Academic Council while considering the recommendations of the Faculty of Humanities vide item no. 50 approved the Scheme of Teaching, Learning, examination and evaluation along with Draft Provisions of Direction/Ordinance,

AND

Whereas, the respective Board of Studies under the Faculty of Humanities in its meeting dated 03/6/2022 and 04/06/2022 framed Draft syllabi by taking into consideration the Scheme of Teaching, Learning, examination and evaluation along with Draft Provisions of Direction/Ordinance of Choice Based Credit System,

AND

Whereas, the syllabi framed by the various Board of Studies under the Faculty of Humanities were placed before the online emergent meeting of Faculty of Humanities dated 28/07/2022, and faculty accepted and recommended the draft syllabi to Academic Council,

AND

Whereas, the minutes of the Faculty of Humanities in its online emergent meeting dated 28/07/2022 along with syllabus were approved by Hon'ble Vice-Chancellor under section 12(7) of Maharashtra Public Universities Act, 2016 on behalf of Academic Council,

AND

Whereas making an Ordinance / Regulation is time consuming process.

Now, therefore I, Professor Dr. Dileep N. Malkhede, Vice-Chancellor, Sant Gadge Baba Amravati University, Amravati in exercise of powers conferred upon me under Sub-section (8) of Section 12 of the Maharashtra Public Universities Act, 2016 do hereby direct as under :-

1. i) This Direction may be called, "Examinations leading to the Degree of Master of Arts (वाङ्मय पारंगत) (Two Years – Four Semester Post Graduate Degree Course) under Choice Based Credit System Direction, 2022".
ii) The Degree of Master of Arts - (वाङ्मय पारंगत) shall belong to the Faculty of Humanities.
2. This direction shall come into force from the date of its issuance.
3. The provisions of directions, eligibility criteria and other details are as follows and the Scheme of Teaching, Learning, Examination and Evaluation of semester – I & semester-II is appended herewith vide Annexure–A1 & A2.

Common Provisions

4. In this Direction unless context otherwise requires –

Definitions:

Choice Based Credit System (CBCS): Choice Based Credit System means the curricular system that offers multiple interdisciplinary choices for the students to select from the courses (core elective or minor or soft skill courses) to accumulate credits;

Any other word and expression used herein and not defined but defined in *pari materia* such as the Maharashtra Public Universities Act, 2016, Directions and UGC regulations shall have the same meaning as assigned to them in the said enactments.

The duration of the programme under this Ordinance/Direction shall be of two academic years consisting of two semesters in each year.

5. As per the scheme of teaching, learning, examination and evaluation, theory/practical examinations of Semester-I, II, III & IV shall be conducted by the University (except SEC, other ancillary credit courses, OEC) at the end of each semester.

The theory/practical examinations of all the Semesters shall be held as per the following schedule.

Table No. 1

Sr.No.	Name of the Examination	Main Examination	Supplementary Examination
1	Semester-I & III	Winter	Summer
2	Semester-II & IV	Summer	Winter

6. The practical examinations of all semesters (Semester-I, II, III & IV) under this Direction wherever applicable shall be conducted by the University by appointing an external and internal examiners. Practical examination of all the Add-on courses of all the semesters will be conducted by the College/Institute /University Department only.
7. The duration of each semester shall be as prescribed in the Academic Calendar.
8. An applicant to an examination specified in Para-30 shall pursue a regular course of study in courses prescribed for the examination concerned for not less than one semester in a particular semester in a University Department or College/Institute affiliated to the University.
Provided that the student shall be eligible to appear for examination if
 - a. he/she satisfies the conditions in the table of eligibility of admission and promotion to higher semester and the provisions there under.
 - b. he/she complies with the provisions of the Ordinance pertaining to the Examination in general from time to time.
 - c. he/she has pursued a regular course of study in a University Department or College affiliated to the University.
 - d. he/she has in the opinion of the H.O.D. or Principal/Director shown satisfactory progress in his/her studies.

9. The Provisions of Ordinance No. 6 shall be applicable in *mutatis-mutandis* to every collegiate/non-collegiate student.
10. The fees for each theory and practical examination conducted by the university shall be as prescribed by the University, from time to time.
11. **Skills Enhancement Course (SEC) :**
Semester-III OR IV
 In Semester III or IV, there shall be compulsory Skill Paper based on the concerned subject where students are expected to learn skills to be employable or become entrepreneur after PG Programme.
12. **Research/Innovative Project/Dissertation**
Semester III and/ or IV
 Every student shall be offered Research/Innovative Project in III and/or IVth Semester. This research/Innovative Project/Dissertation will carry 100 Marks and of maximum 5 credits per semester. The project/dissertation must be submitted in the hardbound copy to the University Department/College/Institute. For internal evaluation, the students shall have to give a presentation of the project/dissertation in a given Semester. Further, for external examination, Project/Dissertation shall be evaluated by the concerned teacher/supervisor/guide in the University Department/College / Institute as an Internal Examiner along with an External Examiner appointed by the University.
13. **Ability Enhancement Course (AEC) : Wherever necessary,** Discipline Specific Ability Enhancement Course shall be offered in Semester I and Semester II to the students as Theory/Tutorial of One Hour per week duration Students will earn 1 Credit each for the same.
14. **Ancillary Credit Courses :- (University Department/College/Institute Level)**
 - (A) **Internship/Apprenticeship/ Field Work/Work Experience : (During Vacations of semester- I to III)**
 There shall be Internship/Apprenticeship/ Field Work/ Work Experience for duration of minimum 60 hrs. to maximum 90 hours available to all the students, to be completed during vacations of Semester-I to III. This will carry 2 Credits for learning of 60 hrs or 3 Credits for learning of 90 Hours. It should be evaluated by mentor teacher / faculty member with the help of Work Report certified by trainer where Internship/Apprenticeship/ Field Work/ Work Experience is undertaken and as submitted by the students. It shall be completed in vacation only. Students may opt for any one of these categories. The Credits of Internship/Apprenticeship/ Field Work/ Work Experience shall be reflected in the Credit Grade Report of the fourth Semester. The grade and credits obtained by the students should be communicated to the University by the college/Institution/university department before the start of the IV semester examination.
 - I) **Internship/ Apprenticeship :** Students should undertake Internship/ Apprenticeship of minimum 60 Hrs. to maximum 90 hours in the organizations including but not limited to Academic Institutes of National Importance or Research Laboratories or Institutes or Industries or companies or firms or businesses as identified by the College/ Institute/University Department. The participation shall be duly certified by the Internship / Apprenticeship provider. It is to be verified by the Principal/Director/HOD/Mentor teacher / faculty member of the College/Institute/University department.
 - II) **Field Work:** Students can undertake fieldwork for duration of minimum 60 Hrs. to maximum 90 Hrs related to their Programme in a broad sense. This fieldwork shall be identified by the college/institute/university department and to be certified by the field work organizer and verified by Principal/Director/HOD/Mentor teacher/ faculty member of the College/Institute/ University Department.
 - III) **Work Experience:** Students can undertake *work experience* for duration of minimum 60 Hrs. to maximum 90 Hrs. It includes students participating in the regular work of any Firm/Company/Industry/Organization/ Institute/ businesses/Local Body identified by the College/Institute/University Department. It should be related to their programme. The work experience should be certified by the provider and to be verified by Principal/Director/HOD/ the mentor / concerned teacher / faculty members of the College/Institute/University Department.
15. **Open Elective Course (OEC) :(Any time during Semester-I to IV)**
 There shall be an open elective course for the student during Semester I to IV. Students can select one or more of these courses. These courses shall be of intra- disciplinary as well as inter-disciplinary nature. Students can earn cumulatively maximum 5 Credits in this course.
 OEC will include the following types of courses.
 - i) **General Interest Course (GIC) :** General Interest Courses shall be from different disciplines/programmes including IPR and the curriculum of these courses shall be as prescribed by the University. This course will be evaluated by the concerned teacher / faculty member at the College/University Department level and the Credit shall be communicated to the University before the start of IV semester examination. If the concerned subject teacher / faculty member/ mentor / guide is from the College/Institute/University Department other than the College / Institute / University Department, where the student has taken admission to pursue regular course of study, then the credit earned by the student should be submitted by the teacher / faculty member / mentor / guide through the principal/HOD of the parent College/Institute/University Department. In such cases, the consent from the principal of parent College/Institute/University Department HOD and the concerned teacher/ faculty member / mentor / guide should be obtained by the student before commencement of the course. The student may opt any course of any other discipline /faculty of his/her interest as GIC The nature of these courses shall be self study under the guidance of the concerned teacher mentor (faculty member).

ii) **Skill Course**:-The students will be offered Skill Courses. The courses shall be designed by respective Boards of Studies or by concerned Sector Skill Council / National Skill Development Councils (NSDC).The Skill courses may be designed by the Colleges / Institutes/University Department and after approval of the University, it shall be offered to the students. This course will be evaluated by the concerned teacher / faculty member/mentor at the College/Institute/University Department level and the Credit shall be communicated to the University before the start of IV semester examination. For the skill courses opted from Sector Skill Council (SSC) or NSDC, the evaluation may be done by the respective council and the credit shall be communicated to the university before the start of IV semester examination.

iii) **MOOC** :-The students may opt MOOC courses identified by the teacher/mentor/faculty member and maximum 5 credits may be earned by the students after successful completion of these MOOC courses with a minimum 75 hours of course on different online training platforms approved by the university. The concerned teacher / faculty member shall act as a facilitator and based on the students' performance in the course, the facilitator shall award Credits in accordance with the Marks/Grades given by relevant MOOC provider. After mapping with University grading system, the college/institution/university department shall communicate Marks/Grades to the university before the start of IV semester examination. College/Institute/University Department can also develop MOOC related to their concerned subject and after the approval of the University, these courses may be offered to the students These courses shall be of intra- disciplinary as well as inter disciplinary nature.

iv) **Extracurricular and Co-curricular Activities** :- (In all Semesters)

The students may earn maximum cumulative 5 credits from the activities as given in Table No.2 & 3 after securing rank or participation at College / University /State/ Zone/ National / International level events. These credits shall be earned in option to Open Elective Course (OEC), so that these performers shall be given relaxation from undertaking this course. These credits can be earned during the entire degree programme period but before the start of IV Semester examination. These credits will be reflected in the final semester Credit Grade Report. The mentor/ concerned teacher/faculty member shall award the Credits to the student based on his/her performance as given in Table No. 2 and 3 . Further, College / Institution /University Department shall communicate these to the University

Table No. 2

Comprehensive Credit Distribution

S. N.	Activities	Credits at Levels							
		College	University	State	Zone if exist	National	International if exist	Credit Point	Minimum Passing Grade
1	Unnat Bharat Abhiyan[UBA]	1	2	3	4	5	6	4	P
2	Sports activities (see table no. 3)	1	1 / 2	2 / 3	3 / 4	4 / 5	5 / 6	4	P
3	Cultural activities	1	2	3	4	5	6	4	P
4	Academic Activities like Review Paper Presentations, Aavishkar, Start-up, Hackathon, Quiz competitions, other curricular, Co-curricular activities, Students exchange programme etc. Research Paper published/presented	1	2	3	4	5	6	4	P
		--	1	2	-	4	6	4	P

5	Participation in Summer school/ Winter School / Short term course (not less than 30 hours 1 or 2 weeks duration) (not less than 60 hours 2 or 3 weeks duration)	2 Credits	4	P
		4 Credits	4	P
	Scientific Surveys, Societal Surveys	2 Credits	4	P
	Field Visits, Study tours, Industrial Visits,	1 Credit	4	P

Table No. 3
Credit Distribution for Sports

Sr. No.	Particulars of Sports Status (Individual/ Team)	Credits	Credit Point	Minimum Passing Grade
1	College Level Participation	1	4	P
2	University Level Participation	1	4	P

3	University Level Rank 1, 2, 3	2	4	P
4	State Level Participation	2	4	P
5	State Level Rank 1, 2, 3	3	4	P
6	Zonal Level Participation	3	4	P
7	Zonal Level Rank 1, 2, 3	4	4	P
8	National Level Participation	4	4	P
9	National Level Rank 1, 2, 3	5	4	p
10	International Level Participation	5	4	P
11	International Level 1,2,3	6	4	P

16. In the Scheme of Teaching, learning, Evaluation & Examination, credits. Maximum marks, minimum passing marks, minimum passing grade are given for Semester Examination in each Course for the theory and the practical of each of the four examinations. Also Computation of SGPA and CGPA, letter grades and grade point, equivalence of class/ division to corresponding CGPA shall be indicated as given in Appendix A and Table No.4.

The computation of Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA) of an examinee of post graduate course shall be as given in Table No.4..
17. Provisions of Ordinance No18/2001 to provide grace marks for passing in Heads of passing and Improvement of Division (Higher Class) and getting Distinction in the Course and condonation of deficiency of marks in a Course shall apply to the examination under this Direction.
18. An unsuccessful examinee at any of the above examination shall carry college/institute/university department assessment marks (Sessional Marks) of the Theory/Practical examination to the successive attempt at the examination.
19. Provisions of Maharashtra Public Universities Act, 2016, Section 89 Chapter VIII, will be applicable for the declaration of the results of every examination and evaluation conducted by the University .
20. The names of the examinees passing the examination as a whole in the minimum prescribed period and obtaining the prescribed number of places in the CGPA shall be arranged in order of merit as provided in the examination in general Ordinance no. 6 provided that the merit list only be published in summer examination.
21. Subject to provisions in other ordinances and directions, no person shall be admitted to an examination under this Direction/Ordinance, if he / she has already passed the same examination of this university or an equivalent examination of any other University.
22. An examinee who completed the term satisfactorily but fails to present himself/herself for the examination shall be eligible for readmission to the same examination, on payment of fresh fees and other fees as may be prescribed by the university from time to time.
23. A Student who could not complete a semester satisfactorily or did not keep term will be eligible for readmission to the same semester. However, readmission to the semester should be allowed only in regular session of that semester. In such case, the candidate will not be eligible to get admission in higher semester.
24. a) The student shall have to earn minimum 80% of total credits from DSC/DSE courses, minimum 10% credits from ancillary credit courses and balance credits from any of the university approved courses of the programme.
b) A candidate/student who has successfully completed all requisite courses approved by the university and earned minimum prescribed total credits for which he/she is admitted for the under graduate degree programme and accumulated the required credits for the program and who has put in the minimum residence time prescribed for each semester of the program shall be eligible to receive the degree.
25. Examinations will be conducted in Offline mode in accordance with Ordinance No.9. However, under special circumstances and in specific cases, those can be conducted in Online mode on the recommendations of Board of Examination & Evaluation and approval by the Academic Council.
26. Generally and preferably College / Institute/ University Department internal assessment examinations & University examinations papers should be set from the **Question Bank** prepared by the University.
27. The College/Institute/ University Department shall maintain a complete record of marks obtained by the every Student in the Practical, Induction Program, Open Elective course, Internship/ Apprenticeship /Field

Work/Work experience, Extra-curricular & Co-curricular activities etc. as applicable and should be sent to the University in prescribed format according to schedule given by the University.

Equivalence of Class/Division to Corresponding C.G.P.A. APPENDIX - A

Sr. No.	C.G.P.A.	Class/Division
1	7.5 or more than 7.5	First Class with Distinction
2	6.00 or more but less than or equal to 7.49	First Class
3	5.50 or more but less than or equal to 5.99	Higher Second Class
4	5.00 or more but less than or equal to 5.49	Second Class
5	4.00 or more but less than or equal to 4.99	Pass

28. Power to modify and remove difficulties :-

- Notwithstanding anything contained in the foregoing, Hon'ble Vice-Chancellor in consultation with the Dean of the faculty shall have the power to issue directions or orders to remove any difficulty,
- Nothing in the foregoing may be construed as limiting the power of the University to amend, modify or repeal any all of the above.

29. **CBCS Working Committee :-**

A) University Level :-

There shall be a CBCS working committee in the University comprising of the following members :

- | | | |
|---|---|------------------|
| 1. Vice-Chancellor | - | Chairman |
| 2. Pro-Vice Chancellor | - | Member |
| 3. Deans of all Faculties | - | Members |
| 4. Two Experts not below the rank of Professors
nominated by the Hon'ble Vice-Chancellor | - | Member |
| 5. Concerned Head of the Department | - | Member |
| 6. D. R. (Academic) | - | Member-Secretary |

B) University Department Level :-

There shall be a CBCS working committee in each University Department comprising of the following members:

- | | | |
|---|---|----------|
| 1. Head of the University Department | - | Chairman |
| 2. One Teacher nominated by Hon'ble Vice Chancellor | - | Member |

C) College Level :

There shall be a CBCS working committee in each affiliated college comprising of the following members:

- | | | |
|--|---|-------------------|
| 1. Principal | - | Chairman |
| 2. HoDs of Teaching Departments of a College | - | Members |
| 3. IQAC Co-ordinator | - | Member- Secretary |

Powers and Duties of the CBCS Working Committee :

- Committee shall take review of the Implementation of the CBCS after completion of every Semester
- The committee shall report to the University about difficulties faced during the implementation of the CBCS to the university.
- The committee should also consider the grievances of the students regarding the difficulties/disadvantages put to them if any during their studies under CBCS.
- For College level and University level, the committee will also be a grievance redressal committee for implementation of CBCS, respectively.
- The committee may consider any other matter in the interest of the students as far as the CBCS is concerned.

Table-A

Ancillary Credit Courses

Sr. No	Course/Programs	Nature	Sem-ester	Organised by	Teaching Learning Training Period (Hours)	Evaluation Authority	Performance Evaluation Mode	Min. Passing Grade/Rank	Exam or Non-exam	Credit/s Earned
1	Internship / Apprenticeship /Field work/ Work Experience	Mandatory	During Vacation of I to III	Organisation/ Industry/ College/ Institute/University Department	Minimum 60 to maximum 90	Organisation/ Industry/ College/ Institute/ University Department	Score-sheet of Performance		Non-exam	Minimum 2 maximum 3
2	Open Elective Course GIC/Skill/ MOOC	Optional	I to IV	Online/Offline Mode/SWAYAM/SC/NSDC /college/institute	75	SWAYAM/ NPTEL/ College/ Institute/ SSC/NSDC	Certification from concerned Authority	P	Exam or Non Exam	5
3	Co-curricular / Extracurricular Activities	Optional	I to IV	As per Table 2 & 3	Adequate as per activity	Organized as per level of activity	As per para 13 (iv) Table 2 & 3	Not applicable	Non-exam	5

Notes :- 1) 7 or 10% of total credits prescribed for the award of the degree of the programme (whichever is minimum) are mandatory to be earned by all the students from Ancillary Credit Courses as mentioned in Table A.

Record of student's Performance cum Evaluation (containing attendance, concept knowledge, intellectual/ decision making ability, handling skill, sense of responsibility, cooperative/leadership quality, presentation/demonstration) related to Internship /Apprenticeship/Field work/Work Experience shall be maintained by the college/institute/university department

- 2) For allotment of Internship /Apprenticeship/Field Work/Work Experience, the College/ Institute/University Department shall follow standard operating procedures (SOP) with concerned College/Institute/University Department/organization/ industry on the basis of Memorandum Of Understanding (MOU) /Letter of Intent and Joining letter. Further, for validation, progress records, Evaluation Sheet etc. shall be maintained by the College/Institute/University Department.
- 3) College/ Institute/University Department shall submit credit report for ancillary Credit Courses as per Table A to the University.

COMPUTATION OF SGPA AND CGPA AND AWARD OF DEGREE

- 1) Marks of each paper/subject shall be converted into grades as given in the table No. 4.

Grades and Grade Points

Table No. 4

Grade	Description	Range of Marks obtained out of 100 or equivalent fraction	Grade point
O	Outstanding	90-100	10
A+	Excellent	80-89	9
A	Very Good	70-79	8
B+	Good	60-69	7
B	Above average	55-59	6
C	Average	50-54	5
P	Pass	40-49	4
F	Fail	Below 40	0
Ab	Absent	Ab	0

A student obtaining Grade F shall be considered failed and will be required to reappear in the examination.

- 2) Based on the grade points obtained in each Subject/Paper Semester Grade Point Average (SGPA) and then Cumulative Grade Point Average (CGPA) are computed as follows :

There shall be two SGPA & CGPA i.e. SGPA & CGPA computed on the basis of science subject i.e. DSC & DSE offered by candidate and another by SGPA & CGPA computed on the basis of all the subjects offered by the candidate.

- i) **Computation of SGPA:**

Semester Grade Point Average (SGPA) is the weight age average of point obtained by a student in a semester and computed as follows.

$$SGPA (S_i) = \frac{\sum C_i \times G_i}{\sum C_i}$$

Where C_i denotes the number of credits of the i^{th} course and G_i denotes the grade points scored by a student in the i^{th} course.

- ii) **Computation of CGPA :**

The CGPA is computed as follows :

$$CGPA = \frac{\sum (C_i \times S_i)}{\sum C_i}$$

Where S_i denotes the SGPA of the i^{th} Semester and C_i denotes the total number of credits in that Semester. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

3) Equivalence of the conventional division/class to the corresponding C.G.P.A. in final semester is in accordance with the following table.

Sr. No.	C.G.P.A.	Class/Division
1.	7.5 or more than 7.5	First Class with Distinction
2.	6.00 or more but less than or equal to 7.49	First Class
3.	5.50 or more but less than or equal to 5.99	Higher Second Class
4.	5.00 or more but less than or equal to 5.49	Second Class
5.	4.00 or more but less than or equal to 4.99	Pass

Appendix-C

GUIDELINES TO PAPER SETTERS

1. Medium of Instructions and examination shall be as prescribed by the respective BOS.
2. For the internal assessment & University end semester theory examinations, the paper should be set preferably from the question bank prepared by the university.

The question should be based on bloom's Taxonomy levels of (a) Remembering (b) Understanding (c) Application (d) Analysis.

Remember: -

Skill Demonstrated	Question Ques / Verbs for tests
<ul style="list-style-type: none"> • Ability to recall of information like, facts, conventions, definitions, jargon, technical terms, classifications, categories, and criteria ability to recall methodology and procedures, abstractions, principles and theories in the field • Knowledge of dates, events, places. <ul style="list-style-type: none"> • Mastery of subject matter 	List, define, describe, state, recite, recall, identify, show, label, tabulate, quote, name, who, when where, etc.

Understand: -

Skill Demonstrated	Question Ques / Verbs for test
<ul style="list-style-type: none"> • Understanding information grasp • meaning • translate knowledge into new context • interpret facts, compare, contrast order, • group, infer causes predict consequences • 	Describe, explain, paraphrase, restate, associate, contrast, summarize, differentiate interpret, discuss.

Apply: -

Skill Demonstrated	Question Ques / Verbs for test
<ul style="list-style-type: none"> •• Use information • use methods, concepts, laws, theories in new situations • solve problems using required skills of knowledge • Demonstrating correct usage of method or procedure 	Calculate, predict, apply, solve, illustrate, use, demonstrate, determine, model, experiment, show, examine, modify.

Analysis: -

Skill Demonstrated	Question Ques / Verbs for test
--------------------	--------------------------------

<ul style="list-style-type: none"> • break down a complex problem into parts. • Identify the relationships and interaction between the different parts of complex problem. 	Classify, outline, break down, categorize, analyse, diagram, illustrate, infer, select.
--	---

Evaluation (Judging)

Skill Demonstrated	Question Ques / Verbs for test
Evaluation questions encourage students to develop opinions and make value decisions about issues based on specific criteria	Assess, Critique, Determine, Evaluate, Judge, Justify, Measure & Recommend Examples of questions: <ul style="list-style-type: none"> • "How could you select...?" • "How could you prove...?" • "How would you prioritize...?" • "What information would you use to support...?"

Synthesis (Creating)

Skill Demonstrated	Question Ques / Verbs for test
These questions encourage students create something new by using a combination of ideas from different sources to form a new whole	Arrange, Combine, Create, Design, Develop Formulate, Integrate & Organize Examples of questions: "What could be changed to improve...?" "How would you test...?" "What way would you design...?" "What outcome would you predict for...?"

The Weightage of marks should be given preferably in the range of :

- | | |
|--------------------------|-----------|
| (a) Remembering | 10 to 20% |
| (b) Understanding | 30 to 45% |
| (c) Application | 30 to 45% |
| (d) Analysis | 10 to 20% |
| (e) Evaluation (Judging) | 10 to 15% |
| (f) Synthesis (Creating) | 10 to 15% |

100 to 160%

Types of Questions: -

a) Multiple Choice Question (M.C.Q.) as and when Applicable: -

1. **Relevant Content:** The question should be based on the relevant and important content.
2. **Application of knowledge, not only Theory:** The question tests the application of knowledge, does not only test how the candidate recalls isolated theoretical facts.
3. **Focused questions and homogeneous answers:** The question focuses on one relevant aspect of the topic, all proposed answers belong to the same content dimension (i.e., diagnosis, or causes, or managements decisions etc.)
4. **Clear and unambiguous answer:** The best answer clearly stands out. Avoid "correct" answers with existing controversial doctrines.
5. **Appropriate level of difficulty (50% -90% correct answers):**
 - Too difficult - even the best candidates need to guess
 - Too easy - weak candidates get a "present"
6. **Unambiguous, concise and simple phrasing:** Avoid trick questions, double negatives.
 - Use only common abbreviations, short sentences etc.
 - Avoid imprecise qualifications (often, usually etc.
7. **Avoid Clues:**
 - Clues can help candidates guess the correct answer. Examples are:
 - One answer is much more detailed than the others
 - Only one answer follows grammatically from the stem
 - Non logical order of the answers.

General Strategies :

- **Test comprehension and critical thinking, not just recall :**
Ask MCQ so as to interpret facts, evaluate situations, explain cause and effect, make inferences, and predict results.
- **Use simple sentence structure and precise wording :**
Write test questions in a simple structure that is easy to understand. And try to be as accurate as possible in your word choices. Words can have many meanings depending on colloquial usage and context.

- **Use familiar language :**
The question should use the same terminology that was used in the course. Avoid using unfamiliar expressions or foreign language terms, unless measuring knowledge of such language is one of the goals of the question. Students are likely to dismiss distracters with unfamiliar terms as incorrect.
 - **Place most of the words in the question stem :**
While using a question stem, rather than an entire question, ensure that most of the words are in the stem. This way, the answer options can be short, making them less confusing and more legible.
 - **Avoid giving verbal association clues from the stem in the key :**
If the key uses words that are very similar to words found in the stem, students are more likely to pick it as the correct answer.
 - **Avoid trick questions :**
Questions should be designed so that students who know the material can find the correct answer. Questions designed to lead students to an incorrect answer, through misleading phrasing or by emphasizing an otherwise unimportant detail of the solution, violate this principle.
 - **Avoid negative wording :**

Students often fail to observe negative wording and it can confuse them. As a result, students who are familiar with the material often make mistakes on negatively worded questions. In general, avoid having any negatives in the stem or the options. In the rare cases where you use negatives be sure to emphasize the key words by putting them in upper case, and bolding or underlining them.
 - **Avoid double negatives :**
Don't use combinations of the words like not, no, nor, the -un prefix, etc in the same question.
 - **Make the choices grammatically consistent with the stem.**
Read the stem and each of the choices aloud to make sure that they are grammatically correct.
 - **As far as possible, keep all answer choices of the same length :**
This can be difficult to achieve, but expert test-takers can use answer length as a hint to the correct answer. Often the longest answer is the correct one. When one can't get all four answers to the same length, two short and two long can be used.
 - **Place the choices in some meaningful order :**
When possible, place the choices in numerical, chronological or conceptual order. A better structured question is easier to read and respond.
 - **Randomly distribute the correct response :**
 - The exam should have roughly the same number of correct answers that are a's, b's, c's and d's (assuming there are four choices per question)
 - **Avoid using "all of the above" :**
If "all of the above " is an option and students know two of the options are correct, the answer must be "all of the above". If they know one is incorrect, the answer must not be "all of the above". A student may also read the first option, determine that it is correct, and be misled into choosing it without reading all of the options.
 - **Avoid using "none of the above" :**
The option "none of the above" does not test whether the student knows the correct answer, but only that he/she knows the distracters aren't correct.
 - **Refrain from using words such as always, never, all, or none :**
Most students know that few things are universally true or false, so distracters with these words in them can often be easily dismissed.
 - **Avoid overlapping choices :**
Make the alternatives mutually exclusive. It should never be the case that if one of the distracters is true, another distractor must be true as well.
 - **Avoid questions of the form "Which of the following statements is correct?"**
There is no clear question being asked, and the choices are often heterogeneous. Such questions are better presented in the form of True/ False questions.
 - **Instruct students to select the "best answer" rather than the "correct answer"**
By doing this, you acknowledge the fact that the distracters may have an element of truth to them and discourage arguments from students who may argue that their answer is correct as well.
- Designing Stems :**
- **Express the full problem in the stem.**
When creating the item, ask yourself if the students would be able to answer the question without looking at the options. This makes the purpose of the question clear.
 - **Put all relevant material in the stem.**
Do not repeat in each of the alternatives information that can be included in the stem. This makes options easier to read and understand, and makes it easier for students to answer the question quickly.
 - **Eliminate excessive wording and irrelevant information from the stem.**
Irrelevant information in the stem confuses students and leads them to waste time.
- Designing alternatives**
- **Limit the number of alternatives.**

Use between three and five alternatives per question. Research shows that three choice items are about as effective as four or five-choice items, mainly because it is difficult to come up with plausible distracters.

- **Make sure there is only one best answer.**

Avoid having two or more options that are correct, but where one is "more" correct than the others. The distracters should be incorrect answers to the question posed in the stem.

- **Make the distracters appealing and plausible.**

All of the wrong answer choices should be completely reasonable. If the distracters are farfetched, students will too easily locate the correct answer, even if they have little knowledge. When testing for recognition of key terms and ideas keep the distracters similar in length and type of language as the correct solution. When testing conceptual understanding, distracters should represent common mistakes made by students.

b) Short Answer (SA) descriptiveMarks as Applicable)

A short answer question as the term indicate is one to which a brief answer can be given. When the students are required to give a brief and precisely defined response, the suitable type is the restricted response questions. The specific form of the answer should also be indicated, e.g., List, Define, Give reason etc.

While framing a question requiring short answer it should be ensured that:

1. The statement constituting the question is simple, clear and unambiguous.
2. The scope of the answer is limited.
3. The direction given in the question is clear.
4. The question constitutes a valid testing situation for the ability under consideration
5. The question is likely to be interpreted in the same way by teachers/ students/ examiners.
6. The question does not require further restructuring.

c) Long Answers (LA)Marks as applicable)

Long Answer (LA)

As the term indicates a long answer question is the one that needs a comprehensive explanation incorporating different ideas. The question should require the student to organize his ideas, choose the form of his answer and answer in his own words.

While framing a question requiring a long answer it should be ensured that:

1. The situation presented in the question is not new to most of the students.
2. The student will not be able to produce in the full, memorized answer.
3. The question involves the use of judgment on the part of student.
4. The answer can be completed within the limited time given.
5. The length and the scope of the answer is specified.

Appendix-D

Instruction to the BOS

Curriculum / syllabus shall be modified/prepare for the courses/subjects prescribed as in CBCS direction.

The ProgrammeEducational Objectives (PEOs), Program Outcomes (POs), Programme Specific Outcomes (PSOs) should be well defined.

For each course of the Program, learning objectives and learning outcomes: Course Outcomes (COs) should be defined carefully in accordance with Bloom’s Taxonomy.

A comprehensive note on employability potential of the program should be added separately at the Preface/Preamble of the Program Curriculum.

Bloom’s hierarchy takes students through a process of synthesizing information that allows them to think critically. Students start with a piece of information and are motivated to ask questions and seek out answers.

Not only does Bloom's Taxonomy help teachers understand the process of learning, but it also provides more concrete guidance on how to create effective learning objectives.

Table No. 5 - Bloom’s Taxonomy

Bloom’s Level	Key Verbs (keywords)	Example Learning Objective
Create	design, formulate, build, invent, create, compose, generate, derive, modify, develop.	By the end of this lesson, the student will be able to design an original homework problem dealing with the principle of conservation of energy.
Evaluate	choose, support, relate, determine,	By the end of this lesson, the student will be able to determine

Bloom's Level	Key Verbs (keywords)	Example Learning Objective
	defend, judge, grade, compare, contrast, argue, justify, support, convince, select, evaluate.	whether using conservation of energy or conservation of momentum would be more appropriate for solving a dynamics problem.
Analyze	classify, break down, categorize, analyze, diagram, illustrate, criticize, simplify, associate.	By the end of this lesson, the student will be able to differentiate between potential and kinetic energy.
Apply	calculate, predict, apply, solve, illustrate, use, demonstrate, determine, model, perform, present.	By the end of this lesson, the student will be able to calculate the kinetic energy of a projectile.
Understand	describe, explain, paraphrase, restate, give original examples of, summarize, contrast, interpret, discuss.	By the end of this lesson, the student will be able to describe Newton's three laws of motion to in her/his own words
Remember	list, recite, outline, define, name, match, quote, recall, identify, label, recognize.	By the end of this lesson, the student will be able to recite Newton's three laws of motion.

This also reminds teachers that learning is an active process, stressing the importance of including measurable verbs in the objectives. And the clear structure of the taxonomy itself emphasizes the importance of keeping learning objectives clear and concise as opposed to vague and abstract.

OBE (Outcome Based Education) starts with a clear statement on what Knowledge, Skills and Attitudes, the Student will be able to demonstrate as having acquired on successful completion of a program of study. These should be clearly measurable.

Program Educational Objectives (PEOs):

Program educational objectives are broad statements that describe the career and professional accomplishments that the program is preparing graduates to achieve.

GRADUATE ATTRIBUTES

Knowledge :Graduates have comprehensive knowledge and understanding of their subject area, the ability to engage with different traditions of thought, and the ability to apply their knowledge in practice including in multi-disciplinary or multi-professional contexts.

Critical and Analytical Thinking :Graduates are effective problems-solvers, able to apply critical, creative and evidence-based thinking to conceive innovative responses to future challenges.

Communication : Graduates convey ideas and information effectively to a range of audiences for a variety of purposes and contribute in a positive and collaborative manner to achieving common goals.

Team Work, Leadership : Graduates engage in professional behaviour and have the potential to be entrepreneurial and take leadership roles in their chosen occupations or careers and communities.

Ethics : Graduates are responsible and effective global citizens whose personal values and practices are consistent with their roles as responsible members of society.

Digital Competencies :Graduates are well prepared for living, learning and working in a digital society.

Enquiry and Lifelong Learning: Graduates of the University will have developed a core knowledge base in their academic field enhanced by exposure to cutting edge research and the processes of discovery and knowledge generation. This will stimulate a lifelong thirst for knowledge and learning and encourage a pioneering, innovative and independent attitude.

Aspiration and Personal Development: Graduates of the University will be able to maximize their potential by utilizing their abilities, academic excellence and justifiable confidence, underpinned by honest self-awareness, to take personal responsibility and grasp opportunities for self-development.

Outlook and Engagement: Graduates of the University will possess an international perspective and will draw on the quality and breadth of their University experience to engage effectively with the environments in which they operate – whether that be education, work or society.

Program Outcomes (POs):

Program outcomes: Describe what students are expected to know and would be able to do by the time of graduation. These relate to the skills, knowledge, and behaviors that students acquire as they progress through the program.

Program outcomes basically describe knowledge, skills and behavior of students as they progress through the program as well as by the time of graduation and must reflect all GAs (Graduate Attributes).

Program Specific Outcomes (PSOs):

Program Specific Outcomes are statements that describe what the graduates of a specific engineering program should be able to do.

Course Outcomes (COs):

Statements indicating what a student can do after the successful completion of a course. Every Course leads to some Course Outcomes. The CO statements are defined by considering the course content covered in each module of a course. For every course there may be 5 or 6 COs. The keywords used to define COs are based on Bloom's Taxonomy.

Typically 4-6 CO s should be identified /Course : COs are major domain specific outcomes written using action verbs which are specific, measurable and can be demonstrated by students on completion of the course. Course Outcomes should aim to develop higher order skills in each Domain of Learning. Evaluation, Synthesis, Analysis are

typical examples in Cognitive Domain. Outcomes which can be mastered in a significantly lower no. of lessons are likely to be too trivial and more suitable for Unit or Module Outcomes. Attainment of each CO should lead to attainment of one or more PO s.

For the internal assessment & University end semester theory examinations, the paper should be set preferably from question bank. Hence question bank should be prepared.

Also Board of Studies shall prepare a question bank of MCQs from units of all subjects.

Curriculum/syllabus of concerned Generic Open Elective Courses (GOECs), General Interest Courses (GICs), skill courses and Modules shall be prepared by the respective BOS as prescribed in CBCS scheme.

APPENDIX-E

Glossary of Terms

- A. **Academic Year** : Academic year means academic activities of the University in a year (odd semester followed by even semester) as notified in the academic calendar.
- B. **Semester** : It is a period of study comprising of 15 to 18 weeks of academic work equivalent to normally 90 teaching days. The odd semester may be scheduled from July to December and even semester from January to June.
- C. **Programme / Programme of Study** : Programme / Programme of study means a higher education programme pursued for a degree specified by the UGC under Section 22 (3) of the UGC Act;
- D. **Course/Subject/Paper** :-Course means one of the specified units which go to comprise a programme of study. It is referred to, as a 'paper' or 'subject' which is a component of a programme. All courses need not carry the same weight. A course may include but may not be limited to lectures / tutorials / laboratory work / field work /internship/ outreach activities / project work / vocational training / viva / seminars / term papers / assignments / presentations / dissertation/self-study etc. or a combination of these. Courses in a programme may include Core, Elective and Foundation.
- i) **Ability Enhancement Courses (AEC)**:-The Ability Enhancement Courses may be of two kinds: Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. "SEC" courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.
- a. **Communication Skills** : Abilities used when giving and receiving different kinds of information. It involves verbal, non verbal, written, visual, listening, empathizing etc. and other means of expression.
- b. **Environmental studies** : Deals with every issue that affects an organism. It is essentially a multidisciplinary approach that brings about an appreciation of our natural world and human impacts on its integrity. It is an applied science as it seeks practical answers to making human civilization sustainable on the earth's finite resources. Its components include biology, geology, chemistry, physics, engineering, sociology, health, anthropology, economics, statistics, computers and philosophy.
- ii) **Discipline Specific Core (DSC) Course**: There may be a Core Course in every semester. This is the course which is to be compulsorily studied by a student as a core requirement to complete the requirement of a programme in a said discipline of study.
- iii) **Elective Course**: A course which can be chosen from pool of courses / papers and which may be very specific or specialized or advanced or supportive to the discipline / subject of study or which provides an extended scope or which enables an exposure to some other discipline / subject / domain or nurtures the students proficiency / skill is called an elective course.
- An elective may be "Generic Elective" focusing on those courses which add generic proficiency to the students. An elective may be "Discipline centric" or may be chosen from an unrelated discipline. It may be called an "Open Elective."
- iv) **Discipline Specific Elective (DSE) Course**: Elective courses offered under the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study). It is the specialized / emerging study area allied to the core subject.
- v) **Generic Elective Course (GEC)** : An elective course chosen from an unrelated discipline/subject, with an intention to seek exposure beyond discipline/s of choice is called a Generic Elective. The purpose of this category of courses is to offer the students the option to explore disciplines of interest beyond the choices they make in Core and Discipline Specific Elective papers.
- P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.
- vi) **Open Elective Course (OEC)** : The group of different choice based courses comprising of general interest courses related to discipline specific core (DSC) subjects or of interdisciplinary nature, MOOCs offered by different authorized agencies, open skill courses.
- vii) **Generic Open Elective Course (GOEC)** :The group of different important choice based courses (may be of interdisciplinary nature) related to the fundamental growth of students as a responsible citizen of India.
- viii) **General Interest Course (GIC)** : General interest course is a course taken out of interest rather than for academic reasons. It may be chosen from different subjects / courses from the discipline or inter-discipline and the curriculum of these courses shall be designed by respective College/Institute/University Department and approved by the respective BOS. The nature of these courses shall be of self-study nature under the guidance of teacher / mentor / faculty member concerned. The evaluation of these courses shall be done by teacher / mentor / faculty member concerned (may be in the form of assignment / written test / project etc.) and marks and grades shall be communicated to the University.

- ix) **MOOCs:** Massive Open Online Courses (MOOCs) are such online courses which are developed as per the pedagogy and following the four quadrant approach consisting of video, text, self assessment and learn more.
 - x) **Skill Enhancement Course (SEC) :** This course may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge and should contain both theory and lab/hands-on training/field work to increase employability of the students.
 - xi) **Project:** A course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a student studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.
 - xii) **Research Project/Dissertation:** A course designed to acquire special / advanced knowledge/Research with an advisory support / guidance by a teacher / faculty member.
 - xiii) **Foundation Course:** The Foundation Courses may be of two kinds: Compulsory Foundation and Elective foundation. "Compulsory Foundation" courses are the courses based upon the content that leads to Knowledge enhancement. Elective Foundation courses are value-based and are aimed at man-making education.
 - xiv) **Skill Enhancement Module (SEM) :** The module is based on the application of the subjects Discipline Specific Core (DSC), Discipline Specific Elective (DSE), communication skills in English subjects to provide skills to the students for developing their employment / self-employment / entrepreneurship capabilities.
- E. **Examinational Credits:** Examinational Credits allows a student to receive credit for learning by demonstrating mastery of course outcomes—skills and knowledge—by taking the course exam(s). Some exams may require performance of a skill set, while other exams may be written tests covering course content.
- F. **Ancillary Credits :** credits earned by the students by participating in Sports / Extra-curricular Activities / Unnat Bharat Abhiyan / Internship / Field work / Work experience / Avishkar / Induction programme / NSS / NCC/ Cultural Activities / Inter University Academic Activities and other activities prescribed by the University from time to time but other than core or elective courses.
- G. **Internship / Field Work / Work Experience :** The prescribed hours of practical / on field training related to any Discipline Specific Core (DSC)course with any Institute / Firm / Industry / Establishment as identified by College/Institute/University Department.
- H. **Induction Programme:** A programme of prescribed duration specially designed for the first year / first semester students to make the students feel comfortable in their new environment, set a healthy daily routine, create bonding in the batch as well as between faculty members, develop awareness, sensitivity, self-exploration and understanding of society at large, and nature also to inculcate in them ethos and culture of the College/Institute/University Department.
- I. **Activity:**
- i. **Curricular Activity :** Activities relating to the subjects comprising a course of study in the College/Institution/University Departments
 - ii. **Co-curricular Activity :** Co-curricular refers to activities, programs and learning experience that complement in some way, what students are learning in College/Institution/University Departments. These activities are connected to the academic curriculum like Extension Activities, Debates, Quiz competition, seminars etc.
 - iii. **Extra-Curricular Activity :** Extra-curricular takes place in addition/outside to regular curriculum including but not limited to Sports, Start-up, Hackathon, Avishkar, Students Exchange Program, Social Activities, Volunteering, NSS, NCC, Annual Gatherings, TRDEA (Teaching, Research, Development and Extension Activities etc.)
- J. **Faculty Member:** Faculty member means an individual qualified as per statutory Regulations, working on Full Time basis in an Institution/ University Department/College.
- K. **Teacher :** Teacher means full time approved Professor, Associate Professor, Assistant Professor, Reader, Lecturer, Librarian, Principal, Director of institution, Director of Knowledge Resource Centre, Director of Centre of Lifelong Learning and Extension, Deputy and Assistant Librarian, in the University, College Librarian, Director or Instructor of physical Education in any University department, conducted, affiliated, or autonomous college, autonomous institutions or department or recognized Institutions of the University.
- L. **Student:** Student means an individual who is admitted and registered for an academic programme of the University or Affiliated, Conducted, Autonomous Colleges, Recognized Institutions and Departments of the University.
- M. **Inter-disciplinary Studies:** Inter-disciplinary studies mean the combined academic studies and research in different disciplines as prescribed.
- N. **Multi-disciplinary Studies:** Multi-disciplinary studies mean the combined academic studies and research in different streams of a particular discipline as prescribed.
- O. **Level:** Level means Diploma, Post Diploma Certificate, Under Graduate Degree, Post Graduate Diploma and Post Graduate Degree Programmes.
- P. **Laboratory Work (Lab):** The skill course based on the practical related to any or more Discipline Specific Core (DSC) course / Discipline Specific Elective (DSE) course as prescribed in Teaching, Learning, Examination and Evaluation schemes.
- Q. **MCQs:** Multiple Choice Questions based on any / all units of a particular course of the programme.
- R. **Online Learning (OL):** Online Learning mode means a mode of providing flexible learning opportunities by overcoming separation of teacher and learner using a variety of media, including print, electronic, MOOCs

in a totally online mode.

- S. **MOOCs:** Massive Open Online Courses (MOOCs) are such online courses which are developed as per the pedagogy and following the four quadrant approach consisting of video, text, self assessment and learn more.
- T. **SWAYAM:** SWAYAM is the indigenous platform of the MHRD, GOI providing an integrated portal and platform for hosting Massive Open Online Courses (MOOCs) developed under the aegis of NME-ICT. Government of India adopted the MOOCs concept to supplement the formal education system in the country from high school to higher education, named aptly as the "Study Webs of Active-Learning for Young Aspiring Minds" (SWAYAM). It hosts various courses based on curriculum, continuing education and skill.
- U. **Credit :** Credit means the standard methodology of calculating one hour of theory, one hour of tutorial, two hours of laboratory work / practical work / field work per week for a duration of a semester resulting in the award of one credit which is awarded by College/Institute/University Department. Credit for internship shall be one credit per week of internship, subject to a maximum of six credits.
- V. **Letter Grade:** It is an index of the performance of students in a said course. Grades are denoted by letters O, A+, A, B+, B, C, P, F and Ab.
- W. **Grade Point:** It is a numerical weight allotted to each letter grade on a 10-point scale.
- X. **Credit Point:** it is the product of grade point and number of credits for a course.
- Y. **Credit Grade Report:** It is a report showing cumulative performance of a student in a given semester of the academic program. It shall display maximum, minimum and total marks of a course as per the scheme of teaching, learning and examination, evaluation as well as it will show the obtained : marks, credits, grade points, letter grade, SGPA, CGPA, percentage of total marks, class/division, incentive marks, remarks, result, exemptions and also other requisite information as prescribed.
- Z. **Semester Grade Point Average (SGPA):** It is a measure of performance of work done in a semester. It is ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester. It shall be expressed up to two decimal places.
- AA. **Cumulative Grade Point Average (CGPA):** It is a measure of overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It is expressed up to two decimal places.
- BB. **Transcript :** Transcript will display the program details like, all Semesters SGPA with details, Non-Examinational Credits with details as well as CGPA and Class/Division.

Programme Specific Provisions

- 30) There shall be four examinations leading to the Degree of Master of Arts, namely:
- M.A. Part-I (Semester-I & II) at the end of the each Semester;
 - M.A. Part-II (Semester-III & IV) at the end of the each Semester;
- 31) The examinations specified in Para 30 shall be held twice in a year at such places and on such dates as may be decided by the University in the following subject namely :
- A) Subjects comprised in the Arts Group (Languages and Indian Music) :**
- English, 2) Marathi, 3) Hindi, 4) Sanskrit, 5) Urdu, 6) Gujrathi, 7) Pali and Prakrit, 8) Persian, 9) Arabic, 10) Linguistics, 11) Indian Music, 12) Telugu and 13) Translation Hindi, 14) Pali and Buddhism.
- B) Subjects comprised in the Social Sciences Group :**
- History, 2) Economics, 3) Political Science, 4) Philosophy, 5) Ancient Indian History, Culture and Archaeology, 6) Public Administration, 7) Geography, 8) Home Economics, 9) Psychology, 10) Sociology, 11) Statistics, 12) Mathematics, 13) Dr. Babasaheb Ambedkar Thoughts,
- 32) Every applicant for admission to the examination of M.A. Semester - I to IV shall opt one of the following subjects namely:-
- A) Subjects comprised in the Arts Group (Languages and Indian Music) :**
- English, 2) Marathi, 3) Hindi, 4) Sanskrit, 5) Urdu, 6) Gujrathi, 7) Pali and Prakrit, 8) Persian, 9) Arabic, 10) Linguistics, 11) Indian Music, 12) Telugu and 13) Translation Hindi, 14) Pali and Buddhism.
- B) Subjects comprised in the Social Sciences Group :**
- History, 2) Economics, 3) Political Science, 4) Philosophy, 5) Ancient Indian History, Culture and Archaeology, 6) Public Administration, 7) Geography, 8) Home Economics, 9) Psychology, 10) Sociology, 11) Statistics, 12) Mathematics, 13) Dr. Babasaheb Ambedkar Thoughts.
- 33) Subject to his/her compliance with the provisions of this Direction and of other Ordinances enforced from time to time, an applicant—
- For admission to M.A. Part-I (Semester - I & II) programme candidates shall have :-
- For group of subjects mentioned in **32 A** above (Subjects comprised in the Arts Group) a candidate shall have passed the examination of any bachelor degree of a Statutory University (not less than three Academic Years Programme).
 - For group of subjects mentioned in **32 B** above (Subjects comprised in the Social Sciences Group) a candidate shall have passed the examination of any bachelor degree of a Statutory University (not less than three academic years programme) with concerned subject.
- Provided that persons holding the Degree of B.Sc.(Home Science) (Special) or the Degree of B.A. with Home Economics/Home Science as one of their subjects shall be eligible for admission to M.A. in Home Economics .

- ii) Provided further that persons holding the Degree of B.Sc. with Geography subject or B.Sc. with Geo-informatics subject shall be eligible for admission to M.A. in Geography.
- iii) Provided further that persons holding the Bachelor Degree of any discipline of Statutory University (not less than Three Academic Years Programme) shall be eligible for admission to :-
- a) M.A. in Dr. Babasaheb Ambedkar Thoughts and
- b) M.A. in Philosophy

Table No. 6
Eligibility for Admission, Examination and Promotion

Sr. No.	Name of the Exam. Admission to Semester	The student should have passed the exam. of	The student should have completed the following session / term satisfactorily with minimum prescribed residence time.	The student shall have earned/accumulate minimum Credits
1	M.A. Semester-I	As mentioned in Para 33 A or B as applicable	Semester-I	--
2	M.A. Semester-II	--	Semester-II	--
3	M.A. Semester-III	--	Semester-III	50% Exam Credits from semester I & II taken together
4	M.A. Semester-IV	--	Semester-IV	--

- 34) (i) The scope of the subjects shall be as indicated in the Syllabus.
(ii) The medium of instruction and examination shall be English, Marathi, Hindi or as per the scheme of teaching, learning, examination and evaluation for the programme/subject/paper/course.
- 35) An examinee for the M.A. Semester - I to IV examination shall be examined in the following subjects namely:-
For M.A. Part-I & Part-II (Semester-I to IV) Examination –
- (A) Discipline Specific Core (DSC) Course :**
This component will include the subjects of cores studies having credits as per Teaching, Learning, Examination & Evaluation scheme for each course. The examination assessment (internal & External will be as per the scheme.)
- (B) Discipline Specific Elective (DSE) : Semester III & IV**
There shall be Discipline Specific Elective (DSE) courses related to a specialized area of study in the subject as per the Teaching, Learning, Examination & Evaluation scheme.
- 36) (i) The scope of the subjects shall be as indicated in the Syllabus.
(ii) The medium of instructions and examinations shall be Marathi/Hindi/English.
(iii) For non-language subjects, the question papers will be set in all the three languages preferably from the question bank.
- 37) There shall be no classification of examinees successful at the M.A. Semester- I to III Examination.
- 38) Successful examinees at the Master of ArtsFinal, Semester -IV , (वाङ्मयपारंगत- सत्र - ४) Examination shall be placed in Class / Division as follows:

Equivalence of Class/Division to corresponding C.G.P.A.

Sr. No.	C.G.P.A.	Class/Division
1	7.5 or more than 7.5	First Class with Distinction
2	6.00 or more but less than or equal to 7.49	First Class
3	5.50 or more but less than or equal to 5.99	Higher Second Class
4	5.00 or more but less than or equal to 5.49	Second Class
5	4.00 or more but less than or equal to 4.99	Pass

- 39) The student who has earned minimum 80% credits from DSC/DSE courses, 7 or 10% credits. (whichever is minimum) from ancillary credit courses and balance 10% credits from any of the university approved courses of the programme at Master of ArtsPart-I (Semester-I & II) Examination and Master of Arts. Part-II (Semester-III & IV) out of minimum credits prescribed forMaster of ArtsDegree Examination, shall be entitled to receiveExamination shall be entitled to receive a Grade report signed by the Director, Examination and Evaluation. After passing the Master of ArtsPart-II (Semester-IV) Final Examination and satisfying other conditions as per Ordinance No. 19 and on payment of prescribed fee, the examinee will receive a Degree in the prescribed form signed by the Vice- Chancellor.
Further, on request & payment of prescribed fees, the examinee shall receive a transcript signed by the Director, Examination &Evaluation. The Degree will be awarded on the basis of CGPA.
- 40) The Ordinance No. 36 & Direction No. 44 of 2022 dated 15.09.2022 of the programme shall be repealed stage-wise and only applicable to the students who have already sought their admissions as per its provisions and shall repealed after exhausting the chances given to the failure students of old programme by the University.

Date :- 20/09/2022.

Sd/-
(Dr. Dileep N.Malkhede)
Vice-Chancellor
Sant Gadge Baba Amravati University

ANNEXURE – A1

Sant Gadge Baba Amravati University Amravati

Scheme of teaching, learning & Examination leading to the Degree Master of Arts (M. A.) (Two Years ... Four Semesters Degree Programme- C.B.C.S)

(M. A. Part-I) Semester- I

Sr. No	Subjects	Subject Code	Teaching & Learning Scheme							Duration of Exams Hrs.	Examination & Evaluation Scheme						
			Teaching Period Per week				Credits				Maximum Marks				Minimum Passing		
			L	T	P	Total	Theory/Tutorial	Practical	Total	Theory + M.C.Q External	Theory Internal	Practical		Total Marks	Marks	Grade	
												Internal	External				
1	DSC - 1		3	-	-	3	3	-	3	3	80	20	-	-	100	40	p
2	AEC-1 for DSC-1		-	1	-	1	1	-	1	1	-	-	25	-	25	10	P
3	DSC – 2		4	-	-	4	4	-	3	3	80	20	-	-	100	40	p
4	DSC – 3 (OR)		4	-	-	4	4	-	3	3	80	20	-	-	100	40	p
	DSE (OR)		4	-	-	4	4	-	3	3	80	20	-	-	100	40	p
	DSC – 3 for Geography & Music		-	-	4	4	-	4	3	-	-	80	20	100	50	p	
5	DSC – 4 (OR)		4	-	-	4	4	-	3	3	80	20	-	-	100	40	P
	DSC – 4 for Geography Music , Psychology Yogashastra (OR)				4	4	-	4	3	-	-	80	20	100	50	p	
	DSC – 4 for Home Economics (OR)		4	-	-	4	3	-	3	3	80	-	-	80	32	P	
6	DSE		-	-	1	1		1	3	-	-	10	10	20	08	P	
			4	-	-	4	4	-	3	3	80	20	-	-	100	40	p
7	DSE – 5 for Geography & Psychology		4	-	-	4	4	-	3	3	80	20	-	-	100	40	p

L: Lecture, T: Tutorial, P: Practical

Note : 1) Internship /Field Work / Work Experience will be conducted after I semester till IV semester in vacations for minimum 60 hrs. to maximum 90 hours. It's credits and grades will be reflected in final semester IV credit grade report.

2) OEC (Optional) can be studied during semester I to IV, Its credits and grades will be reflected in final semester IV credit grade report.

Sant Gadge Baba Amravati University Amravati

Scheme of teaching, learning & Examination leading to the Degree Master of Arts (M. A.) (Two Years ... Four Semesters Degree Programme- C.B.C.S)

(M. A. Part-I) Semester- II

Sr. No	Subjects	Subject Code	Teaching & Learning Scheme							Duration of Exams Hrs.	Examination & Evaluation Scheme						
			Teaching Period Per week				Credits				Maximum Marks				Minimum Passing		
			L	T	P	Total	Theory/Tutorial	Practical	Total		Theory + M.C.Q External	Theory Internal	Practical		Total Marks	Marks	Grade
													Internal	External			
1	DSC - 1		3	-	-	3	3	-	3	3	80	20	-	-	100	40	p
2	AEC for DSC-1			1		1	1	-	1	1	-	-	25	10	25	10	P
3	DSC – 2		4	-	-	4	4	-	3	3	80	20	-	-	100	40	p
4	DSC – 3 (OR)		4	-	-	4	4	-	3	3	80	20	-	-	100	40	p
	DSE (OR)		4	-	-	4	4	-	3	3	80	20	-	-	100	40	p
	DSC – 3 for Geography & Music		-	-	4	4	-	4	3	3	-	-	80	20	100	50	p
5	DSC – 4 (OR)		4	-	-	4	4	-	3	3	80	20	-	-	100	40	P
	DSC – 4 for Geography Music , Psychology Yogashastra (OR)				4	4	-	4	3	3	-	-	80	20	100	50	p
	DSC – 4 for Home Economics (OR)		4	-	-	4	3	-	3	3	80	-	-	-	80	32	P
				-	-	1	1		1	3	-	-	10	10	20	08	P
6	DSE		4	-	-	4	4	-	3	3	80	20	-	-	100	40	p
7	DSE – 5 for Geography & Psychology		4	-	-	4	4	-	3	3	80	20	-	-	100	40	p