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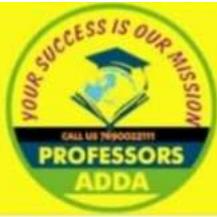
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Margdarshika Booklet UPDATED 2025 Edition

Margdarshika booklet what is this,

Why read this?

- It is a well-planned roadmap to simplify the vast and complex syllabus of UGC NET. It is like a Guru showing you the path to success in the subject. You do not need to depend on anyone.
- Its main aim is to give clear answers to questions like "what to read, where to start, and how deep to read". Focus points are explained.
- It gives a systematic direction to your preparation by dividing it into small (manageable) parts. It tells you what is the new trend of the exam these days.

What's that for?

- It is useful for students preparing for UGC NET, PGT, Asst Professor
- It is very useful for those who are preparing at home, those who are working, those who are not getting proper guidance, those who do not want to watch videos. It is a one stop solution for them

Key Features and Benefits

- **Benefits:** Explains important concepts, theories and examples of the subject.
- **Time saving:** Guides you in the right direction by saving you from unnecessary information. 100% exam oriented
- **Complete coverage:** Ensures that no important part of the syllabus is missed.
- **Increased confidence:** Having a clear plan reduces nervousness regarding preparation.

How to make best use of it?

- Make sure to remember the most important
- Follow the order given in the guide.
- Have a strong grip on the basics of each topic.
- While studying, focus on those topics in ProfessorsAdda Booklets.
- Try to establish a connection between different concepts.
- Solve MCQ practice questions and old question papers based on the guide. All this is given in ProfessorsAdda MCQ + PYQ booklet which is complete, quality updated.
- It works like your personal guide.

MARGDARSHIKA GUIDE

HOW TO READ PSYCHOLOGY UNIT -1

This unit is the foundation for your entire UGC NET Psychology preparation. It covers three massive areas: Eastern psychological systems, the history of Western psychology, and the development of psychology in India. Don't try to memorize everything at once. Instead, approach it strategically in four distinct blocks.

Block 1: The Eastern Foundations (Ancient Wisdom, Modern Relevance)

This section covers the psychological thought in the Bhagavad Gita, Buddhism, Sufism, and Sri Aurobindo's Integral Yoga.

- **What to Focus On:** Don't read these as religious texts. Read them as distinct psychological systems. For each tradition, identify its core model of the human psyche, the cause of suffering, and the path to well-being.
- **The Big Picture:** The main idea here is to understand that long before Western psychology, Eastern traditions had developed complex theories of consciousness, self, motivation, personality, and mental health. They offer a different, often more holistic, paradigm.
- **Key Terms & Concepts to Master:**
 - **Bhagavad Gita:** *Dharma* (duty), *Karma Yoga* (selfless action), the three *Gunas* (Sattva, Rajas, Tamas), *Sthitaprajna* (the stable mind), and the difference between *Ahamkara* (ego) and *Atman* (true Self).

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- **Buddhism:** The *Four Noble Truths* (the framework for understanding suffering), *Anatta* (no-self), *Anicca* (impermanence), *Pratityasamutpada* (dependent origination), and *Mindfulness* (Sati).
- **Sufism:** The stages of the *Nafs* (the ego/self), the role of the *Qalb* (the heart), and the concepts of *Fana* (annihilation of ego) and *Baqa* (subsistence in the divine).
- **Integral Yoga:** The *evolution of consciousness* (from Inconscient to Supermind), the *Psychic Being* (the true soul), and the *Triple Transformation* (Psychic, Spiritual, Supramental).
- **Exam Perspective:** Questions will test your conceptual clarity. Expect matching questions (e.g., matching a Guna to its characteristic) or questions asking you to identify the core principle of a tradition (e.g., the concept of *Anatta* in Buddhism).

Block 2: The Western Story (Schools of Thought)

This section covers the history of Western psychology, from its Greek roots through the major schools.

- **What to Focus On:** See this as a story of action and reaction. Each new school of thought emerged as a critique of the one before it. Understand *why* a new school was necessary.
- **The Big Picture:** Trace the evolution of what psychology considered its primary subject matter: from the 'soul' (philosophy) -> to 'consciousness elements' (Structuralism) -> to 'mental functions' (Functionalism) -> to 'the unconscious' (Psychoanalysis) -> to 'observable behavior' (Behaviorism) -> back to 'the mind/mental processes' (Cognitive Revolution) -> to 'human potential' (Humanism) -> and finally to 'cultural context' (Multiculturalism).
- **Key Figures & "Isms" to Master:**
 - **The Pioneers: Wilhelm Wundt** (1879, first lab, Structuralism), **William James** (Functionalism, *The Principles of Psychology*).
 - **The Big Three Schools:**

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1. **Psychoanalysis: Sigmund Freud** (unconscious, id/ego/superego, dream analysis).
 2. **Behaviorism: John B. Watson** (observable behavior only), **Pavlov** (classical conditioning), **B.F. Skinner** (operant conditioning, reinforcement).
 3. **Humanism: Abraham Maslow** (hierarchy of needs, self-actualization), **Carl Rogers** (client-centered therapy).
- **The Revolutions:** The **Cognitive Revolution** (Chomsky, Miller, Neisser) brought the "mind" back. **Multiculturalism** is called the "Fourth Force," emphasizing cultural context.
 - **Connecting the Dots:** Understand that Behaviorism was a direct rejection of the introspection used by Structuralism. The Cognitive Revolution was a direct rejection of Behaviorism's refusal to study mental processes. Humanism was a reaction against the deterministic views of both Psychoanalysis and Behaviorism.
 - **Exam Perspective:** This is a hot zone for "Match the Following" and "Assertion-Reasoning" questions. Create a table with columns for: School, Key Proponent, Core Idea, and Key Method (e.g., Introspection, Free Association, Experimentation).

Block 3: The Indian Story (A Search for Identity)

This part traces the history of academic psychology *in* India and the struggle to create an *Indian* psychology.

- **What to Focus On:** This is a timeline of a discipline's identity crisis. Follow the story from being a colonial import to the modern-day push for relevance and authenticity.
- **The Big Picture:** The narrative goes like this:
 1. **Pre-Independence:** Psychology is imported from the West (Wundtian model).
 2. **Post-Independence:** Expansion continues, but still imitating the West ("intellectual dependency").
 3. **1970s:** A "Crisis of Relevance" emerges. Scholars ask, "Why is our psychology not addressing India's problems?"

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4. **1980s:** The "Indigenization" movement begins – a conscious effort to develop psychology from Indian roots.
 5. **1990s-Present:** The ongoing debate and development of "Indian Psychology" as a formal field.
- **Key Figures & Events to Master:**
 - **1916:** First Psychology department at **Calcutta University**.
 - **N.N. Sengupta:** Founder of the first department (experimental focus).
 - **Girindrasekhar Bose:** Psychoanalyst, founded Indian Psychoanalytical Society (1922).
 - **Durganand Sinha & J.B.P. Sinha:** Key figures who championed social relevance and indigenization.
 - **Colonial Encounter & Postcolonialism:** Understand these as critical concepts explaining *why* psychology in India faced an identity crisis.
 - **Exam Perspective:** Know the key milestones and figures chronologically. Understand the difference between "psychology in India" (doing Western psychology on Indian soil) and "Indian Psychology" (developing psychology from Indian thought).

Block 4: The 'How' of Psychology (Paradigms & Knowledge)

This is the most theoretical section, dealing with the philosophy of science behind psychology.

- **What to Focus On:** Understand the three key building blocks of any research: **Ontology** (What do we believe is real?), **Epistemology** (How do we gain knowledge about that reality?), and **Methodology** (What tools do we use to gain that knowledge?).
- **The Big Picture:** Realize that every school of thought you studied in Block 2 is based on a specific paradigm. For example, Behaviorism is based on a **Positivist** paradigm (believes in a single, measurable, objective reality). In contrast, many who advocate for Indian Psychology might lean towards a **Social Constructionist** or

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Phenomenological paradigm (believes reality is subjective, experienced, and co-created).

- **Key Terms to Master:**

- **Paradigm:** A framework of beliefs (Thomas Kuhn).
- **Positivism:** The belief in a single, objective, measurable reality. (This is the foundation of the strict experimental method).
- **Post-Positivism:** A modification of positivism that admits researcher bias is possible.
- **Social Constructionism:** The belief that reality is socially and interpersonally constructed.

- **Connecting the Dots:** This block explains the *why* behind the methods. A positivist (like a strict behaviorist) will only trust quantitative experiments. A social constructionist will value qualitative interviews and discourse analysis because they believe knowledge is created in conversation. The entire debate about "Indigenization" in Block 3 is fundamentally a debate about paradigms.
- **Exam Perspective:** These are high-level conceptual questions. Focus on understanding the core assumption of each paradigm. Questions might ask you to apply a paradigm to a research problem.

By breaking down Unit 1 into these four manageable blocks, you can move from memorization to genuine understanding, which is the key to succeeding in the UGC NET exam.

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Unit 1: Foundations of Psychology

Psychological Thought in Major Eastern Systems and the Development of Academic Psychology in India:

Psychological Thought in Some Major Eastern Systems

Eastern philosophies and spiritual traditions offer profound insights into the human mind, consciousness, self, motivation, and well-being. These systems, developed over millennia, provide rich conceptual frameworks that are increasingly being recognized for their psychological relevance.

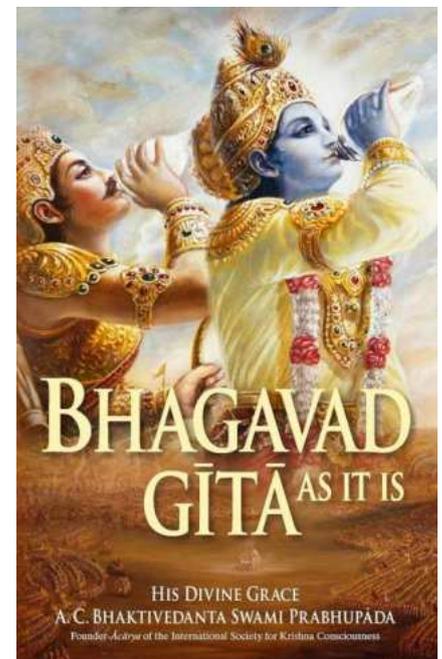
1.1 Bhagavad Gita: Psychology of Action, Duty, and Self-Realization

The Bhagavad Gita, a revered Hindu scripture, is a dialogue between Prince Arjuna and Lord Krishna, his charioteer and divine guide, on the battlefield of Kurukshetra. It offers a deep psychological understanding of human dilemmas, motivations, and pathways to mental equilibrium and self-realization.

- **Core Psychological Concepts:**

- **Dharma (Duty/Righteous Action):**

Emphasis on performing one's prescribed duties without attachment to the outcomes. This promotes mental stability by reducing anxiety related to success or failure. From a psychological perspective, Dharma provides a clear behavioral framework, reducing anomie and existential vacuum.



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- **Karma Yoga (Path of Action):** The philosophy of selfless action performed with detachment (NishkamaKarma). This concept is central to managing stress and maintaining equanimity. It emphasizes the purity of the act itself rather than its fruits, thereby detaching ego from outcomes.
- **Gunas (Qualities of Nature):** Prakriti (material nature) is composed of three Gunas:
 - **Sattva (Purity, Harmony, Knowledge):** Associated with clarity, wisdom, peace, and contentment. Psychologically, it represents a state of optimal functioning.
 - **Rajas (Activity, Passion, Attachment):** Associated with desire, restlessness, ambition, and attachment. Leads to action but can also cause agitation and distress if unchecked.
 - **Tamas (Inertia, Ignorance, Darkness):** Associated with dullness, laziness, delusion, and inaction. Represents psychological inertia and resistance to growth. The interplay of these Gunas shapes an individual's personality, temperament, cognitions, emotions, and behaviors. Understanding one's dominant Guna patterns is crucial for self-awareness and personal growth.
- **Sthitaprajna (Person of Steady Wisdom):** The ideal psychological state described in the Gita. A Sthitaprajna is characterized by:
 - Equanimity in pleasure and pain, success and failure.
 - Freedom from desires, fear, and anger.
 - Control over senses (Indriyas).
 - Firm intellect and unwavering concentration. This concept provides a model for emotional regulation and cognitive stability.
- **The Self (Atman):** The Gita distinguishes between the empirical ego (ahamkara) and the true Self (Atman), which is eternal, unchanging, and identical with Brahman (the ultimate reality). Psychological distress arises from identifying with the ego and its

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transient experiences. Self-realization involves recognizing the true nature of the Atman.

- **Mind (Manas) and Intellect (Buddhi):** The Gita provides a framework for understanding the inner psychic apparatus. The mind is seen as fickle and a source of agitation, while the intellect, when refined, can guide the mind towards discernment and right action.
- **Managing Conflict and Stress:** Arjuna's initial despondency and refusal to fight represent an acute psychological crisis. Krishna's teachings provide a framework for confronting existential dilemmas, managing emotional turmoil, and making responsible choices even in overwhelming situations.

• Exam-Friendly Facts & Concepts:

- Focus on NishkamaKarma as a principle of stress management and work motivation.
- Understand the psychological implications of the three Gunas for personality and behavior.
- The characteristics of a Sthitaprajna are often a focus area for questions on ideal mental health from an Indian perspective.
- The Gita's model of the mind, intellect, senses, and Self.

1.2 Buddhism: Psychology of Suffering, Impermanence, and Enlightenment

Buddhism, founded by Siddhartha Gautama (the Buddha), offers a profound psychological system centered on understanding the nature of suffering and the path to its cessation.

• Core Psychological Concepts:

○ The Four Noble Truths:

1. **Dukkha (Suffering):** Life inherently involves suffering, dissatisfaction, and stress. This is a fundamental psychological observation.

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2. **Samudaya (Origin of Suffering):** Suffering arises from Tanha (craving, desire, attachment) and Avidya (ignorance of the true nature of reality). These are key etiological factors in mental distress.

3. **Nirodha (Cessation of Suffering):** It is possible to end suffering by eliminating craving and ignorance. This offers the possibility of psychological liberation.

4. **Magga (Path to the Cessation of Suffering):** The Noble Eightfold Path is the way to achieve this cessation.

What is Buddhism?



- Buddhism is a major world religion, or in a better sense, philosophy.
- It is the 4th largest religion of the world, and has about 300,000,000 people living by it.
- It explains the purpose of life, injustices and inequality around the world.
- It also helps people by providing a way of life that will lead to true happiness.

Concept	Core Tenets / Psychological Aspect	Supporting Facts / Correlational Data (Modern Research)
Suffering (Dukkha)	<p>The First Noble Truth: The reality of suffering, dissatisfaction, stress, and unease is inherent in sentient existence. This isn't just overt physical or mental pain, but also subtle forms like the stress of holding onto things, the frustration of unmet expectations, and the anxiety of change.</p> <p>Psychological Aspects: Includes experiences of pain,</p>	<p>Prevalence of Mental Suffering: Epidemiological studies worldwide demonstrate high rates of anxiety disorders, depression, and stress-related conditions, underscoring the ubiquity of mental suffering. For example, the World Health Organization (WHO) reports that depression is a leading cause of disability globally.</p> <p>Hedonic Treadmill: Psychological research on the "hedonic treadmill" or "hedonic</p>

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	<p>grief, despair, anxiety, frustration, dissatisfaction, and the existential angst stemming from the impermanent nature of life and self. It arises from a misapprehension of reality, particularly the permanence of self and pleasurable experiences.</p>	<p>adaptation" supports the Buddhist idea that achievements and possessions provide only temporary happiness, and individuals tend to return to a baseline level of happiness, often leading to a continuous pursuit of new stimuli.</p>
	<p>The Second Noble Truth (Samudāya): The origin of suffering lies in craving (Tanha), attachment, aversion, and ignorance (Avijja) of the true nature of reality (impermanence, non-self). Craving can be for sensual pleasures, existence, or non-existence.</p> <p>Psychological Aspects: Destructive desires, clinging to pleasant experiences, aversion to unpleasant ones, and a fundamental misunderstanding of self and reality lead to mental turmoil. This includes cognitive biases and emotional reactivity.</p>	<p>Attachment Theory: Psychological studies show that insecure attachment styles, characterized by excessive craving for closeness or avoidance of intimacy, are linked to greater psychological distress.</p> <p>Cognitive Behavioral Therapy (CBT): CBT principles align with understanding how thoughts (often rooted in misapprehensions or "ignorance") and cravings/aversions contribute to emotional suffering. Identifying and modifying maladaptive thought patterns and behaviors is a core component of CBT.</p> <p>Neuroscience of Desire: Brain imaging studies show a strong activation of reward pathways (e.g., involving dopamine) in response to cues for desired objects or experiences, highlighting the biological basis of craving. Chronic activation can lead to addictive behaviors and suffering when desires are unmet.</p>
<p>Impermanence (Anicca)</p>	<p>Core Tenet: All conditioned phenomena, without exception, are in a constant state of flux, arising, changing,</p>	<p>Existential Psychology: This field explores how awareness of impermanence and mortality impacts human psychology,</p>

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	<p>and ceasing. This applies to material possessions, relationships, physical bodies, thoughts, emotions, and even consciousness itself.</p> <p>Psychological Aspects: Resistance to or denial of impermanence is a major source of suffering. Anxiety about loss, fear of death, and the struggle to maintain a stable sense of self in a constantly changing world are direct consequences. Accepting impermanence can lead to detachment (not indifference), reduced anxiety, and a greater appreciation for the present moment.</p>	<p>often leading to anxiety but also potentially to a more authentic and meaningful life.</p> <p>Mindfulness Research: Practices like mindfulness meditation, central to Buddhism, cultivate an awareness of the transient nature of thoughts and feelings. Studies on Mindfulness-Based Stress Reduction (MBSR) and Mindfulness-Based Cognitive Therapy (MBCT) show reductions in rumination (clinging to thoughts) and emotional reactivity, which can be linked to a better understanding and acceptance of impermanence.</p> <p>Longitudinal Studies: Studies tracking individuals over time consistently demonstrate changes in personality, attitudes, and life circumstances, empirically supporting the concept of impermanence on a personal level.</p>
<p>Enlightenment (Nirvana / Bodhi)</p>	<p>The Third Noble Truth (Nirodha): The cessation of suffering is possible. This is Nirvana, a state of liberation characterized by the extinguishing of craving, aversion, and ignorance. Bodhi refers to the awakened understanding.</p> <p>Psychological Aspects: A state of profound mental peace, equanimity, wisdom (Prajna), compassion (Karuna), and freedom from the cycle of suffering. It involves a radical</p>	<p>Neuroplasticity & Meditation: Long-term meditation practice, a key path to enlightenment, has been shown to induce structural and functional changes in the brain. Studies on experienced meditators show increased grey matter density in areas associated with attention, emotional regulation (e.g., prefrontal cortex, insula), and self-awareness, and decreased activity in the amygdala (associated with fear and</p>

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	<p>shift in perspective, understanding the true nature of reality, and the selfless nature of existence (Anatta). It is not an annihilation but a transformation of consciousness.</p>	<p>stress).</p> <p>Well-being and Prosocial Behavior: Research indicates that practices derived from Buddhist principles (like loving-kindness meditation) can increase positive emotions, empathy, compassion, and prosocial behavior, all qualities associated with an enlightened mind.</p> <p>States of Flow and Peak Experiences: While not identical to Nirvana, psychological concepts like "flow" (complete absorption in an activity) and "peak experiences" (moments of profound joy and understanding) described by psychologists like Maslow and Csikszentmihalyi share some phenomenological similarities with descriptions of meditative states and insights on the path to enlightenment, such as deep concentration and a sense of self-transcendence.</p>
	<p>The Fourth Noble Truth (Magga): The path to the cessation of suffering is the Noble Eightfold Path, which includes Right Understanding, Right Thought, Right Speech, Right Action, Right Livelihood, Right Effort, Right Mindfulness, and Right Concentration.</p> <p>Psychological Aspects: This provides a practical and ethical guide for mental training and cultivating wholesome qualities. It involves developing wisdom, ethical conduct, and</p>	<p>Efficacy of Mindfulness and Meditation Programs: Numerous studies have validated the effectiveness of mindfulness and meditation-based interventions (e.g., MBSR, MBCT, Compassion Cultivation Training) for reducing stress, anxiety, depression, chronic pain, and improving emotional regulation, attention, and overall well-being. These programs often incorporate elements of the Noble Eightfold Path, particularly Right Mindfulness</p>

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	mental discipline through practices like meditation.	and Right Concentration. < Positive Psychology: This field focuses on human flourishing and aligns with the Buddhist aim of cultivating positive mental states and virtues. Research in positive psychology supports the benefits of practices like gratitude, kindness, and ethical living, which are integral to the Eightfold Path.
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- **The Noble Eightfold Path:** A practical guide to ethical conduct, mental discipline, and wisdom.
 - **Wisdom (Prajna):** Right Understanding, Right Thought. (Cognitive aspects)
 - **Ethical Conduct (Sila):** Right Speech, Right Action, Right Livelihood. (Behavioral aspects)
 - **Mental Discipline (Samadhi):** Right Effort, Right Mindfulness, Right Concentration. (Attentional and emotional regulation aspects)
- **Anatta (No-Self/Non-Self):** A core doctrine stating that there is no permanent, unchanging, independent self or soul. What we perceive as a "self" is an aggregate of constantly changing physical and mental processes (Skandhas: form, feeling, perception, mental formations, consciousness). Understanding Anatta helps in detaching from egoistic concerns and reduces suffering.
- **Anicca (Impermanence):** All conditioned phenomena are in a constant state of flux and change. Recognizing impermanence helps in reducing attachment and fostering acceptance.
- **Pratityasamutpada (Dependent Origination):** All phenomena arise in dependence on causes and conditions. Nothing exists independently. This concept explains the interconnectedness of mental states and experiences.

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- **Mindfulness (Sati):** Paying attention in a particular way: on purpose, in the present moment, and non-judgmentally. Mindfulness practices (e.g., Vipassana meditation) are central to developing self-awareness, emotional regulation, and insight. Modern psychology has extensively adopted mindfulness-based interventions.
- **Consciousness (Vijnana):** Buddhism provides detailed classifications of consciousness and mental factors (Cetasikas). The Abhidhamma literature, in particular, offers a meticulous analysis of mind states.
- **Karma:** Actions (physical, verbal, mental) have consequences. Wholesome actions (Kusala) lead to positive outcomes and spiritual progress, while unwholesome actions (Akusala) lead to suffering.
- **Exam-Friendly Facts & Concepts:**
 - The Four Noble Truths as a diagnostic and therapeutic framework.
 - The three components of the Noble Eightfold Path and their psychological relevance.
 - Anatta, Anicca, and Dukkha are known as the Three Marks of Existence (Tilakkhana).
 - The role of mindfulness (Sati) in Buddhist psychology and its modern applications (MBSR, MBCT).
 - The concept of Skandhas (aggregates) as an explanation for the illusion of a permanent self.
 - Distinction between different types of meditation (e.g., Samatha - tranquility; Vipassana - insight).

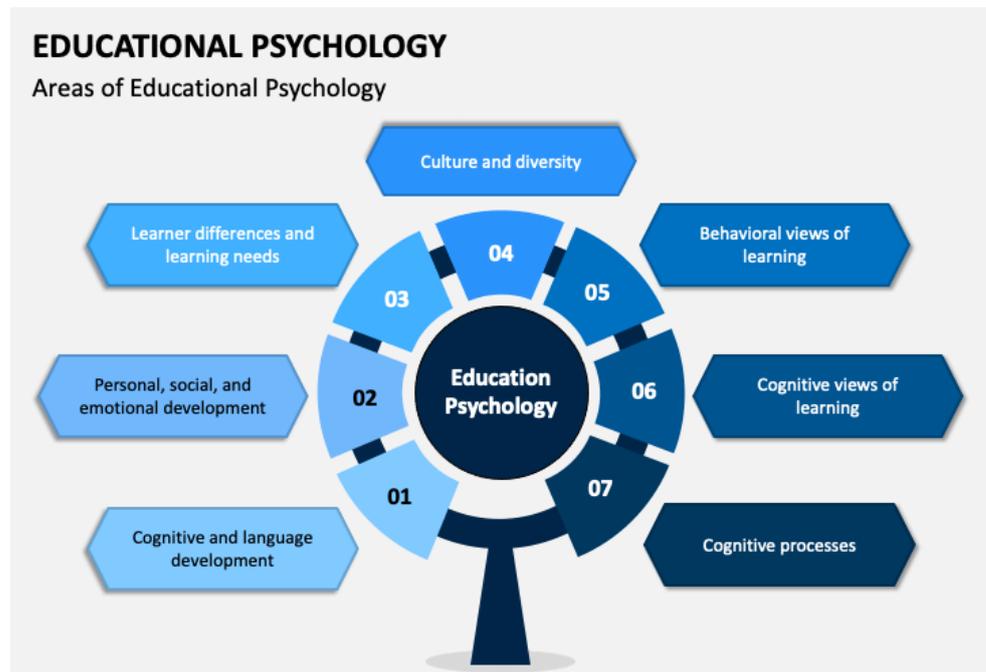
Academic Psychology in India

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The development of psychology as a formal academic discipline in India has been significantly shaped by its colonial past, socio-cultural context, and the ongoing quest for relevance and a distinct identity.



Timeline of key milestones in Academic Psychology in India:

Year	Milestone	Significance	Key Figures/Institutions
Early 20th Century (Pre-Independence)			
1905	First syllabus for experimental psychology drafted and a laboratory for demonstration purposes established at Calcutta University.	Marks the formal beginning of academic psychological studies in India, heavily influenced by Western (Wundtian) experimental traditions.	Dr. Brojendra Nath Seal, Calcutta University
1916	First Department of Experimental Psychology established at Calcutta University.	India's first dedicated psychology department, laying the groundwork for future academic and research activities.	Dr. Narendra Nath Sengupta (N.N. Sen Gupta)

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1922	Indian Psychoanalytical Society founded in Calcutta.	Introduction and promotion of psychoanalytic thought in India, offering an alternative perspective to experimental psychology.	Dr. Girindra Shekhar Bose
1923	Psychology included as a separate section in the Indian Science Congress.	Official recognition of psychology as a scientific discipline in India.	N.N. Sen Gupta
1924	Indian Psychological Association (IPA) founded.	Establishment of a national-level professional body for psychologists, fostering collaboration and a sense of community.	
1925	<i>Indian Journal of Psychology</i> launched.	The first psychology journal in India, providing a platform for publishing indigenous research.	Indian Psychological Association
1929	N.N. Sen Gupta and Radhakamal Mukerjee publish <i>Introduction to Social Psychology</i> .	Considered the first Indian textbook on social psychology. N.N. Sen Gupta also introduces psychology into the philosophy curriculum at Lucknow University.	N.N. Sen Gupta, Radhakamal Mukerjee
1938	Department of Applied Psychology established at Calcutta University.	Expansion of psychological studies into practical applications.	Calcutta University
1940s	Establishment of psychology departments in other universities.	Gradual expansion of psychology education across India.	University of Madras (1943, Dr. G.D. Boaz), Patna University (1946, H.P. Maiti)
Post-			

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Independence Era			
1949	Psychological Research Wing established by the Indian Government's Defence Ministry.	Application of psychology in defense-related research and selection.	Government of India
1950s	Influence of Western psychological models continues, but a growing awareness of the need for socio-culturally relevant psychology emerges.	Shift towards addressing Indian societal issues.	
1950	Department of Experimental Psychology established at the University of Pune.	Further growth of experimental psychology.	Prof. V. K. Kothurkar
Mid-1950s	Gardner Murphy's UNESCO-sponsored research on communal violence.	Stimulated research interest among Indian psychologists on socially relevant issues.	Gardner Murphy, various Indian psychologists
1955	All India Institute of Mental Health (now NIMHANS) established in Bangalore.	Significant step in advancing clinical psychology training and mental health research.	NIMHANS, Bangalore
1956	University Grants Commission (UGC) constituted.	Availability of UGC funds led to the establishment of more psychology departments in universities. By the end of the 1960s, around 32 universities had psychology departments.	UGC
1960s	Shift towards problem-oriented research addressing Indian societal issues. Focus on areas like rural and social psychology, test construction, industrial	Increased relevance of psychological research to the Indian context.	Various university departments

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	psychology, and guidance.		
1962	Hospital for Mental Diseases, Ranchi established (now Central Institute of Psychiatry).	Expansion of mental health services and research.	
1964	Department of Psychology established as an independent department at Delhi University.	Growth of psychology as a distinct academic discipline in major universities.	Prof. H.C. Ganguli, Delhi University
1964	<i>Indian Journal of Applied Psychology</i> launched.	Another avenue for publishing research with a focus on application.	Madras Psychology Society
1968	Indian Association of Clinical Psychologists (IACP) founded.	Professional organization for clinical psychologists.	
1968	Indian Council of Social Science Research (ICSSR) established.	Provided funding and support for social science research, including psychology.	Government of India
Late 20th Century - Towards Indigenization			
Late 1970s	Growing emphasis on the indigenization of psychology.	Critical evaluation of Western models and a push for developing culturally relevant theories and methods.	Durganand Sinha and others
1980s	Continued push for indigenization and development of psychological approaches rooted in Indian traditions and socio-cultural realities.	Efforts to create a psychology that is more aligned with the Indian ethos.	
1986	Durganand Sinha's book "Psychology in a Third	A landmark work tracing the history	Durganand Sinha

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	World Country: The Indian Experience" published.	and advocating for a contextually relevant psychology in India.	
1989	National Academy of Psychology (NAOP) India founded.	Another significant professional body for psychologists in India.	
21st Century - Consolidation and New Directions			
2000s	Emergence of "Indian Psychology" as a distinct field, drawing from indigenous knowledge systems and philosophies.	Renewed interest in integrating traditional Indian thought with contemporary psychological science.	K. Ramakrishna Rao, Girishwar Misra, and others
2002	Manifesto on Indian Psychology issued in Pondicherry.	A call for developing a psychology rooted in Indian traditions and its application to contemporary issues.	Group of over 150 psychologists
Present	Continued expansion of psychology in diverse fields: clinical, counseling, organizational, educational, health, neuropsychology, etc. Growing focus on research, application, and addressing contemporary societal challenges.	Psychology as a vibrant and evolving academic and professional field in India.	Numerous universities, research institutions, and professional organizations

2.1 Pre-Independence Era (Early 1900s - 1947): The Colonial Imprint

The introduction of academic psychology in India was a colonial enterprise, heavily influenced by Western (primarily British and later American) models of the discipline.

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- **Beginnings:**

- **1905:** Philosophy curriculum at Calcutta University included papers on psychology. Sir Brajendranath Seal, a philosopher, is credited with preparing the first syllabus.
- **1916:** The first Department of Psychology was established at Calcutta University. This is a landmark year. Dr. N.N. Sengupta, who was trained under Hugo Münsterberg (a student of Wilhelm Wundt) at Harvard, was its first chairman and is often considered the founder of modern psychology in India.
- Early research focused on areas dominant in Western psychology at the time: experimental psychology, mental testing, and psychophysics.

- **Key Institutions and Figures:**

- **Calcutta University:** Pioneering institution. N.N. Sengupta emphasized experimental methods. Girindra Shekhar Bose, who succeeded Sengupta, was a psychoanalyst and notably tried to integrate psychoanalysis with Indian thought. He founded the Indian Psychoanalytical Society in 1922 and corresponded with Sigmund Freud.
- **Mysore University:** Second psychology department established in 1924 by M.V. Gopaldaswami, who was trained in London and focused on mental testing and child guidance.
- **Patna University:** Department established in the 1940s.

- **Dominant Influences and Characteristics:**

- **Western Theoretical Models:** Structuralism, Functionalism, Behaviorism, and Psychoanalysis were imported and taught.
- **Emphasis on Experimental Methods:** Following the Wundtian tradition, early Indian psychologists stressed laboratory experiments.
- **Mental Testing Movement:** Significant interest in adapting and developing intelligence and aptitude tests for the Indian population, often for educational and vocational guidance.

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- **Limited Scope:** Research often replicated Western studies with little attempt to address indigenous issues or integrate Indian philosophical-psychological traditions.
- **Language Barrier:** English was the medium of instruction and research, limiting wider reach and indigenous conceptual development.
- **Lack of Relevance:** The psychology taught and researched had minimal connection to the social realities and cultural context of India.
- **Exam-Friendly Facts & Concepts:**
 - **1916:** Establishment of the first Psychology Department at Calcutta University.
 - Key figures: N.N. Sengupta (experimental psychology), Girindra Shekhar Bose (psychoanalysis, Indian Psychoanalytical Society 1922).
 - Early focus: Experimental psychology, mental testing.
 - Dominance of Western models and methods.

2.2 Post-Independence Era (1947 - 1960s): Expansion and Continued Western Orientation

After India gained independence, there was an expansion in higher education, including psychology. However, the discipline largely continued along the lines established during the colonial era.

- **Expansion of Departments:** Many new universities established psychology departments.
- **Influence of American Psychology:** Post-independence, American psychology, with its emphasis on behaviorism, psychometrics, and quantitative methods, became more influential than British psychology.
- **Focus Areas:**

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- **Clinical Psychology:** Began to gain importance, with the establishment of institutions like the All India Institute of Mental Health (now NIMHANS) in Bangalore in 1954.
- **Psychological Testing:** Continued focus on test construction, adaptation, and validation for selection, guidance, and clinical assessment.
- **Industrial Psychology:** Emerged with the growth of industries, focusing on personnel selection and efficiency.
- **Experimental and Social Psychology:** Research continued, often replicating Western studies.
- **Continued Challenges:**
 - **Theoretical Servility:** Heavy reliance on Western theories and frameworks without critical evaluation of their applicability to the Indian context.
 - **Methodological Uni-dimensionality:** Preference for quantitative, empirical methods, often neglecting qualitative and indigenous approaches.
 - **Lack of Social Relevance:** Research topics were often esoteric and disconnected from the pressing social problems of a newly independent nation.
 - **"Two Cultures of Psychology":** A divide emerged between a small group interested in philosophical and indigenous psychologies and the dominant mainstream pursuing Western empirical models.
- **Exam-Friendly Facts & Concepts:**
 - Expansion of psychology departments post-1947.
 - Increased influence of American psychology.
 - Emergence of clinical and industrial psychology as applied fields.
 - Establishment of NIMHANS (1954) – a key institution for mental health.

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- Persistent issues: theoretical imitation, lack of social relevance.

2.3 1970s: The Move to Addressing Social Issues – A Call for Relevance

The 1970s marked a turning point, with growing dissatisfaction over the "imitative" and "irrelevant" nature of psychology in India. There was a conscious effort to make psychology more responsive to India's socio-economic and cultural realities.

• Critiques and Calls for Change:

- Scholars like J.B.P. Sinha, Durganand Sinha, and Ashis Nandy voiced strong critiques of the Western dominance and urged for a psychology relevant to Indian society.
- The first ICSSR (Indian Council of Social Science Research) review of psychology (edited by S.K. Mitra, 1972) highlighted the discipline's weaknesses and the need for socially relevant research.

• Shift in Research Focus:

- **Poverty and Disadvantage:** Psychologists began studying the psychological consequences of poverty, deprivation, and social inequality.
- **Social Change and Development:** Research on attitudes, values, and motivations related to national development, family planning, and agricultural innovation.
- **Community Psychology:** Emphasis on understanding and addressing community-level problems.
- **Cross-Cultural Psychology:** While still comparative, there was an increased interest in understanding how cultural factors influence psychological processes within India.
- **Education:** Issues related to education of marginalized groups, learning disabilities.

• Methodological Considerations:

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- While quantitative methods still dominated, there was a growing, albeit slow, recognition of the need for more culturally appropriate and qualitative research methods.

• Key Figures and Contributions:

- **Durganand Sinha:** His work on the "Psychology of a Developing Country" and studies on the psychological impact of social change and deprivation were seminal. He advocated for a psychology rooted in the Indian context.
- **J.B.P. Sinha:** Known for his work on leadership styles (e.g., the "Nurturant Task Leader"), organizational behavior in India, and critiques of Western models.

• Challenges:

- The shift was not always accompanied by fundamental changes in theoretical frameworks. Often, Western theories were merely applied to Indian problems.
- The infrastructure for community-based research and intervention was limited.

• Exam-Friendly Facts & Concepts:

- The 1970s as a period of introspection and call for "social relevance."
- ICSSR Review of Psychology (1972) – highlighted the need for change.
- Focus on poverty, social change, development, community issues.
- Key figures: Durganand Sinha, J.B.P. Sinha.
- Concept of the "Nurturant Task Leader."

2.4 1980s: Indigenization – The Quest for an Indian Psychology

The call for social relevance in the 1970s paved the way for a more concerted effort towards "indigenization" in the 1980s. This involved

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developing psychological theories, concepts, and methods rooted in Indian culture and indigenous knowledge systems.

- **Meaning of Indigenization:**

- Not merely translating Western tools, but developing constructs and theories from within the culture.
- Drawing upon India's rich philosophical and textual traditions (Vedas, Upanishads, Yoga, Ayurveda, etc.) for psychological insights.
- Focusing on culturally specific phenomena and experiences.
- Developing culturally appropriate research methodologies.

- **Key Themes and Directions:**

- **Exploring Indigenous Concepts:** Research on concepts like Karma, Dharma, Moksha, Gunas, theories of self, consciousness, and well-being derived from Indian traditions.
- **Developing Indigenous Therapies:** Attempts to formulate therapeutic approaches based on Yoga, meditation, and other traditional healing practices.
- **Critique of Western Universality:** Challenging the assumption that Western psychological theories are universally applicable.
- **Psychology of Religion and Spirituality:** Increased academic interest in the psychological dimensions of Indian spiritual traditions.

- **Prominent Advocates and Their Work:**

- **Janak Pandey:** Edited influential volumes on "Psychology in India: The State-of-the-Art," which critically examined the discipline and advocated for indigenization.
- **R.C. Tripathi:** Contributed to cross-cultural and indigenous psychology.

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- **K. Ramakrishna Rao:** Known for his work on consciousness studies and integrating Indian psychological thought with modern psychology.
- **Girishwar Misra & Ajit K. Mohanty:** Strong proponents of culturally rooted psychology, critiquing Eurocentric biases and promoting research on Indian realities.
- **Challenges and Debates:**
 - **Defining "Indigenous":** Debates on what constitutes truly indigenous psychology and how to avoid romanticizing or uncritically accepting traditional knowledge.
 - **Methodological Rigor:** Concerns about how to scientifically validate insights from textual and experiential traditions.
 - **Risk of Parochialism:** Balancing indigenization with the need to engage with international psychological science.
 - **Resistance from Mainstream:** Many psychologists trained in Western empirical traditions were skeptical of or resistant to indigenization efforts.
- **Exam-Friendly Facts & Concepts:**
 - The 1980s as the decade of "indigenization."
 - Focus on deriving psychological concepts from Indian traditions.
 - Key figures: Janak Pandey, K. Ramakrishna Rao, Girishwar Misra, Ajit K. Mohanty.
 - Debates surrounding the meaning, methods, and scope of indigenous psychology.
 - Distinction between "indigenization from within" vs. "indigenization from without."

2.5 1990s: Paradigmatic Concerns, Disciplinary Identity Crisis

The 1990s continued the debates initiated in the previous decades, marked by significant introspection regarding the fundamental nature

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(paradigm) of psychology in India and its lack of a clear disciplinary identity.

- **Paradigmatic Debates:**

- **Positivism vs. Post-Positivism:** Questioning the dominance of positivist, quantitative, and experimental paradigms inherited from the West. Growing interest in qualitative, phenomenological, and interpretive approaches.
- **Universalism vs. Cultural Relativism:** Debates about whether psychological principles are universal or culturally constructed.
- **The "Crisis" in Psychology:** Echoing similar debates in Western psychology, Indian psychologists questioned the fragmentation of the discipline, its limited real-world impact, and its epistemological foundations.

- **Disciplinary Identity Crisis:**

- Psychology in India was seen as largely a derivative discipline, lacking an authentic voice and a coherent identity.
- The tension between the "alien" Western mainstream and the nascent indigenous psychology movement.
- Questions about the role and relevance of psychology in addressing India's complex social, cultural, and health challenges.
- The "Indianness" of Indian psychology: What does it mean? How can it be achieved?

- **Key Developments and Discussions:**

- **Increased Publications on Indigenous Psychology:** More books and articles began to appear, attempting to articulate the framework of an Indian psychology.
- **Formation of Groups and Associations:** Efforts to create platforms for scholars working on indigenous and culturally relevant psychology (e.g., early discussions leading to later formation of Indian psychology associations).

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- **Influence of Postmodernism and Postcolonial Theory:** These intellectual currents provided new lenses for critiquing Western psychological hegemony and understanding the impact of colonialism.
- **Calls for Methodological Pluralism:** Advocating for the acceptance and use of a wider range of research methods, including qualitative and indigenous knowledge-based approaches.
- **Exam-Friendly Facts & Concepts:**
 - The 1990s characterized by "paradigmatic concerns" and "disciplinary identity crisis."
 - Debates on positivism, universalism, and the nature of psychological science.
 - The ongoing tension between Western models and the search for an "Indian" psychology.
 - Influence of postmodernist and postcolonial critiques.
 - Emphasis on methodological pluralism.

2.6 2000s: Emergence of Indian Psychology in Academia

The 2000s witnessed a more organized and concerted effort to establish "Indian Psychology" (IP) as a distinct field of study and research within academia. This period saw the consolidation of earlier efforts and the development of institutional support.

- **Defining Indian Psychology:**
 - Not just psychology *in* India, but a psychology rooted in Indian ethos, philosophical traditions, and indigenous modes of thought and experience.
 - Aims to develop psychological models and theories based on Indian worldviews, concepts of self, consciousness, health, and well-being.

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- Emphasizes an "inside-out" perspective, starting from Indian realities rather than applying external frameworks.

• Key Initiatives and Developments:

- **Conferences and Seminars:** Dedicated national and international conferences on Indian psychology began to be organized regularly.
- **Publications:** Launch of journals (e.g., "Psychological Studies" by Springer, formerly published by NAOP, started featuring more IP content; dedicated IP journals emerged). Edited volumes and books on Indian psychology proliferated.
- **Curriculum Development:** Efforts to introduce Indian psychology courses and content into university curricula at undergraduate and postgraduate levels. Some universities started specialized programs or centers.
- **Formation of Academic Societies:** Organizations like the Indian Academy of Applied Psychology (IAAP) and the National Academy of Psychology (NAOP) India showed increasing interest. The formal establishment of associations specifically focused on promoting Indian Psychology (e.g., Indian Psychology Institute, later other societies).
- **Research Focus:**
 - Developing psychological concepts from classical Indian texts (e.g., Yoga Sutras, Upanishads, Buddhist texts).
 - Research on meditation, yoga, and their psychological benefits.
 - Exploring indigenous models of personality, cognition, emotion, and well-being.
 - Application of Indian psychological principles to counseling, therapy, education, and organizational contexts.

• Leading Voices and Institutions:

- Continued contributions from scholars active in the 1980s and 1990s, joined by a new generation of researchers.

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- Institutions like Delhi University, Allahabad University, and various IITs and private universities began to show more interest in promoting research and teaching in this area.
- The Infinity Foundation (led by Rajiv Malhotra) played a role in promoting dialogues on Indian contributions to various sciences, including psychology, through conferences and publications, sometimes controversially.

• Ongoing Challenges:

- **Mainstream Acceptance:** Indian psychology still faces challenges in gaining widespread acceptance within mainstream psychology departments in India, many of which remain oriented towards Western models.
- **Methodological Rigor and Innovation:** Developing robust research methodologies that are both culturally sensitive and scientifically sound remains a key task.
- **Bridging Theory and Practice:** Translating theoretical insights from Indian psychology into effective interventions and applications.
- **Avoiding Essentialism:** Ensuring that Indian psychology does not become a monolithic or overly romanticized representation of "Indianness."

• Exam-Friendly Facts & Concepts:

- The 2000s marked the formal "emergence of Indian psychology in academia."
- Emphasis on developing psychology from Indian ethos and philosophical traditions.
- Key developments: dedicated conferences, journals, curriculum changes, formation of IP-focused groups.
- Research areas: concepts from texts, yoga/meditation, indigenous models of mind and well-being.
- Persistent challenges: mainstream acceptance, methodological development.

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UGC NET Psychology - Unit 1: Emergence of Psychology - MCQs

1. Which of the following Eastern psychological systems, propounded by Sri Aurobindo, emphasizes the evolution of consciousness through a series of stages leading to a supramental transformation and a divine life on earth?

- (a) Buddhism
- (b) Sufism
- (c) Integral Yoga
- (d) Bhagavad Gita

Answer: (c) Integral Yoga

Explanation:

- **Concept:** Integral Yoga, also known as Purna Yoga, is a comprehensive system of spiritual development.
- **Proponent:** It was formulated by Sri Aurobindo and his spiritual collaborator, The Mother (Mirra Alfassa).
- **Core Idea:** It aims at the transformation of the entire being – physical, vital, mental, psychic, and spiritual – rather than liberation from the world.
- **Evolution of Consciousness:** A central tenet is the evolution of consciousness from its current mental stage to a higher, supramental consciousness.
- **Goal:** The ultimate goal is not just individual liberation but the manifestation of a divine life in a divine body on earth, leading to a collective spiritual evolution.
- **Contrast:** While Bhagavad Gita, Buddhism, and Sufism offer profound paths to spiritual understanding and liberation, Integral Yoga uniquely emphasizes this evolutionary and transformational aspect towards a supramental existence.

2. Match the Western psychological schools in List I with their primary focus or key proponents in List II:

List I (School)	List II (Focus/Proponent)
(A) Structuralism	(i) Focus on the adaptive functions of mind and behavior
(B) Functionalism	(ii) Wilhelm Wundt

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(C) Psychoanalysis	(iii) The whole is greater than the sum of its parts
(D) Gestalt Psychology	(iv) Unconscious motivations and early childhood experiences

Codes:

- (a) A-(ii), B-(i), C-(iv), D-(iii)
- (b) A-(i), B-(ii), C-(iii), D-(iv)
- (c) A-(ii), B-(iv), C-(i), D-(iii)
- (d) A-(iv), B-(iii), C-(ii), D-(i)

Answer: (a) A-(ii), B-(i), C-(iv), D-(iii)

Explanation:

- **(A) Structuralism - (ii) Wilhelm Wundt:**
 - **Proponent:** Wilhelm Wundt is considered the "father of experimental psychology" and a key figure in Structuralism, along with his student Edward Titchener.
 - **Focus:** Aimed to identify the basic elements or "structures" of conscious experience.
 - **Method:** Primarily used introspection (self-observation of one's conscious experiences).
 - **Contribution:** Established psychology as a separate scientific discipline.
 - **Criticism:** Introspection was seen as subjective and unreliable.
- **(B) Functionalism - (i) Focus on the adaptive functions of mind and behavior:**
 - **Proponents:** Influenced by Darwin's theory of evolution, key figures include William James, John Dewey, and Harvey Carr.
 - **Focus:** Concerned with how the mind functions to help organisms adapt to their environment.
 - **Method:** Used a variety of methods including introspection, observation, and experimentation.
 - **Contribution:** Broadened the scope of psychology to include topics like learning, motivation, and individual differences; influenced educational psychology.
- **(C) Psychoanalysis - (iv) Unconscious motivations and early childhood experiences:**
 - **Proponent:** Sigmund Freud is the founder of psychoanalysis.
 - **Focus:** Emphasized the role of unconscious drives, conflicts,

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and early childhood experiences in shaping personality and behavior.

- **Key Concepts:** Id, ego, superego; psychosexual stages; defense mechanisms.
- **Method:** Clinical observation, dream analysis, free association.
- **Contribution:** Revolutionized the understanding of mental illness and personality.
- **(D) Gestalt Psychology - (iii) The whole is greater than the sum of its parts:**
 - **Proponents:** Max Wertheimer, Kurt Koffka, Wolfgang Köhler.
 - **Focus:** Emphasized that psychological phenomena should be studied as organized, structured wholes (gestalts) rather than being broken down into elementary sensations.
 - **Key Concepts:** Phi phenomenon, principles of perceptual organization (e.g., proximity, similarity, closure).
 - **Contribution:** Significant impact on the study of perception, learning (insight), and problem-solving.

3. Assertion (A): The 1980s in Indian psychology saw a significant push towards indigenization.

Reason (R): There was a growing realization that Western psychological concepts and methodologies were not always adequate or appropriate for understanding the Indian socio-cultural context and psyche.

Codes:

- (a) Both (A) and (R) are true, and (R) is the correct explanation of (A).
- (b) Both (A) and (R) are true, but (R) is not the correct explanation of (A).
- (c) (A) is true, but (R) is false.
- (d) (A) is false, but (R) is true.

Answer: (a) Both (A) and (R) are true, and (R) is the correct explanation of (A).

Explanation:

- **Assertion (A) - Indigenization in the 1980s:** The 1980s marked a critical period in Indian psychology characterized by a strong movement towards indigenization. Scholars like Durganand Sinha, J.B.P. Sinha, and Girishwar Misra were prominent voices in this movement.
- **Reason (R) - Inadequacy of Western Models:** The impetus for

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indigenization stemmed from a critical awareness that the direct application of Western psychological theories, constructs, and research methods often failed to capture the nuances of Indian reality.

- **Socio-cultural Context:** Indian society, with its unique family structures, community orientation, spiritual traditions, and diverse cultural practices, presented phenomena that Western frameworks could not fully explain.
- **Epistemological Differences:** There was a call to explore indigenous Indian knowledge systems (like those in the Vedas, Upanishads, Yoga, Ayurveda) for psychological insights.
- **Relevance and Application:** The aim was to develop psychological knowledge that was more relevant and applicable to addressing India's social problems and promoting well-being within its specific context.
- **Relationship:** The growing realization of the limitations of Western models (R) directly fueled the efforts and debates around indigenizing psychology in India (A), making (R) the correct explanation for (A). This period sought to develop culturally appropriate conceptual frameworks and research methodologies.

4. Which of the following paradigms of Western Psychology are characterized by an interpretivist epistemology, emphasizing understanding subjective experiences and meanings?

- (i) Positivism
- (ii) Social Constructionism
- (iii) Existential Phenomenology
- (iv) Co-operative Enquiry
- (v) Behaviorism

Codes:

- (a) (i), (v) only
- (b) (ii), (iii), (iv) only
- (c) (i), (ii), (iii) only
- (d) (ii), (iii), (iv), (v) only

Answer: (b) (ii), (iii), (iv) only

Explanation:

- **Interpretivist Epistemology:** This epistemological stance focuses

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on understanding the social world from the perspective of the individuals within it. It emphasizes subjective meanings, interpretations, and lived experiences, often using qualitative methodologies.

- **(i) Positivism:**
 - **Epistemology:** Empiricist; believes in objective reality that can be observed and measured.
 - **Methodology:** Quantitative, experimental, seeking universal laws.
 - **Not Interpretivist.**
- **(ii) Social Constructionism:**
 - **Epistemology:** Interpretivist/Constructivist; reality is socially constructed through language and interaction.
 - **Focus:** How people create meaning and understanding of their world.
 - **Methodology:** Qualitative, discourse analysis, narrative analysis.
 - **Is Interpretivist.**
- **(iii) Existential Phenomenology:**
 - **Epistemology:** Phenomenological/Interpretivist; focuses on lived experience (phenomenology) and individual existence, freedom, and choice (existentialism).
 - **Focus:** Subjective consciousness and individual meaning-making.
 - **Methodology:** Qualitative, in-depth interviews, descriptive methods.
 - **Is Interpretivist.**
- **(iv) Co-operative Enquiry (also known as Collaborative Inquiry):**
 - **Epistemology:** Participatory/Interpretivist; knowledge is co-created through shared experience and reflection among researchers and participants.
 - **Focus:** Understanding practical issues and generating knowledge through action and reflection cycles.
 - **Methodology:** Qualitative, action research, participatory methods.
 - **Is Interpretivist.**
- **(v) Behaviorism:**
 - **Epistemology:** Empiricist/Positivist; focuses on observable behavior and discounts internal mental states.
 - **Methodology:** Quantitative, experimental, controlled observation.

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- **Not Interpretivist.**
- Therefore, Social Constructionism, Existential Phenomenology, and Co-operative Enquiry align with an interpretivist epistemology.

5. Which of the "four founding paths of academic psychology" is most associated with Wilhelm Dilthey and his emphasis on "Verstehen" (understanding) and the distinction between natural sciences (Naturwissenschaften) and human sciences (Geisteswissenschaften)?

- (a) Wundt's experimental psychology
- (b) Freud's psychoanalysis
- (c) James' functionalism
- (d) Dilthey's hermeneutic approach

Answer: (d) Dilthey's hermeneutic approach

Explanation:

- **Wilhelm Dilthey (1833-1911):** A German philosopher, historian, and psychologist.
- **Key Contribution:** He argued for a distinct methodology for the human sciences (Geisteswissenschaften), which include psychology, history, and sociology, as opposed to the natural sciences (Naturwissenschaften).
- **Verstehen (Understanding):** Dilthey emphasized "Verstehen," an interpretive or empathetic understanding of human experience, actions, and historical contexts, as the primary method for the human sciences. This contrasts with the "Erklären" (explanation) sought by natural sciences through causal laws.
- **Hermeneutics:** His approach is closely linked to hermeneutics, the theory and methodology of interpretation, especially the interpretation of texts, but extended by Dilthey to the interpretation of all human expressions and historical phenomena.
- **Distinction from others:**
 - **Wundt:** Focused on experimental methods to study the elements of consciousness (natural science approach).
 - **Freud:** Developed psychoanalysis, focusing on unconscious processes, often through clinical interpretation but with a

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different theoretical framework than Dilthey's broader human science perspective.

- **James:** Championed functionalism, emphasizing the adaptive purposes of mental processes, also drawing from a more naturalistic, evolutionary perspective.
- **Impact:** Dilthey's ideas were crucial for establishing the philosophical foundations for qualitative research and interpretive approaches in psychology and other social sciences.

6. Assertion (A): Western psychology faced a "crisis" partly due to its strict adherence to the experimental-analytical paradigm, rooted in logical empiricism.

Reason (R): This paradigm was criticized for its reductionism, neglect of subjective experience, and limited applicability to complex human phenomena in real-world contexts.

Codes:

- (a) Both (A) and (R) are true, and (R) is the correct explanation of (A).
- (b) Both (A) and (R) are true, but (R) is not the correct explanation of (A).
- (c) (A) is true, but (R) is false.
- (d) (A) is false, but (R) is true.

Answer: (a) Both (A) and (R) are true, and (R) is the correct explanation of (A).

Explanation:

- **Assertion (A) - Crisis in Western Psychology:** Throughout the 20th century, particularly from the mid-century onwards, Western psychology experienced periods of "crisis" or intense debate regarding its dominant paradigm. The experimental-analytical approach, heavily influenced by logical empiricism (or logical positivism), was a primary target of this critique.
- **Logical Empiricism:** This philosophical stance emphasized empirical observation, verification, and the formulation of general laws, often prioritizing quantitative methods and laboratory experiments.
- **Reason (R) - Criticisms of the Paradigm:** The reasons for this crisis were multifaceted and directly related to the limitations perceived in the dominant paradigm:
 - **Reductionism:** Critics argued that breaking down complex

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human behaviors and experiences into simple, measurable variables led to an oversimplified and often mechanistic view of human beings.

- **Neglect of Subjective Experience:** The focus on observable behavior (as in radical behaviorism) or quantifiable cognitive processes often sidelined rich subjective experiences, consciousness, meaning, and values. Humanistic psychology, for instance, emerged as a direct response to this.
- **Limited Applicability (Ecological Validity):** Findings from highly controlled laboratory settings were often questioned for their relevance and generalizability to complex, real-life situations.
- **Ethical Concerns:** Some experimental methods raised ethical questions.
- **Cultural Bias:** The universality of findings, often based on WEIRD (Western, Educated, Industrialized, Rich, Democratic) populations, was increasingly challenged.
- **Relationship:** The criticisms outlined in (R) are precisely why the strict adherence to the experimental-analytical paradigm (A) led to a sense of crisis and calls for more diverse methodologies and theoretical perspectives within Western psychology. Therefore, (R) is the correct explanation for (A).

7. Match the Indian paradigms of psychological knowledge in List I with their core concepts or texts in List II:

List I (Indian Paradigm)	List II (Core Concept/Text)
(A) Yoga	(i) Anatta (no-self), Dukkha (suffering), Anicca (impermanence)
(B) Bhagavad Gita	(ii) Chitta Vritti Nirodhah (cessation of mental modifications)
(C) Buddhism	(iii) Fana (annihilation of self), Baqa (subsistence in God)
(D) Sufism	(iv) Nishkama Karma (selfless action), Sthitaprajna (stable intellect)

Codes:

- (a) A-(ii), B-(iv), C-(i), D-(iii)
- (b) A-(iv), B-(ii), C-(iii), D-(i)
- (c) A-(ii), B-(i), C-(iv), D-(iii)
- (d) A-(i), B-(iii), C-(ii), D-(iv)

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Answer: (a) A-(ii), B-(iv), C-(i), D-(iii)

Explanation:

- **(A) Yoga - (ii) Chitta Vritti Nirodhah:**
 - **Source:** Patanjali's Yoga Sutras (Sutra 1.2: "Yogas-chitta-vritti-nirodhah").
 - **Core Concept:** Yoga is defined as the cessation or calming of the modifications (fluctuations, patterns) of the mind-stuff (chitta).
 - **Goal:** To achieve a state of mental stillness and clarity, leading to self-realization (Kaivalya).
 - **Psychological Relevance:** Deals with mental processes, consciousness, attention, and techniques for mental discipline.
- **(B) Bhagavad Gita - (iv) Nishkama Karma (selfless action), Sthitaprajna (stable intellect):**
 - **Source:** An epic Hindu scripture, part of the Mahabharata.
 - **Core Concepts:**
 - **Nishkama Karma:** Performing one's duty or action without attachment to the results. Focuses on motivation and detachment.
 - **Sthitaprajna:** A person of steady wisdom or stable intellect, who is equanimous in pleasure and pain, success and failure. Describes an ideal state of emotional and cognitive balance.
 - **Psychological Relevance:** Offers insights into motivation, emotion regulation, personality, duty, and the nature of the self.
- **(C) Buddhism - (i) Anatta (no-self), Dukkha (suffering), Anicca (impermanence):**
 - **Founder:** Siddhartha Gautama (the Buddha).
 - **Core Concepts (Three Marks of Existence):**
 - **Anatta (Anatman):** The doctrine of "no-self" or "non-soul," positing that there is no permanent, unchanging self or soul.
 - **Dukkha:** Often translated as suffering, dissatisfaction, or stress; a fundamental aspect of conditioned existence.
 - **Anicca (Anitya):** Impermanence; all conditioned things are in a constant state of flux.
 - **Psychological Relevance:** Deep analysis of mind, consciousness, suffering, perception, and the nature of reality; forms the basis for mindfulness practices.
- **(D) Sufism - (iii) Fana (annihilation of self), Baqa (subsistence in God):**

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- **Origin:** The mystical dimension of Islam.
- **Core Concepts:**
 - **Fana:** The "annihilation" or "passing away" of the individual ego or self in the divine. It's a state where the sense of separate identity is dissolved.
 - **Baqa:** "Subsistence" or "permanence" in God, which follows Fana. It signifies living with a transformed consciousness, unified with the Divine.
- **Psychological Relevance:** Explores states of consciousness, self-transcendence, love, devotion, and the mystical experience.

8. According to the syllabus, which of the following are identified as significant issues concerning academic psychology in India?

- (i) The colonial encounter and its lasting impact.
- (ii) The overwhelming success of indigenization efforts, leaving no further challenges.
- (iii) A persistent lack of distinct disciplinary identity.
- (iv) The complete integration of Western and Indian psychological paradigms.
- (v) Postcolonialism and its critique of Western psychological hegemony.

Codes:

- (a) (i), (ii), (iii) only
- (b) (i), (iii), (v) only
- (c) (ii), (iv), (v) only
- (d) (i), (iii), (iv), (v) only

Answer: (b) (i), (iii), (v) only

Explanation:

The syllabus for "Emergence of Psychology" in India explicitly highlights several critical issues:

- **(i) The colonial encounter and its lasting impact:**
 - **Fact:** Academic psychology in India was largely an import from the West during the colonial era.
 - **Impact:** This led to the adoption of Western theories and methods, often without critical evaluation of their cultural appropriateness, and created a dependency.
 - **Issue:** The legacy of colonialism continues to influence curriculum, research priorities, and the perceived status of

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indigenous knowledge.

- **(ii) The overwhelming success of indigenization efforts, leaving no further challenges:**
 - **Fact:** While there have been significant efforts towards indigenization (especially since the 1980s), it is an ongoing process with many challenges.
 - **Issue:** This statement is incorrect; indigenization is not "overwhelmingly successful" to the point of no further challenges. The struggle for relevance and cultural appropriateness continues.
- **(iii) A persistent lack of distinct disciplinary identity:**
 - **Fact:** Indian psychology has grappled with defining its unique identity, often caught between being a derivative of Western psychology and striving for an authentic indigenous form.
 - **Issue:** This lack of a clear, distinct identity affects its theoretical development, research focus, and societal contribution. The syllabus mentions "disciplinary identity crisis" in the 1990s.
- **(iv) The complete integration of Western and Indian psychological paradigms:**
 - **Fact:** While there are calls for integration and dialogue, a "complete integration" has not been achieved.
 - **Issue:** There are ongoing debates about how, and to what extent, these diverse paradigms can be synthesized. This is a goal rather than an accomplished fact.
- **(v) Postcolonialism and psychology:**
 - **Fact:** Postcolonial theory offers critical perspectives on how colonial power structures shaped knowledge systems, including psychology.
 - **Issue:** It critiques the hegemony of Western psychological models and calls for decolonizing psychological knowledge, recognizing and validating indigenous perspectives. This is a significant issue highlighted in the syllabus.

Therefore, the significant issues identified are the colonial encounter, a lack of distinct disciplinary identity, and the concerns raised by postcolonialism.

9. The Gestalt principle of "Prägnanz" (also known as the law of good figure or law of simplicity) suggests that:

(a) We tend to perceive elements that are close to each other as forming a group.

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- (b) We tend to perceive elements that are similar to each other as forming a group.
- (c) We tend to perceive ambiguous or complex stimuli in the simplest form possible.
- (d) We tend to complete incomplete figures to form a whole.

Answer: (c) We tend to perceive ambiguous or complex stimuli in the simplest form possible.

Explanation:

- **Gestalt Psychology:** A school of thought that originated in Germany, emphasizing that we perceive entire patterns or configurations (gestalts), not just individual components. Key figures include Max Wertheimer, Kurt Koffka, and Wolfgang Köhler.
- **Law of Prägnanz:** This is considered the fundamental principle of Gestalt perception. "Prägnanz" is a German word meaning "pithiness" or "conciseness."
 - **Core Idea:** The principle states that our perceptual system organizes stimuli into the simplest, most stable, and most coherent shapes or forms possible. We tend to interpret ambiguous or complex images as the simplest form(s).
 - **Example:** The Olympic rings are typically perceived as five interconnected circles, rather than a more complex collection of curved lines and intersections, because circles are a simpler, more regular form.
- **Other Gestalt Principles (Distractors):**
 - **(a) Law of Proximity:** Elements near each other are perceived as a group.
 - **(b) Law of Similarity:** Elements that look similar are perceived as part of the same form.
 - **(d) Law of Closure:** We tend to fill in gaps to perceive complete figures.
- **Contribution:** The Law of Prägnanz and other Gestalt laws provided a systematic way to understand how humans organize sensory information into meaningful perceptions, challenging the atomistic views of structuralism.

10. Assertion (A): Ontology, epistemology, and methodology are essential aspects of any knowledge paradigm in psychology.

Reason (R): These three components are hierarchically arranged, with methodology dictating the ontological and epistemological assumptions

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of a research study.

Codes:

- (a) Both (A) and (R) are true, and (R) is the correct explanation of (A).
- (b) Both (A) and (R) are true, but (R) is not the correct explanation of (A).
- (c) (A) is true, but (R) is false.
- (d) (A) is false, but (R) is true.

Answer: (c) (A) is true, but (R) is false.

Explanation:

- **Assertion (A) - Essential Aspects of Knowledge Paradigms:**
 - **Ontology:** Refers to the nature of reality and being. What is assumed to exist? (e.g., Is reality objective and singular, or subjective and multiple?).
 - **Epistemology:** Refers to the nature of knowledge and how it can be acquired. What is the relationship between the knower and the known? (e.g., Can we objectively know reality, or is knowledge an interpretation?).
 - **Methodology:** Refers to the specific strategies and techniques used to gather and analyze data, guided by ontological and epistemological assumptions.
 - **Importance:** These three elements are indeed fundamental to any knowledge paradigm, as they define the philosophical underpinnings of how research is conceptualized and conducted. They provide a framework for understanding the assumptions, goals, and processes of inquiry.
- **Reason (R) - Hierarchical Arrangement and Direction of Influence:**
 - **Interrelation:** Ontology, epistemology, and methodology are deeply interrelated and should ideally be coherent within a research paradigm.
 - **Direction of Influence:** However, the typical understanding is that ontological assumptions (about the nature of reality) influence epistemological assumptions (about how we can know that reality), which in turn guide the choice of methodology (the tools to acquire that knowledge). It is not methodology that dictates ontology and epistemology.
 - **Example:** If a researcher's ontology is that reality is objective (Positivism), their epistemology will likely be that objective

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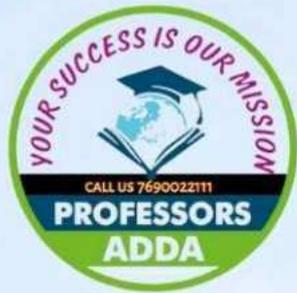
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knowledge is attainable, leading to methodologies like experiments and quantitative measures. If their ontology is that reality is socially constructed, their epistemology will focus on understanding interpretations, leading to qualitative methodologies.

- **Incorrect Hierarchy:** Stating that methodology dictates ontology and epistemology reverses the generally accepted direction of influence. While practical considerations of methodology can sometimes lead to a re-evaluation of assumptions, the foundational philosophical positions (ontology and epistemology) typically shape methodological choices.

Therefore, Assertion (A) is true as these are essential aspects, but Reason (R) is false because the direction of influence is generally from ontology and epistemology to methodology, not the other way around.



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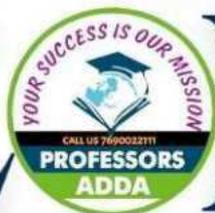
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51. One researcher changed the level of significance (alpha) from .05 to 01. The probability of Type I error:

- (A) Will increase
- (B) Will decrease
- (C) Will remain constant
- (D) Cannot be determined

Answer: (B)

52. Match List - I with List - II.

List-I

- (a) Forward conditioning
- (b) Trace conditioning
- (c) Simultaneous conditioning
- (d) Backward conditioning

List-II

- (I) CS (bell) is presented but followed by a short break before US (Food) appears
- (II) CS (bell) is presented first and while the bell is still ringing the US (Food) is given
- (III) US (Food) is presented first and followed by CS (bell)
- (IV) CS (bell) and US (Food) are presented together

Choose the correct answer from the options given below:

- (A) (a)-(II), (b)-(I), (c)-(IV), (d)-(III)
- (B) (a)-(II), (b)-(III), (c)-(IV), (d)-(I)
- (C) (a)-(III), (b)-(II), (c)-(I), (d)-(IV)
- (D) (a)-(I), (b)-(III), (c)-(II), (d)-(IV)

Answer: (A)

53. Arrange the events in order.

- (a) Wundt establishes first laboratory for psychology.
- (b) Pavlov studies conditioning.
- (c) Freud publishes influential new introductory lectures on

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Psychoanalysis.

(d) William James publishes principles of Psychology.

(e) Watson publishes Call for behaviourism.

Choose the correct answer from the options given below:

(A) (a), (b), (d), (c), (e)

(B) (a), (d), (c), (e), (b)

(C) (a), (c), (b), (d), (e)

(D) (a), (d), (b), (e), (c)

Answer: (D)

54. Arrange the following components of General Aggression Model in correct sequence.

(a) Input Variables

(b) Current Internal State

(c) Thoughtful/Impulsive Action

(d) Situational/Person Factors

(e) Appraisal

Choose the correct answer from the options given below:

(A) (b), (a), (c), (e), (d)

(B) (d), (a), (b), (c), (e)

(C) (a), (d), (b), (e), (c)

(D) (d), (b), (a), (c), (e)

Answer: (C)

55. One Psychologist developed a questionnaire on employee-green behaviour. He found the reliability coefficient with initial 50 items to be 0.75. Then he increased the length of this questionnaire to 70 items. What would be the probable value of new reliability coefficient?

(A) Will remain 0.75

(B) Will become < 0.75

(C) Will become > 0.75

(D) Will decrease from 0.75 and then it will increase

Answer: (C)

56. The removal of an unpleasant reinforcer to strengthen behaviour is

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known as:

- (A) Punishment positive
- (B) Positive reinforcement
- (C) Negative reinforcement
- (D) Punishment negative

Answer: (C)

57. Which of the following is the correct sequence as part of Ashtanga Yoga Sutra?

- (a) Niyama
- (b) Pranayam
- (c) Yama
- (d) Pratyahara
- (e) Asana

Choose the correct answer from the options given below:

- (A) (a), (c), (e), (d), (b)
- (B) (c), (a), (e), (b), (d)
- (C) (e), (a), (c), (b), (d)
- (D) (c), (a), (b), (e), (d)

Answer: (B)

58. Which of the following is a genetic neuromuscular disorder characterised by the gradual onset of jerky, uncontrollable movements?

- (A) Phenylketonuria
- (B) Huntington's Disease
- (C) Mitosis
- (D) Korsakoff's Syndrome

Answer: (B)

59. A neuron located in the retina that receives visual information from bipolar cells, its axons give rise to optic nerve is called:

- (A) Horizontal cell
- (B) Ganglion cell
- (C) Amacrine cell

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(D) Vertical cell

Answer: (B)

60. Arrange the following steps of Elaboration-Likelihood Model of persuasion in a sequential manner.

- (a) High processing for important message
- (b) Persuasive message
- (c) Attitude change
- (d) Careful processing

Choose the correct answer from the options given below:

- (A) (a), (b), (d), (c)
- (B) (b), (a), (d), (c)
- (C) (a), (b), (c), (d)
- (D) (b), (a), (c), (d)

Answer: (B)

61. Kubler-Ross outlined five stages in coming to terms with death. Arrange the following stages according to order.

- (a) Denial
- (b) Bargaining
- (c) Acceptance
- (d) Anger
- (e) Depression

Choose the correct answer from the options given below:

- (A) (a), (d), (b), (e), (c)
- (B) (a), (b), (e), (c), (d)
- (C) (a), (c), (b), (e), (d)
- (D) (a), (c), (d), (e), (b)

Answer: (A)

62. Arrange the stages of creative process.

- (a) Preparation
- (b) Illumination
- (c) Verification
- (d) Incubation

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Choose the correct answer from the options given below:

- (A) (a), (b), (d), (c)
- (B) (a), (c), (b), (d)
- (C) (a), (d), (c), (b)
- (D) (a), (d), (b), (c)

Answer: (D)

63. Arrange the stages of Moral Development.

- (a) Obedience and Punishment
- (b) Individualism and Exchange
- (c) Social Contract and Individual Rights
- (d) Interpersonal Relationship
- (e) Maintaining Social Order

Choose the correct answer from the options given below:

- (A) (a), (c), (b), (d), (e)
- (B) (a), (b), (e), (c), (d)
- (C) (a), (b), (d), (e), (c)
- (D) (a), (d), (b), (e), (c)

Answer: (C)

64. According to Jainism, consciousness (bhavendriya) has two aspects. Choose the correct option:

- (A) Power (labdhi), manifestation (upayoga)
- (B) Darsana (awareness), Jnana (cognition)
- (C) Conscious entity (Jiva), defining characteristic (laksana)
- (D) Distinct (bhinna), not distinct (abhinna)

Answer: (A)

65. Which of the following components are used to score Guilford's Test of divergent creativity?

- (a) Originality
- (b) Depth
- (c) Elaboration
- (d) Fluency

Choose the correct answer from the options given below:

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- _____ Vidya is the disciplined and systematic knowledge of the self and the environment attained through precise observation and critical reasoning.
 - Adhibhoulika
 - Adhyatmika
 - Bhoutika
 - Atmika
- The Bhagvadgita has 18 chapters (Adhyaya) named after some form of Yoga. Which is not the correct adhyaya out of the following?
 - Dhyana Yoga
 - Aksara-Brahma Yoga
 - Purusottama Yoga
 - Jagrata Yoga
- Paedocentricism is:
 - Show the path of knowledge and guide the child to get knowledge
 - Centre on child's skill and behaviour
 - Involve child's behaviour with parents and teachers
 - Focus how the child works and the progress he/she makes
- Types of post-modern therapies, Which out of the following is not a part of post- modern
 - Solution focused therapy
 - Field based therapy
 - Narrative therapy
 - Collaborative therapy
- To conduct a study on Anganwadi workers, the researcher randomly selected five districts out of 30 districts of a state and collected data from each and every Anganwadi worker from these five districts. This is an example of
 - Stratified sampling
 - Cluster sampling
 - Quota sampling
 - Convenient sampling
- One sports psychologist wanted to carry out a biographical study by writing and recording the experiences of a hockey legend. This is an example of approach.
 - Phenomenology
 - Ethnography
 - Narrative study
 - Grounded theory approach
- "The present t article describes a qualitative study of the career development of 16 prominent, highly achieving Indian women across six occupational fields. Our overall aim was to explore critical influences on the career development of these women, particularly those related to their attainment of professional success".
The above mentioned purpose statement indicates a

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- (a) Phenomenological study
 - (b) Grounded Theory Study
 - (c) Ethnographic study
 - (d) Case study
8. Standard deviation of sampling distribution is known as
- (a) Effect size
 - (b) Sampling error
 - (c) Parameter
 - (d) Transitivity
9. The test requires someone to demonstrate his/her tailoring ability is best classified as:
- (a) Self report test
 - (b) Standardized test
 - (c) Test of maximal performance
 - (d) Objective test
10. A basic set of beliefs that guide action is called:
- (a) Axiology
 - (b) Paradigm
 - (c) Rhetorical
 - (d) Ontology
11. A researcher carried out an analysis in which he looked for underlying theoretical structures in his construct. Which one of the following design he used?
- (a) Linear Regression
 - (b) Analysis of variance
 - (c) Exploratory factor analysis
 - (d) Confirmatory factor analysis
12. The formula used to estimate how many homogeneous test questions should be added to a test to raise its reliability to the described level is:
- (a) Coefficient alpha
 - (b) Spearman Brown formula
 - (c) Pearson product moment correlation
 - (d) KR-20
13. Which parts of the brain are connected by the cerebral Aqueduct?
- (a) Third and fourth ventricles of the brain
 - (b) Lateral ventricles of the brain
 - (c) Left and right frontal Lobe
 - (d) Frontal and Parietal Lobe
14. A unipolar neuron found in the somato sensory system are sensitive to:
- (a) Visual sensations
 - (b) Auditory sensations
 - (c) Tactile sensations
 - (d) Olfactory sensations
15. Amygdala, part of the Limbic system, is specifically responsible for one of the following functions:
- (a) Thinking
 - (b) Learning

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- (c) Memory
(d) Emotion
16. Which one of the following areas is not located in the Temporal Lobe?
(a) Area for perception of body sensations such as, heat, cold, touch, pressure, and pain
(b) Area for perception of movements, and recognition of faces
(c) Broca's speech area
(d) Primary auditory area
17. What is meant by stroboscopic motion?
(a) We perceive an object is in motion whenever its image moves across our retina
(b) Loss in sensitivity to motion
(c) Tracking objects only in darkness
(d) Tracking only the upward motion of objects
18. What is Thorndike's law of effect ?
(a) Behaviour that operates on the environment producing consequences
(b) Behaviours followed by favourable consequences become more likely and that behaviours followed by unfavourable consequences become less likely to occur
(c) Learning that certain events occur together
(d) Behaviour that occurs as an automatic response to some stimulus.
19. When a lightning flashes nearby, we wince and start to prepare ourselves for the thunder to follow. This response to impending thunder is known as:
(a) Unconditioned stimulus
(b) Unconditioned response
(c) Conditioned stimulus
(d) Conditioned response
20. Which among the following is true about process of extinction of behaviour in classical conditioning?
(a) Increase in magnitude of CR
(b) Gradual diminishing of CR
(c) CS and UCS develop strong association
(d) UCS follows CS
21. What is meant by stroop effect?
(a) The tendency to focus on a superficial feature of the problem at hand.
(b) Automaticity of the reading process
(c) Planning before acting
(d) Role of silence in language
22. Which of the following is not a metacognitive activity?
(a) Wondering how one could have been mistaken
(b) Reflecting on our own thinking process
(c) Theory of mind
(d) Communicating one's present postal address
23. Which of the following is true about the concept of heritability?
(a) The heritability of a trait refers to differences in percentages of a trait within an individual
(b) Heritability refers to a population not to individual

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ANSWERS

1	B	21	B	41	B	61	A	81	A
2	D	22	D	42	C	62	B	82	B
3	A	23	B	43	C	63	*	83	B
4	B	24	C	44	B	64	D	84	D
5	B	25	B	45	B	65	C	85	B
6	C	26	D	46	D	66	C	86	A
7	B	27	C	47	A	67	D	87	B
8	B	28	A	48	B	68	A	88	D
9	C	29	B	49	B	69	C	89	A
10	B	30	B	50	B	70	B	90	B
11	C	31	B	51	C	71	C	91	C
12	D	32	A	52	B	72	A	92	C
13	A	33	C	53	D	73	B	93	A
14	C	34	C	54	D	74	A	94	B
15	D	35	D	55	D	75	C	95	C
16	A	36	A	56	C	76	A	96	C
17	A	37	A	57	D	77	C	97	B
18	B	38	B	58	C	78	B	98	A
19	D	39	C	59	A	79	B	99	D
20	B	40	C	60	C	80	B	100	B

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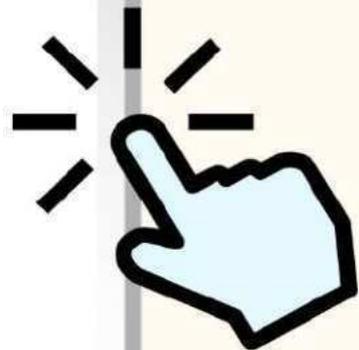
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Psychology PYQ (2016 – JAN 2025) Question Pattern and Trend Analysis

1. Questions of types in prevalence:

- **Directly identification and definition:** Questions based on direct identification or definition of psychologists, their theories, concepts (e.g., mental determinism, ZPD, pentagon, eudaimonia), tests (e.g., 16PF, WAIS, TAT, Rorschach), models (e.g., GAS, two-factor theory), biological structures (e.g., amygdala, hypothalamus, neurotransmitters) and disorders (e.g., Down syndrome, PKU, Parkinson's). (Example: Who is the author of 'Escape from Freedom'? What does ZPD mean?)
- **Conceptual clarity and application:** Questions test a deep understanding of psychological concepts (e.g., classical/operant conditioning, types of memory, theories of intelligence, personality theories, stress, coping, social influence, counseling techniques) and their application. (Example: What is negative reinforcement? What does the Stoop effect represent? What is the threshold hypothesis?)
- **Search method and statistics:** Questions based on research design (experimental, correlational, qualitative), sampling methods (cluster, stratified, quota), levels of measurement (nominal, ordinal, interval, ratio), test construction (reliability, validity, standardization, item analysis), statistical tests (t-test, ANOVA, MANCOVA, correlation, regression, factor analysis, non-parametric testing) and research ethics. (Example: What is Maximum Minimum Control Principle? What is Cohen's Kappa formula? When is ANOVA used?)
- **Assertion and reason (Assertion & Reason):** Questions that evaluate the logical connections between psychological theories, conclusions, or research findings and their arguments. (Example: A: Five needs according to the realistic treatment approach... R: These needs are...)
- **Match (Matching):** Questions matching psychologists to their theories/tests, concepts to their definitions/characteristics, disorders to their symptoms, or statistical tests to their applications.
- **Chronological sequence (Chronological Order):** Questions index stages of psychological development (e.g., Freud, Erikson, Piaget), development of theories (e.g., leadership approach), or stages of processes (e.g., action research, creativity, emotion,

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memory).

- **Multiple-optional statement (Multiple Correct Statements):** Questions that identify a set of true or false statements from among several statements about a theory, test, disorder, research method, or concept. These test detailed and subtle knowledge.
- **Article based question (Passage-based Questions):** Questions based on psychological research studies or theoretical excerpts test text comprehension, data interpretation, understanding of statistical analysis, and critical evaluation. (Examples: Health effects of meditation, Social support and well-being, Confinement experiments, Paragraphs on programmed instruction).

2. Difficulty level and skill test:

- The exam places heavy emphasis on factual questions as well as deep understanding of concepts, application of theories, evaluation of research designs, interpretation of statistical analysis, and critical thinking.
- The Research Methods and Statistics section can be particularly challenging.
- The ability to compare and integrate between different theories and approaches is important.

3. The latest trend:

- Increasing questions on positive psychology (e.g., well-being, flow, mindfulness, character strengths).
- Focus on health psychology and community psychology.
- Incorporation of Indian psychology and indigenous perspectives.
- Questions related to neuropsychology and cognitive neuroscience.
- Postmodern and constructionist perspectives.
- Growing questions on qualitative research methods.

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Themes Focus and Importance:

- **Search method and statistics:** This section is very important, requiring in-depth understanding of various research designs, sampling techniques, reliability, validity and various descriptive and inferential statistical tests (parametric and non-parametric).
- **Psychologist test:** Design, standardization, administration, scoring and interpretation of intelligence, personality, aptitude and aptitude tests. Knowledge of major tests (e.g., WAIS, MMPI, 16PF, TAT, Rorschach).
- **Cognitive psychology:** Attention, perception (Gestalt rules, depth cues), learning (classical/operant conditioning, observational), memory (models, types, forgetting), thinking, problem solving, decision making, language.
- **Persona and motivation:** Theories of personality (psychodynamic, humanistic, trait, social-cognitive), evaluation; Theories of motivation (intrinsic drive, need hierarchy, self-determination).
- **Organic base:** Nervous system (structure, function, neurotransmitters), endocrine system (glands, hormones), sensory systems (vision, hearing), genetics, and behavior.
- **Social psychology:** Social perception, attribution, attitude (formation, change), prejudice, social influence (conformity, obedience, compliance), group dynamics, leadership, pro-social behaviour, aggression.
- **Developmental psychology:** Life-span development (physical, cognitive, social-emotional), major theories (Piaget, Erikson, Kohlberg, Vygotsky).
- **Clinical and consultation psychology:** Models, classifications of abnormal behavior (DSM), major psychological disorders (anxiety, mood, schizophrenia, personality), therapy approaches (psychodynamic, behaviorist, cognitive, humanistic, yoga, meditation), health psychology (stress, coping, health behavior).

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- **Indian psychology:** Bhagavad Gita, Yoga, Buddhism, Psychological aspects of Ayurveda, Panchakosha, Purushartha.

Unit 1: (Emergence of Psychology)

- **Indian psychology:**
 - **Bhagavad gita:** Eighteen chapters (names of yoga), self-knowledge, stages of attaining peace (practice, knowledge, meditation, renunciation, peace - order).
 - **Sum:** Panchakosha (Annamaya, Pranamaya, Manomaya, Vijnanamaya, Anandamaya - order), Ashtanga Yoga (Pratyahara, Dharana, Dhyana, Samadhi - order).
 - **Buddhist religion:** Basic aspects (knowledge theory, reality theory, perception theory), satisfaction/dissatisfaction.
 - **Ayurveda:** Psychiatry (Planetary Medicine).
 - **Other:** Comprehensive Yoga (Sri Arbindo), Turiyavastha, Para/Apara Vidya, Nididhyasana.
- **Western psychology:**
 - **Visit:** Socrates (Eudaimonia), Plato (Chariot Allegory).
 - **Structuralism, functionalism:** (not specific question).
 - **Psychoanalysis:** Freud (psychic determinism, Oedipus/Kation gland – phallic stage, reaction deconstruction), Jung (collective unconscious – archetypes).
 - **Behaviorism:** Pavlov (classical conditioning), Watson, Skinner (operant conditioning, reinforcement schedule), Hull (interpulse reduction – stopping potential).
 - **Gestalt:** Percept organization rules (similarity, proximity, closure, common destiny).
 - **Humanism:** Maslow (need hierarchy), Rogers (traits of a rising individual).
 - **Existentialism:** Thinkers (Kierkegaard, Nietzsche, Heidegger, Sartre).
 - **Cognitive revolution:** (not specific question).
 - **Answer-modernism:** Elements (decentralization, fragmentation, localism), social constructionism (Vygotsky).
- **Example Question:**
 - Identities: Holistic Yoga (Sri Aurobindo), Planetary Medicine (Ayurveda), Mental Determinism (Freud), Escape from Freedom (Fromm), Eudaimonia (Socrates).
 - Concept: Panchakosha (order), Bhagavad Gita chapter, pedocentrism, not a post-modern treatment method (field based), existentialism thinker.
 - Matching: Indian concept-description (Turiyavastha, Apara/Para Vidya, Nididhyasana), Psychological-concepts (Hull-Internode, Freud-Basic Instinct, Murray-Need, McClelland-Phantasy).
 - Chronology: Bhagavadgita stages, Panchakosha.
 - Multiple Statements: Fundamental Aspects of Buddhism, Names of Existentialism.

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PSYCHOLOGY ONELINER SAMPLE

- Question:** Who established the first psychology laboratory in Leipzig, Germany, in the year 1879, marking the formal beginning of psychology as a science?

Answer: Wilhelm Wundt.
- Question:** Which psychologist, in his 1913 article Psychology as the Behaviorist Views It, launched the school of behaviorism?

Answer: John B. Watson.
- Question:** The concept of the 'collective unconscious', containing archetypes shared by all humans, was a central idea for which neo-Freudian theorist?

Answer: Carl Jung.
- Question:** Who proposed the 'Hierarchy of Needs' in his 1943 paper A Theory of Human Motivation, with self-actualization at the pinnacle?

Answer: Abraham Maslow.
- Question:** The famous 'Bobo doll experiment' in the 1960s, which demonstrated observational learning, was conducted by which psychologist?

Answer: Albert Bandura.
- Question:** Which influential book, published by B.F. Skinner in 1938, laid out the principles of operant conditioning?

Answer: The Behavior of Organisms.
- Question:** The theory of 'Cognitive Dissonance', explaining

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the mental discomfort from holding conflicting beliefs, was proposed in 1957 by whom?

Answer: Leon Festinger.

8. **Question:** Who developed the 'Eight Stages of Psychosocial Development', spanning from infancy to late adulthood?

Answer: Erik Erikson.

9. **Question:** The 'law of effect', stating that responses followed by satisfying consequences become more likely to recur, was put forward by which psychologist?

Answer: Edward Thorndike.

10. **Question:** In which year was the first edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM) published by the APA?

Answer: 1952.

11. **Question:** Who is the author of the 1890 book, The Principles of Psychology, a foundational text in the field?

Answer: William James.

12. **Question:** The theory of 'Multiple Intelligences', which challenged the idea of a single general intelligence, was proposed by whom in his 1983 book Frames of Mind?

Answer: Howard Gardner.

13. **Question:** The 'Stanford Prison Experiment', which studied the psychological effects of perceived power, was conducted in 1971 by which researcher?

Answer: Philip Zimbardo.

14. **Question:** The 'attachment theory', describing the dynamics of long-term relationships between humans, was developed by which British psychoanalyst?

Answer: John Bowlby.

15. **Question:** The 'Levels of Processing' model of memory, which opposes the multi-store model, was proposed in

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1972 by which two psychologists?

Answer: Craik and Lockhart.

16. **Question:** The concept of a 'g-factor' (general intelligence) was first proposed by which British psychologist?

Answer: Charles Spearman.

17. **Question:** Who is considered the founder of 'Person-Centered Therapy' and emphasized concepts like unconditional positive regard?

Answer: Carl Rogers.

18. **Question:** The groundbreaking 'conformity experiments', which showed how group pressure can influence individual judgment, were conducted in the 1950s by whom?

Answer: Solomon Asch.

19. **Question:** The 'triarchic theory of intelligence', comprising analytical, creative, and practical intelligence, was developed by which psychologist?

Answer: Robert Sternberg.

20. **Question:** In his theory of cognitive development, who proposed the four stages: sensorimotor, preoperational, concrete operational, and formal operational?

Answer: Jean Piaget.

21. **Question:** The 'Big Five' personality traits (OCEAN) were advanced by which two prominent researchers in the 1980s?

Answer: Paul Costa and Robert McCrae.

22. **Question:** Who developed 'Rational Emotive Behavior Therapy' (REBT), a precursor to Cognitive Behavioral Therapy (CBT)?

Answer: Albert Ellis.

23. **Question:** The concept of 'locus of control' (internal vs.

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external) was developed as part of social learning theory by which psychologist in the 1950s?

Answer: Julian Rotter.

24. **Question:** The 'forgetting curve', which hypothesizes the decline of memory retention over time, was first described by which German psychologist?

Answer: Hermann Ebbinghaus.

25. **Question:** Who is known for his controversial 'obedience experiments' conducted at Yale University in the early 1960s?

Answer: Stanley Milgram.

26. **Question:** The 'sociocultural theory' of cognitive development, emphasizing the role of social interaction and culture, is attributed to which Soviet psychologist?

Answer: Lev Vygotsky.

27. **Question:** Who is credited with developing the '16 Personality Factor Questionnaire' (16PF) based on his trait theory?

Answer: Raymond Cattell.

28. **Question:** The book Interpretation of Dreams, published in 1899, is a seminal work by which founder of psychoanalysis?

Answer: Sigmund Freud.

29. **Question:** The 'feature integration theory' of attention was proposed by which cognitive psychologist in 1980?

Answer: Anne Treisman.

30. **Question:** The concept of 'learned helplessness' was first demonstrated in experiments with dogs by which psychologist?

Answer: Martin Seligman.

31. **Question:** The 'drive-reduction theory' of motivation was

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developed by which influential American psychologist in the 1940s?

Answer: Clark Hull.

32. **Question:** Who proposed the 'triangular theory of love', composed of intimacy, passion, and commitment?

Answer: Robert Sternberg.

33. **Question:** The Thematic Apperception Test (TAT), a projective psychological test, was developed in the 1930s by Henry Murray and which other researcher?

Answer: Christiana Morgan.

34. **Question:** Who is considered the founder of 'Logotherapy', a school of psychotherapy based on the search for meaning?

Answer: Viktor Frankl.

35. **Question:** The theory of 'cardinal, central, and secondary traits' of personality was proposed by which American psychologist?

Answer: Gordon Allport.

36. **Question:** In which year was the first intelligence test, the Binet-Simon scale, developed in France?

Answer: 1905.

37. **Question:** The theory of 'groupthink', a psychological phenomenon that occurs within a group of people, was developed by which social psychologist?

Answer: Irving Janis.

38. **Question:** The 'Yerkes-Dodson Law' (1908) suggests that performance increases with arousal up to a point, after which it decreases. This relationship is depicted as what shape?

Answer: Inverted U-shape.

39. **Question:** Who developed 'Systematic Desensitization' as

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a therapy for phobias in the 1950s?

Answer: Joseph Wolpe.

40. **Question:** The 'two-factor theory of emotion' (physiological arousal and cognitive label) was proposed by which two researchers in 1962?

Answer: Schachter and Singer.

41. **Question:** The concept of 'self-efficacy', one's belief in their ability to succeed, is a central component of the social cognitive theory of which psychologist?

Answer: Albert Bandura.

42. **Question:** The 'zone of proximal development' (ZPD) is a key concept in the developmental theory of which psychologist?

Answer: Lev Vygotsky.

43. **Question:** Who published the book Verbal Behavior in 1957, analyzing language from a behaviorist perspective?

Answer: B.F. Skinner.

44. **Question:** The 'fundamental attribution error', our tendency to explain someone's behavior based on internal factors, was first coined by which social psychologist?

Answer: Lee Ross.

45. **Question:** In India, the first department of psychology was established in 1916 at which university?

Answer: University of Calcutta.

46. **Question:** Which psychologist developed 'inkblot tests' in the 1920s to be used as a projective test of personality?

Answer: Hermann Rorschach.

47. **Question:** The 'Cannon-Bard theory' of emotion posits that we feel emotions and experience physiological reactions simultaneously. It was a response to which

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earlier

theory?

Answer: James-Lange theory.

48. **Question:** The concept of 'moral development' proceeding in six stages was famously proposed by which psychologist?

Answer: Lawrence Kohlberg.

49. **Question:** The Indian psychologist Girindrasekhar Bose, known for his 'theory of opposite wishes', corresponded extensively with which famous European psychoanalyst?

Answer: Sigmund Freud.

50. **Question:** The 'cocktail party effect', the ability to focus on one stimulus while filtering out others, is a phenomenon primarily studied within which field of psychology?

Answer: Cognitive Psychology (specifically, attention).

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Psychology Thinker Tool Kit Sample

1. Socrates (c. 470–399 BCE)

• Introduction:

- A classical Greek philosopher credited as one of the founders of Western philosophy.
- He emphasized the importance of self-examination and critical questioning as the path to knowledge.
- His method of inquiry, the Socratic Method, laid the groundwork for critical thinking and logic.
- He famously stated, "The unexamined life is not worth living," highlighting the importance of introspection.



• Major Contributions:

- Developed the Socratic Method (or Elenchus), a form of cooperative argumentative dialogue to stimulate critical thinking.
- Shifted philosophical focus from the study of the natural world to the study of human values, ethics, and the soul (psyche).
- Introduced the concept of seeking universal definitions for abstract concepts like justice and virtue.

• Key Concepts:

- **Know Thyself:** The central tenet of his philosophy, urging individuals to turn their attention inward to understand their own nature and beliefs.
- **The Psyche (Soul):** Socrates viewed the psyche as the seat of both intelligence and character, the core of a person's being.
- **Virtue is Knowledge:** The belief that no one does wrong willingly; wrong actions arise from ignorance. If one truly knows what is right, they will do it.
- **Socratic Irony:** A feigned ignorance used to draw out the logical flaws in another person's arguments.

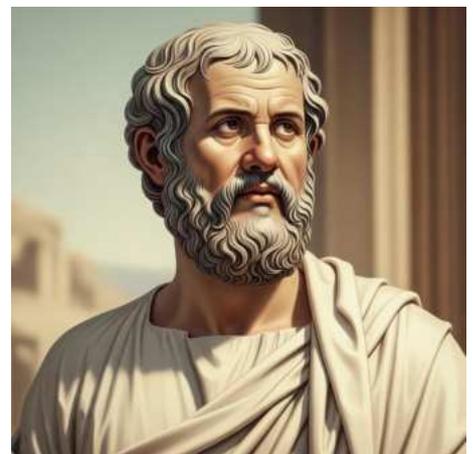
• Key Books & Publication Year:

- Socrates himself wrote nothing. His philosophies are known almost entirely through the dialogues written by his student, **Plato** (Example Apology, Crito, Phaedo).

2. Plato (c. 428–348 BCE)

• Introduction:

- A student of Socrates and a foundational figure in Western philosophy.
- He established the Academy in Athens, one of the first institutions of higher learning in the Western world.



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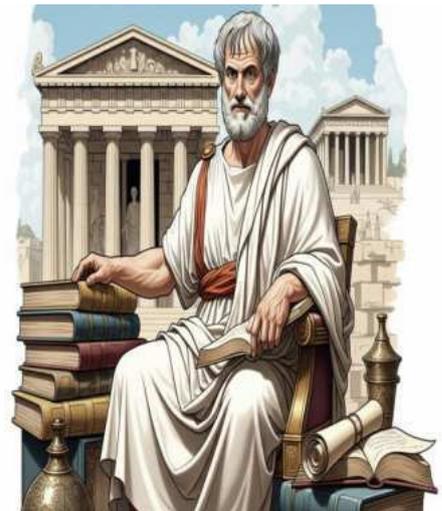
- His work explored justice, beauty, equality, political philosophy, theology, and epistemology.
- He is famous for his Theory of Forms, which posits that the physical world is not the real world; instead, ultimate reality exists beyond our¹ physical world.

• Major Contributions:

- Proposed the Theory of Forms (or Theory of Ideas), which distinguishes between the transient, physical world and the eternal, perfect world of forms.
- Developed the concept of the Tripartite Soul, an early theory of personality structure.
- Used allegories, such as the "Allegory of the Cave," to explain his complex philosophical ideas.

• Key Concepts:

- **Theory of Forms:** The idea that non-physical Forms (or Ideas) represent the most accurate reality. The physical world contains imperfect copies of these perfect forms.
- **Tripartite Theory of the Soul:** Plato proposed the soul has three parts:
 - **Logos (Reason):** The intellectual part that seeks truth. Located in the head.
 - **Thymos (Spirit):** The emotional part, responsible for courage and anger. Located in the chest.
 - **Eros (Appetite):** The part responsible for desires and physical cravings. Located in the stomach.
- **Allegory of the Cave:** A metaphor for the human condition, explaining how we are trapped by our sensory experiences (shadows) and must use reason to grasp true reality (the world outside the cave).
- **Innate Knowledge (Nativism):** The belief that knowledge is not learned but is recollected from the soul's prior existence in the world of Forms.



• Key Books & Publication Year:

- **The Republic** (c. 375 BCE): Outlines his vision of a just state and contains the Allegory of the Cave and the Tripartite Soul theory.
- **Phaedo:** Discusses the theory of Forms and the immortality of the soul.
- **Symposium:** Explores the nature of love (Eros).

3. Aristotle (348–322 BCE)

• Introduction:

- A student of Plato and a towering figure in ancient Greek philosophy.
- He made significant contributions to nearly every field of human knowledge, from logic and biology to ethics and politics.
- Unlike Plato, he emphasized empirical observation and the importance of the physical world.
- His work laid the foundation for the scientific method and dominated Western thought for over a thousand years.

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• Major Contributions:

- Wrote De Anima ("On the Soul"), considered the first systematic work on psychology, covering topics like sensation, perception, memory, and thought.
- Developed the principles of formal logic, including the syllogism.
- Proposed an early theory of memory based on the principles of association.

• Key Concepts:

- **Hylomorphism:** The belief that all substances are a composite of matter (hyle) and form (morphe). He argued the soul is the "form" of the body, and thus inseparable from it (rejecting Plato's dualism).
- **Hierarchy of Souls:** Proposed that living things have souls with different faculties:
 - **Nutritive Soul:** Found in plants (reproduction, growth).
 - **Sensitive Soul:** Found in animals (sensation, movement).
 - **Rational Soul:** Found only in humans (thought, reason).
- **Laws of Association:** An early theory of memory suggesting that recall is triggered by associating ideas based on:
 - **Law of Contiguity:** Things that occur together in time or space are linked.
 - **Law of Similarity:** Similar things trigger thoughts of each other.
 - **Law of Contrast:** Opposite things trigger thoughts of each other.
- **Empiricism:** The belief that knowledge is derived from sensory experience and observation of the natural world.

• Key Books & Publication Year:

- **De Anima (On the Soul)** (c. 350 BCE): The first major work on the nature of life and the mind.
- **Nicomachean Ethics:** His major work on ethics and the pursuit of happiness (eudaimonia).

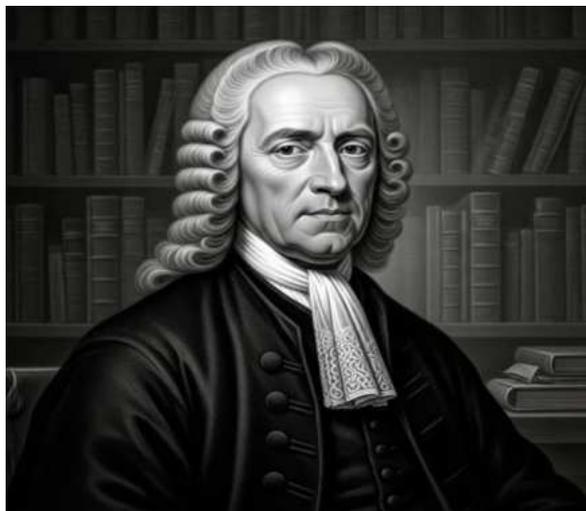
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4. René Descartes (1596–1650)

• Introduction:

- A French philosopher, mathematician, and scientist often called the "Father of Modern Philosophy."
- He sought to establish a foundation for all knowledge based on reason and certainty.
- His work created a clear distinction between the mind and body, a concept that profoundly influenced Western thought.
- He is famous for the philosophical statement, "I think, therefore I am" (Cogito, ergo sum).



• Major Contributions:

- Proposed Mind-Body Dualism, a theory that the mind (a non-physical, spiritual substance) and the body (a physical, material substance) are distinct but interact.
- Developed the concept of reflex action, suggesting that some bodily movements are mechanical and do not require conscious thought.
- Argued that some ideas (like God, self, and perfection) are innate and not derived from experience.

• Key Concepts:

- **Dualism (Interactionism):** The mind and body are separate entities. He proposed they interact through the **pineal gland** in the brain.
- **Rationalism:** The philosophical view that reason is the chief source and test of knowledge, not sensory experience.
- **Innate Ideas:** Ideas that are inborn and exist in the mind prior to any experience.
- **Mechanistic View of the Body:** He viewed the animal and human body as a complex machine governed by physical laws.

• Key Books & Publication Year:

- **Discourse on the Method** (1637): Outlines his philosophical method and contains his famous "Cogito" statement.
- **Meditations on First Philosophy** (1641): A detailed exploration of his metaphysical ideas.
- **Passions of the Soul** (1649): His work on emotions and the mind-body interaction.

5. John Locke (1632–1704)

• Introduction:

- An English philosopher and physician, widely regarded as one of the most influential of Enlightenment thinkers.
- He is known as the "Father of Liberalism"² for his political theories.
- In psychology, he is a key figure in the school of British Empiricism.

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- His ideas about the mind as a "blank slate" were a direct challenge to Descartes' concept of innate ideas.

• Major Contributions:

- Proposed the theory of "Tabula Rasa," arguing that the human mind is a blank slate at birth.
- Argued that all knowledge is derived from experience, which he divided into sensation and reflection.
- Made a distinction between simple and complex ideas.

• Key Concepts:

- **Tabula Rasa (Blank Slate):** The idea that there are no innate ideas; all knowledge comes from experience.
- **Empiricism:** The philosophical doctrine that all knowledge is based on experience derived from the senses.
- **Sensation and Reflection:** The two sources of all our ideas. **Sensation** is input from external sensory objects, and **Reflection** is the mind's perception of its own operations (Example thinking, doubting, believing).
- **Simple vs. Complex Ideas:** **Simple ideas** are the basic building blocks of thought received passively from sensation or reflection. **Complex ideas** are formed by the mind actively combining simple ideas.

• Key Books & Publication Year:

- **An Essay Concerning Human Understanding** (1689): His major work detailing his empiricist philosophy of the mind.
- **Two Treatises of Government** (1689): His foundational work in political philosophy.

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1. Socrates (c. 470–399 BCE)

Category	Details
Short Introduction	Greek philosopher; foundational figure in Western philosophy; teacher of Plato.
Key Concepts	- Socratic Method (Elenchus) - Ethical intellectualism - Knowledge is virtue
Key Books (with Year)	- No writings of his own; dialogues written by Plato (Apology, Crito, Phaedo)
Notable Facts	- Sentenced to death by hemlock - Known for "I know that I know nothing"

2. Plato (c. 428–348 BCE)

Category	Details
Short Introduction	Student of Socrates, teacher of Aristotle; founder of the Academy, first higher learning institute.
Key Concepts	- Theory of Forms/Ideas - Allegory of the Cave - Tripartite Soul - Philosopher King
Key Books (with Year)	- The Republic (~380 BCE) - Phaedo, Symposium, Timaeus, Laws
Notable Facts	- Laid foundation for political philosophy and metaphysics - Introduced dialectical method

3. Aristotle (384–322 BCE)

Category	Details
Short Introduction	Student of Plato; tutor to Alexander the Great; founder of the Lyceum; systematizer of human knowledge.
Key Concepts	- Empiricism - Four Causes - Golden Mean - Logic and Syllogism
Key Books (with Year)	- Nicomachean Ethics, Politics, Poetics, Metaphysics, Organon
Notable Facts	- Influenced natural sciences, politics, ethics, logic

4. René Descartes (1596–1650)

Category	Details
Short Introduction	French rationalist philosopher and mathematician; founder of modern Western philosophy.
Key Concepts	- Cogito Ergo Sum ("I think, therefore I am") - Mind-Body Dualism - Cartesian Doubt
Key Books (with Year)	- Meditations on First Philosophy (1641) - Discourse on the Method (1637)
Notable Facts	- Developed coordinate geometry - Emphasized deduction and reason

5. John Locke (1632–1704)

Category	Details
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Short Introduction	English philosopher and physician; key Enlightenment thinker; founder of British empiricism.
Key Concepts	- Tabula Rasa (blank slate) - Empiricism - Natural Rights: Life, Liberty, Property
Key Books (with Year)	- An Essay Concerning Human Understanding (1689) - Two Treatises of Government (1689)
Notable Facts	- Influenced liberal democracy - Ideas shaped U.S. and French revolutions

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Psychology Important Books & Table

1. **The Principles of Psychology** (1890) - **William James**: A foundational text of modern psychology, introducing concepts like the stream of consciousness, habit, and the self.
2. **The Interpretation of Dreams** (1899) - **Sigmund Freud**: Introduced the basics of psychoanalysis, the concept of the unconscious mind, and dream analysis.
3. **Behaviorism** (1924) - **John B. Watson**: The manifesto for the behaviorist movement, arguing that psychology should only study observable behavior.
4. **The Behavior of Organisms** (1938) - **B.F. Skinner**: Outlined the principles of operant conditioning, a cornerstone of Radical Behaviorism.
5. **Motivation and Personality** (1954) - **Abraham Maslow**: Introduced the famous Hierarchy of Needs and became a foundational text for humanistic psychology.
6. **On Becoming a Person** (1961) - **Carl Rogers**: A key work in humanistic psychology, detailing the principles of client-centered therapy and the fully functioning person.
7. **Childhood and Society** (1950) - **Erik Erikson**: Presented the influential theory of psychosocial development across the human lifespan.
8. **Cognitive Psychology** (1967) - **Ulric Neisser**: Coined the term "cognitive psychology" and is considered the founding text of the field.
9. **A Theory of Cognitive Dissonance** (1957) - **Leon Festinger**: A landmark book in social psychology that explains how people seek consistency among their cognitions.
10. **Obedience to Authority: An Experimental View** (1974) - **Stanley Milgram**: Detailed his controversial and influential experiments on obedience.
11. **The Nature of Prejudice** (1954) - **Gordon Allport**: A classic text that laid the groundwork for the modern psychological study of prejudice, stereotypes, and intergroup relations.
12. **Social Learning Theory** (1977) - **Albert Bandura**: Explained the principles of observational learning, modeling, and self-efficacy.
13. **Frames of Mind: The Theory of Multiple Intelligences** (1983) - **Howard Gardner**: Challenged the traditional view of intelligence by proposing multiple, distinct types of intelligence.
14. **Emotional Intelligence** (1995) - **Daniel Goleman**: Popularized the concept of emotional intelligence (EQ) and its importance in life success.
15. **Man's Search for Meaning** (1946) - **Viktor Frankl**: Introduced Logotherapy, a form of existential analysis, based on his experiences in Nazi concentration camps.
16. **The Psychology of Intelligence** (1947) - **Jean Piaget**: A key work from Piaget outlining his theories on the cognitive development of children.
17. **Thought and Language** (1934) - **Lev Vygotsky**: Explains the sociocultural approach to cognitive development, including the Zone of Proximal Development.
18. **Attachment and Loss, Vol. 1: Attachment** (1969) - **John Bowlby**: The foundational text for attachment theory, explaining the importance of early emotional bonds.
19. **Psychological Types** (1921) - **Carl Jung**: Introduced the concepts of introversion and extraversion and laid the groundwork for the Myers-Briggs Type Indicator (MBTI).
20. **Cognitive Therapy of Depression** (1979) - **Aaron T. Beck**, et al.: The definitive work on Cognitive Behavioral Therapy (CBT), detailing how to treat depression by changing negative thought patterns.

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21. **The Ego and the Mechanisms of Defence** (1936) - **Anna Freud**: A foundational text of ego psychology, systematically outlining the different defense mechanisms.
22. **Our Inner Conflicts: A Constructive Theory of Neurosis** (1945) - **Karen Horney**: A key neo-Freudian work that critiqued Freud's theories and introduced concepts like the "tyranny of the shoulds."
23. **The Measurement of Intelligence** (1916) - **Lewis Terman**: Detailed the Stanford-Binet Intelligence Scales and popularized the concept of the Intelligence Quotient (IQ) in the United States.
24. **Personality: A Psychological Interpretation** (1937) - **Gordon Allport**: A foundational text in personality psychology, introducing trait theory.
25. **Thinking, Fast and Slow** (2011) - **Daniel Kahneman**: A summary of decades of research on cognitive biases, heuristics, and the two systems of thinking.
26. **Principles of Gestalt Psychology** (1935) - **Kurt Koffka**: A comprehensive work that explains the core principles of Gestalt psychology, such as the whole being different from the sum of its parts.
27. **Essentials of Psychological Testing** - **Lee J. Cronbach**: A classic and essential textbook on the principles of psychometrics and psychological assessment.
28. **Foundations of Physiological Psychology** - **Neil R. Carlson**: A standard textbook covering the biological basis of behavior, including neuroscience and psychopharmacology.
29. **Indian Psychology** - **Jadunath Sinha**: A comprehensive multi-volume work that provides a systematic account of psychological concepts from classical Indian thought.
30. **Handbook of Indian Psychology** (2009) - Edited by K. Ramakrishna Rao, Girishwar Misra, & Ajit K. Dalal: A modern compilation of essays on various aspects of psychology from an Indian perspective.

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1: Major Schools of Psychology

School	Main Proponents	Period (Approx.)	Core Beliefs/Focus	Key Terms
Structuralism	Wilhelm Wundt, E.B. Titchener	1879–1920s	To analyze consciousness into its basic elements (sensations, feelings, images).	Introspection, Elements of Consciousness
Functionalism	William James, John Dewey	1890–1930s	To understand the purpose/function of consciousness and behavior in adapting to the environment.	Stream of Consciousness, Adaptation
Psychoanalysis	Sigmund Freud, Carl Jung, Alfred Adler	1900–Present	The role of the unconscious mind, childhood experiences, and interpersonal relationships in shaping personality and behavior.	Unconscious, Id/Ego/Superego, Defense Mechanisms
Behaviorism	John B. Watson, B.F. Skinner, Ivan Pavlov	1913–1960s	Psychology should be the science of observable behavior only; the environment shapes behavior.	Conditioning (Classical/Operant), Reinforcement
Gestalt Psychology	Max Wertheimer, Kurt Koffka, Wolfgang Köhler	1910–1940s	Consciousness is best understood as an organized whole, not by breaking it down into components. "The whole is different from the sum of its parts."	Phi Phenomenon, Insight, Figure-Ground
Humanistic Psychology	Abraham Maslow, Carl Rogers	1950s–1970s	Emphasizes human potential, free will, and self-actualization. A reaction against psychoanalysis and behaviorism.	Self-Actualization, Unconditional Positive Regard

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Cognitive Psychology	Ulric Neisser, Jean Piaget, Albert Bandura	1960s–Present	Focuses on mental processes like thinking, memory, perception, language, and problem-solving.	Information Processing, Schema, Cognitive Maps
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2: Key Pioneers & Their Contributions

Pioneer	Period	Key Contribution	Associated School/Concept
Wilhelm Wundt	1832–1920	Established the first psychology laboratory in Leipzig, Germany (1879).	Structuralism
William James	1842–1910	Wrote <i>The Principles of Psychology</i> ; developed the theory of emotion (James-Lange).	Functionalism
Hermann Ebbinghaus	1850–1909	Conducted pioneering experimental studies on memory and developed the "forgetting curve."	Memory Research
Ivan Pavlov	1849–1936	Discovered the principles of classical conditioning through his experiments with dogs.	Behaviorism
Sir Francis Galton	1822–1911	Pioneer in psychometrics, differential psychology, and the "nature vs. nurture" debate.	Intelligence Testing
Alfred Binet	1857–1911	Developed the first practical intelligence test (the Binet-Simon scale).	Intelligence Testing

3: Psychoanalytic Theorists – A Comparison

Theorist	Period	Core Idea	View on Unconscious	Key Concepts
Sigmund Freud	1856–1939	Behavior is determined by unconscious drives, sexuality, and childhood	A repository of repressed desires and traumas.	Psychosexual Stages, Oedipus Complex

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		experiences.		
Carl Jung	1875–1961	Focus on individuation and balancing conscious and unconscious forces.	Includes a Collective Unconscious containing archetypes.	Archetypes, Introversion/Extraversion
Alfred Adler	1870–1937	Behavior is driven by a need to overcome feelings of inferiority and strive for superiority.	Less emphasis than Freud; focus on conscious goals.	Inferiority Complex, Birth Order
Karen Horney	1885–1952	Emphasized social and cultural factors; basic anxiety is central to personality.	Focused on current anxieties over repressed conflicts.	Basic Anxiety, Neurotic Needs, Womb Envy

4: Foundational Psychological Texts & Their Year

Text	Author / Philosopher	School / Field	Year (Approx.)
The Principles of Psychology	William James	Functionalism	1890
The Interpretation of Dreams	Sigmund Freud	Psychoanalysis	1899
Behaviorism	John B. Watson	Behaviorism	1924
Principles of Gestalt Psychology	Kurt Koffka	Gestalt Psychology	1935
Motivation and Personality	Abraham Maslow	Humanistic Psychology	1954
Cognitive Psychology	Ulric Neisser	Cognitive Psychology	1967
A Theory of Cognitive Dissonance	Leon Festinger	Social Psychology	1957

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UGC NET Psychology - Model MCQ Paper

1. (Unit 1: Emergence of Psychology)

Which school of thought in Western psychology focused on breaking down mental processes into their most basic components or structures?

- A) Functionalism
- B) Behaviorism
- C) Gestalt Psychology
- D) Structuralism

Correct Answer: D

Explanation:

- Structuralism, associated with Wilhelm Wundt and Edward Titchener, aimed to identify the basic elements or structures of conscious experience using introspection.
- Functionalism focused on the purpose of consciousness and behavior. Gestalt emphasized the whole experience. Behaviorism focused on observable behavior.

2. (Unit 1: Emergence of Psychology - Matching)

Match the following Eastern psychological thoughts with their key concepts:

List I (System)	List II (Key Concept)
a) Bhagavad Gita	i) Annihilation of self
b) Buddhism	ii) Integral Yoga
c) Sufism	iii) Nişkāma Karma
d) Integral Yoga (Aurobindo)	iv) Fana (Annihilation in God)

- A) a-iii, b-i, c-iv, d-ii
- B) a-i, b-iii, c-ii, d-iv
- C) a-iii, b-iv, c-i, d-ii
- D) a-ii, b-i, c-iv, d-iii

Correct Answer: A

Explanation:

- The Bhagavad Gita emphasizes Nişkāma Karma (selfless action).
- Buddhism teaches Anātmavāda (no-self) and the path to Nirvana (often

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described metaphorically as annihilation of the ego-self).

- Sufism, the mystical branch of Islam, involves concepts like Fana (annihilation of the self in God).
- Sri Aurobindo developed Integral Yoga, aiming for the evolution of consciousness and integration of spirit and matter.

3. (Unit 2: Research Methodology)

A variable that the researcher manipulates in an experiment to see its effect on another variable is called the:

- A) Dependent Variable
- B) Independent Variable
- C) Extraneous Variable
- D) Confounding Variable

Correct Answer: B

Explanation:

- The Independent Variable (IV) is the variable that is changed or controlled in a scientific experiment to test its effects on the dependent variable.
- The Dependent Variable (DV) is the variable being measured or tested. Extraneous and confounding variables are other factors that could potentially influence the results.

4. (Unit 2: Research Methodology - Statement)

Statement I: Reliability refers to the consistency of a research study or measuring test.

Statement II: Validity refers to the accuracy of a measure, i.e., whether it measures what it is intended to measure.

- A) Both Statement I and Statement II are true.
- B) Both Statement I and Statement II are false.
- C) Statement I is true, but Statement II is false.
- D) Statement I is false, but Statement II is true.

Correct Answer: A

Explanation:

- Statement I correctly defines reliability as the extent to which a measure produces consistent results under consistent conditions.
- Statement II correctly defines validity as the extent to which a test measures the construct it claims to measure. Both are crucial concepts in research and testing.

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5. (Unit 3: Psychological Testing)

Which type of validity assesses the extent to which a test score correlates with a criterion measure taken at the same time?

- A) Content Validity
- B) Predictive Validity
- C) Concurrent Validity
- D) Construct Validity

Correct Answer: C

Explanation:

- Concurrent validity, a type of criterion-related validity, measures how well a new test compares to an well-established test or criterion administered at the same time.
- Predictive validity assesses correlation with a future criterion. Content validity assesses if the test covers the representative content. Construct validity assesses if the test measures the intended theoretical construct.

6. (Unit 3: Psychological Testing)

The Stanford-Binet Intelligence Scales and Wechsler Intelligence Scales primarily yield which type of score?

- A) Percentile Rank
- B) Z-score
- C) T-score
- D) Intelligence Quotient (IQ)

Correct Answer: D

Explanation:

- Both the Stanford-Binet and Wechsler scales (WAIS, WISC, WPPSI) are standardized tests designed to measure intelligence and are most known for providing an Intelligence Quotient (IQ) score, typically standardized with a mean of 100 and a standard deviation of 15.

7. (Unit 4: Biological Basis of Behavior)

The junction between two neurons where information is transmitted from one neuron to the next is called a:

- A) Axon
- B) Dendrite
- C) Synapse
- D) Myelin Sheath

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Correct Answer: C

Explanation:

- A synapse is the specialized junction where a neuron communicates with a target cell (another neuron, muscle cell, or gland cell).
- Transmission typically occurs via the release of neurotransmitters from the presynaptic terminal into the synaptic cleft, which then bind to receptors on the postsynaptic membrane.

8. (Unit 4: Biological Basis of Behavior - Statement)

Statement I: The sympathetic nervous system prepares the body for 'fight or flight' responses during stress.

Statement II: The parasympathetic nervous system helps the body return to a state of rest and digestion after stress.

- A) Both Statement I and Statement II are true.
- B) Both Statement I and Statement II are false.
- C) Statement I is true, but Statement II is false.
- D) Statement I is false, but Statement II is true.

Correct Answer: A

Explanation:

- Statement I is true: The sympathetic division of the autonomic nervous system mobilizes the body's resources for emergencies (increasing heart rate, respiration, blood flow to muscles).
- Statement II is true: The parasympathetic division promotes relaxation, energy conservation, and 'rest and digest' functions, counteracting the sympathetic effects.

9. (Unit 5: Attention & Perception)

The phenomenon where we fail to notice significant changes in our visual environment because our attention is focused elsewhere is known as:

- A) Inattentional Blindness
- B) Change Blindness
- C) Attentional Blink
- D) Sensory Adaptation

Correct Answer: B

Explanation:

- Change Blindness refers to the surprising difficulty observers have in noticing large changes to visual scenes when the change coincides with a brief visual disruption (like a saccade or a flicker).

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- Inattentive blindness is failing to see visible objects when attention is directed elsewhere.

10. (Unit 5: Learning)

In classical conditioning, the learned response to the previously neutral stimulus is called the:

- A) Unconditioned Stimulus (UCS)
- B) Unconditioned Response (UCR)
- C) Conditioned Stimulus (CS)
- D) Conditioned Response (CR)

Correct Answer: D

Explanation:

- Initially, a neutral stimulus (NS) elicits no response. An unconditioned stimulus (UCS) automatically elicits an unconditioned response (UCR).
- During conditioning, the NS is paired with the UCS. After conditioning, the previously neutral stimulus becomes a conditioned stimulus (CS), and it now elicits a learned conditioned response (CR), which is often similar to the UCR.

11. (Unit 6: Thinking & Intelligence)

Which theory of intelligence proposes the existence of multiple distinct intelligences, such as linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, and intrapersonal?

- A) Spearman's Two-Factor Theory
- B) Thurstone's Primary Mental Abilities
- C) Gardner's Theory of Multiple Intelligences
- D) Sternberg's Triarchic Theory

Correct Answer: C

Explanation:

- Howard Gardner challenged the traditional view of a single general intelligence (g-factor).
- His Theory of Multiple Intelligences suggests that humans possess several relatively independent types of intelligence, including those listed in the question.

12. (Unit 6: Thinking & Intelligence - Matching)

Match the thinking concept with its description:

List I (Concept)	List II (Description)
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a) Deductive Reasoning	i) Generating multiple solutions to a problem
b) Inductive Reasoning	ii) Reasoning from specific observations to general principles
c) Divergent Thinking	iii) Step-by-step procedure guaranteeing a solution
d) Algorithm	iv) Reasoning from general principles to specific conclusions

- A) a-iv, b-ii, c-i, d-iii
- B) a-ii, b-iv, c-iii, d-i
- C) a-iv, b-i, c-ii, d-iii
- D) a-iii, b-ii, c-i, d-iv

Correct Answer: A

Explanation:

- Deductive reasoning moves from general premises to specific logical conclusions.
- Inductive reasoning moves from specific instances or observations to broader generalizations or theories.
- Divergent thinking involves generating creative ideas by exploring many possible solutions (associated with creativity).
- An algorithm is a well-defined, step-by-step procedure used to solve a specific type of problem.

13. (Unit 7: Personality & Motivation)

According to Maslow's Hierarchy of Needs, the highest level of need, representing the desire to achieve one's full potential, is:

- A) Safety Needs
- B) Esteem Needs
- C) Self-Actualization Needs
- D) Belongingness and Love Needs

Correct Answer: C

Explanation:

- Abraham Maslow proposed a hierarchy of human needs, often depicted as a pyramid.
- The levels, from bottom to top, are: Physiological, Safety, Belongingness and

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Love, Esteem, and finally Self-Actualization, which is the motivation to fulfill one's potential and become the best version of oneself.

14. (Unit 7: Emotion)

The James-Lange theory of emotion proposes that:

- A) Emotion arises from physiological arousal and cognitive labeling simultaneously.
- B) Physiological arousal follows the conscious experience of emotion.
- C) The conscious experience of emotion results from perceiving one's own physiological arousal.
- D) Cognitive appraisal of a situation determines the emotion experienced.

Correct Answer: C

Explanation:

- The James-Lange theory suggests a specific sequence: we perceive an event, our body reacts physiologically (e.g., heart races, palms sweat), and our conscious awareness of these physiological changes *is* the emotion. "We feel sorry because we cry, angry because we strike, afraid because we tremble."
- Cannon-Bard proposed simultaneous physiological arousal and emotional experience. Schachter-Singer added cognitive appraisal to arousal.

15. (Unit 8: Social Psychology)

The tendency for individuals to exert less effort when working collectively as part of a group compared to when working alone is known as:

- A) Social Facilitation
- B) Groupthink
- C) Social Loafing
- D) Deindividuation

Correct Answer: C

Explanation:

- Social Loafing occurs when people work in a group and their individual contributions cannot be easily identified, often leading them to put in less effort than they would if working alone or if their efforts were individually accountable.
- Social facilitation is the enhancement or impairment of performance in the presence of others.

16. (Unit 8: Social Psychology)

Cognitive Dissonance theory, proposed by Leon Festinger, suggests that

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individuals feel discomfort when:

- A) They receive positive feedback.
- B) Their attitudes and behaviors are consistent.
- C) They hold two or more conflicting beliefs, ideas, or values, or when their beliefs conflict with their actions.
- D) They conform to group pressure.

Correct Answer: C

Explanation:

- Cognitive Dissonance is a state of psychological discomfort or tension that arises when a person holds contradictory beliefs, ideas, or values, or is confronted by new information that conflicts with existing beliefs, ideas, or values, especially when this conflict involves their behavior.
- This discomfort motivates individuals to change their attitudes or behaviors to reduce the dissonance.

17. (Unit 9: Human Development)

According to Piaget's theory of cognitive development, the stage characterized by abstract thought, hypothetical reasoning, and systematic problem solving is the:

- A) Sensorimotor Stage
- B) Preoperational Stage
- C) Concrete Operational Stage
- D) Formal Operational Stage

Correct Answer: D

Explanation:

- The Formal Operational Stage, typically beginning around adolescence (age 11-12 onwards), is the final stage in Piaget's theory.
- It is marked by the ability to think abstractly, reason hypothetically ("if-then" thinking), consider multiple possibilities, and engage in systematic, scientific reasoning.

18. (Unit 9: Interventions - Statement)

Statement I: Behavior therapy focuses on changing maladaptive behaviors through principles of learning (classical and operant conditioning).

Statement II: Psychoanalysis aims to bring unconscious conflicts and repressed memories into conscious awareness to resolve psychological problems.

- A) Both Statement I and Statement II are true.
- B) Both Statement I and Statement II are false.
- C) Statement I is true, but Statement II is false.

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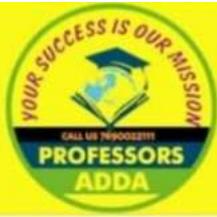
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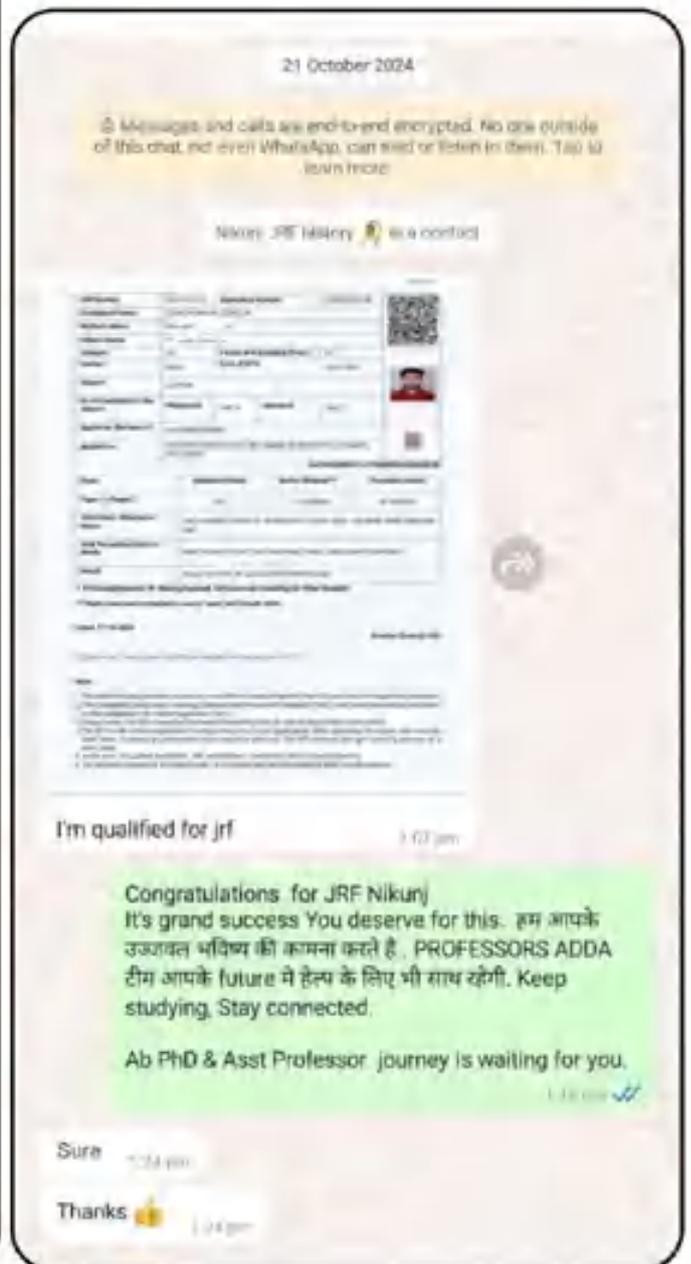
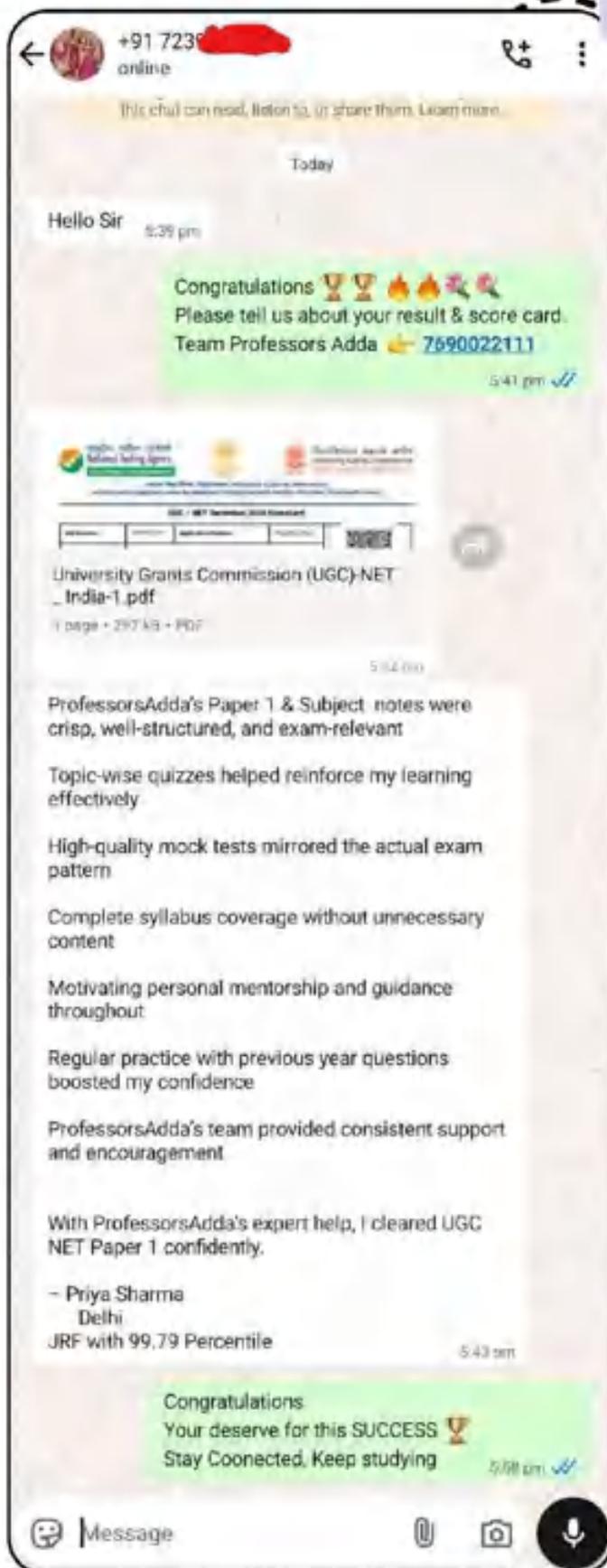
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TESTIMONIALS



Nikita Sharma
UGC NET (PAPER 1)
Delhi

"The premium course by Professors Adda gave me everything in one place – structured notes, MCQ banks, PYQs, and trend analysis. The way it was aligned with the syllabus helped me stay organized and confident."



Ravindra Yadav
UGC NET (PAPER 1)
Jaipur

"Joining the premium group was the best decision I made. The daily quiz challenges, mentor guidance, and focused discussions kept me disciplined and exam-ready."



Priya Mehta
UGC NET (PAPER 1)
Banglore

"Professors Adda's study course is like a personal roadmap to success. The live sessions and targeted revision plans were crucial in helping me clear my exam on the first attempt."



Swati Verma
UGC NET (PAPER 1)
Kolkata

"What makes the Professors Adda premium course unique is the combination of high-quality content and a dedicated support group. It kept me motivated and accountable throughout."



Aman Joshi
UGC NET (PAPER 1)
Prajagraj

"The premium group gave me access to serious aspirants and mentors who guided me every step of the way. The peer learning, doubt sessions, and motivation from the group were unmatched."



Riya Sharma
UGC NET (PAPER 1)
Hyderabad

"What really kept me going was the constant encouragement from Professors Adda's mentors. Their support helped me stay motivated even when I felt overwhelmed by the syllabus."



Anjali Singh
UGC NET (PAPER 1)
Indore

"Professors Adda taught me that smart preparation is as important as hard work. Their strategic study plans and motivational talks made all the difference in my success."



Aditya Verma
UGC NET (PAPER 1)
Guwahati

"The institute not only provides excellent study resources but also builds your confidence. The motivational sessions helped me overcome exam anxiety and keep a positive mindset."

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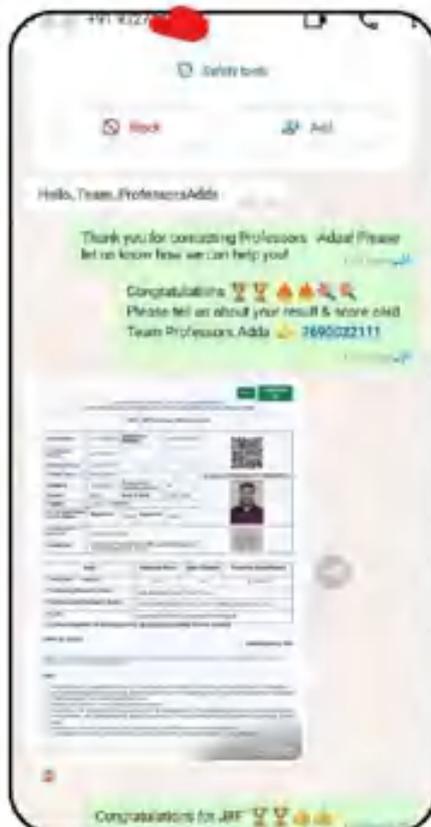
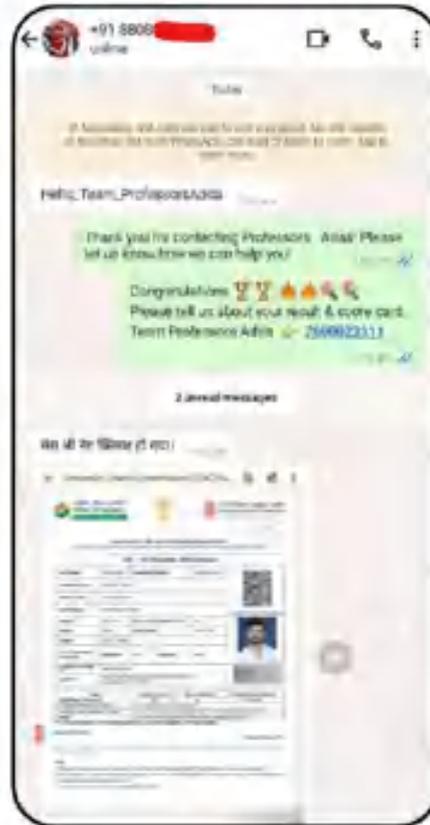
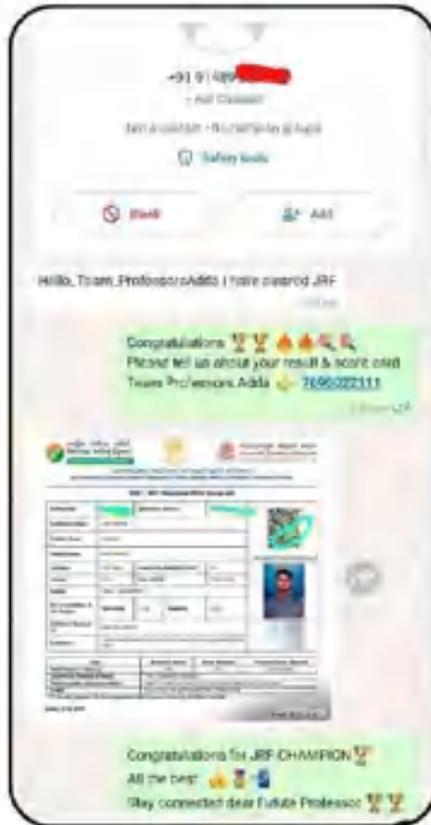
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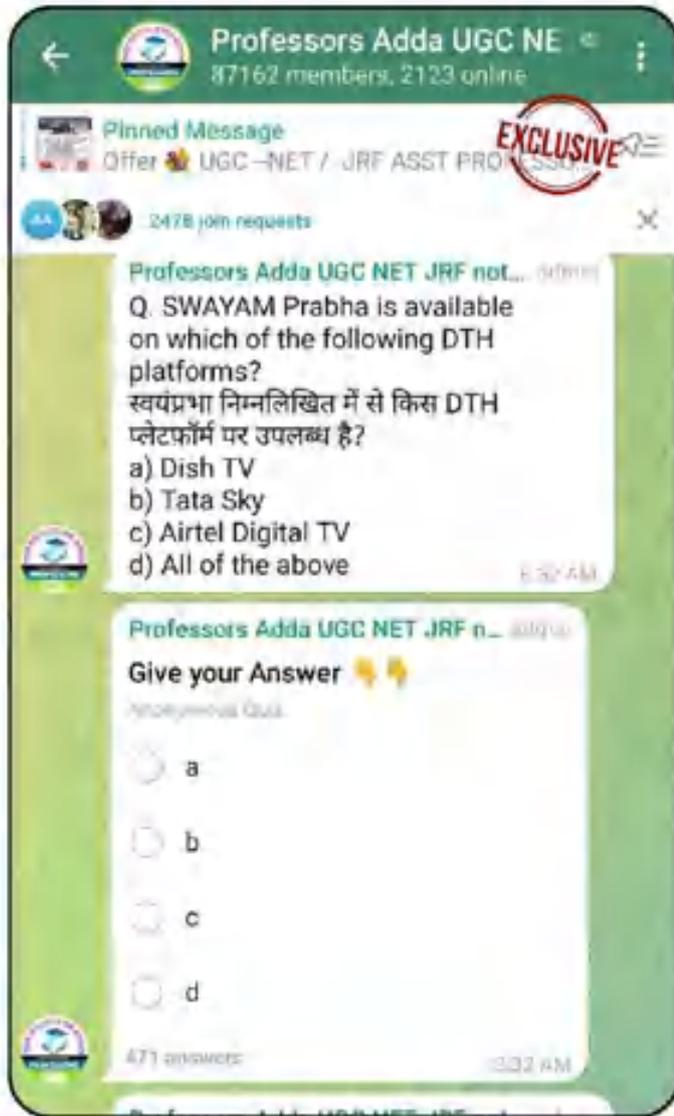
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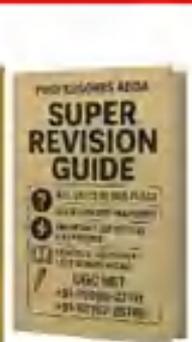
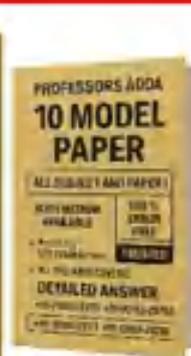
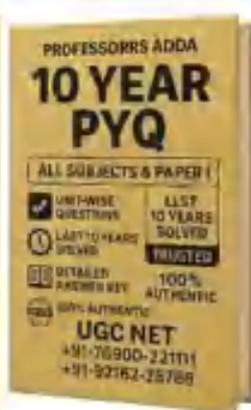
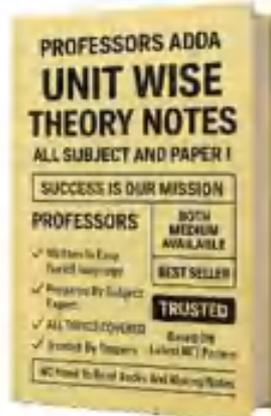
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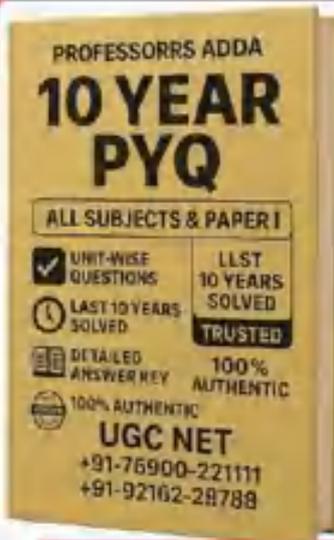
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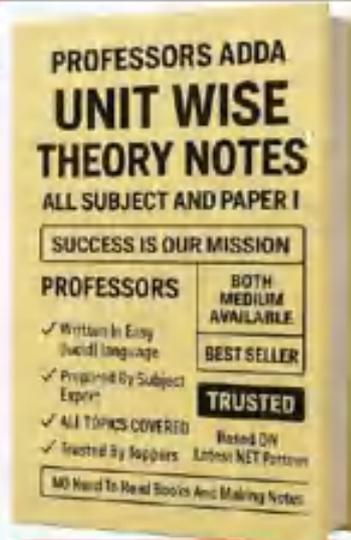
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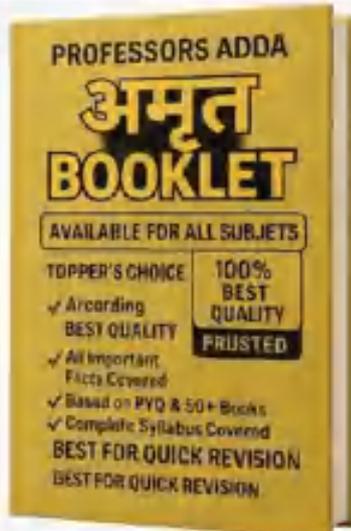
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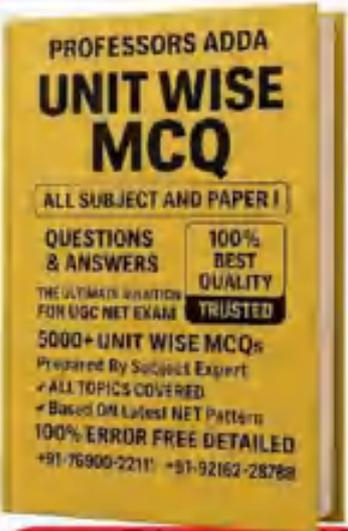
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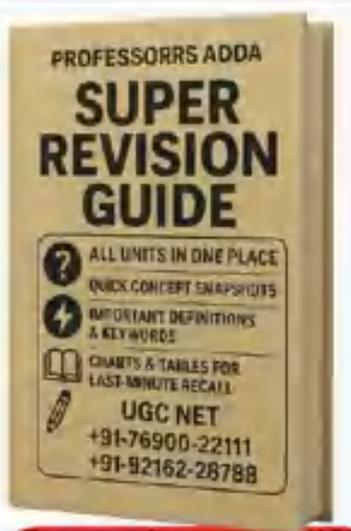
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