

# Eklavya University

## Master of Arts

PREVIOUS

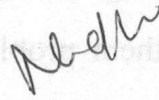
## (Psychology)

### Curriculum

(2020-2021)

(से लागू)









## Master of Arts, Psychology

### VISION STATEMENT OF EKLAVYA UNIVERSITY

Eklavya University, will transform lives and communities through learning.

### MISSION STATEMENT OF EKLAVYA UNIVERSITY

- Nurture achievers in life and careers through a value based, industry relevant and future ready education.
- Emphasize research, interdisciplinary learning, and practical hands on education.
- Equip every student with the required social and technical skills to achieve employment generation.
- Provide a holistic education deeply rooted in the ways of the traditional Gurukul system.
- Bring quality education within the reach of every individual, by committing to the achievement and maintenance of excellence in education, research and innovation.
- Create and disseminate knowledge through research and creative inquiry.
- Serve students by teaching them problem solving, leadership and teamwork skills, lateral thinking, commitment to quality and ethical behaviour.
- Create a diverse community, open to the exchange of ideas, where discovery, creativity, and personal and professional development is encouraged and can flourish.
- Contribute to the social fabric and economic health of the Bundelkhand region, the state and the country at large, by enhancing and facilitating economic empowerment, providing equal opportunities and employment generation.

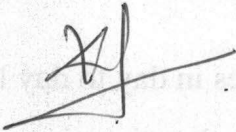
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## VISION STATEMENT OF DEPARTMENT

To create excellent human resources through comprehensive quality teaching and research.

## MISSION STATEMENT OF DEPARTMENT

The mission of the psychology program is to provide the knowledge of why human being behave the way they do and equip them with practical skills to identify, understand, predict and modify human thinking, innate talents and behavior for the benefit of the individual as well as society.



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*Ability*





## Master of Arts, Psychology

### PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

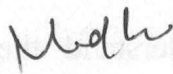
- To facilitate the learners to understand the why individuals behave the way they do through the theories of psychology.
- To allow the learners to understand social causes of human behavior.
- To enable the learners to make sense of the social dynamics that results in positive and negative behavior.
- To understand the connection between social psychological theories in day to day life.
- To explain how sensation and perception has different scientific explanations in psychology.
- To make the learners to understand and purpose and use of psychological assessment.
- To facilitate learners to become counselors by exposing them to various techniques of Guidance & Counseling.
- To expose the learners to on date psychotherapies for their practice.
- To strive to provide a conducive climate for effective teaching learning experience.

## Master of Arts, Psychology

### PROGRAMME OUTCOMES (POs)

At the end of the programme the learner will be able to

- PO1 Students will be able to harmonize the knowledge learnt and apply it to work and fields of research
- PO2 Students will be able to contribute towards the society in the form of community Engagement and betterment while working with business or non-business organizations.
- PO3 Students will be able to exhibit and practice professional ethics and commitment.





## PROGRAMME SPECIFIC OUTCOMES, (PSOs)

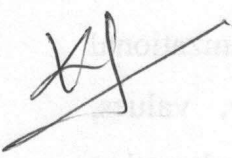
After the completion of this course:

- Students will be able to understand the history and development of psychology in India, recent trends in psychology and methodological problems, nature of perception, different approach to study perception, role of social and personal factors in perception. Students will be able to understand nature of learning, different theories of learning and its role in daily life. Students will be able to understand nature of memory, attention, their theories and their application in their daily life.
- The students will be able to understand the concept of research, types of research, ethics of research, qualities of good research, sampling and its types, different methods of research, the concept of psychological testing and standardization of a test.
- Students will be able to understand the nature of industrial/ organizational psychology, its contemporary trends, theories of organization behavior, organizational development and organizational change, communication in organization, types of communication in organization, work related attitudes and work motivation, different leadership styles in organization, industrial training and types, industrial accident and accident proneness, concept of organizational stress and its causes and management.
- The students will be able to understand the concept of research, types of research, ethics of research, qualities of good research, stages of psychological research, sampling and its types, different methods of research, the concept of psychological testing and construction and standardization of a test.

- The students will be able to understand the concept of social psychology, its scope, its current status in Indian context, role of caste and joint family system; religion and ethnicity and child rearing practices, social change concept in Indian context, Indian model personality, and theory of national character, agents of social change; sanskritization, urbanization, industrialization, globalization, social interaction and influence and group dynamics. They will understand it deeply and will know when and how to apply them.
- After the completion of this course students will know and able to understand, alienation and delinquency, consequences and prevention of delinquency, the psychology of adolescents, adolescent sexuality-sexual attitude and value determinants, drug abuse and its types, psychological and psycho-physiological problems like phobias, depression, suicide, psycho physiological problems, eating disorders, borderline disorders and their treatments.
- After finishing this course students will be able to understand apply the concept of culture and its nature, mechanism of culture transmission, work value, commitment, communication and interpersonal dynamics, marginal techniques, organizational development and change, culture and social behavior, conformity, values, individualism-collectivism, gender roles and socialization process, acculturation and adaptation, tribes, refugees, behaviors shifts and acculturative stress; causal moderating factors.
- Students will be able to assess the personality of an individual by using Cattels 16 PF, Maudsley personality inventory, Thematic Apperception Test, Rorschach test, word association test and Sinha Anxiety scale.
- Students will be able to understand mental health concept and its indicators, drug abuse, mental health promotion and health education.
- Students will be able to understand the concept of normality and abnormality, methods of abnormal psychology, meaning of diagnosis, different types of therapies (directive, and non directive), behavior therapy, psychoanalytic therapy and their process, different types of symptoms and etiology of disorders like (anxiety, obsessive compulsive disorder, somatoform disorder, conversion disorder,

hypochondriacs, Schizophrenia and its types and mental retardation, and promoting mental health program.

The courses in post graduation in Psychology are meant for making an individual to face challenges and work in all spheres of life. These courses are designed in such a manner that the students will be able to understand the basis nature of human beings in relation with the environment. The researchers and psychologists have tried their best to develop course model in a scientific way so that the students of psychology may develop insight and aggregate global capacity to think rationally, act purposefully and deal effectively with all facets of environment. Thus the psychology is the fascinating journey between the human mind and behavior it is a science which solves problems all walks of life.



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## Master of Arts, Psychology

# CREDIT STRUCTURE

### Category-wise Credit Distribution

Courses	Credits
Programme Core courses	36
Programme Electives	12
Summer internship	20
Project	12
<b>Total</b>	<b>80</b>

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# EKLAVYA UNIVERSITY, DAMOH (M.P.)

## Scheme of Examination M.A. Psychology Previous

/For batch admitted in Academic Session 2020-21/

Subject wise distribution of marks and corresponding credits

S.No.	Subject Code	Subject Name	Maximum Marks Allotted						Total Marks	Contact Periods Per week			Total Credits
			Theory Slot			Practical Slot				L	T	P	
			Final Yearly	Half Yearly	Quiz/ Assignment	Attendance	End Exam	Lab Work/ sessional					
			60	30	5	5	-	-		6	0	0	
1	MPSYC20Y101	Cognitive Process, Paper-I	60	30	5	5	-	-	100	6	0	0	6
2	MPSYC20Y102	Counseling Psychology, Paper-II	60	30	5	5	-	-	100	6	0	0	6
3	MPSYC20Y103	Psychopathology, Paper-III	60	30	5	5	-	-	100	6	0	0	6
4	MPSYC20Y104	Educational Psychology, (Elective)- Paper-IV	60	30	5	5	-	-	100	6	0	0	6
5	MPSYC20Y105	Organizational Psychology, (Elective)- Paper-IV	-	-	-	-	-	-	-	-	-	-	-
6	MPSYC20Y106	Research Methodology /Project Work/Practical, Paper-V	-	-	-	-	60	40	100	4	0	6	10
7	MPSYC20Y107	Subjective Presentation & Comprehensive Viva, Paper-VI	-	-	-	-	60	40	100	0	0	6	6
		<b>Total</b>	240	120	20	20	120	80	600	28	0	12	40

Induction programme of three weeks (MC): Physical activity, Creative Arts, Universal Human Values, Literary, Proficiency Modules, Lectures by Eminent People, Visits to local Areas, Familiarization to Dept./Branch & Innovations.

Course code	Cognitive Process, Paper-1	LT	P	C
MPSYC20Y101	संज्ञानात्मक प्रक्रिया	6	0	0
Pre-requisite	Nil	Syllabus version		
		100 MARKS		
<b>Course Objectives:</b>				
The basic objective of this course is to help students in understanding mental processes, working of mind. Help in understanding how we acquire, store, transform, use and communicate information. Provide knowledge of the fundamental issues in contemporary cognitive psychology and understand the methods used to study cognitive processes.				
<b>Course Outcome:</b>				
<ul style="list-style-type: none"> <li>Upon successful completion of the course, the students should be able to Understand functioning of mind.</li> <li>Understand the ways of storing, retrieving, and communicating the information.</li> <li>Apply concepts of Cognitive Psychology in day to day life.</li> </ul>				
<b>Student Learning Outcomes (SLO):</b>				
<ul style="list-style-type: none"> <li>Students have understood the concept of psychology and its different perspective.</li> <li>Outline important features of the cognitive psychology.</li> <li>The student will develop a deeper and nuanced understanding of psychological changes.</li> </ul>				
UNIT – I	Cognitive approach and cognitive psychology: Origin and current status of cognitive psychology. Information processing approach. Problems and methods of psychophysics. Weber and Fechner's law, Signal Detection Theory, <b>Cognitive Neuroscience, Artificial Intelligence.</b> संज्ञानात्मक मनोविज्ञान एवं संज्ञानात्मक उपागम: संज्ञानात्मक मनोविज्ञान का उदगम एवं वर्तमान स्थिति। सूचना प्रक्रम उपागम। मनोभौतिकी की प्रविधियां एवं समस्याएं। वेबर एवं फेकनर नियम, सूचना अभिज्ञान सिद्धान्त, संज्ञानात्मक तंत्रिका विज्ञान, कृत्रिम बुद्धि।	22		
UNIT – II	Perception: Approaches to the study of perception. Gestalt and Physiological approaches. Perceptual organization: Gestalt, Figure and ground, law of organization. Perceptual consistency: Size, shape and colour. प्रत्यक्षण: प्रत्यक्षण के अध्ययन के उपागम। गेस्टाल्ट तथा शारीरिक उपागम। प्रत्यक्षणात्मक संगठन: गेस्टाल्ट, आकृति-पृष्ठभूमि, संगठन के नियम। प्रत्यक्षणात्मक स्थैर्य: माप, आकार तथा रंग।	15		
UNIT – III	Imagery: Cognitive Maps – Characteristics of Images relation, Size, Shape, Cognitive Map, Distance, Shape and Relative positions प्रतिमा: संज्ञानात्मक नक्शा, प्रतिमा संबंध की विशेषताएं, भार, आकार, दूरी एवं संबंधित स्थिति।	16		
UNIT – IV	<b>Perceptual Processes: Object recognition-its back ground, Theories of object Recognitin.</b> Attention process: Nature, determinants of attention, selective attention and its theories. Divided attention. Biological basis of attention.	18		


	प्रत्यक्षीकरण प्रक्रियाए-उददीपक पहचान इसकी पृष्ठ भूमि, उददीपक पहचान के सिद्धांत अवधान प्रक्रिया: प्रकृति, अवधान के निर्धारक, चयनात्मक अवधान एवं इसके सिद्धान्त विभाज्य अवधान। अवधान के जैविक आधार।	
UNIT - V	Memory and Forgetting: Memory process: Encoding, Storage, Retrieval. Stages of Memory: Sensary memory, Short-term Memory (Working Memory), long term memory (Declarative- Episodic and Sementic Procedural). Theory of forgetting: Interference, retrival, failure, decay, Motivated forgetting. <b>Metacomprehension.</b> स्मृति एवं विस्मरण: स्मृति प्रक्रिया: कूट संकेतन, भण्डारण, प्रतिचयन। स्मृति की अवस्थाएँ: संवेदी स्मृति, अल्पकालिक स्मृति (कार्यात्मक स्मृति), दीर्घकालिक स्मृति (ज्ञापक-घटनाजन्य तथा शब्दार्थ विषयक कार्यविधिक)। विस्मरण के सिद्धान्त: व्यतिकरण, प्रतिचयन-विफलता, ह्रास, अभिप्रेरित विस्मरण। मेटाकाम्प्रिहेंशन	19

# Mode: Flipped Class Room, Case Discussion, Lectures
<b>Text Book(s)</b>
<ul style="list-style-type: none"> <li>• श्रीवास्तव, राम जी संज्ञानात्मक मनोविज्ञान।</li> <li>• सिंह, अंरुण कुमार उच्चतर सामान्य मनोविज्ञान, मोतीलाल बनारसीदास।</li> <li>• त्रिपाठी एल. एवं अन्य (1997) आधुनिक प्रयोगिक मनोविज्ञान, हरप्रसाद भार्गव, आगरा।</li> <li>• श्रीवास्तव.ए., शर्मा एवं तिवारी (2004) आधुनिक सामान्य मनोविज्ञान, मोतीलाल बनारसीदास, नई दिल्ली।</li> <li>• वर्मा पी.एवं श्रीवास्तव, डी.एन.(1966) आधुनिक प्रयोगात्मक मनोविज्ञान, विनोद पुस्तक मंदिर, आगरा।</li> <li>• पुरोहित ए. प्रयोगात्मक मनोविज्ञान, हिन्दी ग्रन्थ अकादमी भोपाल।</li> <li>• मिश्रा बी.(2010) मानव व्यवहार का अध्ययन फाई लर्निंग।</li> <li>• सिंह ए.के. (2011) उच्चतर सामान्य मनोविज्ञान, मोतीलाल बनारसीदास दिल्ली।</li> <li>• तिवारी, आई.पी.एवं दानी, वी. (2001) मनोविज्ञान का इतिहास एवं संप्रदाय, हिन्दी ग्रंथ अकादमी,भोपाल।</li> </ul>
<b>Reference Books</b>
<ul style="list-style-type: none"> <li>• Galotti, K.M. (1999). Cognitive psychology in and outside laboratory, Mumbai: Thomson Asia.</li> <li>• Matlin, Margaret W. (1995). Cognitive (III ed.) Prism Books Pvt,</li> <li>• Matlin, M.W. (2009). Cognition. New Jersey, USA: John Wiley and Sons.</li> </ul>

Course code	Counselling Psychology, Paper-2	L	T	P	C
MPSYC20Y102	परामर्शन मनोविज्ञान	6	0	0	6
Pre-requisite	Nil	Syllabus version 100 MARKS			
<b>Course Objectives:</b>					
<ul style="list-style-type: none"> <li>To familiarize the students with basic concepts of guidance and counselling programme.</li> <li>To impart a fundamental knowledge of career planning and development.</li> <li>To provide awareness regarding psychological tests.</li> <li>To acquaint the students with the various techniques of assessment at individual and group level</li> </ul>					
<b>Course Outcome:</b>					
<ul style="list-style-type: none"> <li>Students would learn to organize guidance programme at different levels.</li> <li>Students would be able to provide guidance for career choices.</li> <li>Students would learn effectively the application of psychological tests.</li> <li>Students would gain knowledge regarding the assessment techniques at individual as well as group.</li> </ul>					
<b>Student Learning Outcomes (SLO):</b>					
<ul style="list-style-type: none"> <li>Students will: learn principles and ethics in counselling.</li> <li>understand counsellor counselee relationship.</li> <li>demonstrate knowledge of understanding and problem solving skills.</li> <li>gain knowledge of implementation of different intervention.</li> </ul>					
UNIT – I	Guidance and Counseling: Meaning, goals and needs. Difference between guidance and counseling. Counseling as a helping and therapeutic relationship.	22			
	मार्गदर्शन एवं परामर्श: अर्थ, लक्ष्य, एवं आवश्यकता। मार्गदर्शन एवं परामर्श में अंतर। परामर्श एक सहायक एवं चिकित्सकीय सम्बंध के रूप में।				
UNIT – II	Counseling skills. Characteristics of effective counselor. Ethical issues in counseling. Issues faced by new counselors.	19			
	परामर्श कौशल, प्रभावी परामर्शदाता के गुण। परामर्श में नैतिक मुद्दे। नये परामर्शदाताओं के समक्ष आने वाले मुद्दे।				
UNIT – III	Theories and techniques of counseling: Psychoanalytical theory & techniques, Behavioristic theory & techniques, Cognitive theory & techniques and Humanistic theory & techniques.	15			
	परामर्श के सिद्धांत एवं तकनीक: मनोविश्लेषणात्मक सिद्धांत एवं तकनीक, व्यवहारवादी सिद्धांत एवं तकनीक, संज्ञानात्मक सिद्धांत एवं तकनीक, मानवतावादी सिद्धांत एवं तकनीक।				
UNIT – IV	Educational and Career counseling: Needs of counseling in schools. Counseling at different levels of education. Developing positive attitude. and understanding about the world of work and various occupations. Classification of occupations	16			
	शैक्षणिक एवं करियर सम्बन्धी परामर्श: स्कूलों में परामर्श की आवश्यकता। शिक्षा के विभिन्न स्तरों पर परामर्श। कार्य जगत एवं विभिन्न व्यवसायों के प्रति समझ एवं सकारात्मक अभिवृत्ति का विकास करना। व्यवसायों का वर्गीकरण।				

UNIT – V	Counseling with old age people, Crisis intervention. Counseling: Alcohol and Drug Abuse, HIV / AIDS, and Mental Retardation.	18
	वृद्ध लोगों के साथ परामर्शन। आपदा हस्तक्षेप परामर्शन। परामर्शन: मद्यपान एवं औषधी व्यसन, एच.आई.वी./एड्स. एवं मानसिक मंदता।	


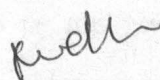
<b># Mode: Flipped Class Room, Case Discussion, Lectures</b>	
<b>Text Book(s)</b>	
<ol style="list-style-type: none"> <li>1. अस्थाना मधु एवं राय पारसनाथ, निर्देशन एवं परामर्श, मोतीलाल बनारसीदास।</li> <li>2. शुक्ल देवर्षि (2016), निर्देशन एवं परामर्श, राखी प्रकाशन आगरा।</li> <li>3. उपाध्याय राधावल्लभ (2008), निर्देशन एवं परामर्श, अग्रवाल पब्लिकेशन।</li> </ol>	
<b>Reference Book:</b>	
<ol style="list-style-type: none"> <li>1. Crow, L. and Crow, A. (1970). An Introduction to Guidance: Basic Principles, New Delhi Publishing House.</li> <li>2. Jaiswal, S.R. (1968). Guidance and Counseling. Lucknow, Ahmadabad.</li> <li>3. Jones, A. (1970) (6<sup>th</sup> Edition). Principal of Guidance. Bombay: Tata McGraw Hill Publishing Co.</li> <li>4. Rao, S. Narayan (1981). Education Guidance- Principles and Practices, New York.</li> </ol>	

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Course code	Psychopathology, Paper-3	L	T	P	C
MPSYC20Y103	मनोव्याधिकी	6	0	0	6
Pre-requisite	Nil	Syllabus version 100 MARKS			
<b>Course Objectives:</b>					
<ul style="list-style-type: none"> <li>To familiarize the students with nature of psychopathology and its classification.</li> <li>To provide fundamental knowledge of symptomatology and causes of anxiety and dissociative disorders.</li> <li>To acquaint the students with the nature of somatoform and bipolar disorders.</li> <li>To help students understand the clinical picture of schizophrenia, substance abuse and disorders of personality.</li> </ul>					
<b>Course Outcome:</b>					
<p>Upon successful completion of the course, the students should be able to</p> <ul style="list-style-type: none"> <li>Understand theoretical perspectives in Psychopathology.</li> <li>Understand causes and different kinds of disorders.</li> <li>Apply intervention techniques based on DSM.</li> </ul>					
<b>Student Learning Outcomes (SLO):</b>					
<ul style="list-style-type: none"> <li>Students would develop understanding of the importance to study psychopathology and its classification.</li> <li>Students would be able to diagnose and treat the population affecting from anxiety related disorders.</li> <li>Students would understand the various symptoms and treatment modalities of somatoform and bipolar disorders.</li> <li>Students would be able to implement various programs to intervene substance abuse, diagnose.</li> <li>various disorders according to classifications and create awareness regarding their personality along with providing guidance to the patients and their caregivers in various settings.</li> </ul>					
UNIT – I	Normal and abnormality: Concept of normality and abnormality. Classification of mental disorder according to DSM –IV and ICD-10. Criteria of abnormal behavior.	15			
	सामान्य तथा असामान्यता: सामान्य तथा असामान्यता अवधारणा। डी.एस.एम. –IV एवं आई.सी.डी.-10 के अनुसार मानसिक विकृति का वर्गीकरण असामान्य व्यवहार के मापदण्ड।				
UNIT – II	Introduction to Models of Psychopathology. Psychosocial models of psychopathology: Psychodynamic, Behavioral, Cognitive, Humanistic and Existential.	16			
	मनोव्याधिकी प्रारूप का परिचय। मनोव्याधिकी मनोसामाजिक प्रारूप, मनोगत्यात्मक, व्यवहारात्मक, संज्ञानात्मक, मानवतावादी- अनुभवजन्य।				

UNIT – III	Anxiety Disorder: Panic disorder, Phobia disorder, Obsessive Compulsive disorder, Generalized Anxiety disorder. Somatoform disorder: Hypochondriasis, Somatoform Pain disorder or Psychalgia, Conversion and dissociative disorder.  दुश्चिंता विकृति : भीषिका विकृति, दुर्भीति विकृति, मनोग्रस्ति बाध्यता विकृति, सामान्यीकृत चिंता विकृति। कार्यप्रारूप विकृति : रोगभ्रम, रूपांतर विकृति या साइकालगिया,रूपांतर विकृति मनोविच्छेदी विकृति।	18
UNIT – IV	Mood Disorder: Meaning and types. Depression, Dysthymic and bipolar disorder. Schizophrenia: Meaning, symptoms, types, dimension. .  मनोदशा विकृति : अर्थ एवं प्रकार। विषाद, डायस्थाइमिक एवं द्विध्रुवीय विकृति। मनोविदालिता : अर्थ, लक्षण, प्रकार, आयाम।	19
UNIT – V	Mental Deficiency: Classification types and causes. General etiology or causes of Mental Deficiency. Treatment and prevention of Mental Deficiency  मानसिक दुर्बलता: वर्गीकरण प्रकार एवं कारण। मानसिक दुर्बलता के सामान्य कारण। मानसिक दुर्बलता के उपचार और रोकथाम।	22

# Mode: Flipped Class Room, Case Discussion, Lectures
<b>Text Book(s)</b>
1. सिंह अरुण कुमार, आधुनिक असामान्य मनोविज्ञान, मोतीलाल बनारसीदास। 2. सिंह अरुण कुमार, नैदानिक मनोविज्ञान, मोतीलाल बनारसीदास।
<b>Reference Books</b>
<ul style="list-style-type: none"> <li>American Psychiatric Association (2013). Diagnostic and statistical manual of mental disorders: DSM-5. American Psychiatric Pub.</li> <li>Barlow, D. H. and Dur and, V. M. (1999). Abnormal Psychology: An integrative approach (2<sup>nd</sup>). Pacific Grove: Brooks/ Cole.</li> <li>Butcher, J. N (2016). Abnormal Psychology. New Delhi: Pearson Education.</li> <li>Carson, R.C., Butcher, J. N., and Mineka, S. (2001). Abnormal Psychology and Modern life (11<sup>th</sup>Ed) New York.</li> <li>Kaplan, H. J., (2004).Synopsis of comprehensive textbook of Psychiatry (10<sup>th</sup>). Baltimore: Williams and Wlkins.</li> <li>Buss, A. H. (1999). Psychopathology. New York: John Willey.</li> </ul>



Course code	Education Psychology, Paper-IV ( Elective)	L	T	P	C
MPSYC20Y104	शिक्षा मनोविज्ञान	6	0	0	6
Pre-requisite	Nil	Syllabus version			
100 MARKS					
<b>Course Objectives:</b>					
<ul style="list-style-type: none"> <li>To provide knowledge about basics of guidance and school guidance programme.</li> <li>To acquaint the students to the appraisal process in educational setting and basic psychological skills required for learning.</li> <li>To impart knowledge regarding educational and vocational guidance.</li> <li>To acquaint the students with the psychological concepts related to self and moral development in educational settings.</li> </ul>					
<b>Course Outcome:</b>					
<ul style="list-style-type: none"> <li>The students will be able to: Students would understand the nature of guidance and the process of organizing the schoolguidsance program.</li> <li>understand the appraisal process in educational setting and basic psychological skills required for learning.</li> <li>understand the nature and procedure in educational guidance.</li> <li>apply the theoretical knowledge for providing guidance for self and moral development in educational settings.</li> </ul>					
<b>Student Learning Outcomes (SLO):</b>					
Upon successful completion of the course, the students should be able to					
<ul style="list-style-type: none"> <li>Understand the history and origin of educational psychology.</li> <li>Students would be able to learn principles and ethics in Teaching.</li> <li>Know basics of educational and vocational counseling.</li> <li>Understand career related issues and assessment.</li> <li>Apply counseling skills on different intervention strategies.</li> </ul>					
UNIT – I	Educational Psychology: Meaning, scope and methods. Role of Psychology in education, Objectives of teaching educational Psychology शिक्षा मनोविज्ञान:- अर्थ, क्षेत्र एवं विधियाँ। शिक्षा में मनोविज्ञान की भूमिका, शिक्षा मनोविज्ञान के अध्यापन के उद्देश्य।	22			
UNIT – II	Effective Teaching: Characteristic of a good teacher, Keys of success: Effective teaching of different subjects and different students. प्रभावी अध्यापन: एक अच्छे शिक्षक की विशेषताएँ, सफलता की कुंजी, भिन्न विद्यार्थियों एवं भिन्न विषयों के लिये प्रभावी अध्यापन।	19			
UNIT – III	Indian psychology and its contribution to education –Psychology of Sankhya and Yoga, Patanjali Yoga -Sutra, Psychology of Bhagavad-Gita, Psychology of Vedanta, Psychology of Buddhism, Psychology of Jainism. भारतीय मनोविज्ञान और शिक्षा में इसका योगदान – सांख्य तथा योग का मनोविज्ञान, पतंजली योग सूत्र, भागवतगीता का मनोविज्ञान, वेदान्त का मनोविज्ञान, बौद्धधर्म का मनोविज्ञान, जैनधर्म का मनोविज्ञान।	18			
UNIT – IV	Motivation: Curiosity, Exploration, expectancy, achievement motivation,	16			

	role of motivation in learning. <b>Self analysis method.</b> अभिप्रेरणा, जिज्ञासा, अन्वेषण, प्रत्याशा, उपलब्धि अभिप्रेरणा, अधिगम में अभिप्रेरणा की भूमिका। आत्म विश्लेषण प्रविधि।	
UNIT – V	Evaluating Performance: Measurement and evaluation, Types of educational Assessment, Projective and non-projective tests. Nature and measurement of intelligence ability grouping-mental retardation: Learning disabilities Physically handicapped. मूल्यांकनात्मक निष्पादन, मापन एवं मूल्यांकन, शैक्षिक निर्धारण के प्रकार, प्रक्षेपी एवं अप्रक्षेपी परीक्षण। बुद्धि की प्रकृति एवं मापन योग्यता समूह, मानसिक मंदता, अधिगम असमर्थता, शारीरिक विकलांगता।	15

	<b># Mode: Flipped Class Room, Case Discussion, Lectures</b>	
	<b>Text Book(s)</b>	
	<ul style="list-style-type: none"> <li>• डॉ. माथुर एस.एस., शिक्षा मनोविज्ञान, अग्रवाल पब्लिकेशन आगरा।</li> <li>• कुलश्रेष्ठ, एस.पी. शिक्षा मनोविज्ञान, मेरठ।</li> <li>• शर्मा एस.एन. शिक्षा में मनोविज्ञान, मेरठ।</li> <li>• भटनागर एवं. अनुराग, शिक्षा में मनोविज्ञान, मेरठ।</li> <li>• पाठक पी.डी., शिक्षा मनोविज्ञान, पब्लिकेशन आगरा।</li> <li>• भटनागर सुरेश शिक्षा मनोविज्ञान, मेरठ।</li> </ul>	
	<b>Reference Books</b>	
	<ul style="list-style-type: none"> <li>• Bhargava, U. and Bhargava, U. C. (). Vibhore gyan mala, Agra.</li> <li>• Panda, P.K. (2016-17) Perspective of Educational psychology. Agrawal publication.</li> <li>• Thakur, A.S. and Berwal, S (). Development of Educational system in India. Shipra publication.</li> <li>• Aggarwal, J.C. (2013) Education psychology (IInd Eds). Vikash Publication.</li> <li>• Kulshreshtha, S.P. (2013). Education Psychology. R. Lall book Meerut.</li> <li>• Sharma, R.A. (2006) Fundamental of Educational psychology. Lall book depot Meerut.</li> </ul>	

Course code	Organization Psychology, Paper-IV (Elective)	L	T	P	C
MPSYC20Y105	संगठन मनोविज्ञान	6	0	0	6
Pre-requisite	Nil	Syllabus version			
		100 MARKS			
<b>Course Objectives:</b>					
The basic objective of the course is to enable students to examine relevant concepts of organizational behaviour and help them evolve a basic framework. This will also help student to think critically about OB concepts and its applications in contemporary world with special reference to India.					
<b>Course Outcome:</b>					
The Students will be able to:					
<ul style="list-style-type: none"> <li>• understand Selection and training programme.</li> <li>• learn evaluating job performance and application.</li> <li>• understand motivation at the workplace.</li> <li>• understand leadership, leadership qualities and functions of leaders of organization Psychology.</li> </ul>					
<b>Student Learning Outcomes (SLO):</b>					
<ul style="list-style-type: none"> <li>• Students would understand the significance of physical and psychological working condition in organizations along with recruitment and selection procedures.</li> <li>• Students would become acquainted with productive and counterproductive behaviors in organization.</li> <li>• Students would gain knowledge about theoretical bases of motivation and leadership.</li> <li>• Students would become aware of recent innovations in organizational design and culture.</li> <li>• Demonstrate professional team management and organizational skills</li> <li>• Demonstrate collaboration in the production of verbal and manual reports of field knowledge</li> </ul>					
UNIT - I	Historical background of OB: Hawthorne studies. Theoretical frameworks: Cognitive, behaviorist and social learning frame work. Quality management. Learning organizations-meaning and types.	19			
	संगठनात्मक व्यवहार की ऐतिहासिक पृष्ठ-भूमि। हॉथोर्न अध्ययन सैद्धांतिक, प्रारूप-संज्ञानात्मक, व्यवहारात्मक एवं सामाजिक अधिगम प्रारूप। गुणवत्ता प्रबंधन। अधिगम संगठन-अर्थ एवं प्रकार।				
UNIT - II	Motivation: Meaning type. Theories of motivation: Maslow's hierarchy of need, Herberg's theory, and Porter-Lawler theory. Techniques for enhancing motivation.	15			
	अभिप्रेरणा: अर्थ एवं प्रकार। अभिप्रेरणा के सिद्धान्त-मॉसलो का आवयकता पदानुक्रम सिद्धान्त। हरबर्ग सिद्धान्त, पोर्टर-लॉलर सिद्धान्त। अभिप्रेरणा उन्नत करने की प्रविधियाँ।				
UNIT - III	Diversity: Nature and Characteristics Managing diversity. Ethics in organization. Organizational cultural: Nature, creating and maintaining culture.	22			

	विविधता, स्वरूप एवं विशेषताए। विविधता प्रबंधन। संगठनों में नैतिकता। संगठनात्मक संस्कृति : प्रकृति एवं संस्कृति का निर्माण एवं रख रूरखाव ।	
UNIT - IV	Group Dynamics: Nature and types of groups. Teams in modern organization. Leadership: Classical studies on leadership, trait theories, contingency theory of leadership, path-goal theory. समूह गतिकी, समूह का स्वरूप एवं प्रकार। आधुनिक संगठन के दल। नेतृत्व-नेतृत्व का प्राचीन अध्ययनशील गुण सिद्धांत अप्रासंगिकता का सिद्धांत, पाथगोल सिद्धान्त।	16
UNIT - V	Organizational Change: Nature and types of change. Forces of change. Managing change. Organizational Development: Nature, and techniques of O.D. Interventions. संगठनात्मक परिवर्तन-स्वरूप एवं प्रकार। परिवर्तन के बल, परिवर्तन प्रबंधन, संगठनात्मक विकास-हस्तक्षेप का स्वरूप एवं प्रविधियाँ।	18

# Mode: Flipped Class Room, Case Discussion, Lectures	
<b>Text Book(s)/Reference books:</b>	
<ul style="list-style-type: none"> <li>Luthans, F. (1995). Organizational Behavior. New York: McGraw Hill.</li> <li>Robbins, S.P. (1996) Organizational Behavior. New Delhi: prentice hall of India.</li> <li>Chandan, J. S. (1998) Organizational Behavior. New Delhi: Vikas Publishing House Pvt. Ltd.</li> </ul>	

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Course code	Research Methodology/Project Work Paper-V	L	T	P	C
MPSYC20Y106	शोध प्रविधि/परियोजना कार्य	6	0	0	6
Pre-requisite	Nil	Syllabus version			
100 MARKS					
<b>Course Objectives:</b>					
<ul style="list-style-type: none"> <li>Identify and discuss the role and importance of research in the social sciences.</li> <li>Identify and discuss the issues and concepts salient to the research process.</li> <li>Identify and discuss the complex issues inherent in selecting a research problem, selecting an appropriate research design, and implementing a research project.</li> <li>Identify and discuss the concepts and procedures of sampling, data collection, analysis and reporting.</li> </ul>					
<b>Course Outcome:</b>					
The Students will be able to:					
<ul style="list-style-type: none"> <li>This course has importance in the field of psychological research.</li> <li>Research methodology will be providing base for scientific thinking and rationalizing the minds, thoughts of students.</li> <li>This course has major aims to provide basic and fundamental knowledge of research methodology.</li> <li>This paper provides conceptual objectives, tools and techniques of research methodology.</li> <li>This course has also significance in providing scientific attitude and temper among the student of social sciences.</li> </ul>					
<b>Student Learning Outcomes (SLO):</b>					
Students will:					
Students should understand a general definition of research design.					
<ul style="list-style-type: none"> <li>Students should know why educational research is undertaken and the audiences that profit from research studies.</li> <li>Students should be able to identify the overall process of designing a research study from its inception to its report.</li> <li>Students should be familiar with ethical issues in educational research, including those issues that arise in using quantitative and qualitative research.</li> <li>Students should know the primary characteristics of quantitative research and qualitative research.</li> </ul>					
UNIT – I	शोध का स्वरूप : सैद्धान्तिक पक्ष – <ul style="list-style-type: none"> <li>शोध का प्रयोजन</li> <li>शोध की व्युत्पत्ति और परिभाषा</li> <li>शोध : तत्त्व, क्षेत्र, दृष्टि, पद्धति, उपस्थापन</li> <li>शोध के प्रयोजन</li> <li>शोध के प्रकार– 1. साहित्यिक शोध</li> <li>2. लोक साहित्यिक शोध</li> <li>3. अन्तःशास्त्रीय शोध</li> <li>4. तुलनात्मक शोध</li> </ul>	22			
UNIT – II	शोध पद्धतियाँ – <ul style="list-style-type: none"> <li>वर्णनात्मक पद्धति</li> <li>ऐतिहासिक पद्धति</li> <li>तुलनात्मक पद्धति</li> <li>सर्वेक्षण आधारित पद्धति</li> </ul>	19			


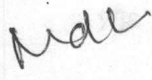
	<ul style="list-style-type: none"> <li>● गुणात्मक और मात्रात्मक पद्धति</li> <li>● लोकतात्विक पद्धति</li> <li>● भाषा केन्द्रित पद्धति</li> <li>● आलोचनात्मक पद्धति</li> <li>● मौखिक पद्धति</li> </ul>	
UNIT - III	<b>शोध की प्रक्रिया -</b> <ul style="list-style-type: none"> <li>● विषय का चयन</li> <li>● विषय का निर्धारण : संकल्पना और महत्त्व</li> <li>● शोध की समस्या (विषयगत)</li> <li>● शोध की रूपरेखा</li> <li>● सामग्री संकलन, विश्लेषण</li> <li>● सामग्री संकलन के स्रोत (प्राथमिक, द्वितीयक तथा प्रकाशित - अप्रकाशित आदि)</li> <li>● पुस्तकालय, इंटरनेट, वेबसाईट, फील्ड वर्क</li> <li>● कार्ड बनाना, साक्षात्कार, प्रश्नावली, सामग्री का विवेचन-विश्लेषण</li> </ul>	18
UNIT - IV	<b>शोध की प्रतिपादन पद्धति -</b> <ul style="list-style-type: none"> <li>● सामग्री का विभाजन तथा संयोजन (अध्याय, उपशीर्षक और अनुपात)</li> <li>● तर्क-पद्धति, निरूपण और तत्त्वान्वेषण</li> <li>● प्रामाणिकता : अन्तःसाक्ष्य और बहिःसाक्ष्य</li> <li>● उद्धरण और सन्दर्भोल्लेख (पाद टिप्पणी लेखन)</li> <li>● भूमिका और उपसंहार लेखन</li> <li>● परिशिष्ट (अतिरिक्त आवश्यक सूचनात्मक सामग्री संकलन)</li> <li>● सन्दर्भ ग्रन्थ सूची</li> <li>● पत्र-व्यवहार और अन्य का उल्लेख</li> <li>● विषयों, नामों आदि की अनुक्रमणिका, अन्य सामग्री (चित्र-स्केच) आदि प्रस्तुत करने की विधियाँ</li> </ul>	16
UNIT - V	<b>कम्प्यूटर का सामान्य ज्ञान -</b> <ul style="list-style-type: none"> <li>● कम्प्यूटर : परिचय और महत्त्व</li> <li>● कम्प्यूटर : संरचनात्मक स्वरूप</li> <li>● इंटरनेट संपर्क उपकरणों का परिचय</li> <li>● इंटरनेट समय मितव्ययिता का सूत्र</li> <li>● इंटरनेट का ऐतिहासिक परिचय</li> <li>● इंटरनेट कार्य प्रणाली और सुविधाएँ</li> <li>● मशीनी अनुवाद।</li> </ul>	15

शिक्षण कक्षागत प्रश्न समाधान •  
 शिक्षण कक्षागत प्रश्न •  
 शिक्षण कक्षागत प्रश्न •  
 शिक्षण कक्षागत प्रश्न •

**# Mode: Flipped Class Room, Case Discussion, Lectures**

**Text and Reference Books**

- साहित्यिक शोध के आयाम- डॉ. शशिभूषण सिंहल, आर्य बुक डिपो, नई दिल्ली।
- शोध स्वरूप एवं मानक व्यावहारिक कार्य विधि - डॉ. बैजनाथ सिंहल, दि मैकमिलन ऑफ इण्डिया लिमि. दिल्ली।
- अनुसंधान - सत्येन्द्र, नन्दकिशोर एण्ड ब्रदर्स, वाराणसी।
- शोध-प्रविधि, डा. विनय मोहनशर्मा, नेशनल पब्लिशिंग हाउस, दिल्ली।
- शोध-प्रविधि, डा. हरिश्चन्द्र वर्मा, हरियाणा साहित्य अकादमी, पंचकूला।
- कम्प्यूटर और हिन्दी - हरिमोहन, तक्षशिला प्रकाशन, दिल्ली।
- कम्प्यूटर : सिद्धान्त और तकनीक, राजेन्द्रकुमार, पूर्वांचल प्रकाशन, दिल्ली।
- कम्प्यूटर प्रोग्रामिंग एण्ड आपरेटिंग गाइड, पूर्वांचल प्रकाशन, दिल्ली।

Course code	Subjective Presentation & Comprehensive Viva, Paper-VI	L	T	P	C
MPSYC20Y107	विषय प्रस्तुति और विस्तृत मौखिकी, प्रश्नपत्र-6.	6	0	0	6
Pre-requisite	Nil	Syllabus version 100 MARKS			
<b>Course Objectives:</b>					
<ul style="list-style-type: none"> <li>• छात्रों में मनोविज्ञान विषय सम्बन्धी शोध-खोज के प्रति रुचि जाग्रत करना।</li> <li>• मनोविज्ञान विषय के अभ्यास की प्रवृत्ति को विकसित करना।</li> <li>• मनोविज्ञान विषय के क्षेत्र में शोध करने हेतु कुशलता एवं दक्षता को विकसित करना।</li> </ul>					
<b>Course Outcome:</b>					
<ul style="list-style-type: none"> <li>• मनोविज्ञान विषय की क्षमताओं एवं विशेषताओं का ज्ञान होना।</li> <li>• मनोविज्ञान विषय में दक्षता और उसकी सूक्ष्मता का पता चलना।</li> <li>• मनोविज्ञान में शोध के आयामों का ज्ञान कराना।</li> </ul>					
<b>Student Learning Outcomes (SLO):</b>					
<ul style="list-style-type: none"> <li>• विषय प्रस्तुति कौशल का विकास होना।</li> <li>• विषय के अनुकूलन की सोच विकसित होना।</li> <li>• शोध के लिए नूतन तकनीक, कौशल विधियों एवं प्रयोगों का विकास होना।</li> <li>• शोध सम्बन्धी समस्याओं का निदान करने की क्षमता का विकास होना।</li> </ul>					
<p>प्रत्येक विद्यार्थी को प्रश्न पत्र संख्या 1 से 5 तक, पढे गये विषयों में से किसी एक विषय पर विषय प्रस्तुति और विस्तृत मौखिकी देनी होगी।</p>					

