

**Sant Gadge Baba Amravati University, Amravati**  
**National Education Policy (NEP)**  
**Faculty: Humanities**  
**Syllabus for Academic Year 2024-2025**  
**Board of Study Psychology**  
**Programme: M.A. (PSYCHOLOGY)**  
**Syllabus : Part-II – Sem III & IV**

**Format and Template for Courses (Theory) of UG/PG Programmes**

**Part A**

**PSOs: Programme Specific Outcomes**

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

- PSO 1:** Analyze major concepts like, functions of neuron, motivation, emotion, intelligence personality and cognitive process including attention, perception, learning, problem solving, memory and for getting.
- PSO 2:** Conduct and design basic experiment cognitive processes and apply psychology principles.
- PSO 3:** Understand the concepts in human development and apply psychology principles in development related problems like learning disabilities and conduct disorders.
- PSO 4:** Under stand the nature of various psychotherapies and application of psychology in industrial and forensic sector.
- PSO5:** Administer psychometric tests, tests coming and interpretation of results. This will enable students to diagnose psychological problems and assess various traits.

**Employability Potential of the Programme: Explain in detail on about 3 to 4 page**

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

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

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

**Psychotherapist**

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

### **Social worker and Social Psychology**

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

### **Counselor**

Like psychotherapy, counseling soften a form of talking therapy and can encompass areas including marriage and family, health, abuse, rehabilitation, education, grief, mental health, career guidance and pediatrics. As a counsel or you'll be involved in helping clients come to better terms with their lives and experiences through exploration of feelings and emotions.

### **Psychology careers in education**

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

### **Psychology careers in research**

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

### **Media and advertising**

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

### **Human resources and communications careers**

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

### **Business and management careers**

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

## **Part B**

### **Syllabus Prescribed for 2024-25 Year**

**P.G. Programme : M.A.**

**M.A. Psychology**

**Semester-III**

**Paper-I**

**Applied Research Technology**

**DSC.I.3**

**Marks–Theory: 60**

**Int. Ass.: 40**

### **COs**

**Students will be able to**

1. Acquire the knowledge about Ms -Excel and basic statistical concept related to Ms-excell
2. Enlightened with the knowledge about SPSS and basic statistical concept related to SPSS
3. Get in depth knowledge and help to prepare research papers with the help of Ms -Excel and SPSS

4. Acquire the knowledge about Plagiarism and understand how to avoid Plagiarism during research.

<b>Unit</b>	<b>Content</b>	<b>Hours</b>
<b>UNIT 1: Introduction to Ms-Excel</b>	1.1. Introduction to Ms-Excel 1.2. Some Basic Statistical Concept related Excel 1.3. Research and Ms-Excel	<b>12</b>
<b>UNIT 2: Introduction to SPSS</b>	2.1. Introduction to SPSS, Research and SPSS, some basic statistical concept: Data, variable and cases, level of measurement 2.2. Types of statistical analysis: Descriptive Statistics, Inferential statistics, 2.3. Choosing the correct statistical procedures	<b>12</b>
<b>UNIT 3: Working with SPSS</b>	3.1. Working with SPSS, Starting SPSS, Open, save, and close SPSS data and output files, Exit from SPSS, 3.2. some useful option settings in SPSS, data editor, output viewer 3.3. syntax editor-Data view window-SPSS Syntax	<b>12</b>
<b>UNIT 4: Data creation</b>	4.1. Data creation-SPSS Main Menus, opening a data file, importing data -Transpose, Data Screening, 4.2. Variable types in SPSS and Defining variables Creating a Codebook in SPSS 4.3. Rules for data entry.	<b>12</b>
<b>UNIT 5: Introduction of Plagiarism</b>	5.1. Introduction of Plagiarism, What is plagiarism, Types of plagiarism, 5.2. How to avoid plagiarism, paraphrasing, 5.3. software related plagiarism checker: Urkund, Turnitin	<b>12</b>

**R**

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1. Brian C. Cronk (2018). HOW TO USE SPSS A Step-By-Step Guide to Analysis and Interpretation, (10% ed.) Routledge.
2. Leech, Nancy L. et al. (2005). SPSS for Intermediate Statistics: Use and Interpretation, 2nd Ed. Publishers: Lawrence Erlbaum Associates, Inc.
3. William E. Wagner (2015): Using IBM SPSS statistics for research methods and social science statistics (5th ed). SAGE Publications, Inc
4. Field, A. (2013). Discovering statistics using IBM SPSS statistics (4th ed.). SAGE Publications.
5. Data Analysis With Excel Manisha Nigham, BPB Publications.
6. Academic Writing And Plagiarism: A linguistic Analysis, Diane Pecorari, Bloomsbury Academic India
7. Understanding Plagiarism Barrington Nixon
8. The Plagiarism Handbook Robert Harris, Routledge Publisher

**M.A. Psychology**  
**Semester III Paper-II**  
**Abnormal Psychology-I**  
**DSC-II.3**

**Marks–Theory:60**

**Int.Ass.:40**

**CO's**

**Students will be able**

1. The paper aims at providing an overview of the concept of abnormality
2. To help students to acquire the knowledge about the causes, symptoms and treatments of various

types of psychological disorders.

3. This will sensitize them to information on abnormal psychology and dispel myths regarding it.

<b>Unit</b>	<b>Content</b>	<b>Hours</b>
<b>UNIT I: Introduction To abnormal psychology</b>	1.1. Abnormal Behavior and Society i) Defining Abnormal Behavior ii) Relating Abnormal Behavior iii) Explaining Abnormal Behavior iv) Treating Abnormal Behavior 1.2. Classification and Assessment i) Classification of Abnormal Behavior based on DSM5 and ICD11 (Major categories) ii) Assessment	<b>12</b>
<b>UNIT II: Causal Factors and Viewpoint of Abnormal Behavior</b>	2.1. Causes and Risk Factors for Abnormal Behavior i) Necessary, Sufficient and Contributory Causes ii) Feedback and Bidirectionality in Abnormal Behavior iii) Diathesis-Stress Model 2.2. View points for Understanding the Causes of Abnormal Behavior i) The Biological View point and Biological Casual Factors ii) The Psychodynamic Perspectives iii) The Cognitive Behavioral Perspective iv) The Humanistic-Existential Perspective iv) The Socio-cultural View point and Socio cultural Causal Factors	<b>12</b>
<b>UNIT III: Anxiety Disorders And obsessive- Compulsive disorder</b>	3.1. Anxiety Disorder Syndromes i) Panic Disorder ii) Generalized Anxiety Disorder iii) Phobia iv) Obsessive-Compulsive Disorder v) Posttraumatic Stress Disorder 3.2. Interpreting and Treating Anxiety Disorder i) The Psychodynamic Perspective ii) The Behavioral Perspective iii) The Cognitive Perspective iv) The Biological Perspective	<b>12</b>
<b>UNIT IV: Somatoform And dissociative disorders</b>	4.1. Somatoform disorder i) Somatization Disorder ii) Hypochondriasis Disorder iii) Pain Disorder iv) Conversion Disorder v) Causal Factors in Somatoform Disorder vi) Treatment and outcomes in Somatoform Disorder 4.2. Dissociative Disorder i) Dissociative Amnesia and Fugue ii) Dissociative Identity Disorder iii) Depersonalization Disorder iv) Causal factors in Dissociative Disorder v) Treatment and Outcomes in Dissociative Disorder	<b>12</b>

**References :**

1. Alloy, L.B., Riskind, J.H., & Manos, M.J. (2006). Abnormal psychology: Current perspectives (9th ed.). Delhi: Tata McGraw-Hill.

2. American Psychiatric Association: "Diagnostic and Statistical Manual of Mental Disorders", DSM5 (5<sup>th</sup> Edi)
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4. Carson, R.C., Butcher J.N. Mineka, S., & Hooley, J.M. (2007). Abnormal Psychology, 13<sup>th</sup> Edn. Pearson Education, India.
5. Davison G.C. Neal, J.M. & Kring A.M. (2004). Abnormal psychology. (9<sup>th</sup> ed.). New York: Wiley.  
Comer R.J. (2007). Abnormal psychology (6<sup>th</sup> ed.). New York: Worth Publishers.
6. Sue, D., Sue D. W. & Sue S. (2006) "Abnormal Behavior" (8<sup>th</sup> Edi) Houghton Mifflin Company

**M.A. Psychology**  
**Semester III**  
**Paper-IV COUNSELLING PSYCHOLOGY**  
**DSC-III.3**

**Marks–Theory:60**

**Int.Ass.:40**

**COs**

**Students will be able to**

1. Understand the nature and process of counseling
2. Acquire the listening and communication skill for counseling.
3. Understand the personal and professional aspects of counseling

Unit	Content	Hours
<b>UNIT I: Introduction to counseling</b>	1.1. Definition and Goals of Counseling 1.2. Training, Job Setting and Activities of Counselor 1.3. Stages of the Counseling process 1.4. Characteristics of Counselor 1.5. Written Communication and Counseling i) Aims and objectives of recordkeeping ii) File composition	<b>12</b>
<b>UNIT II: Building The Counseling relationships, And In Depth exploration</b>	2.1. Communication and Building the Counseling Relationship 2.2. The Core Conditions of Counseling 2.3. Counselor's Actions that Impede Communication 2.4. In Depth Exploration i) Goals and methods ii) Advanced empathy iii) Immediacy iv) Confrontation v) Interpretation vi) Role playing	<b>12</b>
<b>UNIT III : Ethics, Commitment To action and termination</b>	3.1. Ethics in Counseling i) Codes of Professional Ethics ii) Ethical Principles iii) Ethical Theory iv) The Relationship between Ethics and the Law vi) Common Ethical Violation by Mental Health Professionals 3.2. The Process of Goal Setting 3.3. Design and Implication of Action Plans Termination	<b>12</b>
<b>UNIT IV:</b>	4.1. Assessment and Diagnosis in Counseling	<b>12</b>

<b>Counselling Strategies And techniques</b>	4.2. A Frame of Reference for Understanding Assessment and Diagnosis 4.3. Components of Effective Assessment 4.4 Tools for Effective Diagnosis 4.5. Placement of Assessment in The Counseling Process: Risk and Opportunities 4.6. Intake Interviews 4.7. Mistakes Counselors Make in the Assessment Process	
<b>UNIT V: Fields of Counselling</b>	5.1. Life skill: Empathy, decision making, critical thinking and creative thinking, self-awareness, goal settings. 5.2. Educational counseling: school's difficulties, child and adolannce with disabilities 5.3. vocational and careers counseling: purpose-job analysis and job satisfaction souses of occupational information, vocational development theories, 5.4. Industrial counseling: organizational behavior, Occupational stress, labor management crisis, maladjustment job performance	<b>12</b>

## References

1. Welfel, E.R. and Patterson L.E. (2005), The counseling Process: A Multi the or eticalinte grative Approach' CENGAGE Learning India private Ltd. New Delhi.
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**M.A. Psychology Semester III**  
**Health Psychology**  
**DSE-III**  
**Elective-1**

**Marks–Theory:60**

**Int.Ass.:40**

**COs :**

**Students will be able to**

1. Acquaint the students with the nature and significance of the emerging area of health psychology within a life-span perspective.
2. Highlight the importance of social and psychological processes in motivation and emotion.
3. Focus on the behavioral factors in the field of social psychology.

<b>Unit</b>	<b>Content</b>	<b>Hours</b>
<b>UNIT I: Motivation and Emotion</b>	1.1. Motivation- definition of scope and type 1.2. Hunger and Eating 1.3. Sexual Behaviour 1.4. Emotion-definition, scope and type 1.5. Key Elements of emotion 1.6. Theories of Emotion 1.7. Emotions, Feelings, and Moods	<b>12</b>
<b>UNIT II: : Developmental Psychology</b>	2.1.What Is Life span Development 2.2.Lifespan Theories 2.3.Stages of Development 2.4.Death and Dying	<b>12</b>
<b>UNIT III: Intelligence, creativity and Testing</b>	3.1.What Are Intelligence 3.2.Creativity 3.3.Measures of Intelligence 3.4.The Source of Intelligence 3.5.Intelligence and Creativity Testing	<b>12</b>
<b>UNIT IV: Social Psychology</b>	4.1. What Is Social Psychology? 4.2.Self-Presentation 4.3.Attitudes and Persuasion 4.4.Conformity, Compliance and Obedience 4.5.Prejudice and Discrimination 4.6.Agression	<b>12</b>
<b>UNIT V: Health Compromising Behavior</b>	5.1.Substance Abuse and Dependence i) Tobacco a. Cessation of Smoking ii) Alcohol a. Effects of Alcohol Consumption b. Dealing with Alcoholism iii) Drug Abuse a. Effects of Drug Addiction b. Dealing with Drug Addiction iv) Non-Substance Abuse-Technology Addiction a. The Prevalence of Technology Addiction and Cause for Concern b. Proneness to Technology Addiction Assessment of Technology Addiction	<b>12</b>

## References

1. Manika Gosh (2015) Health Psychology-concepts in Health and Well-Being. Pearson Publication Delhi.
2. Madhukar K. Tajne (2017). Health Psychology-Basic Issues and Process. Ishika Publication House, Delhi, Jaipur.
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4. Franken R.E.(2007).Human motivation. USA: Thomson Higher Education.
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6. Baron, R. A., & Branscombe N.R., (2012) Social Psychology (13th Ed).New Delhi: Pearson.
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OR

**M.A. Psychology Semester- III**  
**CLINICAL PSYCHOLOGY**  
**DSE-III**  
**Elective-2**

**External:60**

**Int.Ass.: 40**

### COs

**Students will be able to**

1. Develop basic understanding about assessment and intervention sin the context of clinical psychology.
2. Demonstrate familiarity with scientific, ethical, legal, and practice-oriented issues in the field
3. Demonstrate the Methods of assessment and intervention in clinical psychological practice with in the contemporary health careen vironment.

Unit	Content	Hours
<b>UNIT I : Introduction And foundation Of Clinical psychology</b>	1.1. Definition and Characteristics of Clinical Psychology <ol style="list-style-type: none"> <li>i) Definition</li> <li>ii) Characteristics of Clinical Psychology               <ol style="list-style-type: none"> <li>i) Emphasis on Science</li> <li>ii) Emphasis on Individual</li> <li>iii) Emphasis on helping</li> </ol> </li> </ol> 1.2. Activities and Work setting of Clinical Psychologist <ol style="list-style-type: none"> <li>i) Research</li> <li>ii) Teaching</li> <li>iii) Psychotherapy</li> <li>iv) Consultation</li> <li>v) Administration</li> </ol> 1.3. Distinguishing Clinical Psychology from Related Profession <ol style="list-style-type: none"> <li>i) Psychiatry</li> <li>ii) Counseling Psychology</li> <li>iii) School Psychology</li> <li>iv) Social Work</li> <li>v) Other Related Profession</li> </ol>	<b>12</b>
<b>UNIT II: History and recent Developments</b>	2.1. Ancient Roots 2.2. Eighteen and Nineteenth Centuries 2.3. The Birth of a Discipline: 1890-1910 2.4. Childhood: World War I through World War II	<b>12</b>



	2.5. Adolescence: Post WWII and the Development of an Identity 2.6. Adulthood: Milestones and Growing Pains	
<b>UNIT III: Models In Clinical psychology</b>	3.1. The Role of Theoretical Models Psychoanalysis 3.2. Biological Model 3.3. Interpersonal Model 3.4. Humanism 3.5. The Behavioural Model 3.6. Cognitive Model	<b>12</b>
<b>UNIT IV: Specialization In Clinical psychology: Forensic psychology</b>	4.1. Definition 4.2. Psychology and Law 4.3. Expert Witnesses 4.4. Psychology and Criminal Law 4.5. Civil Commitment 4.6. Child Abuse and Neglect 4.7. Training and Certification in Forensic Psychology	<b>12</b>
<b>UNIT V: Clinical Neuropsychology</b>	5.1. Discovering Brain -behavior Relationship s: A Brief History 5.2. Development of Clinical Neuropsychology 5.3. A Map of human Brain: structure and Function Causes of Brain Dysfunction 5.4. Neuropsychological Assessment 5.5. Rehabilitation	<b>12</b>

## References

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2. Pomerantz, A.M. (2008). Clinical Psychology: Science, practice, and culture. Sage Publications: New Delhi
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### M. A. Psychology

#### Semester-III

#### DSC-II.3 Practical

**Marks - 100**

#### COs:

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

1. To analyze cognitive abilities by conducting experiment on assertiveness, intelligence and emotional stability
2. To judge the process of adjustment and comprehension
3. To understand the concept of cognitive style and personality.
4. To apply the knowledge of defense mechanism and behaviorism.

#### A) Any Eight of Following

1. Clinical Analysis Questionnaire
2. Neuroticism Scale Questionnaire
3. Eight State Questionnaire
4. Clinical Case Study Form
5. PGI Quality of Life
6. PGI Health Questionnaire
7. Spiritual Intelligence Scale
8. Sentence Completion Test
9. Maudsley Personality Inventory
10. Reaction to Frustration
11. Sinha's Comprehensive Anxiety Scale
12. Mental Health Inventory
13. Depression Test
14. Social Phobia Scale

### **Research Project Phase I**

#### **COs**

After successful completion of this phase, students will be able to:

1. Apply the theoretical concepts practically in research area
2. Write a research proposal in scientific method
3. Understand research process and statistical analyses.
4. Introduce the basic concept of research methodology in Psychology.
5. Enable the student to prepare report writing
6. Help them to select an appropriate research design.
7. Able to demonstrate the ability to choose methods appropriate to research objectives.
8. Develop skills in qualitative and quantitative data analysis and presentation.

<b>Code of the Course/Subject</b>	<b>Title of the Course/Subject</b>	<b>Total Number of Lectures</b>
Major	Research Project Phase- I (Research Proposal)	Per Week – 6

### **IMPORTANT INSTRUCTIONS FOR SEMESTER III**

#### **Research Project Phase- I**

In the third semester, the students have to prepare a research proposal in Research Project Phase- I. The students can conduct the research project individually or in group with 2 or 3 students.

Students should select a problem related to Counselling / Clinical Psychology i.e., the variables under study should have implications for community mental health, wellbeing and such related issues. These variables should be selected in consultation with the concerned teacher or guide.

The Research Proposal must be submitted before the third semester end exam.

#### **General Guidelines for Research Proposal :**

Research Proposal / Research Project should be written in APA format

For Quantitative/Qualitative Research

- Comparative Study: Minimum Sample size for each group will be 30
- Correlational Study: Minimum Sample size for each group will be 50
- Qualitative Research: Minimum number of individuals

### **Regarding Group Project:**

- Students can complete the project in group of two or three students with the approval of the guide.
- Sample size would be of minimum 150
- Each student will be required to write a separate report on at least one variable

### **Format of Research Proposal :**

- Title Page (Name of Researcher and Guide with title)
- Brief Introduction (Definition of variables)
- Statement of the Problem
- Review of literature
- Purpose and Rationale
- Hypothesis
- Methods
- Expected Results
- Time Schedule
- References
- Appendix

### **Assessment of the Research Proposal**

There will be internal assessment for 50 marks. The students must be present their proposal with PPT and Submit the soft copy of PPT and hard copy of proposal to the committee. There will be local RAC for the assessment of the Research Proposal with the following members.

- Head of the Institution (Principal)
- Head of the Department
- Research Project Guide
- External Subject Expert (If Possible)

The local RAC will approve the research proposal or can give any relevant suggestion and assess the proposal on the following points

- PPT Presentation - 10 Marks
- Selection of the Topic - 10 Marks
- Relevancy of Research - 10 marks
- Research Methodology - 10 Marks
- Overall Performance - 10 Marks
- Minimum 25 Marks will be mandatory for passing

## CASE STUDY REPORT

### COs

After successful completion of this case study report, students will be able to:

1. Apply the Case history method in clinical field
2. Understand the importance of case study in Counselling

Code of the Course/Subject	Title of the Course/Subject	Total Number of Lectures
DSC- Practical Major	Case Study Report	Per Week - 2

### Case Study Report :

The students should select at least two maladapted cases in consultation with the teacher which include different types of psychological disorders in the area of clinical psychology and area of counselling psychology for example the cases of interpersonal problems, personal problems, marital problems and career selection etc.

Students should study clinical cases in the Psychiatric Hospitals

Students should study different types of maladjusted cases from the Rehabilitation centers, Schools, Old age home, Family Court and related areas.

A detailed case study report should be prepared for at least two maladjusted cases with the help of following points

- Primary information of the client
- Genogram of the client
- Primary identification of problem
- Case history of the client
- Psychological /Behavioral assessment
- Diagnosis of the problem
- Planning of the session
- Therapeutic intervention
- Brief report of all sessions
- Summary and outcome

For the case study of Psychiatric Hospitals, the prescribed format given by the department should be used.

### Assessment of the Case Study Report :

The must be submit their case study report in hardcopy with seminar file.

There will be internal and external assessment for 50 marks (For Two Case Study)

- Internal Assessment for 25 Marks: Case Study Presentation with PPT
- External Assessment for 25 Marks: Viva on Case Study Report
- Minimum 25 Marks will be mandatory for passing

**M.A. Psychology**  
**Semester- IV**  
**Paper- I**  
**Personality Theories**  
**DSC-I.4**

**Marks–Int.Ass.:40**

**Theory:60**

**COs:**

**Students will be able to**

1. Evaluate the Indian approaches of personality.
2. Learn about behavioural and social approach
3. Understand cognitive humanistic and existential approach in detail
4. Gain the knowledge of psychoanalytic theory
5. Familiarised with different personology

<b>Unit</b>	<b>Content</b>	<b>Hours</b>
<b>UNIT I: Behavioral And Social Approach</b>	1.1. Behavioral view of the person 1.2. Pavlov, B. F. Skinner 1.3. A. Bandura, J. Rotter, Dollard and Miller.	<b>12</b>
<b>UNIT II : Cognitive Behavioral Approach</b>	2.1. G. Kelly, 2.2. Michel, 2.3. A. Ellis, A. Beck	<b>12</b>
<b>UNIT III: Humanistic And Existential Approach</b>	3.1. C. Rogers, A. Maslow 3.2. R. May, V. Frankl	<b>12</b>
<b>UNIT IV: Psychoanalytic Approach</b>	4.1. Sigmund freud theory 4.2. Erik H. Erikson	<b>12</b>
<b>UNIT V: Others Personality Approach</b>	5.1 Henry Murray’s personology 5.2. Allport Theory of personality 5.3. Raymond Cattle’s Factore Analysis	<b>12</b>

**References**

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2. Boeree, C. G. (2006) Personality Theories [http://www.ship.edu/%7Ecgboeree/perscontents.html]
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10. Tilak B. G. (1986) GeetaRahasysa or Karma Yoga Rahasya, B. s. Sukhtankar (Eng. Tra.) 6<sup>th</sup> edn. Geeta printers, Pune, India

**M.A. Psychology Semester-IV**  
**Paper-II**  
**Abnormal Psychology II**  
**DSC-II.4**

Marks–Theory:60

Int.Ass.:40

**CO's**

**Students will be able to**

1. The understand concept of abnormality
2. Help students to acquire the knowledge about the causes, symptoms and treatments of various types of psychological disorders.
3. Familiarized different mood disorders and personality disorders.

Unit	Content	Hours
<b>UNIT I : Mood Disorders And suicide</b>	1.1.Unipolar Mood Disorder i) Depression that are not Mood Disorders ii) Mild to Moderate Depressive Disorders iii) Major Depressive Disorders iv) Causal Factorsin Unipolar Mood disorders 1.2. Bipolar Mood Disorder i) Cyclothymia ii) Biopolar Disorders iii) Schizoffective Disorder iv) Causalfactors in Biopolar Disorder 1.3.Treatment and Outcomes 1.4. Suicide	<b>12</b>
<b>UNIT II: Personality disorders</b>	2.1.Clinical Features of Personality Disorders 2.2.Categories of Personality Disorders 2.3.Causalfactorsin Personality Disorders 2.4.Treatment and Outcomes 2.5.Antisocial Personality and Psychopathy	<b>12</b>
<b>UNIT III: Substance Related And other addictive disorders</b>	3.1.Alcohol Abuse and Dependence 3.2.Drug Abuse and Dependence 3.3.Other Addictive Disorders: Hyper obesity and Pathological Gambling 3.4.The Genetics of Alcoholism.	<b>12</b>
<b>UNIT IV: The Schizophrenia And delusional disorder</b>	4.1.The Schizophrenia 4.2.The Clinical Picturein Schizophrenia 4.3.Classic Subtype of Schizophrenia 4.4.Causal Factors in Schizophrenia 4.5.Treatment and Outcomes 4.6.Delusional Disorder (Paranoia)	<b>12</b>
<b>UNIT V: Psychopathology and Mental Health</b>	5.1. contemporary issues related to psychopathology 5.2.mental health services: legal and ethical issues. 5.3.Status of mental health in India 5.4.Indian perspective of mental health	<b>12</b>

**References**

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3. SarasonI.G., & Sarason, B.R.,(2010). Abnormal Psychology: The problem of Maladaptive

Behaviour, 11<sup>th</sup> Edn. PHI Learning Pvt. Lmt New Delhi.

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5. American Psychiatric Association: “Diagnostic and Statistical Manual of Mental Disorders”, DSM 5 (5<sup>th</sup> Edi)
6. Barlow, D.H. & Durand, V.M. (1999). Abnormal psychology (2<sup>nd</sup> ed.). Pacific Grove: Books/Cole.
7. Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2007). Abnormal Psychology, 13<sup>th</sup> Edn. Pearson Education, India.
8. Davison, G.C. Neal, J.M. & Kring, A.M. (2004) .Abnormal psychology. (9<sup>th</sup>ed.). New York: Wiley. Comer, R.J. (2007). Abnormal psychology (6<sup>th</sup> ed.). New York: Worth Publishers.
9. Sue, D., Sue D. W. & Sue S. (2006) “Abnormal Behavior” (8<sup>th</sup> Edi) Houghton Mifflin Company.

### M.A. Psychology

#### Semester-IV

#### Paper - III

#### Psychotherapies

#### DSC-III.4

**Marks–Theory:60**

**Int.Ass.:40**

#### Cos

#### Students will be able to

1. Critique the major contemporary models of psychotherapy.
2. Practiced the basic techniques of the various psychotherapeutic mode ls.
3. Appreciate the multifaceted and complex nature of psychological issues and their treatment.
4. Develop his/her own theory and approach to counseling and psychotherapy.
5. Aware of current research in the field.
6. Stimulated to further study, thought and awareness of standard son issues related to the field.

Unit	Content	Hours
<b>UNIT I: Introduction To psychotherapies</b>	1.1.Nature and Definition of Psychotherapies 1.2.Goals or Purposes of Psychotherapy 1.3.Types of Psychotherapy 1.4.Modes of Psychotherapy 1.5.Nature of Therapeutic Variables 1.6.Course of Psychotherapy	<b>12</b>
<b>UNIT II: Psychodynamic psycho therapy</b>	2.1.Psychoanalysis 2.2.Psychoanalytic Theory since Freud i) Carl Jung’s Analytical Psychotherapy ii) Alfred Adler’s Individual Psychotherapy iii) The Neo-Freudians iv) The Ego Psychologists v) The Object Relations Theorists vi) Brief Psychodynamic Theory 2.3.Interpersonal Psychotherapy	<b>12</b>
<b>UNITIII: Behavior therapy</b>	3.1.Basic assumptions & various forms of behavior therapies 3.2.Systematic Desensitization & Flooding, Implosive Therapy, Aversive Therapy 3.3.Bio-Feedback Technique Assertiveness Training	<b>12</b>
<b>UNIT IV: Cognitive, Humanistic And existential</b>	4.1. Cognitive Therapies: i) Rational Emotive Behaviour Therapy ii) Beck’s Cognitive Therapy 4.2 Roger’s Client Centered Therapy	<b>12</b>

<b>Therapies</b>	4.3 Gestalt Therapy 4.4 Logo Therapy & Reality Therapy 4.5 Lazarus Multimodal Therapy 4.6 Transactional Analysis	
<b>UNIT V : Other Therapies</b>	5.1. Introduction to family counseling :values , the five love languages , genograms 5.2.marrege /relationship counselling :values of marrege , sexual morality in maretal life , ethics of marreige 5.3. Crisis counseling/ manegment :1 problem solving2.Relaxation techniques3. Behavioral activities. cognitive restructuring 5.4. Psychodrama ,Group therapy	<b>12</b>

## References

- 1.Capuzzi, D., & Gross, D.R. (2016). Counseling and Psychotherapy: theories and interventions 6<sup>th</sup> Edn. Pearson Education: India.
2. Corey,G. (2013). Theory and practice of counseling and psychotherapy 9<sup>th</sup> Edn. Cengage Learning New Delhi
3. Tajne. M.K., (2017). Handbook of Counseling, A B publishers, New Delhi
4. Seligman, L., & Reichenberg, L,. (2014). Theories of counseling and psychotherapy : Systems, Strategies and skills, PHI Learning privateliited Delhi.
5. Woolfe, R. & Dryden,W (1996). Handbook of counseling psychology. New Delhi: Sage.
6. Stewart, I.(2000). Transaction alanalysis counseling inaction. London: Sage.
7. Watts, A.W.(1973). Psychotherapy: East and West. London: Penguin books.
8. Rama, S. & Ballentine, R.& Ajaya, S.(1976). Yoga and psychotherapy. Hinsdale, PA: Himalayan International Inst.
9. Ajay, S. (1989). Psychotherapy: East and West. Hinsdale, Penn.: Himalayan International Inst.
10. Veereshwar, P.(2002).Indian systems of psychotherapy. Delhi: Kalpaz publications

**M.A. Psychology**  
**Semester -IV**  
**Stress Coping**  
**DSE-IV**  
**Elective-1**

**Marks–Theory:60**

**Int.Ass.:40**

## COs

### Students will be able to

1. Impart an introduction to the concept, forms / types and sources of stress phenomenon with in a life span perspective;
2. Discuss in brief the nature, consequences, and management of emotional vital signs of health/well-being;
3. Provide evidence about the correlates/consequences of stress; and evaluate the role of moderating variable sins tress-health/well-being linkage;

<b>Unit</b>	<b>Content</b>	<b>Hours</b>
<b>UNIT I: Stress, Health and adjustment</b>	1.1.What Is Stress? 1.2.Stressors 1.3.Stress and Illness 1.4.Regulation of Stress 1.5.The Pursuit of Happiness	<b>12</b>



<p><b>UNIT II: Stress And Health</b></p>	<p>2.1. Understanding Stress</p> <ul style="list-style-type: none"> <li>i) Common Sense Understanding of Stress</li> <li>ii) Early Research in Stress</li> <li>iii) Definition of Stress-Its Nature and Meaning</li> </ul> <p>2.2. Theories of Stress</p> <ul style="list-style-type: none"> <li>i) Fight or Flight Response</li> <li>ii) General Adaptation Syndrome</li> <li>iii) Cognitive Appraisal Theory</li> <li>iv) Person-Environment Fit Theory</li> <li>v) Psychodynamic Theory</li> <li>vi) Nuclear Conflict Theory</li> <li>vii) Genetic Constitutional Theory</li> <li>viii) Diathesis-Stress Model</li> <li>ix) Holistic Health Theory</li> </ul> <p>2.3. Role of Physiology in Stress</p> <ul style="list-style-type: none"> <li>i) Nervous System</li> <li>ii) The Brain: Its Role in Stress</li> <li>iii) The Autonomic Nervous System</li> <li>iv) Endocrine System and Its Role in Stress</li> <li>v) The Cardiovascular System</li> </ul> <p>2.4. Sources of Stress</p> <ul style="list-style-type: none"> <li>i) Daily Hassle</li> <li>ii) Stressful Life Events</li> <li>iii) Academic Stress</li> <li>iv) Family and Relationship</li> <li>v) Occupational Stress</li> <li>vi) Social Stressors</li> <li>E) After-effects of Stress</li> </ul> <p>Effects of Early Stressful Life Experiences</p>	<p><b>12</b></p>
<p><b>UNIT III: Moderator And Effects Of Stress</b></p>	<p>3.1. Personality and Stress</p> <ul style="list-style-type: none"> <li>i) Type A Behaviour Pattern and Health</li> <li>ii) Type A Behaviour Pattern and Stress</li> <li>iii) Health and Type A Behaviour</li> <li>iv) Type C Personality and Stress</li> <li>v) Locus of Control</li> <li>vi) Hypersensitivity Personality</li> <li>vii) Cancer-Prone Personality</li> <li>viii) Depression-Prone Personality</li> <li>ix) Attribute Style</li> </ul> <p>3.2. Psycho-Physiological Consequences of Stress</p> <ul style="list-style-type: none"> <li>i) The Cardiovascular Disorders</li> <li>ii) Allergies</li> <li>iii) The Digestive System Disorders</li> <li>iv) Stress and Ageing</li> </ul>	<p><b>12</b></p>

	<ul style="list-style-type: none"> <li>v) Stress and Cancer</li> <li>vi) Stress and Acquired Immune Deficiency Syndrome (AIDS)</li> </ul> <p>3.3. Other Indirect Effects of Stress</p>	
<b>UNIT IV: Coping With Stress</b>	<p>4.1. Meaning and Definition of Coping</p> <ul style="list-style-type: none"> <li>i) Styles of Coping</li> <li>ii) Goals of Coping</li> </ul> <p>4.2. Measurement of Stress</p> <ul style="list-style-type: none"> <li>i) Measurement in Laboratory</li> <li>ii) Physiological Measure</li> <li>iii) Major Life Events</li> <li>iv) Daily Hassles</li> <li>v) Perceived Stress</li> </ul> <p>4.3. Individual Differences in Coping with Stress</p> <ul style="list-style-type: none"> <li>i) Personality</li> <li>ii) Psychological Hardiness</li> <li>iii) Tolerance for Stimulation</li> <li>iv) Attributional Style</li> <li>v) Learned Helplessness</li> <li>vi) Sense of Coherence</li> </ul> <p>4.4. Gender and Coping</p>	<b>12</b>
<b>UNIT V: Treatment of Psychological Disorders</b>	<p>5.1. Health Promotion</p> <ul style="list-style-type: none"> <li>i) Methods Used in Health Promotion</li> <li>ii) Dissemination of Information</li> <li>iii) Behaviour Change Methods</li> <li>iv) Incentives</li> <li>v) Social Engineering</li> </ul> <p>5.2. Levels of Preventive Health Behaviour</p> <ul style="list-style-type: none"> <li>i) Primary Prevention</li> <li>ii) Secondary Prevention</li> <li>iii) Tertiary Prevention</li> </ul> <p>5.3. Health Enhancement Through Primary Prevention</p> <ul style="list-style-type: none"> <li>i) Immunization</li> <li>ii) Safety Measures</li> <li>iii) Diet and Nutrition</li> </ul> <p>5.4. What is Nutrition?</p> <ul style="list-style-type: none"> <li>i. Effects of Malnutrition</li> <li>ii. Obesity</li> <li>iii. Factors linked to Obesity</li> <li>iv. Weight Management</li> </ul> <p>5.5. Exercise</p> <ul style="list-style-type: none"> <li>i. Benefits of Exercise</li> <li>ii. Types of Exercise</li> <li>iii. The Exercise Regimen</li> </ul> <p>5.6. Sleep</p> <ul style="list-style-type: none"> <li>i. Sleep Cycle</li> <li>ii. Health Implication of Sleep</li> </ul> <p>5.7. Personal Hygiene</p> <ul style="list-style-type: none"> <li>i. HIV Infection and AIDS</li> </ul>	<b>12</b>

	ii. Dealing with HIV 5.8. Genetic Screening i. Advantages and Disadvantages of Genetic Screening	
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## References

1. Manika Gosh (2015). Health Psychology-concepts in Health and Well-Being. Pearson Publication Delhi.
2. Madhukar K. Tajne (2017). Health Psychology-Basic Issues and Process. Ishika Publication House, Delhi, Jaipur.
3. Aboud, F.E. (1998). Health Psychology in Global Perspectives. Thousand Oaks, CA: Sage.

OR

**M.A. Psychology**  
**Semester IV**  
**CLINICAL ASSESSMENT**  
**DSE-IV**  
**Elective-2**

Marks –Theory : 60

Int. Ass. : 40

## COs

Students will be able to

1. Develop a basic understanding about assessment and interventions in the context of clinical psychology.
2. Demonstrate familiarity with scientific, ethical, legal, and practice-oriented issues in the field.
3. Demonstrate the Methods of assessment and intervention in clinical psychological practice within the contemporary healthcare environment.

Unit	Content	Hours
<b>UNIT I: General Issues In Psychological Assessment</b>	1.1.Planning The Assessment 1.2.Data Collection 1.3.Processing Assessment Data 1.4.Communicating Assessment Findings	<b>12</b>
<b>UNIT II: Clinical Interviews</b>	2.1.Types of Clinical Interviews 2.2.The Importance of Rapport 2.3.Communication Strategies 2.4.Diagnostic Interviewing 2.5.Interviewing with Children	<b>12</b>
<b>UNIT III: Intellectual, Personality And Educational Assessment</b>	3.1.Intelligence 3.2.Interpretation of Individually administered test of Intelligence 3.3.Educational Assessment 3.4.Personality Assessment: Projective Methods and Objective Methods	<b>12</b>
<b>UNIT IV: Behavioral Assessment</b>	4.1.Traditional Approaches to Assessment 4.2.Defining Features of Behavioral Assessment 4.3.Functional Analysis 4.4.Behavioral Assessment Methods 4.5.Assessment of Dysfunctional Cognations	<b>12</b>

<b>UNIT V : Suicidal and Other Assessment</b>	5.1. Attenuated Psychosis Syndrome, Persistent Complex Bereavement Disorder, Caffeine Disorder 5.2. Depressive Episodes of Hypomania 5.3. Internet Gaming Disorder 5.4. Suicidal Behavior Disorder & Non-suicidal self injury disorder, Suicide – Types, causes and treatment	<b>12</b>
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### References

1. Hecker, J.E., & Thorpe, G.L. (2005). Introduction to clinical psychology: Science, practice, and ethics (Low Price Edition). Delhi: Pearson Education.
2. Pomerantz, A.M. (2008). Clinical Psychology: Science, practice, and culture. Sage Publications: New Delhi
- Trull, T.J., & Phares, E.J. (2001). Clinical psychology: Concepts, methods, and profession (6<sup>th</sup> ed.). Belmont, CA: Wadsworth/Thomson Learning
3. Holt, R.R. (ed.). (1984). Diagnostic psychological testing. Revised edition. New York: International Universities Press.
4. Kaplan, R.M., Saccuzzo, D.P. (2001). Psychological testing: Principles, applications, and issues (5th ed.). New Delhi: Asian Books Pvt. Ltd. Koocher, G.P., Norcross, J.C., & Hill III, S.S. (eds.). (1998). Psychologists' desk reference. Oxford: Oxford University Press.
5. Marks, D.F., & Yardley, L. (eds.). (2004). Research methods for clinical and health psychology. New Delhi: Sage.
6. Osborne, R.E., Lafuze, J., & Perkins, D.C. (2000). Case analysis for abnormal psychology: Learning to look beyond the symptoms. Philadelphia: Psychology Press

### M.A. Psychology

#### Semester-IV

#### Practical

#### DSC-I.4

### Marks - 100

#### COs:

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

1. Analyze abilities of personality by conducting assessment test
2. Judge the process of adjustment and comprehension
3. Understand the concept of personality, types of personality and personality disorders.
4. Apply the knowledge of defense mechanism and behaviorism.

#### A) Test Administration (Any Eight)

1. Mahesh Bhargava. *Dimensional Personality Inventory (DPI)* Hindi
2. Upinder Dhar and Manisha Jain. *Type A/B Behavioural Pattern Scale (ABBPS)* Hindi/
3. R.B. Cattell and IPAT Staff. *16 P.F. Questionnaire*
4. N.K. Chadha and S. Chandna. *Dimensions of Temperament Scale (DTS)*
5. N. Hasnain and D.D. Joshi. *Locus of Control Scale (LCS)* Hindi
6. R.N. Singh and Mahesh Bhargava. *Adjustment Neuroticism Dimensional Inventory (ANDI)*
7. S. Jalota and S.D. Kapoor. *Eysenck's Maudsley Personality Inventory (MPI)* Hindi.
8. *Multi Dimensional Assessment of Personality Series (MDAPS)*
9. S.D. Kapoor and Srivastava. *High school Personality Questionnaire (HSPQ)* Hindi Version.
10. Dr. Medha Kumthekar and Mrs. Aparna Joshi *Children's Personality Questionnaire (CPQ)* (Marathi).
11. L.P. Mehrotra. *Indian Adaptation of Thematic Apperception Test (TAT)* (31 Cards, 1 Manual and 25 Record and Analysis Blank).
12. Study Habit Palsane

## **Research Project Phase- II**

<b>Code of the Course/Subject</b>	<b>Title of the Course/Subject</b>	<b>Total Number of Lectures</b>
Major	Research Project Phase II (Complete Research Report)	Per Week - 10

### **IMPORTANT INSTRUCTIONS FOR SEMESTER IV**

#### **Research Project Phase II**

#### **CO's**

After successful completion of this phase II, students will be able to:

1. Conduct a Research in the field of Psychology
2. Write a scientific research paper for the different purpose
3. Understand the process of conducting a research.

Every student shall be offered Research/Innovative Project in IV Semester. This research/ Innovative Project/ Dissertation will carry 100 Marks and of maximum 6 credits for semester. The project / dissertation be submitted in the hardbound copy to the University Department/ College / Institute. For internal evaluation, the students shall have to give a presentation of the project/dissertation in a given Semester. Further, for external examination, Project / Dissertation shall be evaluated by the concerned teacher /supervisor/guide in the University Department /College / Institute as an Internal Examiner along with an External Examiner appointed by the University.

#### **Format of Research Project**

Project Report should be written in APA Format

#### **I. Title Page**

- Title
- Name of researcher and Guide
- Running Head
- Acknowledgements ( If Any)

#### **II. Introduction**

- Define Variables in the research
- Statement of the Problem
- Purpose and Rationale of the Study

#### **III. Review of the Literature**

#### **IV. Research Methodology**

- Research objectives
- Hypothesis
- Sample
- Tools
- Method of data Collection
- Research Variables
- Research design

- Statistical Method
- Operational Definitions of variables

## **V. Result and Discussion**

- Tables and Figures
- Statistical Interpretation
- Support or Nonsupport of Hypothesis

## **VI. Summary and Conclusion**

## **VII. References**

## **VIII. Appendix (If Any)**

### **Assessment of Research Project: 100 Marks**

Project assessment will be based on presentation of project before Internal and External examiners with PPT.

#### **Continuous Internal assessment for 50 marks as follows**

- Introduction, Definition, objectives, Rationale, significance – 15 Marks
- Review of Literature – 15 Marks
- Presentation – 20 Marks

#### **External Assessment for 50 Marks as follows**

- Evaluation of Research Project (Methodology) – 20 Marks
- Research Project Presentation – 15 Marks
- Viva Voce – 15 Marks
- Minimum 50 Marks will be mandatory for passing

### **Written Examination: - Format of Question Paper and Internal Examination**

- Each paper will carry 100 marks.
- 100 marks will be divided as :
  - A) 60 marks for written exam
  - B) 40 marks for internal exam
- Written exam pattern question paper 60 marks distributed as :
  - A) Long answer type question – 24 marks (Each question will be of 12 marks and 2 long answer type questions with options)
  - B) Short answer type questions. (Total 36 marks)
    - (i) 3 question of 4 marks each and total 12 marks
    - (ii) 3 question of 4 marks each and total 12 marks
    - (iii) 3 question of 4 marks each and total 12 marks
- Instruction for practical examination
  1. Practical exam will be of 100 marks
  2. In the practical exam 50 marks will be for external evaluation and 50 marks of internal evaluation

3. Marks distribution for Internal 50 marks

- I. Practical record book 15 marks
- II. Report writing 20 marks
- III. Overall Participation – 15 marks

4. Marks distribution for External 50 marks

- I. Conduct Experiment / Test – 20 marks
- II. Viva-Vice 30 marks

5. There is a separate passing for practical exam.  
Minimum 50 marks will be mandatory for passing