

K. C. E. Society's

Moolji Jaitha College

An 'Autonomous College' Affiliated to
K.B.C. North Maharashtra University, Jalgaon.

NAAC Reaccredited Grade - A (CGPA : 3.15 - 3rd Cycle)
UGC honoured "College of Excellence" (2014-2019)
DST(FIST) Assisted College



के. सी. ई. सोसायटीचे

मूळजी जेठा महाविद्यालय

क.ब.चौ. उत्तर महाराष्ट्र विद्यापीठ, जळगाव संलग्नित
'स्वायत्त महाविद्यालय'

नेकद्वारा पुनर्मानांकित श्रेणी - 'ए' (सी.जी.पी.ए. : ३.१५ - तिसरी फेरी)
विद्यापीठ अनुदान आयोगाद्वारा घोषित 'कॉलेज ऑफ एक्सलन्स' (२०१४-२०१९)
डी.एस.टी. (फीस्ट) अंतर्गत अर्थसहाय्य प्राप्त

Date :- 01/08/2024

NOTIFICATION

Sub :- CBCS Syllabi of M. A. in Psychology (Sem. III & IV)

Ref. :- Decision of the Academic Council at its meeting held on 27/07/2024.

The Syllabi of M. A. in Psychology (Third and Fourth Semesters) as per **NATIONAL EDUCATION POLICY – 2020 (2023 Pattern)** and approved by the Academic Council as referred above are hereby notified for implementation with effect from the academic year 2024-25.

Copy of the Syllabi Shall be downloaded from the College Website (www.kcesmjcollege.in)

Sd/-
Chairman,
Board of Studies

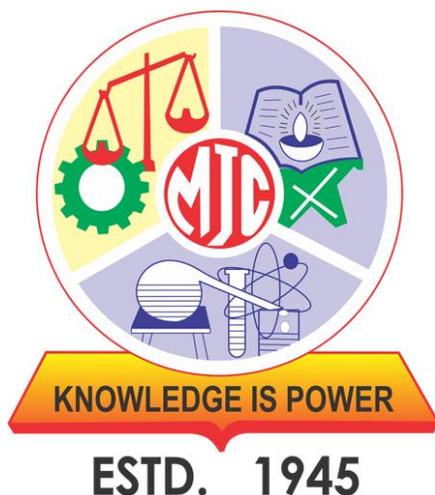
To :

- 1) The Head of the Dept., M. J. College, Jalgaon.
- 2) The office of the COE, M. J. College, Jalgaon.
- 3) The office of the Registrar, M. J. College, Jalgaon.

Knowledge is Power

Khandesh College Education Society's
Moolji Jaitha College, Jalgaon
An "Autonomous College"

Affiliated to
Kavayitri Bahinabai Chaudhari
North Maharashtra University, Jalgaon-426001



STRUCTUREANDSYLLABUS

**M.A Honors/ Honors with
Research (M.A. Psychology)**

As per NEP-2020 Guidelines

(w.e.f.AcademicYear:2024-25)

M.A. Psychology Course Structure

Class	Sem	Course Module	Credit	Hours/week	TH/PR	Code	Title	
MA Part- II	III	DSC-9	4	4	TH	PSY-DSC-611	Health and well-being	
		DSC-10	4	4	TH	PSY -DSC-612	Psychopathology-I	
		DSC-11	4	4	TH	PSY -DSC-613	Psycho-Diagnostic	
		DSC-12	2	2	PR	PSY -DSC-614	Practical (psychological Experiment)	
							PSY -DSE-615A	Counseling and guidance
		DSE-3	4	4	TH		PSY -DSE-615B	Counselling process and Assignment
		RP-1	4	4	RP		PSY -RP-616	Research Project-I
	IV	DSC-13	4	4	TH	PSY-DSC-621	Health and Life	
		DSC-14	4	4	TH	PSY -DSC-622	Psychopathology-II	
		DSC-15	4	4	TH	PSY -DSC-623	Psycho- Therapies	
					TH		PSY-DSE-624-A	Special area in counseling
		DSE-4	4	4			PSY -DSE-624-B	Counseling and Therapies
		RP-2	6	6	RP		PSY -RP-625	Research Project -II

- DSC** : Department-Specific Core course
DSE : Department-Specific elective
TH : Theory
RM : Research Methodology
RP : Research Project

MAII
SEMESTER – III
Credit: 04

Total Hours: 60 PSY-DSE- 611 Health and Well-Being

Course Objectives	This course aims at enabling students to – 1. To acquaint the students with the psychological aspect of health. 2. To familiarize the students with the nature and need of health psychology 3. To equip students with the skill of behaviour modification for health behavior. 4. To acquaint the students with stress and events as stressors.	
Course Outcomes	1. To learn promoting health as well as the prevention of disease and illness. 2. To improve diagnosis of the disease and set the treatment terminology. 3. To learn the skills of behaviour modification for health behavior. 4. To learn the coping strategies with stress and events as stressors.	
Unit	Contents	Hours
I	Health: Basic Issues and Processes 1.1 Meaning and nature of health Psychology, Mind-body relationship.- The need of health Psychology.-The Bio- Psychosocial model in health Psychology. 1.2 Health behavior:-Nature -Changing health habits. 1.3 Cognitive behavioral approaches to health behavior change. - The Trans theoretical model of behavior change. 1.4 Research methods, Experiments, Co-relational studies, quasi experimental studies, Genetic research, 1.5 Health enhancing behavior-Exercise.	15
II	The System of the body 2.1 The Nervous System -The Brain, The roll of neurotransmitters, Disorders of the nervous system. 2.2 The endocrine system. -Pituitary gland, Adrenal gland, -Diabetes 2.3 The cardiovascular system-The heart -Disorder of the cardiovascular system -The structure and function of the respiratory system 2.4 The digestive system and the metabolism of food 2.5 The functioning of the digestive system -Disorder of the digestive system	18
III	Stress 3.1 Experiencing stress in our lives- Definition of stress. -Appraising events as stressors. -Dimensions of stress. 3.2 Bio-psychosocial aspects of stress- Biological aspects of stress. - Psychosocial aspects of stress. 3.3 Sources of stress. -Sources within the person. -Sources in the family. -Sources in the community and society. 3.4 Theoretical contributions to the study of stress. -Fight-or-flight - Selye`s General Adaptation Syndrome -Tend-and -Befriend. 3.5 Psychosocial appraisal and the experience of stress. (Delete the physiology of stress)	14
IV	Coping 4.1 Coping with stress- Meaning of coping -Functions and methods of coping 4.2 Reducing the potential for stress -Social support - Personal control, Organizing one`s own world better, Preparing for stressful events 4.3 Stress Management -Need of stress management, Basic	14

	<p>techniques of stress management, 4.4 Stress management programs. -Medication, Behavioral and Cognitive methods, 4.5 Meditation, Hypnosis</p>	
<p>Study Resources</p>	<p>Reference Books Dimatteo, M R, Martin L.R. (2007).Health Psychology. Pearson education- New Delhi. 2) Sarafino, S.P.&Smith, T.W. (2011).Health psychology. Wiley India, New Delhi. 3) Taylor, S.E. (2006).Health Psychology. Tata McGraw Hill, Delhi. 4) आरोग्यमानसशास्त्र :- डॉ. मानसीराजहंस 5) शरीरविज्ञान व आरोग्य शास्त्र (1992) दि. गो.वाखारकर, बागवान प्रकाशन पुणे 6) आपण व आपले आरोग्य(1979) संपादक भावे, देवधर, भावेगो.य. राणे प्रकाशन पुणे 7) Health psychology by Shelly Taylor,Tata McGraw Hill New Delhi 8)Road accident statistics in India, Sites.ndtv.com</p>	

MAII
SEMESTER – III
PSY -DSC-612 Psychopathology-I

Total Hours: 60

Credit: 04

Course Objectives	1.To acquaint students with various manifestations of Psychopathology. 2. To understand the detailed symptoms, etiology and causes of various disorders defined as per DSM5. 3. To know the updated changes in the classification of mental disorders according to DSM5. 4. To understand the Review symptoms, etiology and epidemiology of disorders.	
Course Outcomes	1. To Learn the various manifestations of Psychopathology. 2. To Learn Classification of psychological disorders according to DSM5 3.Comparison and separation of psychological disorders 4. Learn of review symptoms, etiology and epidemiology of disorders.	
Unit	Contents	Hours
I	Introduction to Psychological Disorders 1.1 Definition and Criteria of psychological disorder 1.2 Historical Background and Classification of Psychological Disorder 1.3 Paradigms in Psychopathology- Psychoanalytical, Behaviorist, 1.4 Biological, Humanistic-existential, Cognitive 1.5 Phenomenology, signs and symptoms of psychopathology	15
II	Depression, Anxiety, Obsessive-Compulsive Disorder 2.1 Depression: Definition, types- Disruptive mood, dysregulation Disorder, Major Depression, Dysthymia, Premenstrual Dysphonic Disorder, Etiology and treatments for Depression 2.2 Bipolar Disorder: Types-bipolar I & bipolar II, Cyclothymic disorder 2.3 Anxiety Related Disorder: Separation Anxiety Disorder, Selective Mutism, Panic Disorder, Generalized Anxiety Disorder, Phobia, Specific phobia – Social, Agoraphobia 2.4 Obsessive- Disorders Compulsive Related: Obsessive-Compulsive Disorder (OCD), Body Dysmorphic Disorder, 2.5 Hoarding Disorder, Hair-Pulling Disorder, Excoriation Disorder	18
III	Schizophrenia Spectrum & Other Psychotic Disorders 3.1 Schizophrenia: Definition and symptoms, Etiology and treatment 3.2 Schizoaffective Disorder, Schizophreniform disorder and Delusional Disorder and shared psychotic disorder, Brief psychotic disorder, other psychotic disorder and catatonia 3.3 Other psychotic disorder 3.4 Sleep-wake Disorders: types: 1) Insomnia, 2) Hyper somnolence disorder, 3) Narcolepsy, 4) Breathing related disorder. 3.5 Paronomasia Types- 1) Nightmare 2) Sleep Terror 3) REM-Sleep behavior disorder 4) Rest legs syndrome	14
IV	Trauma and Stress Related Disorders 4.1 Trauma & Stress Related Disorder: Reactive Attachment Disorder, Disinhibited Social Engagement Disorder, Problem 4.2 Posttraumatic Stress Disorder, Acute Stress Disorder 4.3 Adjustment Disorders 4.4 Dissociative Disorder 4.5 Factitious disorder	14
Study	Books :	

Resources	<p>Alloy, L. B. Riskind, J. H., & Manoj, M. J. (2006) Abnormal Psychology, (9th ed.) Delhi, Tata McGraw Hill.</p> <p>Barlow, D. H. & Durand, V. M. (2007) Abnormal Psychology (2nd ed.) Thomson –Wadsworth.</p> <p>Benjamin, J.S., Virginia, A.S., Pedro R. (2017). Synopsis of Psychiatry. Wolters Kluwer.</p> <p>Carson, R. C., Butcher, J. N., Mineka, S. & Hooley, J. M. (2007) Abnormal Psychology. (13th ed.) Pearson Education, India.</p> <p>Suggested Reading:</p> <p>Barlow, D.H & Durand, V. M. (1999). Abnormal psychology (2nd edition) Pacific Grove: Brooks/ Cole Publishing Company.</p> <p>Corner, R. J. (1995). Abnormal Psychology (2nd edition). New York: W.H.freeman & Co.</p> <p>Davison G.C. and Neale, J. M. (2000). Abnormal Psychology. New York:Wiley.</p> <p>Gleder, M; Gath, D; Mayou,; R; & Cowen P (1996). Oxford textbook of psychiatry (3rd edition: Oxford University Press.</p> <p>Kaplan, H. I; Sadock, B.J; & Grebb, J.A. (1994). synopsis of psychiatry : Behavioural sciences, clinical psychiatry (7th edition). New Delhi: B.I. Waverly Pvt Ltd. Weiner-Research methods in clinical Psychology.</p> <p>Millon, T., Blaney, P. & Davis, R. D. (1999) Oxford textbook of Psychopathology, UK, Oxford University Press.</p>	
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MAII
SEMESTER – III
PSY.DSC-613 Psycho-Diagnostics

Total Hours: 60

Credit: 04

Course Objectives	1.To Acquaint students with Psycho-diagnostic procedures 2. To investigate psychological cases through testing. 3. To analyze various diagnostic assessment and application. 4. Various Psychotherapeutic procedures.	
Course Outcomes	1.Can learn about basic concepts, nature and theoretical background of Psycho-diagnostics 2. Can use psychological assessment tools in various settings. 3. Can understand the use of various screening tests to identify the mental health problems and disability among various populations. 4. To enable the students to understand the use of neuropsychological testing.	
Unit	Contents	Hours
I	Overview of Psycho-diagnostic 1.1. DSM – 5. Structured and Classification 1.2 Cross – cutting symptom measure – Adult form 1.3 Cross – cutting symptom measure – Child form 1.4 DSM and ICD Revisions 1.5 WHO Disability Assessment Schedule	15
II	Assessment and Diagnosis 2.1 Psychiatric Interview and MSE 2.2 Psychiatric Report and Medical Report 2.3 Psychiatric Rating Scales 2.4 Physical Examination of Psychiatric 2.5 Clinical Assessment - Beck’s Depression Inventory (BDI), Clinical Analysis Questionnaire	18
III	Psycho-diagnostic Assessment -I 3.1 Personality Inventory – EPQ – R, CPQ, HSPQ and 16 PF 3.2 Depression & Mania Measure – Beck’s Depression Inventory, Altman’s Self –Rating Mania Scale. 3.3Anxiety & Anger Measure – Self Analysis Form, Spielberger State – Trait Anxiety Scale, Bus & Perry Aggression Behavior Scale. 3.4Intelligence measure – Wechsler’s Intelligence Scale for Children, Malin’s 3.5 Intelligence Scale for Indian Children.	14
IV	Psycho-diagnostic Assessment -II 4.1 Neuropsychological Test – Bender – Gestalt, Luria – Nebraska Neuropsychological Battery, 4.2 Minimal Brain Dysfunctions (MBD). Projective Techniques, Roschah’s IBT, Murray’s TAT, Children Apperception Test. 4.3 Diagnostic Test for special population – Nancy Bailey Scales of Infant and Toddler 4.4 Development, Vineland Social Maturity Scale. 4.5 Intellectual Disability Assessment Techniques- Seguin Form Board	
Study	Reference Book	14

Resources	<ul style="list-style-type: none"> • Alloy, L.B; Jacobson, N.S.& Acocellc, Abnormal Psychology: Current Perspectives, McGraw-Hill • Beck, A.T. (1976). Cognitive therapy and behaviour disorders. • Claridge Gordon & Davis Cazoline (2003) Personality & Psychological Disorders ; Arnold, Hodder Headline group London. • Corsini, R.J .. & Wedding, D. (Eds) (1995). Current psychotherapies. Itasca, III: F.E. Peacock. • Lezak, M.D. (1995). Neuropsychological assessment. New York: oxford University Press. • Rama, S& Ballentine, R& Ajaya, S (1976). Yoga and Psychotherapy. Hinsdale International Inst. • Stewart, I (2 000). Transactional analysis counselling in action. London: sage. • Sundberg, N.D; Winebarger, A.A & taplin, J.R. (2002) . Clinical Psychology: Evolving theory, practice and research. Upper Saddle River, N.J:Prentice Hall. • Watts, A.W. (1973) . Psychotherapy East and West. London: Penguin books. • Woman, B.B. (ed.) (1975). Handbook of Clinical Psychology. New York: McGraw Hill. • Woolfe, R& Dryden, W. (Eds) (1996). Handbook of Counselling Psychology. New Delhi: Sage. • Gelso, C.J.& Fretz, B.R. (1995). Counselling Psychology. Bangalore; Prism books. 	
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MAII
SEMESTER – III
PSY.DSC-614 Practical (psychological Experiment)

Total Hours: 60

Credit: 02

Course Objectives	1.To acquaint the students with skills of scientific techniques of conducting experiments in psychology. 2. To know the students with different areas of experimental research in psychology. 3. To introduce the students with the application of experimental findings in day to day life	
Course Outcomes	1. Develop skills of scientific techniques for conducting experiments in psychology. 2. Interpretation of obtained experiment results. 3. Evaluation and generalize experimental findings in day to day life.	
Unit	Contents	
Group – A)	Psychophysics and scaling method, motor skills (Any Two) 1) Muller Lyre Illusion 2) Size and Weight Illusion 3) Finger Dexterity 4) Motor skills	14
Group – B)	Sensation Perception and Attention (Any Three) 1) Size Constancy 2) Perception of distance (Howard- Dolman) 3) Division of attention 4) Color Perception (perimeter) 5) Fluctuation of Attention	16
Group – C)	Learning and memories (Any Five) 1)Multiple Choice 2) Mirror Drawing 3) Conditioning Hand withdrawal 4) Maze Learning 5) Memory Drum – Serial Learning 6) Proactive and Retroactive Inhibition 7) Transfer of Learning	14
Group – D)	Cognition Motivation and emotion (Any Two) 1) Concept Formation 2) Reacting Formation 3) Zeigarnic Effect 4) Emotional Expression 5) Retention	16

MAII
SEMESTER – III
PSY.DSE -615 A Counseling and guidance

Total Hours: 60

Credit: 04

Course Objectives	1.To expose the students to the applications of counselling in various fields. 2.To acquaint the students with various problems of adjustment across the life span. 3. To sensitize the students to the ethics of career counselling. 4. To explore different types of intervention strategies in counseling	
Course Outcomes	1. Applications of counselling in various fields 2.Analysis of different aspects of career guidance 3.Design career planning and Guidance 4. different type of Strategies in Counseling.	
Unit	Contents	
I	Basics of Career Counselling 1.1. Meaning, definition and scope of career counselling 1.2 main Source of Career information print, media, online Sources, information interviews and business Contacts. 1.3 Challenges of career counselling 1.4 Components of Career information: Self-assessment, career Exploration, Career identification and Action plan 1.5 Ethical and moral issues in career counselling	14
II	Career Planning 2.1 Career Planning- Five steps (Self-evaluation, Exploration, Decision making and goal setting, Gaining experiences, Implementation) 2.2 Self-Assessment Tools (Use of Values, Interest, Personality, Aptitude Tests) 2.3 Career Information (Use of Online Resources) 2.4 Work Environment (9 to 5 Env., Compartment Env., Sink or Swim Env., Punitive Env., and Class system Env.) 2.5 Advantage of career planning -career opportunities, self development, job satisfaction, promotion, limitation of career planning:-lack of objectivity, lack of awareness, external intercession, difficulty in measuring career planning	14
III	Career Development Theories in Counselling 3.1Holland’s six categories of personality and occupation 3.2. Super’s Developmental Theory 3.3 Social Cognitive Career Theory 3.4 The Eclectic Approach 3.5 Theories of work adjustment	18
IV	Career Counselling with Diverse Population 4.1Career counselling with children 4.2Career counselling with adolescents 4.3 Career counselling with college students 4.4 Career counselling with women and ethnic minorities 4.5 importance of multicultural Counseling	13
Study Resources	Suggested Reading: 1. Feitham, C.& Horton, I. E. (Ed.) (2006). The Sage handbook of Counseling andPsychotherapy. (2ndEd.) Sage Publication, London. 2. Gibson, R. I. &Mitchell, M.H.	

	<p>(2005).Introduction to Counseling and Guidance. (6th Ed.)Pearson education Pvt. Ltd., Delhi. 3. Gelso, C.J. &Fretz, B.R. (1995).Counseling Psychology. Prism books Pvt. Ltd., Bangalore. 4. Gregory, R. J. (2005). Psychological Testing. (4thEd.)Pearson education Pvt. Ltd., Delhi. 5. Patterson, L. E. &Welfel, E.R. (2000).The Counseling Process. (5th Ed.)Wodsworth / Thornson Learning, Belmont. 6. Nelson, R. (2000).Introduction to Counseling Skills: Text and Activities. Sage Publication,London. 7. Cohen, R. J. & Swerdlik, M. E. (2005). Psychological Testing and Assessment. (6th ed.)McGraw-Hill, Delhi. 8. Bor, R. &Watts, M. (Ed.) (2000).The Trainee Handbook, Sage Publication, London</p>	
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MAII
SEMESTER – III
PSY- DSE-615 B Counselling process and Assignment

Total Hours: 60

Credit: 04

Course Objectives	1.To familiarize students with the nature and process of counselling. 2. To acquaint students with various scientific assessment techniques in counselling. 3. To explore different types of intervention strategies in counselling 4. To help the student work out a plan for solving his difficulties.	
Course Outcomes,ka	1.To learn the counseling techniques and therapies to improve emotional management. 2. To learn interventions and therapeutic benefits those. 3. Students will be able to development of confidence, hope, encouragement, and motivation. 4. Students will be able to Know ourselves is one of the hardest and important things to attain to lead a peaceful and successful life.	
Unit	Contents	
I	Basic Concepts in Counseling Psychology 1.1 Nature, definition and scope of counselling 1.2 Need and goals of counselling 1.3 Difference between counselling and guidance 1.4 process of counselling 1.5 Types of counselling	14
II	2.1. Factors that influence counselling relationship 2.2 Types of initial interviews 2.3 Exploration and the identification of goals 2.4 preparation of counsellor 2.5 Ethical values in counselling process	14
III	Counselling Skills 3.1 Building the counselling relationship- the core part of counselling 3.2 Type of Counselling Skills 3.3 Listening skills- use of body language, paraphrasing, reflection of feelings 3.4 Questioning skills- types of questions, dealing with reluctant and resisting client 3.5 Feedback skills- monitoring skills, interpretation, role playing	18
IV	Approaches of Counselling : 4.1 Psychoanalytic Approach 4.2 Humanistic Approach 4.3 Existential Approach 4.4 Cognitive Approach 4.5 Behavioristic Approach	13
Study Resources	Books for Reading: 1. Gladding, S. T. (2009). Counseling: A Comprehensive Profession (6th Ed.). Pearson Publications, New Delhi, India. 2. Deshpande, C.G. (2016). Counselling : Process and Application. Pune: Unmesh Publication . 3. Rao, S. N. (1989). Counseling Psychology. Tata McGraw-Hill Publication Company Limited, New Delhi, India. Suggested Reading:	

	<p>1. Feitham, C.& Horton, I. E. (Ed.) (2006). The Sage handbook of Counseling and Psychotherapy. (2ndEd.) Sage Publication, London. 2. Gibson, R. I. & Mitchell, M.H. (2005). Introduction to Counseling and Guidance. (6th Ed.) Pearson education Pvt. Ltd., Delhi. 3. Gelso, C.J. & Fretz, B.R. (1995). Counseling Psychology. Prism books Pvt. Ltd., Bangalore. 4. Gregory, R. J. (2005). Psychological Testing. (4thEd.) Pearson education Pvt. Ltd., Delhi. 5. Patterson, L. E. & Welfel, E.R. (2000). The Counseling Process. (5th Ed.) Wodsworth / Thomson Learning, Belmont. 6. Nelson, R. (2000). Introduction to Counseling Skills: Text and Activities. Sage Publication, London. 7. Cohen, R. J. & Swerdlik, M. E. (2005). Psychological Testing and Assessment. (6th ed.) McGraw-Hill, Delhi. 8. Bor, R. & Watts, M. (Ed.) (2000). The Trainee Handbook, Sage Publication, London. 9. Hecker I.E. & Thorpe, G.L. (2005). Introduction to Clinical Psychology, Science, Practice and Ethics, Pearson education, Delh</p>	
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MAII
SEMESTER – III
PSY-RP- 616 Research Project-I

Total Hours: 60

Credit: 04

Course Objectives	<ol style="list-style-type: none"> 1. To define clear research problem or topic with specific research objectives 2. To identify appropriate methodologies and theoretical frameworks 3. To articulate the potential contributions and implications of the research for the concerned discipline and subject <p>To prepare or design appropriate outline of the research project for the desired research objectives</p>									
Course Outcomes	<ol style="list-style-type: none"> 1. Understanding and defining specific research problem. 2. Application of subject knowledge to the frame objectives of the research proposal 3. Identification and planning of research question <p>Preparation of research design for the proposed research</p>									
Unit	Contents	Hours								
	<p>Course Content:</p> <ol style="list-style-type: none"> 1. Students must prepare research proposal, or a research assignment related to the specific discipline of their major subject. 2. Students must decide their research topic/ research question, reflecting degree of relevance and rigor suitable to respective post graduate programme, along with an indicative reading list. 3. All post graduate teachers in the Department will be guides for the proposal component. All teachers in the department shall have equal number of students allotted for the research guidance. 4. Students must submit book reviews/ literature review related to their research topic and abstract of research for internal evaluation. 	60								
	<p>External Examination: 60 Marks</p> <table border="1" data-bbox="293 1346 1259 1424"> <tr> <td>Research Proposal</td> <td>Presentation</td> <td>Viva-voce</td> <td>Total</td> </tr> <tr> <td>20</td> <td>20</td> <td>20</td> <td>60</td> </tr> </table>	Research Proposal	Presentation	Viva-voce	Total	20	20	20	60	
Research Proposal	Presentation	Viva-voce	Total							
20	20	20	60							
	<p>Internal Examination: 40 marks</p> <table border="1" data-bbox="293 1498 1259 1648"> <tr> <td>review/ Literature Review</td> <td>Research design</td> <td>Need & Significance of the Study</td> <td>Ethical Considerations of the Research</td> <td>Total</td> </tr> </table> <ol style="list-style-type: none"> 1. Internal evaluation (CA) will be done by the concerned teacher or Guide. 2. External Examination will be carried out by Two examiners, one internal and one external (appointed by 32(5) (a) committee of KBCNMU, Jalgaon). 3. Duration of examination for each batch will be of Three Hours. 4. Marks for research proposal, Presentation and Viva-voce will be given by both the examiners and average of the same will be considered as final University Assessment (UA) marks of the candidate. 	review/ Literature Review	Research design	Need & Significance of the Study	Ethical Considerations of the Research	Total				
review/ Literature Review	Research design	Need & Significance of the Study	Ethical Considerations of the Research	Total						

MAII
SEMESTER – IV
PSY- DSC- 621 Health and Life

Total Hours: 60

Credit: 04

Course Objectives	1. To Acquaint Students with the important health issues in human life. 2. To familiarize students with the causes, risk factors and interventions of chronic illnesses. 3. To increase understanding of students regarding various health issues and its prevention. 4. To understand the future focuses in health psychology.	
Course Outcomes	1. Identify and analyze the key theories and interventions in promoting health and wellness 2. Demonstrate an understanding of the major concepts, like locus of control, social support and illness perception, and how to measure them in self and in others; 3. To learn the various health issues and its prevention. 4. To develop new approach to future of health psychology.	
Unit	Contents	
I	Health related behavior and health promotion 1.1 Health and behavior. -What determines people’s health related behavior? 1.2 Developmental, Gender and Socio-cultural factors in health. 1.3 Programs for health promotion. 1.4 The patient in the hospital setting. 1.5 Interventions to increase control in hospital setting.	14
II	Heart disease, Diabetes, Cancer and AIDS 2.1 Heart disease-(CHD) Meaning, Roll of stress, Health depression, Management of heart disease. 2.2 Hypertensions-measurement, causes, Stress and hypertension, Psycho social factors and hypertension, Treatment, Problems in treating hypertension. 2.3. Diabetes-Types, health implication of diabetes, Problems in self-management in diabetes, interventions with diabetes, Special problems of adolescent’s diabetes. 2.4 Cancer and AIDS Brief history of AIDS, Psychosocial impact of HIV infections, Intervention to reduce the spread of AIDS. Psychosocial factors that affect the course of AIDS. Cancer- 2.5 Causes of cancer? Psychosocial factors and cancer mechanism linking stress- Coping and cancer. Adjusting to cancer, psychosocial issues and coping with cancer	14
III	Chronic illnesses and its management 3.1 Emotional response to chronic illness, Denial, Anxiety, Depression - Impacts of different chronic conditions-Asthma, Epilepsy, Diabetes, Arthritis, Alzheimer’s 3.2 Personal issues to chronic disease. -Physical self, Achieving self, Social self, Private self. 3.3 Psychological intervention and chronic illness. 3.4 Rehabilitation and chronic illness 3.5 Applications	18
IV	Hospitalization, Death, and Future of Health Psychology 4.1 The hospital- its history, setting and procedures.- Being hospitalized. -Emotional adjustment in the hospital. -Assistance of health	13

	<p>psychologists to hospitalized patients</p> <p>4.2 Deaths -Death across the life span. -Psychological issues in advancing illness. -Stages in adjustment to dying. -Problem of survivors.</p> <p>4.3. Future of health psychology. -Future Goals for health psychology. - Issues and controversies for the future.</p> <p>4.4 issues and controversies for the future.</p> <p>4.5 Future focuses in health psychology. - Becoming a Health psychologist. -Trends for the future.</p>	
Study Resources	<p>Reference Books</p> <p>1) Dimatteo, M R, Martin L.R. (2007).Health Psychology. Pearson education- New Delhi.</p> <p>2) Sarafino, S.P.&Smith, T.W. (2011).Health psychology. Wiley India, New Delhi.</p> <p>3) Taylor, S.E. (2006).Health Psychology. Tata McGraw Hill, Delhi.</p> <p>4) Health psychology- Wikipedia</p> <p>5) Health psychology theory, Research and practice by marks,Martin, Pearson Education New Delhi,2007</p> <p>6) Cardiovascular disease top Killer-WWW.thehindu.com</p> <p>7) India international Diabetes federation,WWW.idforg</p> <p>8) Health psychology edited by Naima Khatun Pearson New Delhi,2007</p>	

MAII
SEMESTER – IV
PSY.DSC.- 622 Psychopathology-II

Total Hours: 60

Credit: 04

Course Objectives	1.To develop an understanding of the various psychological disorders and their treatment. 2. To provide comprehensive overview of the major Disorders of Psychopathology. 3. To create awareness about the role of Psychopathology. 4. To emphasize the importance of psychopathology.	
Course Outcomes	1. To Learn the various psychological disorders of Psychopathology. 2. To Learn the privations of various psychological disorders of Psychopathology 3.Comparison and separation of neurocognitive disorders 4. Learn of review symptoms, etiology and epidemiology of neurocognitive disorders.	
Unit	Contents	
I	Nero-cognitive Disorders 1.1. Introduction and Overview. 1.2 Delirium, Dementia. 1.3. Neurocognitive and other disorders (Epilepsy, Brain Tumors, Head Trauma) 1.4 Biogenic Amnesic Disorder 1.5 Mild Cognitive Impairment	14
II	Feeding and Eating Disorders. 2.1 Anorexia Nervosa 2.2 Bulimia Nervosa 2.3. Bing Eating Disorder and other Eating Disorder 2.4 Obesity and the Metabolic Syndrome. 2.5 Feeding Disorder of Infancy	14
III	Human Sexuality and Sexual Dysfunctions 3.1 Normal Sexuality – Terms, childhood sexuality, Psychosexual Factors, Sexual Behaviour, Hormones and Sexual Behaviour 3.2. Sexual Dysfunctions 3.3. Paraphilic Disorders 3.4. Gender dysphoria 3.5. Pornography Disorders	18
IV	Personality Disorder 4.1 Clinical Features of Personality Disorder 4.2 Paranoid, Schizoid, Schizotypal Personality Disorder 4.3 Histrionic, Narcissistic, Antisocial and Borderline Personality Disorder 4.4 Avoidant, Dependant and Obsessive Compulsive personality Disorder 4.5 Internet addiction and disorder	13
Study Resources	Reference Book 1. Adams, P. B. & Sutker, H. E. (2001) Comprehensive handbook of psychopathology. New York, Springer. 2. Benjamin, J.S., Virginia, A.S., Pedro R. (2017). Synopsis of Psychiatry. Wolters Kluwer. 3. Flanagan, J. S. & Flanagan, R. S. (2012) Clinical Interviewing (4th ed.) New Jersey, John Wiley & Co. 4. Herson, M. (2004) Comprehensive	

	<p>Handbook of psychological Assessment, New York, Wiley International (Three Volumes) Suggested Reading :American Psychiatric Association (1995). Diagnostic and Statistical manual for mental disorders (4th edition). International version. Washington, DC: American Psychiatric Association • Fauman, M.A. (1996). Study guide to DSM-IV. New Delhi: Jaypee Brothers. • Corner, R.J. (1995). Abnormal Psychology (2nd edition). New York: W. H. Freeman & co. • Gelder, M, Gath, D; MayoLl, R; & Cowen , P. (1996) Oxford textbook of psychiatry (3rd edition). Oxford: Oxford University Press. • Kaplan, H. I. ; Sadock B. J. ; and Greb , J.A. (1994). synopsis of psychiatry: Behavioural sciences, clinical psychiatry (7' edition). New Delhi: B.I.Waverly Pvt Ltd. • Sarason I. G. & Sarason B. R. ; Abnormal Psychology-PHI Learning Private Ltd. , 11th Edition New Delhi 2008. • Carson R. C. & Butcher J.M. , Mineka , Hooley, – Abnormal Psychology ; 13th Pearson Edition. New Delhi. • Hoeksema S. N. – Abnormal Psychology. TMH Publication, New Delhi. 3rd Edition.</p>	
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MAII
SEMESTER – IV
PSY.DSC-623 Psycho - Therapies

Total Hours: 60

Credit: 04

Course Objectives	<p>1. Generic skills for counselling and psychotherapy.</p> <p>2. Planning and conducting interventions for a variety of mental health problems, particular therapies and special conditions.</p> <p>3. To impart skills through workshops, case discussions, role plays, observations.</p> <p>4. To acquaint the students with Personality theories essential for understanding Psychopathology and Psychotherapies</p>															
Course Outcomes	<p>1. Apply generic skills for counselling and psychotherapy</p> <p>2. Apply various psychotherapies conducting interventions for a variety of mental health problems, particular therapies and special conditions.</p> <p>3. Apply skills through workshops, case discussions, role plays, observations.</p> <p>4. Planning and implementation of psychotherapy.</p>															
Unit	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Unit</th> <th style="width: 70%;">Contents</th> <th style="width: 15%;">Hours</th> </tr> </thead> <tbody> <tr> <td data-bbox="102 889 284 1285">I</td> <td data-bbox="292 889 1412 1285"> <p>Models of clinical psychology</p> <p>1.1 Psychodynamic model – Freudian psychoanalysis, Related psychodynamic approaches, Influence clinical psychology, Evaluation of psychodynamic model</p> <p>1.2 Behavioral Model – operant learning, classical conditioning, Cognitive behavioral Evaluation of behavioral model</p> <p>1.3 Phenomenological model – Kelley’s Personal construct view, Roger’s Self actualization approach, Maslow Humanistic approach,</p> <p>1.4 Gestalt Model</p> <p>1.5 Interpersonal Model</p> </td> <td data-bbox="1276 889 1412 1285" style="text-align: center;">15</td> </tr> <tr> <td data-bbox="102 1292 284 1637">II</td> <td data-bbox="292 1292 1412 1637"> <p>Psychoanalytic theories with socio-cultural emphasis</p> <p>2.1 Adler: Inferiority complex, striving for superiority social interest, theory of mental illness</p> <p>2.2 Horney: Basic anxiety, neurotic needs</p> <p>2.3 Sullivan: Dynamism; Personifications, and stages of Development, theory of Schizophrenia, Paranoia.</p> <p>2.4 Viktor Frankl’s - Logo therapy and Existential Analysis</p> <p>2.5 Family Therapies structural family therapy Strategic Therapy Experiential and Humanistic Family Therapy</p> </td> <td data-bbox="1276 1292 1412 1637" style="text-align: center;">15</td> </tr> <tr> <td data-bbox="102 1644 284 1861">III</td> <td data-bbox="292 1644 1412 1861"> <p>Learning, cognitive and phenomenological theory</p> <p>3.1 Dollard and Miller: Learning theory of abnormality</p> <p>3.2 Roger's person-centered theory</p> <p>3.3 Eysenck's three-dimensional theory</p> <p>3.4 Kelly: Personal construct and clinical syndromes</p> <p>3.5 Albert Ellice :REBT</p> </td> <td data-bbox="1276 1644 1412 1861" style="text-align: center;">15</td> </tr> <tr> <td data-bbox="102 1868 284 2040">IV</td> <td data-bbox="292 1868 1412 2040"> <p>Clinical Intervention: psychotherapy</p> <p>4.1 Psychodynamic therapy – Ego analytic therapy, object relation therapy and interpersonal psychodynamic therapy</p> <p>4.2 Behavioural therapy – systematic desensitization, Aversion therapy, Assertiveness therapy and Implosive therapy</p> </td> <td data-bbox="1276 1868 1412 2040" style="text-align: center;">15</td> </tr> </tbody> </table>	Unit	Contents	Hours	I	<p>Models of clinical psychology</p> <p>1.1 Psychodynamic model – Freudian psychoanalysis, Related psychodynamic approaches, Influence clinical psychology, Evaluation of psychodynamic model</p> <p>1.2 Behavioral Model – operant learning, classical conditioning, Cognitive behavioral Evaluation of behavioral model</p> <p>1.3 Phenomenological model – Kelley’s Personal construct view, Roger’s Self actualization approach, Maslow Humanistic approach,</p> <p>1.4 Gestalt Model</p> <p>1.5 Interpersonal Model</p>	15	II	<p>Psychoanalytic theories with socio-cultural emphasis</p> <p>2.1 Adler: Inferiority complex, striving for superiority social interest, theory of mental illness</p> <p>2.2 Horney: Basic anxiety, neurotic needs</p> <p>2.3 Sullivan: Dynamism; Personifications, and stages of Development, theory of Schizophrenia, Paranoia.</p> <p>2.4 Viktor Frankl’s - Logo therapy and Existential Analysis</p> <p>2.5 Family Therapies structural family therapy Strategic Therapy Experiential and Humanistic Family Therapy</p>	15	III	<p>Learning, cognitive and phenomenological theory</p> <p>3.1 Dollard and Miller: Learning theory of abnormality</p> <p>3.2 Roger's person-centered theory</p> <p>3.3 Eysenck's three-dimensional theory</p> <p>3.4 Kelly: Personal construct and clinical syndromes</p> <p>3.5 Albert Ellice :REBT</p>	15	IV	<p>Clinical Intervention: psychotherapy</p> <p>4.1 Psychodynamic therapy – Ego analytic therapy, object relation therapy and interpersonal psychodynamic therapy</p> <p>4.2 Behavioural therapy – systematic desensitization, Aversion therapy, Assertiveness therapy and Implosive therapy</p>	15
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	<p>4.3 Biological therapy – shock therapy, psychosurgery, Pharmacotherapy</p> <p>4.4 Evaluation of psychotherapy – therapeutic intervention, factor influencing of psychotherapy,</p> <p>4.5 Medical research and psychotherapy</p>	
Study Resources	<p>Books –</p> <ol style="list-style-type: none"> 1. Carson, R.C., Butcher, J.N., Mineka, S. & Hooley J.M. (2007) Abnormal Psychology (13th ed.) Pearson Education. 2. Lezak, M.D. (1995) Neuropsychological Assessment New York, Oxford University Press. 3. Sarason, I.G. & Sarason, B.R. (2005) Abnormal Psychology, New Delhi, Dorling Kindersley. <p>Suggested Readings :</p> <ul style="list-style-type: none"> • Ajay, S . (1989) Psychotherapy: East and West. Hinsdale, Penn: Himalayan International Inst. • Ellis, A& Harper, A. (1975) A new guide to rational living. Englewood cliffs, N.J.: prentice Hall. • Kapur,M. (1995). Mental health of Indian children. New Delhi: Sage. • Keller man, H.& Burry, A.(1981). Handbook of diagnostic testing: Personality analysis and report writing. New York: Grune & Stratton. • Rychlak, F(1973). Introduction to personality and psychotherapy .New York: Houghton Mifflin. • Verma,L. (1990) The management of children with emotional and behavioural difficulties. London: Routledge. 	

MAII
SEMESTER – IV
PSY.DSE -624 A Special area in counseling

Total Hours: 60

Credit: 04

Course Objectives	1.. To familiarize students with the various special areas in counseling. 2. To explore different fields in counseling. 3. To sensitize the students to the ethics of counselling practice. 4..To help the student work out a plan for solving his difficulties	
Course Outcomes	1. student will be able to development of confidence, hope, encouragement and motivation. 2. students will be able to know ourselves is one of the hardest and important Things to attain to lead a peaceful and successful life 3. students will be able to help others in coming over the addiction to alcohol and drugs 4.students will be able to helps ourselves deal with issues like depression, stress, and many students will be able to provides insight into problems	
Unit	Contents	Hours
I	School Counseling and Guidance 1.1Elementary School Counseling and Guidance 1.2 Middle School Counseling and Guidance 1.3 Secondary School Counseling and Guidance 1.4. 21st-Century School Counseling 1.5 Parent Counseling and Guidance	15
II	Marriage, Couple and Family Counselling 2.1 The Changing Forms of Family Life and Family life Cycle 2.2. Pre- marriage counseling - Expect from pre-marriage Counselling 2.3 Marriage and Couple Counselling 2.4Family Counselling 2.5 The Process of Marriage, Couple and Family Counselling (Pre-session planning, Initial sessions, Middle phase, Termination)	18
III	Mental Health and Community Counselling 3.1Historical Overview of Mental Health and Community Counselling 3.2. Mental Health Counselling 3.3Community Counselling 3.4 Private Practice as a Specialty (Difficulties and Advantages in Setting up a Private Practice) 3.5 Covid- 19 :- most common symptoms: dry cough,fever, tiredness, less common symptoms: achese and pains,sore throat Loss of smell ir taste. How to Counsel Covid	14
IV	Counselling on Special Problems 4.1 Students’ Study Related Problems 4.2 student Emotional and behavioural problem 4.3Addiction Related Problems 4.4Occupational Stress Related Problems 4.5 Sexual Related Problems	14
Study Resources	Suggested Reading: 1. Feitham, C.& Horton, I. E. (Ed.) (2006). The Sage handbook of Counseling andPsychotherapy. (2ndEd.) Sage Publication, London.	

	<p>2. Gibson, R. I. & Mitchell, M.H. (2005). Introduction to Counseling and Guidance. (6th Ed.) Pearson education Pvt. Ltd., Delhi.</p> <p>3. Gelso, C.J. & Fretz, B.R. (1995). Counseling Psychology. Prism books Pvt. Ltd., Bangalore.</p> <p>4. Gregory, R. J. (2005). Psychological Testing. (4th Ed.) Pearson education Pvt. Ltd., Delhi.</p> <p>5. Patterson, L. E. & Welfel, E.R. (2000). The Counseling Process. (5th Ed.) Wodsworth /Thornson Learning, Belmont.</p> <p>6. Nelson, R. (2000). Introduction to Counseling Skills: Text and Activities. Sage IPublication, London.</p> <p>7. Cohen, R. J. & Swerdlik, M. E. (2005). Psychological Testing and Assessment. (6th ed.) McGraw-Hill, Delhi.</p> <p>8. Bor, R. & Watts, M. (Ed.) (2000). The Trainee Handbook, Sage Publication, London.</p> <p>9. Hecker I.E. & Thorpe, G.L. (2005). Introduction to Clinical Psychology, Science, Practice and Ethics, Pearson education, Delhi.</p> <p>10. Gladding, S. T. (2009). Counseling: A Comprehensive Profession (6th Ed.). Pearson Publications, New Delhi, India.</p> <p>11. Deshpande, C.G. (2016). Counselling : Process and Application. Pune: Unmesh Publication.</p> <p>12. Rao, S. N. (1989). Counseling Psychology. Tata McGraw-Hill Publication Company Limited, New Delhi, India</p>	
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MAII
SEMESTER – IV
PSY.DSE -624 B Counseling and Therapies

Total Hours: 60

Credit: 04

Course Objectives	1.To familiarize students with various psychological theories in counseling. 2. To acquaints students with different types of psychotherapies in Counseling. 3. To introduce students various applications of psychological theories in counseling. 4. To impart skills through workshops, case discussions, role plays, observations.	
Course Outcomes	1. Apply generic skills for counselling and psychotherapy 2. Apply various psychotherapies conducting interventions for a variety of mental health problems, particular therapies and special conditions. 3. Apply skills through workshops, case discussions, role plays, observations. 4. Planning and implementation of psychotherapy.	
Unit	Contents	Hours
I	Testing, Assessment and Diagnosis in Counselling 1.1 A Brief History of the Use of Tests in Counselling 1.2Qualities of Good Tests, Tests Administration and Interpretation 1.3 Problems and Potential of Using Tests 1.4 Assessment and Diagnosis in Counselling 1.5 Ethical issues of Psychological tests	15
II	Types of Psychological Tests 2.1. Intelligence Tests (Malin, Binet-Kamat 2.2Aptitude Tests (DAT) 2.3. Personality and Achievement Tests (NEO-FFI-3, Rao's Achievement Test) 2.4 Non-standardized Tests (Questionnaire, Rating scales, Anecdotal records, Autobiography 2.5 Application -Clinical, educational, employment settings.	18
III	Counselling Therapies 3.1 Psychodynamic Therapies (Adlerian, and Jung) 3.2Cognitive Therapies (Beck, Kelly) 3.3Behavioral Therapies (Operant Conditioning, Desensitization, Assertive and Social Skills Training) 3.4 Rational Emotive Behavioral Therapy- REBT (Albert Ellis) 3.5 Transactional analysis (Eric Berne)	14
IV	Adjunctive Therapies : 4.1Play Therapy (Directive and Non-directive Play Therapies) 4.2 Art Therapy (Meaning and types- Painting, Drawing, Photography, Sculpture, Clay Therapy) 4.3 Dance and Music Therapy (Meaning and Uses) 4.4Yoga and Vipassana (Meaning and Uses) 4.5 meditation	

Study Resources	<p>Books for Reading:</p> <ol style="list-style-type: none"> 1) Gladding, S. T. (2009). <i>Counseling: A Comprehensive Profession</i> (6th Ed.). Pearson Publications, New Delhi, India. 2) Deshpande, C.G. (2016). <i>Counselling : Process and Application</i>. Pune: Unmesh Publication . 3) Rao, S. N. (1989). <i>Counseling Psychology</i>. Tata McGraw-Hill Publication Company Limited, New Delhi, India. <p>Suggested Reading:</p> <p>Feitham, C.& Horton, I. E. (Ed.) (2006). <i>The Sage handbook of Counseling andPsychotherapy</i>. (2ndEd.) Sage Publication, London.</p> <p>Gibson, R. I. &Mitchell, M.H. (2005).<i>Introduction to Counseling and Guidance</i>. (6thEd.)Pearson education Pvt. Ltd., Delhi.</p> <p>Gelso, C.J. &Fretz, B.R. (1995).<i>Counseling Psychology</i>. Prism books Pvt. Ltd., Bangalore.</p> <p>Gregory, R. J. (2005). <i>Psychological Testing</i>. (4thEd.)Pearson education Pvt. Ltd.,Delhi.</p> <p>Patterson, L. E. &Welfel, E.R. (2000).<i>The Counseling Process</i>. (5th Ed.)Wodsworth /Thornson Learning, Belmont.</p> <p>Nelson, R. (2000).<i>Introduction to Counseling Skills: Text and Activities</i>. Sage Publication,London. Cohen, R. J. & Swerdlik, M. E. (2005). <i>Psychological Testing and Assessment</i>. (6th ed.)McGraw-Hill, Delhi. Bor, R. &Watts, M. (Ed.) (2000).<i>The Trainee Handbook</i>, Sage Publication, London. Hecker I.E. &Thorpe, G.L. (2005).<i>Introduction to Clinical Psychology, Science,Practice andEthics</i>, Pearson education, Delhi.</p>	14
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MAII
SEMESTER – IV
PSY-RP- 625 Research Project-II

Total Hours: 60

Credit: 04

Course Objectives	<ol style="list-style-type: none"> 1. To develop a systematic research documentation style such as APA style along with research aptitude of the students 2. To develop research skills of the students to conduct independent research 3. To enable the students to find solutions to the problems in concern discipline and subject through rational, research methodology, and prepare a systematic dissertation on the research they have conducted <p>To inculcate research methodology and its applications among the students</p>	
Course Outcomes	<ol style="list-style-type: none"> 1. Remembering, understanding and internalizing a research documentation style 2. Design, analysis and presentation of research 3. Evaluating through research methodology and writing a draft Implementation/ application of research 	
Unit	Contents	Hours
	<p>Process of Research Project (Dissertation)</p> <ol style="list-style-type: none"> 1. The project-based course will be in the form of a dissertation based on a live project or a research assignment related to the concerned subject of the specific discipline. 2. Students must decide their research project work on the basis of research proposal submitted in third semester or on new research topic, reflecting degree of relevance and rigor suitable to a post graduate programme, along with an indicative reading list. 3. All post graduate teachers in the Department will supervise this project component. All teachers shall have equal number of students allotted for the dissertation. 4. The presentation of research topic will be evaluated by a committee of expert panel that evaluated the preliminary presentation. 5. Students will submit their Dissertation in the form of two hard bound copies along with a soft copy on a CD/DVD to the Department by the end of the fourth semester of PG. 6. The APA style shall be followed for the writing of dissertation. 	30
	<p>Format of the Dissertation:</p> <ol style="list-style-type: none"> 1. Title Page 2. Certificate and Declaration 3. Abstract 4. Introduction (Contains literature review, concluded with Objectives and Hypothesis) 5. Method: (Includes Sample; Tools; Procedure; etc.) 6. Results 	30

	<p>7. Discussion/Conclusion of recommendations</p> <p>8. References</p> <p>9. Appendix and Plagiarism Certificate</p>	
	<p>Note.</p> <p>1. Internal evaluation will be done by the concerned supervising teacher or guide.</p> <p>2. External Examination will be conducted by two examiners one of whom will be internal and two will be external examiners (appointed by 32(5) (a) committee by KBCNMU).</p> <p>3. Duration of examination for each batch will be Three hours.</p> <p>Marks for research project/dissertation and Presentation and viva-voce will be given by both examiners and the average of the same will be considered as final marks of candidate</p>	