

SYLLABUS FOR M.A. (PSYCHOLOGY) PART-II
CHOICE BASED CREDIT SYSTEM (CBCS) AND OLD PATTERN

EQUIVALENT COURSE CHART
SEMESTER-III

New Syllabus from June 2022 (CBCS Pattern) Semester-III			Old Syllabus from June 2017 Semester-III		
Paper	Paper Code AND No. (Core Course)	Name of The Course/Paper	Paper	Paper Code	Name of The Course/Paper
	Not Applicable	Not Applicable	I	PSY-231	Health Issues and Well-Being
I	PG CC PSY-301	Research Methodology	II	PSY-232	Research Methodology in Psychology
II	PG CC PSY- 302 A	Psychopathology	III	PSY-233 A	Psychological Disorders
	PG CC PSY- 302 B	Individual Counseling		PSY-233 B	Counselling Psychology
III	PG CC PSY303 A	Psycho- Diagnostics And Assessment	IV	PSY-234 A	Psycho-Diagnostics
	PG CC PSY303 B	Perspective in Career Counselling		PSY-234 B	Counselling in Special Areas

SEMESTER-IV

New Syllabus from June 2022 (CBCS Pattern) Semester-IV			Old Syllabus from June 2017 Semester-IV		
Paper	Paper Code and No. (Core Course)	Name of The Course/Paper	Paper	Paper Code	Name of The Course/Paper
	Not Applicable	Not Applicable	I	PSY-241	Health Issues & Modern Life
I	PG CC PSY-401	Dissertation (Research Project)	II	PSY-242	Dissertation
II	PG CC PSY- 402 A	Clinical Disorders	III	PSY-243 A	Abnormal Psychology
	PG CC PSY- 402 B	Theories And Psychotherapies In Counseling		PSY-243 B	Counselling Assessment and Therapies
III	PG CC PSY 403 A	Psychotherapies Theory And Applications	IV	PSY-244 A	Psycho-Diagnostics Theory and Therapies
	PG CC PSY403 B	Counseling In Major Areas		PSY-244 B	Counselling Specialties

ELECTIVE AND AUDIT COURSES

Semester	Paper No.	Skill Based /Electives	Paper Code No	Name of The Course/Paper
SEM-III	IV	Elective Course OR Elective Course	PG EC PSY-304 OR PG EC PSY- 305	Fundamentals Of Health Psychology OR Positive Psychology
	V	Audit Course (Compulsory)	PG AC PSY-306	Fundamentals Of Research In Psychology
SEM-IV	IV	Elective Course OR Elective Course	PG EC PSY- 404 OR PG EC PSY- 405	Health Issues And Prevention OR Approaches Of Positive Psychology
	V	Audit course (Compulsory)	PG AC PSY- 406	Applied Social Psychology

Semester – III (18 Credits) + Semester-IV (20 Credits) = Total 38 Credits
 (Note: 60 Marks for External Exam and 40 Marks for Internal Exam)

Dr. G. B. Chaudhari

**KAVAYITRI BAHINABAI CHAUDHARI
NORTH MAHARASHTRA UNIVERSITY, JALGAON
FACULTY OF HUMANITIES
SYLLABUS FOR MA PSYCHOLOGY (Part-II) SEMESTER- IV
UNDER THE PATTERN OF
CHOICE BASED CREDIT SYSTEM (CORE COURSE)
SUBJECT- DISSERTATION (RESEARCH PROJECT) (PGCC PSY- 401)
(Compulsory Paper)**

**Total Marks - 60 +40 (Theory)
Credit – 06**

**Periods - 72
Total Hours - 72**

Objectives:

1. *To provide an overview of scientific research in psychology*
 2. *To acquaint the students with various steps of research process in psychology.*
 3. *To orient students towards basic terminology of advanced research report.*
 4. *To impart knowledge and develop skills about writing research report.*
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The Dissertation Format:

- *Title Page*
- *Abstract*
- *Introduction*
- *Literature Review (Concluded with Objectives and Hypothesis)*
- *Method: (Includes Sample; Tools; Procedure; etc.)*
- *Results*
- *Discussion*
- *References*
- *Appendix*

Guidelines for Dissertation -:

The aim of the dissertation is to provide you with an opportunity to further your intellectual and personal development in your chosen field by undertaking a significant practical unit of activity, having an educational value at a level commensurate with the award of your degree

The dissertation can be defined as a scholarly inquiry into a problem or issues, involving a systematic approach to gathering and analysis of information / data, leading to production of a structured report.

- It is usual to give you some discretion in the choice of topic for the dissertation and the approach to be adopted. You will need to ensure that your dissertation is related to your field of specialization and region wise.
- The student will submit a list of his/her three most preferred topics in the order of preference by the third week of the fourth semester to the concern teacher of the parent department.
- All post graduate teachers in the Department will be guides for the project component. All teachers shall have equal number of students allotted for the dissertation.

- The marks given by the members of the evaluation committee will be averaged in each head and the total marks decided by totalling the averages under the three heads.
- Dissertation Submission The student will submit a bound hard copy of the dissertation to the Department by the end of the fourth semester.
- The final dissertation will be typed in one and a half spacing on one side of the paper. The APA style shall be followed for the writing of dissertation.

Guidelines for the Assessment of the Dissertation

While evaluating the dissertation, faculty guide will consider the following aspects:

1. Has the student made a clear statement of the objective or objective(s)?
2. If there is more than one objective, do these constitute parts of a whole?
3. Has the student developed an appropriate analytical framework for addressing the problem?
4. Has the student collected information / data suitable to the frameworks?
5. Are the techniques employed by the student to analyse the data / information appropriate? and relevant?
6. Has the student succeeded in drawing conclusion form the analysis?
7. Do the conclusions relate well to the objectives of the project?
8. Has the student been regular in his work?
9. Layout of the written report.

Evaluation of Project Report

A. Internal Evaluation of Project Report – 40 marks

- Internal evaluation will be done by the concerned teacher or guide.
- There will be 40 marks for Internal assessment.
- Division of marks for project report will be as follows and will be based on suitability and appropriateness of the report with respect to:

Regularity and Punctuality	Data Collection	Result, Interpretation	Summary, Conclusion
10	10	10	10

B. External Evaluation Report of Project Report – 60 marks

- External Examination will be conducted by two examiners (one of whom will be preferably Internal and one External)
- Each batch will consist of only 08 students
- Duration of examination for each batch will be 3 hours.

- Marks for Project Report, Presentation & Viva-voce will be given by both examiners and the average of the same will be considered as final marks of the candidate.

Report Writing	Presentation (PPT)	Viva-Voce
20	20	20

General Notes:

1. Each batch of project should consist of maximum 08 students.
2. A separate batch will be formed if this number exceeds even by one.
3. Workload for each batch will be equivalent to 8 lecture periods.
4. Students should select a problem in consultation with teacher concerned.
5. Sample size should be minimum 30 in each group, e.g.: Normal and maladapted.
6. Project report should be written in APA format.
7. Eligibility for the Project Examination is subject to Certification of Project by the teacher-in charge and HoD.

The Layout Guidelines for the Dissertation:

- A4 size Paper
- Font: Arial (10 points) or Times New Roman (12 points)
- Line spacing: 1.5
- Top and bottom margins: 1 inch/ 2.5 cm; left and right margins: 1.25 inches/ 3 cm



**Dr. Annasaheb G.D. Bendale Mahila
Mahavidyalaya, Jalgaon**



**A CORRELATIONAL STUDY OF PARENTING ATTITUDE,
PARENTAL STRESS, AND ANXIETY IN MOTHERS OF
CHILDREN IN GRADE 6th**

A DISSERTATION

SUBMITTED BY

Bhade Jayshree Bhagwan

M.A. IInd Year

[Psychology Department]

Year 2023-24

GUIDED BY

Prof. Dr. A.B.Patil Sir

CERTIFICATE OF COMPLETION

This is to certify that BHADE JAYSHREE BHAGWAN Dr. Annasaheb G.D.
Bendale Mahila Mahavidyalaya, North Maharashtra University, Jalgaon has successfully
completed this project in academic year of 2023-24 under my guidance.

Dr. Annasaheb G.D.
08/04/2024

ABPatil
Dr. A.B.Patil

Psychology Department
Dr. Annasaheb G.D.
Bendale Mahila
Mahavidyalay, Jalgaon

Acknowledgement

After an intensive period of trials and tribulations of around seven to eight months, my objective is achieved: writing this note of thanks is the finishing touch on my dissertation. It has been a period of intense learning for me, not only in the scientific area of research but also on a personal level. Writing this dissertation has had a big impact on me. I would like to reflect on the people who have supported and helped me so much throughout this period.

I want to take this opportunity to express my foremost gratitude and sincere thanks to Dr. A.B.Patil Sir, my project guide. He showed immense amount of patience to my idiosyncrasies and at the same time led me to understand the little nuances of research study, methods and statistical analysis in a very subtle way.

Bhade Jayshree Bhagwan

Date:



CHAPTER 6

CONCLUSION

The goal that was set out to assess the correlation between the Parenting Attitudes, Parenting Stress and Anxiety was achieved successfully through this study. It was established that all the Parenting Attitude variables i.e. Laxness, Over-reactivity and Verbosity were correlated with Parenting Stress and Anxiety of mothers of children who had just recently transitioned to class 6th. Indicating that if there was High Parenting Attitude scores in mothers, then it is quite likely that Parenting Stress and Anxiety shall be present OR if mothers were going through high levels of parenting stress then it is quite likely that their parenting attitude is also high. This was the very objective of this project to establish relationship between the said variables.

Transition from primary to middle school (6th standard), as explained in Chapter 1, requires too much of adjustment for the children and brings in a huge challenge for the Mothers with regards to their parenting skills. This phase is very confusing for both the child and the mother as they re-adjust their interactions, conflicts on stringent rules, increased expectations on both sides, all this because of the growing academic burden that this transition brings.

Apart from correlation, the study was also able to establish that 1) The number of children a mother has impacts her parenting attitude (Over-reactivity), 2) Working mothers are more Laxed in their parenting attitude as compared with non-working mothers and that 3) Poor Parenting could trigger anxiety in mothers.

The number of children that a mother rears definitely affects a mothers parenting attitude and she tends to be over-reactive in her interactions with her child. Here we need to understand that a single child demands and receives different kind of parenting care than compared with mothers having 2 or more children. A single child usually receives full attention and lot of pampering that could lead him to become snobbish, too demanding, aggressive or too weak and fearful. As per Adler's birth order

theory, only children lack siblings, they lose the immediate availability of others near their own age with whom to interact socially. In context to parenting a single child, encouraging the child to be socially active and adaptable might be stressful for the mothers. However, only children must work to win friends because family life does not provide them. However, only children are also often seen as high-achieving, motivated, and successful (Brophy, 1989, p.56). They have been found to be quite comfortable in presence of adults and are able to manipulate them.

Mothers have been found to be too emotionally attached to their only child and have the fear of losing the bond or attachment. The entire universe of such mothers circles around their single child and fulfilling his or her needs and demands. At the same time they are also conflicted with the pressures to discipline her only child, or rather make his the perfect child. This leads the mothers to take on the Attitude of Over-reactivity to control the child. Over-reactivity seems to be her weapon to subdue her only child. Refer Table 5, we see that Over-reactivity (Mean) of 1 child is 40.5 which is greater than the Mean of Over-reactivity scores of children 2 or more, indicating that over-reactivity is greater in mothers with one child.

Now having two or more children, a mother's responsibility increases in multiple aspects education, discipline, household work, if she is working then managing professional obligations in such a scenario (her focus is divided) being over-reactive is natural because maybe her rules, her instructions are not adhered too but at the same time we do have studies that tell that mother's mellow down a bit when they have the second child. Having siblings is advantageous in developing multiple interpersonal skills like sharing, caring, accommodating, of course rivalry too, competition, adjusting and so much more. Sometimes a mother's burden of rearing the child is also reduced when it is shared by husband or the elder sibling or if theirs is a joint family.

The project also established a significant relationship between the effects of working or non-working status on laxness attitude of the mothers. Working mothers are less Laxed in their parenting as compared to the Non-working mothers, indicating that working mothers try to be relaxed and calm in

their parenting attitude compared to non-working mothers. It is quite possible that working mothers get the opportunity to have a part of life where they are independent, are creative and are also able to vent out their frustrations. The same is not possible for mothers who remain at home.

The study also established as a conclusive fact that High Parenting is significantly related to high levels of anxiety in mothers. Indicating that poor parenting skills with the condition of their child promoted to middle school, triggers anxiousness in mothers.

A glimpse of the t-test (ref Table 6), confirms that there exists bidirectional relationship between the Parenting Attitudes & Parental Stress and Parenting Attitude and Anxiety. Since this study was a correlational one, no comparative study can be evaluated based on the data.

For mothers today their child's all round development is very important that includes Physical Health and Safety, Emotional and Behavioural Competence, Social Competence and Cognitive Competence. They desire their child to be very competitive and be at par with the best of best, but somewhere it is observed that children are more carefree and do not have longer span of interests at least during this transition phase. It's a common but serious source of worry for parents: One starts to notice a lack of motivation and commitment in their child's attitude towards school. This becomes a good reason for parents to experience parenting stress and anxiety.

Therefore it can be concluded or suggested that studies on parenting attitudes do not allow for the identification of core parenting attitudes consistently associated with their parenting stress and anxiety especially during crucial academic transition phases of their child. However, the available evidence points from this study has established suitable correlation between the said variables hence it becomes imperative to taking parents' attitudes and beliefs into consideration to assess their parenting stress and anxiety that leads to specific child outcomes during transition from primary to middle school