UNIVERSITY OF DHAKA

Syllabus for One-Year MS Program in Psychology for Affiliated Colleges in the sessions 2021-2022 through 2023-2024

The MS in Psychology program has provision for one group – Group A (Project). Each student in MS program has to take a total of 34 credit courses. The detailed layout of the MS in Psychology program is given below.

	Course Code	Course Title	Marks	Credits
Theoretical	540501	Environmental Psychology	100	4
	540502	Child Development and Disabilities	100	4
	540503	Advanced Social Psychology	100	4
	540504	Clinical and Counseling Psychology	100	4
	540505	School Psychology	100	4
	540506	Industrial-Organizational Psychology	100	4
		Sub-Total 1	**600**	**24**
Practical	540507	Project	100	4
	540508	Internship	100	4
Oral	540509	Viva Voce	50	2
		Sub-Total 2	**250**	**10**
		Grand Total	**850**	**34**

540501: Environmental Psychology

4 Credit Hours

1. **Introduction**
   1.1 What is Environmental Psychology - Definitions and Characteristics of Environmental Psychology as a Science
   1.2 The Concept of Environment — Psychosocial Dimension of Environment
   1.3 Man, Environment and Behavior: Their Relationship
   1.4 Concern for Ecological Balance and Global Change in Environment
   1.5 History of the Development of Environmental Psychology

2. **Theories in Environmental Psychology**
   2.1 Arousal Theories
   2.2 Stimulus Load Theories
   2.3 Behavior Constraint Theories
   2.4 Adaptation-Level Theories
   2.5 Environmental-Stress Theories

3. **Research Methods in Environmental Psychology**
   3.1 Types of Research Methods — Experimental Research, Correlational Research, and Descriptive Research
   3.2 Data Collection Techniques — Self-Report Measures, Observational Techniques, Task Performance, Trace Measures, Choosing Measures
   3.3 Ethical Considerations in Environmental Psychology — Informed Consent and Invasion of Privacy

4. **Environmental Perception and Cognition**
   4.1 Characterizing Environmental Perception — Perspectives on Environmental Perception, Nativism Versus Learning
   4.2 Environmental Cognition — An Informal Model of Spatial Cognition and Cognitive Maps

5. **Territoriality, Privacy and Personal Space**
   5.1 Territoriality
   5.2 Privacy
   5.3 Personal Space

6. **Population Density, Urbanization, and Crowding**
   6.1 Urbanization and Crowding

7. **Environmental Stress**
   7.1 Defining Stress — Theoretical Perspectives
   7.2 Physiology of Stress
   7.3 Psychology of Stress
   7.4 Researching Stress — the Environmental Context
   7.5 Moderators of the Stress Response
   7.6 The Role of Stress in Understanding Organism-Environment Relationship

8. **Disasters and Pollution and Their Psychosocial Impact**
   8.1 Natural Disasters and Technological Catastrophe
   8.2 Air and Noise Pollution

9. Planning and Arranging Environment
   9.1 Institutional Design
   9.2 Residential Design

10. Protecting Environment: Psychologist's Role in Changing Behavior to Save the Environment
   10.1 Environmental Psychology and Saving the Environment
   10.2 Encouraging Environmentally Responsible Behavior
   10.3 Behavioral Solutions to Environmental Problems
   10.4 Environmental Attitudes and Behaviors
   10.5 Conserving Energy and Water
   10.6 Source Reduction and Recycling

Readings

Bell, P. A., Greene, T. C., Fisher, J. D., & Baum, A. (1996). Environmental Psychology. Harcourt Brace College Publishers. Florida, USA.

Blum, A., Singer, J. E. & Valins, S. (Eds.), (1978). Advances in Environmental Psychology. N. Y. Erlbaum.

Heimstra, N. W. & McFarling, L. H. (1974). Environmental Psychology. Betment. C.A. Brooks/Cole.

Veitch, R. & Arkkelin, D. (1995). Environmental Psychology. Prentice Hall, Englewood Cliffs, New Jersey.

Wohlwill, J. & Carsen, D. H. (Eds.) (1972). Environment and Social Sciences: Perspective and Application. Washington D. C., USA.

540502: Child Development and Disabilities

4 Credits Hours

1. Introduction to Early Childhood Development and Education
   1.1 Definition of Early Childhood Development and Early Childhood Education
   1.2 Historical Development of Early Childhood Development
   1.3 Early Childhood as a time to intervene for education
   1.4 Implication for practice in Early Childhood Development And Education

2. Research Methodologies used in Child Development and Early Childhood Education
   2.1 Observational method used in Child Development
   2.2 Open Methods: Case History/Diary, Specimen Description
   2.3 Closed Methods: Event Sampling, Trait Rating, Time Sampling, Field Unit, Analysis
   2.4 Experimental Studies used in Child Development

3. **Biological Beginning**
   3.1 Some Genetic Principles
   3.2 Methods used by Behavior Geneticists
   3.3 Abnormalities in Genes and Chromosomes
   3.4 Genetic Counselling

4. **Introduction to Developmental Disabilities**
   4.1 Social construction of developmental disabilities
   4.2 Future directions and the conceptualization of developmental disabilities

5. **Learning Disabilities: An Historical and Conceptual Overview**
   5.1 Learning Disabilities: An Historical and Conceptual Overview
   5.2 Definition, Symptoms and Classification
   5.3 Etiology and Assessment
   5.4 Memory and Learning Disabilities
   5.5 What about school and learning disabilities
   5.6 Tips for teacher of children with learning disabilities
   5.7 Tips for parents of children with learning disabilities
   5.8 Interventions

6. **Intellectual Disability**
   6.1 Definition, symptoms and classification
   6.2 Historical and contemporary perspective of Intellectual Disability
   6.3 Disability and its associated factors
   6.4 Diagnostic criteria for Intellectual Disabilities: DSM-5 criteria
   6.5 Intellectual Assessment and Intellectual Disability
   6.6 Assessment of Adaptive Behavior and Intellectual Disability
   6.7 Functional Behavioral Assessment in Practice: Concept and Application
   6.8 The system of early intervention for children with Intellectual Disabilities, Current Status and challenges for the future
   6.9 Functional skills training for people with Intellectual and Developmental Disabilities

7. **Understanding Autism Spectrum Disorder**
   7.1 Diagnosis and Characteristics
   7.2 Causes
   7.3 Medical Issues
   7.4 Treatments and intervention programs and approaches

Readings

Odom S. L., Horner R. H., Snell M. E., & Blacher J. (2007). *Handbook of Developmental Disabilities.* The Guilford press: New York, London.

Jacobson J. W., Mulick J. A., & Rojahn J. (2007). *Handbook of Intellectual and Developmental Disabilities.* Springer.

Introduction to Developmental Disabilities Classroom Participant's Guide (2004). Agency for Persons with Disabilities.

Introduction to Developmental Disabilities. Module 1 DSP Notebook. Illinois Department of Human Service (2013).

Grant D., & French, H. E. That's the Way I Think Dyslexia, Dyspraxia and ADHD Explained. (2nd Ed). Taylor & Francis. New York and London.

Adams, G.R. & Gullotta, T (1983). Adolescent Life Experiences Brooks/Cole Publishing Company Monterey, California.

Berndt, T.J. (1997). Child Development. Chicago Brown and Benchamark Publishers.

Bornstein, M.H. & Lamb, M.E. (1988). *Developmental Psychology*: An Advanced Textbook. New Jersey.LawrenceErbaum. Associates, Publishers.

Brown, R.T. & Reynolds, C.R. (1986). Psychological Perspective on Childhood Exceptionality: A Hand book. New York. John Wiley and Sons.

Bukatko, D. & Daehler, M.W. (1995).Child Development.Boston Houghton Miffin Co.

Cole, M. & .-Cole, S.R. (1996).The Development of Children, New York, WH Freemanand Company.

Conger, J.J. (1973). Adolescence and Youth: Psychological Development in a Changing world. New York. Harper and Row.

Dreikurs, R. & Grey, L. (1968). A parent's Guide to Child Discipline. New York. Hawthorn/Dutton.

Heward,W.L. & Oriansky, M.D. (1984). Exceptional Children: An Introductory Survey of Special Education. Columbus. Charles E. Merrill.

540503: Advanced Social Psychology

4 Credit Hours

1. Social Psychology of Groups
    1.1 Group cohesiveness
    1.2 Group problem solving
    1.3 Cooperation and competition
    1.4 Aggression and violence
    1.5 Risk taking

2. Social Attitudes and Motives: Their Measurement
    2.1 Authoritarian attitudes
    2.2 Achievement motive and need for affiliation and other social attitudes
    2.3 Altruism: helping others- Theories: Social Exchange, Social Norms and Evolutionary Psychology
    2.4 Factors influencing altruism

3. **Social Psychology of Psychological Research**

   3.1 Experimenter influence

   3.2 Experimenter expectancy effects

   3.3 Experimenter effects

   3.4 Subjects perception of experimental situation and their motivation

   3.5 Suspiciousness: Their Implication for future research

4. **Social Beliefs and Judgments**

   4.1 **Explaining others-** Attributing causality, Fundamental attribution errors, Why do we make the attribution error?

   4.2 **Explaining ourselves-** Attributions for positive and negative events, Self –disparagement, Self-handicapping, Self-presentation, Information processing, Self-esteem motivation, Self-efficacy

5. **Norms and Roles**

   5.1 Norms- Universal norms, Norms vary with culture, Norms vary with gender

   5.2 Roles- Effects of role playing, Roles that dehumanize, High and low status roles, Role reversal

6. **Crime**

   6.1 Definition: The classification of crimes

   6.2 Methods for studying criminal behavior

   6.3 Social roots of crime – Frustration, Aggression and crime, Presence of guns, Deindividuation, Conformity, Compliance and obedience

   6.4 The Environmental roots of crime- Heat and crime, Noise and crime, Natural disasters and crime, Personal space and crime, Crowding and crime, Territoriality and crime, Geography and crime

7. **Intimate Partner Violence (IPV)**

   7.1 Gender Based Violence (GBV)

   7.2 Sexual and Gender Based Violence (SGBV)

8. **Preventing Crime**

   8.1 Prevention Through Punishment

   8.2 Prevention Through Policing

   8.3 Prevention Through Community Action

   8.4 Prevention Through Individual and Family Intervention

   8.5 School- Based Prevention

Readings

Cassel, E. & Bernstion, D.A. (2007) Criminal Behaviour (2nd ed). Lawrence Erlbaum Associates, Publishers Mahwah, New Jersey, London.

Brown, R. Social Psychology (Latest Ed.) Glencoe, Illinosi, Free Press.

বেগম এইচ এ ও খানম এম (অনুদিত) (১৯৯০) মানব পরীক্ষ, ঢাকা সি.পি. এস আর, টি ঢাকা। (মূল রচনাঃ) J.G. Adair. The Human Subject.

Cartwright, A. & Zander, A. (1960). (Eds). Group Dynamics. Research and theory, New York: Harper & Row.

Edwards, A.L. (1967). Techniques of Attitude Scale Construcation. New York: Application Century Crofts.

Lindgren, H.C. (1973). An Introduction to Social Psychology. John Wiley & Sons, New York.

Myers, D.G. (1990). Social Psychology, New York. McGraw Hill.

Rosenthal, R. (1966). Experimenter Effects in Behavioural Research, New York. Appleton Cenury Crofts.

Rosnow, R.L. & Rosenthal, R. (1969). Artifact in Behavioral Research, (Eds.) NewYork.Academic Press.

Secord, .Pf. and Backman, C.W. Social Psychology (Latest Ed) New York. McGraw

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540504: Clinical and Counseling Psychology
4 Credit Hours

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1. **Introduction**
   1.1 Emergence of Clinical Psychology as a well-established profession
   1.2 Clinical Psychology and related disciplines (e.g. Psychiatry, Psychoanalysis, Counseling Psychology, Psychiatric Social Work)
   1.3 Functions of a clinical psychologist
   1.4 The clinician as a person

2. **Diagnostic and Statistical Manual of Mental Disorders (DSM)**
   2.1 History of DSM
   2.2 Overview of DSM-5
   2.3 Classification of Mental Illness
   2.4 Criteria of Clinical Significance

3. **Mental Health**
   3.1 Definition of Mental Health
   3.2 Attributes of a Mentally Healthy Person
   3.3 Goals, Perspectives and Promotion of Mental Health
   3.4 Mental Health Status of Children and Adolescents in Bangladesh

4. **Stress and Mental Health**
   4.1 Nature of Stress
   4.2 Factors Influencing the Perceptions of Stress and Stress Tolerance
   4.3 Emotional, Physiological and Behavioral Response to Stress
   4.4 Effects of Stress on Mental Health
   4.5 Confronting Stress: Coping Process

5. Common Psychological Disorders
5.1 Trauma and Stress Related Disorders
5.2 Disruptive, Impulse Control, and Conduct Disorders
5.3 Mood Disorders, Depression, and Suicide
5.4 Neuro-developmental Disorder
5.5 Substance-Related and Addictive Disorders
5.6 Psychosexual disorders: sexual, dysfunctions and sexual variants & deviations
5.7 Eating disorders e.g. Anorexia Nervosa, Bulimia Nervosa
5.8 Personality disorders

6. Biologically Based Therapy and Psychopharmacology
6.1 Biologically Based Therapy
6.2 Shock Therapy
6.3 Psycho surgery
6.4 Pharmacological Therapy
6.5 Anti-Psychotic drugs
6.6 Anti- Anxiety Drugs
6.7 Anti-Depressant Drugs
6.8 Lithium for the Bipolar mood Disorders

7. Therapeutic and Counseling Approaches
7.1 Overview of Therapeutic Approaches
7.2 Psychoanalytic Approach
7.3 Humanistic Approach: Person-Centered and Gestalt Approach
7.4 Cognitive Behavior Approach: Cognitive Behavior Therapy (CBT), Transactional Analysis
7.5 Family Therapy
7.6 Group Therapy, Psychodrama

8. Professional Ethics and Supervision
8.1 Ethical and Legal Issues
8.2 Clients Rights and Therapist Responsibilities
8.3 Clients Right to Give Informed Consent
8.4 Professional Responsibilities in Documentation
8.5 Supervision in Psychological Practice

Readings

Carson, R. C., & Butcher, J. N. (1992).Abnormal Psychology and Modern life. New York: Harper Collins Publishers.

Dana, L. H. Foundations of Clinical Psychology, London: Nastand Co. Inc. W.

Davison. G.C. & Neale, J.M.- Abnormal Psychology. An Experimental Clinical Approach.(Latest edition.) New York: John Wiley.

Eysenck, H. J. Handbook of Abnormal Psychology. London: Pitman. John Wiley & Sons, Inc.

Lindsay, S.J.E. & Powell. G.E.A.(1987). Handbook of Clinical Adult Psychology,

England. Gower Publishing Co.

Neale, G.M. Davison. G.C. & Haaga, D.A.F.(1996). Exploring Abnormal Psychology. New York:

Rimm. D.C. & Masters, J. C.- Behavior Therapy- Techniques & Empirical findings. New York: Academic Press

Sundberg.N.d.Tyley, L.E. & Taplin, J.R. Clinical Psychology-Expanding Horizons.(Latest edition). N.Y. Hall

Wolman, B.B. (ed).Handbook of Clinical Psychology. N.Y: .McGraw Hill Book Co.

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Washington, DC: Author.

Baumgardner, S. R. & Crothers, M. K. (2009). Positive psychology. NJ: Pearson Education.

Carr, A. (2016). The Handbook of adult clinical psychology: An evidence based practice approach (2nd ed.). London, UK: Taylor & Francis Ltd.

Corey, G. (2012). Theory and practice of counseling and psychotherapy (9th ed.). Belmont, CA: Cengage Learning.

Gladding, S. T. (2013). Counseling a comprehensive profession (7th ed.). NJ: Pearson.

Hill, C. E. (2009). Helping skills: facilitating exploration, insight, and action (3rd ed.). Washington DC: American Psychological Association.

Hurlock, E. B. (1981). Development Psychology: A life-span approach (5th ed.). New York: McGraw Hill.

Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (1993). Introduction to Psychology (7th ed.). New York: McGraw Hill.

Rosenberg, M. B. (2013). Non-violent communication: A language of life (2nd ed.). Encinitas, CA: Puddle Dancer Press.

Weiten, W. (1985). Psychology applied to modern life. (2nd ed.). California: Pacific Grove. Viewings

The Happy Movie (Dir: RokoBelic) (You may rent on itunes for $3.99 or free on Netflix) Epicurus on Happiness: http://www.youtube.com/watch?v=irornIAQzQY

540505: School Psychology

4 Credit Hours

1. **An Overview of School Psychology**
   1.1 Past, Present, and Future of School Psychology
   1.2 School Psychology as a Profession
   1.3 Distinction between School Psychology and Educational Psychology

2. **Functions of the School Psychologist**
   2.1 Assessment
   2.2 Consultation
   2.3 Prevention
   2.4 Intervention
   2.5 Behavior Management
   2.6 Special Education Input
   2.7 School-Community Liaison
   2.8 Parent Education
   2.9 Staff Development

3. **Organizational Issues**
   3.1 Structure of School Systems
   3.2 Legal and Ethical issue in School Psychology
   3.3 Research Methods in School Psychology: Descriptive (Observational & Survey Methods.), Correlational, Quasi-Experimental and Experimental

4. **Assessment Issues**
   4.1 Intellectual Assessment
   4.2 Curriculum-Based Assessment
   4.3 Vocational Assessment
   4.4 Preschool Assessment
   4.5 Special Issues (e.g. learning disabilities)
   4.6 Diversity (e.g., cultural, SES, etc.)and Assessment

5. **Foundation of Consultation and Collaboration**
   5.1 Consultation Defined
   5.2 Common Characteristics of Consultation
   5.3 Collaboration Defined
   5.4 Consultation and Collaboration Compared with other Human Service
   5.5 Whether Consultation or Collaboration

6. **Consultants, Consultees and Collaborators**
   6.1 Characteristics of Effective Consultants and Collaborators
   6.2 Skills Necessary for Consultants and Collaborators
   6.3 Roles Consultants and Collaborators Assume

7. **Generic Model of Consultation and Collaboration**
   7.1 Entry Stage
   7.2 Diagnosis Stage
   7.3 Implementation Stage
   7.4 Disengagement Stage

8. School Based Consultation and Collaboration

    8.1 Rationale for School Based Consultation and Collaboration

    8.2 Consulting and Collaborating with Teachers

    8.3 Consulting and Collaborating with Parents/Guardians

Readings

Dougherty, A.M.(2013).Psychological Consultation and Collaboration in School and

    Community Settings (6th Ed.).Belment: Cengage Learning.

Erchul, W. P. & Martens, B. K. (2002).School Consultation. New York; Springer-Verleg.

Fagan, T.K.& Wise, P.S.(2007).School Psychology: Past, Present &Future. Bethesda, MD:
    National Association of School Psychologists.

Jacob, S. & Hartsorne,T.(2007).Ethics and Law for School Psychologists (5thed.).NewYork: Wiley.

Reynolds, C.R.& Gutkin,T.B.(1998).The Handbook of School Psychology(3rded.). NewYork:
    John Wiley & Sons, Inc.

Thomas, A.& Grimes, J. (Eds.) 2008.Best Practices in School Psychology. Washington DC:
    National Association of School Psychologists.

Merrell, K. W., Ervin, R. A. & Peacock, G. G. (2012). School Psychology for the 21st Century:
    Foundations & Practices. NY: Guilford Press

Woolfolk, A. (2004). Educational Psychology (9th Edition). New Delhi: Pearson Education Inc.

Goodwin,K. A.,& Goodwin, C. J. (2005). Research in psychology: Methods and design. (8th
    Ed.) Hoboken, NJ: John Wiley & Sons.

540506: Industrial-Organizationa Psychology

4 Credit Hours

1. Introduction

    1.1 Introduction to Organizational Behavior: The nature of organizations; Understanding
    behavior; An organizational behavior system; Historical development of
    organizational behavior;

    1.2 Organizational Effectiveness: Components of organizational effectiveness;
    Assessing organizational effectiveness; Determinants of organizational
    effectiveness

    1.3 Organizational Structure: What is organizational structure? Elements of
    organizational structure; Common organizational designs; New options; Why do
    structures differ? Organization structure and employee behavior; Implications for
    Managers

2. Organizational Goal Setting and Planning

2.1 Goals in Organizations: Organizational mission; Goals and plans; Hierarchy of goals. Criteria for Effective Goals: Goal characteristics

2.2 Planning Types and Models: Management by Objectives; Single-use and Standing plans; Contingency plans

2.3 Thinking Strategically: What is strategic management? Purpose of strategy; Strategy formulation versus implementation

2.4 Strategic Management: Situation analysis; Business-level strategy; Porter's competitive forces and strategies

3. Individuals in Organizations

3.1 Determinants of Individual Performance: A model of individual behavior and Performance; Motivation, Ability, Learning, Perception and Personality; Organizational Systems and resources; Keys to effective management

3.2 Interpreting motivational models; Keys to effective management

3.3 Communication and Perception: Interpersonal communication – coding and decoding

3.4 Selectivity and organization in perception; The significance of non verbal communication

3.5 Perceptual set and assumptions about human behavior; Sex, appearance, attractiveness and discrimination; Person perception – errors and avoidance

4. Groups in Organization

4.1 Foundations of Group Behavior: Defining and classifying groups; Basic group concepts; Group decision-making

4.2 Group Formation: Formal & informal groups; Group structure and process; Group. control; Group effectiveness

4.3 Understanding Work Teams: Why have teams become so popular? Teams versus groups – what's the difference? Types of teams; Creating effective teams; Turning individuals into team players; Teams and quality management; Implications for managers

5. Introduction to Management

5.1 The Changing Paradigm of Management: The definition of management; Four management functions; Organizational performance; Management skills; Management types; What is it like to be a manager?

5.2 Managing Conflict: Perspectives on organizational conflict; Functional and dysfunctional conflict; Buchanan- Huczynski coordination- conflict model

5.3 Organizational Power and Politics: Organizations – rational or political? Organizational politics; Organizational power; Power & influence

6. Human Resource Management (HRM)

6.1 Strategic goals of HRM; Environmental influences on HRM

6.2 Attracting an effective workforce: Human resource planning; Recruiting; Selecting

6.3 Developing an effective workforce —Training and development; Performance appraisal

6.4 Maintaining an effective workforce – Compensation; Wage & salary structure; Benefits; Termination

7. **Managerial Ethics and Corporate Social Responsibility**
   7.1 What is managerial ethics? Criteria for ethical decision-making – utilitarian approach, individual approach, moral-rights approach, and justice approach; Factors affecting ethical choices – the manager, the organization
   7.2 What is social responsibility? Organizational stakeholders; The natural environment; Evaluating corporate social performance – economic responsibilities, legal responsibilities, ethical responsibilities, and discretionary responsibilities

Readings

Arnold, H.J. & Feldman, D.C (1986).Organizational Behavior. Singapore: McGraw-Hill Book Co.

Bower, J.L. (ed.) (1991). The Craft of General Management. Boston: Harvard Business School Publishing.

Buchanan, D. & Huczynski, A. (1997).Organizational Behavior: An Introductory Text (3rd Ed.). Harlow: Prentice Hall Europe.

Cascio, W.F. (1982). Applied Psychology in Personnel Management (2nd Ed.). Reston (Virginia): Reston Publishing Company, Inc.

Cooper, C. & Makin, P. (1984). Psychology for Managers (2nd Ed.). London: The British Psychological Society.

Daft, R.L. & Marcic, D. (1998).Understanding Management (2ndED.). Orlando: Harcourt Brace & Company.

Davis, K. & Newstrom, J.W. (1989).Human Behavior at Work: Organizational Behavior (8th Ed.). Singapore: McGraw-Hill Book Co.

Handy, C. (1999).Understanding Organizations. London: Penguin Books Ltd.

Robbins, S.P. (2005). Essentials of Organizational Behavior (8th Ed.). New Delhi: Prentice-Hall of India Private Limited.

Project

Students in groups are assigned to college teachers of the Department of Psychology for conducting supervised research project. The assigned supervisor guides the students to select an original topic from any field of psychology. Each student must submit two copies of his or her project report to the examination committee and defend the research project before the examination committee by oral presentation. Students' performance is judged on the basis of his / her understanding of the basic principles of research data analysis, interpretation of results scientific report writing and presentation quality. Each student's project defense (oral presentation) is evaluated on a score of 50 before the independent committee comprising of 5 examination committee members plus 1 member from the respective college selected by the examination committee. Each project report is evaluated on a score of 50 blindly and

independently by 2 examiners (including the supervisor) from the department. The distribution of marks in research project are presented in Table 1.

Table 1. The distribution of marks in research project

Presentation	50%
Report	50%

Internship

Students will undergo an intensive internship training program that will be evaluated on a score of 100. Students will be placed to a relevant institution/organization at which they will receive practical training or work experience related to their courses. They will receive this hands-on training under the collaborative supervision of an assigned teacher from within the department, and a supervisor assigned from the institution/organization of their placement. Each student's internship training program defense (oral presentation) is evaluated on a score of 50 before the independent committee comprising of 5 examination committee members plus 1 member from the respective college selected by the examination committee. Each internship report is evaluated on a score of 50 blindly and independently by 2 examiners (including the supervisor) from the department. The distribution of marks on internship training is shown in Table 2.

Table 2. The distribution of marks in internship training

Viva	50%
Report	50%