

# STAREX UNIVERSITY GURUGRAM



## DEPARTMENT OF PSYCHOLOGY

School of Humanities

M.A. Psychology Programme

Scheme of Examination and Syllabi

(2021-22)

# M.A. Psychology

## Scheme of Examination

### Semester- I

SCHEME OF EXAMINATIONS FOR M.A. PSYCHOLOGY							
SEMESTER I							
Paper/Course Code	Nomenclature of Paper/Course	Nature of the papers	Scheme				Credits (L+T+P) = Total
			Theory	Internal	Practical	Total	
0110101	Cognitive Psychology-I (CC)	Compulsory	75	25	-	100	4+0+0=4
0110102	Social Psychology (CC)	Compulsory	75	25	-	100	4+0+0=4
0110103	Neuropsychology (CC)	Compulsory	75	25	-	100	4+0+0=4
0110104	Foundations of Psychological Research (CC)	Compulsory	75	25	-	100	4+0+0=4
0110105	Practical (CC)	Compulsory	-	-	50	50	0+0+4=4
Total							20

# M.A. Psychology

## Scheme of Examination

### Semester- II

SCHEME OF EXAMINATIONS FOR M.A. PSYCHOLOGY							
SEMESTER II							
Paper/Course Code	Nomenclature of Paper/Course	Nature of the papers	Scheme				Credits (L+T+P) = Total
			Theory	Internal	Practical	Total	
0110201	Counseling Psychology (CC)	Compulsory	75	25	-	100	4+0+0=4
0110202	Cognitive Psychology- II (CC)	Compulsory	75	25	-	100	4+0+0=4
0110203	Research Methods & Statistics (CC)	Compulsory	75	25	-	100	4+0+0=4
0110204	Developmental Psychology (CC)	Compulsory	75	25	-	100	4+0+0=4
0110205	Community mental Health (EC)	Compulsory	75	25	-	100	4+0+0=4
0110206	Practical (CC)	Compulsory	-	-	50	50	0+0+4=4
Total							24

# M.A. Psychology

## Scheme of Examination

### Semester- III

SCHEME OF EXAMINATIONS FOR M.A. PSYCHOLOGY							
SEMESTER III							
Paper/Course Code	Nomenclature of Paper/Course	Nature of the papers	Scheme				Credits (L+T+P) = Total
			Theory	Internal	Practical	Total	
0110301	Psychopathology (CC)	Compulsory	75	25	-	100	4+0+0=4
0110302	Organizational Behavior (CC)	Compulsory	75	25	-	100	4+0+0=4
0110303	Psychological Measurement & Testing (CC)	Compulsory	75	25	-	100	4+0+0=4
0110304	Foundation of Indian Psychology (OE)	Compulsory	75	25	-	100	2+0+0=2
0110305	Life Skill and Personality Development (EC)	Compulsory	75	25	-	100	4+0+0=4
0110306	Practical (CC)	Compulsory	-	-	50	50	0+0+4=4
Total							22

# M.A. Psychology

## Scheme of Examination

### Semester- IV

SCHEME OF EXAMINATIONS FOR M.A. PSYCHOLOGY							
SEMESTER IV							
Paper/Course Code	Nomenclature of Paper/Course	Nature of the papers	Scheme				Credits (L+T+P) = Total
			Theory	Internal	Practical	Total	
0110401	Clinical Intervention (CC)	Compulsory	75	25	-	100	4+0+0=4
0110402	Psychology of Emotion (CC)	Compulsory	75	25	-	100	4+0+0=4
0110403	Psychology of Personality (OE)	Compulsory	75	25	-	100	2+0+0=2
0110404	Emotion and Well-Being (EC)	Compulsory	75	25	-	100	4+0+0=4
0110405	Positive Psychology (EC)	Compulsory	75	25	-	100	4+0+0=4
0110406	Project/Dissertation (CC)	Compulsory	-	-	50	50	0+0+4=4
Total							22

<b>SYLLABUS</b>		
<b>M.A. PSYCHOLOGY</b>		
<b>SEMESTER-I</b>		
<b>Cognitive Psychology- I</b>		<b>Marks: 75</b>
<b>Paper Code</b>	<b>0110101</b>	<b>Internal Assessment: 25</b>
<b>Credit</b>	<b>4</b>	<b>Time Allowed: 3 hours</b>
<p><b>Objective: This paper helps the students to learn about the origin of cognitive psychology and its emergence as a modern field of psychology such as cognitive neuroscience and artificial intelligence. It also takes into account the various cognitive processes such as attention, perception, learning and memory.</b></p>		
<b>Instructions for students and examiners:</b>		
<b>1.</b>	The question paper will consist of nine questions. The candidates shall attempt five questions in all. Each question will carry 12 marks.	
<b>2.</b>	Question no. 1 will be compulsory. The question no. 1 will contain 4 short answer type questions of 3 marks each spread over the whole syllabus.	
<b>UNIT-I</b>	<p><b>An Introduction to Cognitive Psychology</b>  The Origins of Cognitive Psychology, Emergence of Modern Cognitive Psychology, Cognitive Neuroscience, Artificial Intelligence</p>	
<b>UNIT-II</b>	<p><b>Perceptual Processes</b>  Visual and Auditory Recognition: Introduction, Background on visual Object Recognition, Top-down Processing, Face Perception, Speech Perception, Attention and Consciousness, Introduction, Three Kinds, of Attention Processes, Explanations for Attention, Consciousness</p>	
<b>UNIT-III</b>	<p><b>Working Memory</b>  Introduction, The Classic Research on Working Memory (Short Term Memory), The Working Memory Approach, Long Term Memory, Introduction, Encoding in Long-Term Memory, Retrieval in Long- Term Memory, Autobiographical Memory, Memory Strategies: Introduction</p>	
<b>UNIT-IV</b>	<p><b>Mental Imagery and Cognitive Maps</b>  Introduction, The Characteristics of Mental Images, Cognitive Maps</p>	
<b>Reference</b>		

1.	Matlin, M. W. (2009). Cognition. New Jersey, USA: John Wiley & sons.
2.	Smith, E. E. & Kosslyn, S. M. (2014). Cognitive Psychology: Mind and Brain. Pearson Educating Limited, Edinburg Gate Harlow.
3.	Matlin, M. W. & Farmer, T. A. (2017). Cognition. New Jersey, USA: John Wiley & sons.

<b>Social Psychology</b>		<b>Marks: 75</b>
<b>Paper Code</b>	<b>0110102</b>	<b>Internal Assessment: 25</b>
<b>Credit</b>	<b>4</b>	<b>Time Allowed: 3 hours</b>
<p><b>Objective: This paper helps the students to learn about the historical evolution of social psychology in western and eastern perspectives, and methodologies used to infer social phenomenon. It also focuses on various theories related to conformity, compliance, obedience, self-categorization and group dynamics.</b></p>		
<p><b>Instructions for students and examiners:</b></p>		
<b>1.</b>	The question paper will consist of nine questions. The candidates shall attempt five questions in all. Each question will carry 12 marks.	
<b>2.</b>	Question no. 1 will be compulsory. The question no. 1 will contain 4 short answer type questions of 3 marks each spread over the whole syllabus.	
<b>UNIT-I</b>	<p><b>Introduction to Social Psychology</b></p> <p>Social Psychology: History; Evolution of social Psychology in Western and Indian perspectives, Methodological issues: Scientific method: Experiments, Survey, interviews, qualitative: Discourse analysis.</p>	
<b>UNIT-II</b>	<p><b>Social Influence</b></p> <p>Attitudes and Attitude Change: Attitude Formation, attitude and behavior, Theories of Attitudes change: Cognitive dissonance; Conformity and Social Change: Conformity, Compliance; Obedience to Authority; Majority and minority influence and social change, Social Impact Theory</p>	
<b>UNIT-III</b>	<p><b>Theories of Social Psychology</b></p>	

	Symbolic Interactionism, Self-categorization and Status Characteristics Theory, Reactance Theory, Fromm's view of love, Goffman's theory of Stigma
<b>UNIT-IV</b>	<b>Group processes</b> Decision making and Performance, Intergroup conflict, Crowd and social movements, Negotiation and peace- making, Sustainable future.
<b>Reference</b>	
1.	Mayers, D. G. (2012). Exploring Social Psychology. (8th ed.). New York: McGraw Hill Companies.
2.	Baron, R. A., & Branscombe, N. R. (2012). Social Psychology (13th ed.). United States of America: Pearson Education, Inc.
3.	Kassin, S., Fein, S. & Markus, H. R. (2011). Social Psychology (8th ed.). USA: Wadsworth, Cengage Learning
4.	Bordens, K. S., & Horowitz, I. A. (2008). Social Psychology (3rd ed.). USA: Free Load Press

<b>SYLLABUS</b>		
<b>M.A. PSYCHOLOGY</b>		
<b>SEMESTER-I</b>		
<b>Neuropsychology</b>		<b>Marks: 75</b>
<b>Paper Code</b>	<b>0110103</b>	<b>Internal Assessment: 25</b>
<b>Credit</b>	<b>4</b>	<b>Time Allowed: 3 hours</b>
<b>Objective: This paper helps the students to learn and understand the concepts of brain physiology in relation to human psychology. It also includes the clinical studies on specific brain parts and their functional attributes governing an individual's behavior and its application.</b>		
<b>Instructions for students and examiners:</b>		
1.	The question paper will consist of nine questions. The candidates shall attempt five questions in all. Each question will carry 12 marks.	
2.	Question no. 1 will be compulsory. The question no. 1 will contain 4 short answer type questions of 3 marks each spread over the whole syllabus.	
<b>UNIT-I</b>	<b>Introduction</b> The Discipline of Neuropsychology, Historical Background, Nerve Cell: Basic Structure, Types and functions, The Structure of the Nervous System	
<b>UNIT-II</b>	<b>Clinical Studies on Frontal and Temporal Lobes</b>	



	The Frontal Lobes: Intelligence, The Motor and Premotor Cortex, The Prefrontal Cortex, Broca's Area, The Temporal Lobe: Attention, Memory and Personality
<b>UNIT-III</b>	<b>Clinical Studies on Parietal and Occipital Lobes</b> The Parietal Lobes: Somatosensory Perception, Apraxia and Short-Term Memory; The Occipital Lobe: Basic Visual Functions, Visual Perceptual Function and Blind Sight; The Lateralization of Language
<b>UNIT-IV</b>	<b>Individual Differences and Applications</b> Gender Differences in Cerebral Organization and Handedness; Neuropsychological Practice, Neuropsychiatry and Neuropsychology
<b>Reference</b>	
<b>1.</b>	Beaumont, J. G. (2008). Introduction to Neuropsychology (Second Edition), The Guilford Press, New York
<b>2.</b>	Elias, L. & Saucier, D. (2014). Neuropsychology: Clinical and experimental foundations, Pearson Education Limited, Essex, England.

<b>SYLLABUS</b>		
<b>M.A. PSYCHOLOGY</b>		
<b>SEMESTER-I</b>		
<b>Foundations of Psychological Research</b>		<b>Marks: 75</b>
<b>Paper Code</b>	<b>0110104</b>	<b>Internal Assessment: 25</b>
<b>Credit</b>	<b>4</b>	<b>Time Allowed: 3 hours</b>
<b>Objective: This paper helps the students to learn and understand the scientific approach for carrying out psychological research and the basic concepts related to sampling, variance control, classification of research design and hypothesis testing.</b>		
<b>Instructions for students and examiners:</b>		
<b>1.</b>	The question paper will consist of nine questions. The candidates shall attempt five questions in all. Each question will carry 12 marks.	
<b>2.</b>	Question no. 1 will be compulsory. The question no. 1 will contain 4 short answer type questions of 3 marks each spread over the whole syllabus.	
<b>UNIT-I</b>	Science and scientific Approach	

	Science and common sense, four methods of knowing, Aims of Science, Scientific Explanation and theory, Scientific Research and scientific Approach, Research, problem, Hypothesis and variables
<b>UNIT-II</b>	Sampling & Designs of Research Sampling: Definition, Probability Sampling, random variable and randomness, Nonprobability Sampling, Sample size, Distinction between representative and random sample, Research Design. Definition. Meaning. Objectives. Variance Control, Classification of Research Design
<b>UNIT-III</b>	Statistical Inference Basic Concepts: Sample and Population. Statistics and Parameter. Sampling Distribution and Statistical Inference. Standard Error and Logic of Significance Tests. Logic of Null hypothesis- Definition. 2×2 Decisions Table- Type-I and Type-II Error. Power. Ways to Increase Power. Sample Size and Power. Power and Error Variance. One-Tailed and Two- Tailed Rejection Region, Significance of Mean in large Samples, Significance of Mean in Small Samples.
<b>UNIT-IV</b>	Between-groups and Within-group Designs Introduction to t Statistics: Hypothesis tests and measuring effect size with t Statistics, The t Test for two independent sample: Hypothesis test and effect size with independent t Statistics, assumptions underlying independent measures of t Test, The t Test for repeated measures design: Hypothesis test and effect size for repeated measures design, use and assumptions for repeated measures t test.
<b>Reference</b>	
<b>1.</b>	Gravetter, W. (2013). Statistics in Behavioral Sciences. Tata McGraw-Hill.
<b>2.</b>	Kerlinger, F. N. (2007). Foundations of Behavioral Research. Surjeet Publication.
<b>3.</b>	Garrett, H. E. (1966). Statistics in Psychology and Education. ND: Paragon International Publishers.

<b>SYLLABUS</b>		
<b>M.A. PSYCHOLOGY</b>		
<b>SEMESTER-I</b>		
<b>Practical</b>		<b>Marks: 40</b>
<b>Paper Code</b>	<b>0110105</b>	<b>Internal Assessment: 10</b>
<b>Credit</b>	<b>2</b>	<b>Time Allowed: 3 hours</b>
<b>Instructions for students and examiners:</b>		
<b>Objective:</b>	To apply the concepts of psychology in real world.	
	Any two practical based on Social Psychology (0110102)	

<b>SYLLABUS</b>		
<b>M.A. PSYCHOLOGY</b>		
<b>SEMESTER-II</b>		
<b>COUNSELLING PSYCHOLOGY</b>		<b>Marks: 75</b>
<b>Paper Code</b>	<b>0110201</b>	<b>Internal Assessment: 25</b>
<b>Credit</b>	<b>4</b>	<b>Time Allowed: 3 hours</b>
<p><b>Objective: This paper helps the students to learn and understand the nature and goals of counselling; personality characteristics of an effective counselor; therapies that are used in for counselling and its application in several domains of our lives.</b></p>		
<p><b>Instructions for students and examiners:</b></p>		

<b>1.</b>	The question paper will consist of nine questions. The candidates shall attempt five questions in all. Each question will carry 12 marks.
<b>2.</b>	Question no. 1 will be compulsory. The question no. 1 will contain 4 short answer type questions of 3 marks each spread over the whole syllabus.
<b>UNIT-I</b>	Introduction: Nature and Goals; Counselling as a profession: Professional Ethics, Personality Characteristics; Status of Counselling Psychology in India
<b>UNIT-II</b>	Counselling Process, Counselling relationship, stages of Counselling
<b>UNIT-III</b>	Techniques of Counselling: Psychoanalytic Techniques; Behavioral Techniques; Cognitive Techniques; Indian Techniques: Yoga and Meditation
<b>UNIT-IV</b>	Applications: Child Counselling; Family Therapy; Career Counselling; Crisis Intervention: Suicide, Grief, and Sexual Abuse
<b>Reference</b>	
<b>1.</b>	Gladding, S. T. (2012). <i>Counselling: A Comprehensive Profession</i> . (7th Ed) New Delhi. Pearson.
<b>2.</b>	Corey, G. (2009). <i>Counselling and Psychotherapy: Theory and Practice</i> (7th Ed.) New Delhi: Cengage Learning.
<b>3.</b>	Friedlander, M.L. & Diamond, G.M. (2012). Couple and Family Therapy. In E.M. Altmaier and J.C. Hansen (Eds.) <i>The Oxford Handbook of Counselling Psychology</i> . New York: Oxford University Press
<b>4.</b>	Hansen, J.C. (2012). Contemporary Counselling Psychology. In E. M. Altmaier and J.C. Hansen (Eds). <i>The Oxford Handbook of Counselling Psychology</i> . New York: Oxford University Press.
<b>5.</b>	Rao, K. (2010). Psychological Interventions: From Theory to Practice. In G. Misra (Ed): <i>Psychology in India. Volume 3: Clinical and Health Psychology</i> . New Delhi. ICSSR/ Pearson.

<b>SYLLABUS</b>		
<b>M.A. PSYCHOLOGY</b>		
<b>SEMESTER-II</b>		
<b>COGNITIVE PSYCHOLOGY- II</b>		<b>Marks: 75</b>
<b>Paper Code</b>	<b>0110202</b>	<b>Internal Assessment: 25</b>
<b>Credit</b>	<b>4</b>	<b>Time Allowed: 3 hours</b>

<b>Objective: This paper helps the students to learn and understand the general structure of a memory, its basic unit, language acquisition, problem solving, decision making and creativity.</b>	
<b>Instructions for students and examiners:</b>	
<b>1.</b>	The question paper will consist of nine questions. The candidates shall attempt five questions in all. Each question will carry 12 marks.
<b>2.</b>	Question no. 1 will be compulsory. The question no. 1 will contain 4 short answer type questions of 3 marks each spread over the whole syllabus.
<b>UNIT-I</b>	<b>General Knowledge</b> Introduction, the Structure of Semantic Memory, Network Models, Schemas and Scripts
<b>UNIT-II</b>	<b>Language I</b> Introduction, the Nature of Language, Basic Reading Processes, Understanding Discourse
<b>UNIT-III</b>	<b>Language II</b> Speaking, Writing, Bilingualism and Second-Language Acquisition
<b>UNIT-IV</b>	<b>Problem Solving and Creativity</b> Introduction, Understanding the Problem, Problem-Solving Strategies, Factors that Influence Problem Solving, Creativity, Deductive Reasoning and Decision Making
<b>Reference</b>	
<b>1.</b>	Matlin, M. W. (2009). Cognition. New Jersey, USA: John Wiley & sons.
<b>2.</b>	Smith, E. E. & Kosslyn, S. M. (2014). Cognitive Psychology: Mind and Brain. Pearson Educating Limited, Edinburg Gate Harlow.
<b>3.</b>	Matlin, M. W. & Farmer, T. A. (2017). Cognition. New Jersey, USA: John Wiley & sons.

<b>SYLLABUS</b>	
<b>M.A. PSYCHOLOGY</b>	
<b>SEMESTER-II</b>	
<b>RESEARCH METHODS &amp; STATISTICS</b>	<b>Marks: 75</b>

<b>Paper Code</b>	<b>0110203</b>	<b>Internal Assessment: 25</b>
<b>Credit</b>	<b>4</b>	<b>Time Allowed: 3 hours</b>
<b>Objective: This paper helps the students to learn and understand the basic concepts of research, research methods and designs. It focuses on the statistical methods such as chi-square, t-test, ANOVA, correlation and regression.</b>		
<b>Instructions for students and examiners:</b>		
<b>1.</b>	The question paper will consist of nine questions. The candidates shall attempt five questions in all. Each question will carry 12 marks.	
<b>2.</b>	Question no. 1 will be compulsory. The question no. 1 will contain 4 short answer type questions of 3 marks each spread over the whole syllabus.	
<b>UNIT-I</b>	Introduction Basic Concepts of Research; Research methods; Design and classification: Ex post facto, correlational and experimental.	
<b>UNIT-II</b>	ANOVA and Factorial Design Introduction to ANOVA: Logic of Analysis of Variance, Notations, Formulas, Distribution of F-Ratios. Assumptions of ANOVA. Definition and Advantages of Factorial Design. ANOVA for 2×2 Factorial Design: (i) For Independent Measures. (ii) For Repeated Measures.	
<b>UNIT-III</b>	Non-parametric Statistics Basic Assumptions of Parametric Statistics. Comparison between Parametric and Non- Parametric Statistics. Kruskal-Wallis H-Test. Chi-Square Test: for Goodness-of-Fit. For Testing Independence. Assumption and Restrictions of Chi-Square Test.	
<b>UNIT-IV</b>	Regression and Prediction The Regression Equations, accuracy of prediction and factors affecting the interpretation of r. Partial and Multiple Correlation	
<b>Reference</b>		
<b>1.</b>	Gravetter, W. (2013). Statistics in Behavioral Sciences. Tata McGraw-Hill.	
<b>2.</b>	Kerlinger, F. N. (2007). Foundations of Behavioral Research. Surjeet Publication.	
<b>3.</b>	Garrett, H. E. (1966). Statistics in Psychology and Education. ND: Paragon International Publishers.	

<b>SYLLABUS</b>		
<b>M.A. PSYCHOLOGY</b>		
<b>SEMESTER-II</b>		
<b>DEVELOPMENTAL PSYCHOLOGY</b>		<b>Marks: 75</b>
<b>Paper Code</b>	<b>0110204</b>	<b>Internal Assessment: 25</b>
<b>Credit</b>	<b>4</b>	<b>Time Allowed: 3 hours</b>
<p><b>Objective: This paper helps the students to learn and understand the concept of human development, its conceptual theories and stages of life span development including physical, cognitive, emotional, language, moral and personality development. It also focuses on different socio-cultural context that influence human development.</b></p>		
<b>Instructions for students and examiners:</b>		
<b>1.</b>	The question paper will consist of nine questions. The candidates shall attempt five questions in all. Each question will carry 12 marks.	
<b>2.</b>	Question no. 1 will be compulsory. The question no. 1 will contain 4 short answer type questions of 3 marks each spread over the whole syllabus.	
<b>UNIT-I</b>	<b>Introduction</b> Concept of Human Development, Theories, themes and research designs	
<b>UNIT-II</b>	<b>Periods of Life Span Development</b> Prenatal development, Birth and Infancy, Childhood, Adolescence, Adulthood	
<b>UNIT-III</b>	<b>Domains of Human Development</b> Cognitive development: perspectives of Piaget and Vygotsky, Language development, Physical development, Emotional development, Moral development, Personality development	
<b>UNIT-IV</b>	<b>Socio-Cultural Contexts for Human Development</b> Family, Peers, Media & Schooling, Human Development in the Indian context	
<b>Reference</b>		
<b>1.</b>	Berk, L. E. (2010). <i>Child Development</i> (9 <sup>th</sup> ed.). New Delhi: Prentice	
<b>2.</b>	Mitchell, P. and Ziegler, F. (2007). <i>Fundamentals of development: The Psychology of Childhood</i> . New York: Psychology Press.	
<b>3.</b>	Papalia, D. E., Olds, S.W., & Feldman, R.D. (2006). <i>Human development</i> (9 <sup>th</sup> ed.). New Delhi: McGraw Hill.	
<b>4.</b>	Santrock, J.W. (2012). <i>Life Span Development</i> (13 <sup>th</sup> ed.). New Delhi: McGraw Hill.	

<b>SYLLABUS</b>		
<b>M.A. PSYCHOLOGY</b>		
<b>SEMESTER-II</b>		
<b>COMMUNITY MENTAL HEALTH</b>		<b>Marks: 75</b>
<b>Paper Code</b>	<b>0110205</b>	<b>Internal Assessment: 25</b>
<b>Credit</b>	<b>4</b>	<b>Time Allowed: 3 hours</b>
<p><b>Objective: This paper helps the students to learn the history and development of community mental health in India; its relevance and challenges related to deliverance of community health services in India. Social dimensions, emergent issues of community mental health and strategies used to provide and maintain community mental health is also been focused.</b></p>		
<b>Instructions for students and examiners:</b>		
<b>1.</b>	The question paper will consist of nine questions. The candidates shall attempt five questions in all. Each question will carry 12 marks.	
<b>2.</b>	Question no. 1 will be compulsory. The question no. 1 will contain 4 short answer type questions of 3 marks each spread over the whole syllabus.	
<b>UNIT-I</b>	<b>Introduction to Community Mental Health (CMH)-</b> History & Development of Community mental health, Community mental health in India-relevance, challenges, historical evolution of community health services in India	
<b>UNIT-II</b>	<b>Social dimensions of CMH-</b> Family and mental health in India, stigma and mental illness, disability and functioning, homelessness	
<b>UNIT-III</b>	<b>Emergent Issues and CMH-</b> Farmers' suicidal behavior and suicide prevention, disaster management from mental health perspective	
<b>UNIT-IV</b>	<b>Strategies</b> Integrating mental health services in general health care- issues and challenges, mental health literacy and education, addressing social stigma and social inclusion,	



	community based intervention-role of governmental and non-governmental organizations, self-help groups, role of psychiatry and counseling, psychosocial rehabilitation
<b>Reference</b>	
<b>1.</b>	Bloom, B. L. (1977). Community mental health: A general introduction. Brooks/Cole.
<b>2.</b>	Chavan, B. S., Gupta, N., Arun, P., Sidana, A., & Jadhav, S. (2012). Community mental health in India. Jaypee Brothers Medical Publishers (P) Limited.
<b>3.</b>	Jacob, K. (2013). Community mental health in India. Indian Journal of Psychiatry, 55(2), 209-209.
<b>4.</b>	Kapur, R. L. (1946). The story of community mental health in India. Mental health: An Indian Perspective 1946–2003, 92-100.
<b>5.</b>	Mosher, L. R., & Burti, L. (1989). Community mental health: Principles and practice (pp. 323-346). New York: Norton.

<b>SYLLABUS</b>		
<b>M.A. PSYCHOLOGY</b>		
<b>SEMESTER-II</b>		
<b>Practical</b>		<b>Marks: 40</b>
<b>Paper Code</b>	<b>0110206</b>	<b>Internal Assessment: 10</b>
<b>Credit</b>	<b>2</b>	<b>Time Allowed: 3 hours</b>
<b>Instructions for students and examiners:</b>		
<b>Objective:</b>	To apply the concepts of psychology in real world.	
	Any two practical based on Counselling Psychology	

<b>SYLLABUS</b>		
<b>M.A. PSYCHOLOGY</b>		
<b>SEMESTER-III</b>		
<b>PSYCHOPATHOLOGY</b>		<b>Marks: 75</b>
<b>Paper Code</b>	<b>0110301</b>	<b>Internal Assessment: 25</b>
<b>Credit</b>	<b>4</b>	<b>Time Allowed: 3 hours</b>
<p><b>Objective: This paper helps the students to learn and understand the psychological aspect of abnormality, how it can be defined and diagnosed. Also, it takes into account a classification system (DSM-5 and ICD-11) for clinical assessment of psychological disorders.</b></p>		
<b>Instructions for students and examiners:</b>		
<b>1.</b>	The question paper will consist of nine questions. The candidates shall attempt five questions in all. Each question will carry 12 marks.	
<b>2.</b>	Question no. 1 will be compulsory. The question no. 1 will contain 4 short answer type questions of 3 marks each spread over the whole syllabus.	
<b>UNIT-I</b>	Abnormal Behavior Classification. View about abnormal behavior, Systems of classification, basic features; DSM-V, ICD-10, similarities, differences and critical evaluation.	
<b>UNIT-II</b>	Anxiety Disorders Generalized anxiety disorder, Panic disorder, Specific phobia, Obsessive compulsive disorder, Post-traumatic Stress Disorder (PTSD)	
<b>UNIT-III</b>	Psychopathology of Mood Disorders and Suicide Depression and mania, Unipolar & bipolar disorders, Eating disorder & obesity: Anorexia Nervosa, Bulimia Nervosa	
<b>UNIT-IV</b>	Psychopathology of Schizophrenia Spectrum and Personality Disorders Schizophrenia, Delusional disorder, Brief psychotic disorders, Personality	

	disorders: Histrionic, narcissistic, antisocial, borderline and gender identity personality disorders.
<b>Reference</b>	
1.	Butcher, J.N. (2016). Abnormal Psychology. New Delhi: Pearson Education
2.	Carson, R. C., Butcher, J. N., & Mineka, S. (2001). Abnormal psychology and modern life (11th Ed.). New York. Allyn and Bacon
3.	Barlow, D. H. & Durand, V. M. (1999). Abnormal psychology: An integrative approach (2nd Ed). Pacific Grove: Brooks/Cole
4.	American Psychiatric Association (2013). Diagnostic and statistical manual of mental disorders: DSM-5. American Psychiatric Pub

<b>SYLLABUS</b>		
<b>M.A. PSYCHOLOGY</b>		
<b>SEMESTER-III</b>		
<b>ORGANIZATIONAL BEHAVIOR</b>		<b>Marks: 75</b>
<b>Paper Code</b>	<b>0110302</b>	<b>Internal Assessment: 25</b>
<b>Credit</b>	<b>4</b>	<b>Time Allowed: 3 hours</b>
<b>Objective: This paper helps the students to learn and understand the emergence of organizational behavior as a discipline to study the employee's satisfaction, wellbeing, work motivation and commitment; factors that effect the proper functioning of an organization and the effective strategies to overcome those organizational constraints.</b>		
<b>Instructions for students and examiners:</b>		
<b>1.</b>	The question paper will consist of nine questions. The candidates shall attempt five questions in all. Each question will carry 12 marks.	
<b>2.</b>	Question no. 1 will be compulsory. The question no. 1 will contain 4 short answer type questions of 3 marks each spread over the whole syllabus.	
<b>UNIT-I</b>	Introduction to Organizational Behavior Defining organizational behavior: The relationship to other field; the organizational behavior approach; Management; Theoretical frameworks: Cognitive Framework; Behaviouristic framework; Social cognitive framework; Globalization; Informational technology; Diversity	

<b>UNIT-II</b>	Organizational Decision Making Decision making in organization: The Rational Model, Bounded Rationality, and Intuition Common Biases and Errors in Decision Making. Ethics in Decision Making: Individual difference; Organizational constraining; Conditions for the success of Change management
<b>UNIT-III</b>	Contemporary Challenges in Organization Emerging Challenges of organizational behaviour, Knowledge management and people issues; retention management and individual differences, Competency mapping, and Psychological processes, Coaching-mentoring and counseling.
<b>UNIT-IV</b>	Positive Organizational Behavior Self-efficacy and confidence, optimism, Hope and Resilience, Psychological capital and other positive organizational behavior.
<b>Reference</b>	
1.	Luthans, F. (2010). Organizational behaviour (12th Ed.). New York: McGraw Hill.
2.	Robbins S. P., and Judge (2010). Organizational behaviour. New York: Prentice Hall.
3.	Nelson L, Debra and Quick Campbell James:(2008) Organizational Behavior: Foundation, Realities and Challenges: Thompson-South Western, New Delhi
4.	Pareek, U. (2006). Understanding Organizational Behavior, Oxford University Press, New Delhi.
5.	Katz. D and Kahn R.L. (1967) Social Psychology of Organizations- Prentice Hall

<b>SYLLABUS</b>		
<b>M.A. PSYCHOLOGY</b>		
<b>SEMESTER-III</b>		
<b>PSYCHOLOGICAL MEASUREMENT &amp; TESTING</b>		<b>Marks: 75</b>
<b>Paper Code</b>	<b>0110303</b>	<b>Internal Assessment: 25</b>
<b>Credit</b>	<b>4</b>	<b>Time Allowed: 3 hours</b>
<b>Objective: This paper helps the students to learn and understand the basic concepts of psychological assessment, evaluation and testing. It helps them to learn about the construction of a psychological tool, establishing its reliability and validity; also its application in different settings like education, organizational and clinical.</b>		
<b>Instructions for students and examiners:</b>		
<b>1.</b>	The question paper will consist of nine questions. The candidates shall attempt five questions in all. Each question will carry 12 marks.	
<b>2.</b>	Question no. 1 will be compulsory. The question no. 1 will contain 4 short answer type questions of 3 marks each spread over the whole syllabus.	

<b>UNIT-I</b>	Psychological Assessment Nature and purpose, Assessment, evaluation and testing, Principle of assessment, Ethical considerations.
<b>UNIT-II</b>	Construction of Psychological Tool Writing test items, Rational, empirical, Factor analytic, Item analytic approaches to test construction.
<b>UNIT-III</b>	Psychometric Properties Establishing reliability, Establishing validity, Development of norms, Issues and challenges
<b>UNIT-IV</b>	Applications of Psychological Tests Testing and assessment in various settings- education, Counseling and guidance, Clinical setting, Organizational and developmental areas.
<b>Reference</b>	
1.	Gregory, R. J. (2011). Psychological testing: History, principles, and applications (6th edition). New Delhi: Pearson Education
2.	Aiken, L. R., & Groth-Marnet, G. (2009). Psychological testing and assessment (12th Ed.) New Delhi: Pearson Education.
3.	Murphy, K. R. & Davidsofer, C. O. (2005). Psychological testing: Principles and applications (6th Ed.). NJ: Pearson Education
4.	Jackson, C. (2003). Understanding Psychological Testing. Mumbai: Jaico Pub. House
5.	Kline, T. J. B. (2005). Psychological Testing. New Delhi: Vistaar Publication

<b>SYLLABUS</b>		
<b>M.A. PSYCHOLOGY</b>		
<b>SEMESTER-III</b>		
<b>FOUNDATIONS OF INDIAN PSYCHOLOGY</b>		<b>Marks: 75</b>
<b>Paper Code</b>	<b>0110304</b>	<b>Internal Assessment: 25</b>
<b>Credit</b>	<b>4</b>	<b>Time Allowed: 3 hours</b>
<b>Objective: This paper helps the students to learn about the origins and scope of Indian psychology. It focuses on the Indian paradigms on psychological knowledge particularly self and consciousness and its elaboration in various Indian texts.</b>		
<b>Instructions for students and examiners:</b>		

<b>1.</b>	The question paper will consist of nine questions. The candidates shall attempt five questions in all. Each question will carry 12 marks.
<b>2.</b>	Question no. 1 will be compulsory. The question no. 1 will contain 4 short answer type questions of 3 marks each spread over the whole syllabus.
<b>UNIT-I</b>	Introduction to Indian Psychology Definitions, nature, differentiation of concepts; indigenous, Indian, transpersonal psychology, emergence of indigenous and non-western perspectives to psychology.
<b>UNIT-II</b>	Indian Paradigm on Psychological Knowledge The Indian paradigm on psychological knowledge. Science and spirituality (avidya and avidya) as two distinct forms of knowing in Indian Psychology.
<b>UNIT-III</b>	Self and Consciousness The Self in Indian Psychology. Viewpoints of Upanishads, Baghvatgeetha, Buddhism and Jainism
<b>UNIT-IV</b>	The Relevance of Indian Psychology Scope of Indian Psychology; distinction from western psychology. Indian Perspectives on Cognition: Nature of reality; manas and higher mental states; types of knowing; methods of knowing; yoga as research method.
<b>Reference</b>	
<b>1.</b>	Rao, K. R., Paranjpe, A. C., Dalal, A. K. (2008). Handbook of Indian Psychology. New Delhi: Foundation Books.
<b>2.</b>	Misra, G. & Mohanty, A. K. (2001). Perspectives on Indigenous Psychology. New Delhi: Concept Publishing Co
<b>3.</b>	Srivastava, S. P. (2001). Systematic Survey of Indian Psychology. Bahadurgarah: Adhyatma Vijanana Prakashan.
<b>4.</b>	Paranjape, A. C (1998). Self and Identity in Modern Psychology and Indian thought. New York: Plenum Press.
<b>5.</b>	Paranjape, A. C (1984). Theoretical Psychology. New York: Plenum Press.

<b>SYLLABUS</b>		
<b>M.A. PSYCHOLOGY</b>		
<b>SEMESTER-III</b>		
<b>LIFE SKILLS AND PERSONALITY DEVELOPMENT</b>		<b>Marks: 75</b>
<b>Paper Code</b>	<b>0110305</b>	<b>Internal Assessment: 25</b>
<b>Credit</b>	<b>4</b>	<b>Time Allowed: 3 hours</b>

**Objective: This paper helps the students to know and acknowledge the importance of life skills by deriving its meaning and scope and development of these life skills results in the development of personality. This paper also discuss the concept of emotional intelligence and its emphasis on regulation of emotions.**

**Instructions for students and examiners:**

<b>1.</b>	The question paper will consist of nine questions. The candidates shall attempt five questions in all. Each question will carry 12 marks.
<b>2.</b>	Question no. 1 will be compulsory. The question no. 1 will contain 4 short answer type questions of 3 marks each spread over the whole syllabus.
<b>UNIT-I</b>	Introduction Life Skills: Meaning and scope of life skills, Managing Life skills; Communication, Problem solving, Assertiveness, coping stress
<b>UNIT-II</b>	Personality Development Meaning of personality, The markers of good personality development, The issues of personality development, Effective Personality: Concept, indices and methods of effective personality development
<b>UNIT-III</b>	Emotional Intelligence and Human Life Emotional Intelligence: Meaning, components, Models and role of emotional intelligence in human performance and functioning Emotional intelligence and various aspects of Human functioning: Health, Job performance, Coping through emotional approach
<b>UNIT-IV</b>	Life Skills and Areas of Human Functioning Methods of developing Life skills: Role-playing and rehearsal, Social Learning Role of life skills in school, work place, family and community
<b>Reference</b>	
<b>1.</b>	Glencoe (2010). Managing life skills. McGraw Hill USA
<b>2.</b>	Life skills. (2012). NCERT Books, New Delhi
<b>3.</b>	Clayton, E. & Tucker-Ladd (2004). Psychological self-help. Self Help Foudation.
<b>4.</b>	Wadkar, Alka (2016). Life Skills of Success. Sage Texts

<b>SYLLABUS</b>
<b>M.A. PSYCHOLOGY</b>

<b>SEMESTER-III</b>		
<b>Practical</b>		<b>Marks: 40</b>
<b>Paper Code</b>	<b>0110306</b>	<b>Internal Assessment: 10</b>
<b>Credit</b>	<b>2</b>	<b>Time Allowed: 3 hours</b>
<b>Instructions for students and examiners:</b>		
<b>Objective:</b>	To apply the concepts of psychology in real world.	
	Any two practical based on Organizational Behavior	

<b>SYLLABUS</b>
<b>M.A. PSYCHOLOGY</b>



<b>SEMESTER-IV</b>		
<b>CLINICAL INTERVENTION</b>		<b>Marks: 75</b>
<b>Paper Code</b>	<b>0110401</b>	<b>Internal Assessment: 25</b>
<b>Credit</b>	<b>4</b>	<b>Time Allowed: 3 hours</b>
<p><b>Objective: This paper helps the students to learn and understand the nature of specific therapeutic process and its underlying meaning. Also, it takes into account the perspectives using which different therapies are build and used for psychological treatment.</b></p>		
<b>Instructions for students and examiners:</b>		
<b>1.</b>	The question paper will consist of nine questions. The candidates shall attempt five questions in all. Each question will carry 12 marks.	
<b>2.</b>	Question no. 1 will be compulsory. The question no. 1 will contain 4 short answer type questions of 3 marks each spread over the whole syllabus.	
<b>UNIT-I</b>	<p><b>Nature of Specific Therapeutic Variables</b>  The client and the therapist, client- therapist relationship, Course of therapeutic intervention: initial contact, assessment, Goals of treatment, implementing treatment, Termination, evaluation, and follow-up, Issues in psychotherapy</p>	
<b>UNIT-II</b>	<p><b>Psychoanalytic Therapy (Freudian)</b>  Goals and assumptions, Steps; Therapeutic techniques-Free association, analysis of dreams, analysis of resistance, Transference and confrontation, Clarification, interpretation and working through</p>	
<b>UNIT-III</b>	<p><b>Phenomenological and Humanistic Existential Psychotherapy</b>  Client-centered therapy; origins, Theoretical propositions, Therapeutic process diagnosis and applications, Gestalt therapy, Existential therapy</p>	
<b>UNIT-IV</b>	<p><b>Behavioural and Interpersonal Perspectives</b>  Behavior therapy: Origins and Techniques, Systematic desensitization, assertiveness training, exposure therapy, Modeling, behavioural rehearsal, contingency management, aversion therapy, Cognitive behaviour therapy- Ellis's and Beck's approach.</p>	
<b>Reference</b>		
<b>1.</b>	Corey, G. (2009). Theory and practice of counselling and psychotherapy. (8 <sup>th</sup> Ed). Belmont, C.A: Brooks/Cole.	
<b>2.</b>	Neitzel, M.T., Bernstein, D.A. & Millich, R. (1998). Introduction to clinical psychology (5 <sup>th</sup> Ed). Upper Saddle River, New Jersey: Prentice Hall.	
<b>3.</b>	Page, A.C. & Stritzke, W.G.K. (2006). Clinical Psychology for trainees: Foundations of science informed practice. New York: Cambridge University Press.	
<b>4.</b>	Planate, T.J. (2005). Contemporary clinical psychology. New Jersey: John Wiley & Sons.	
<b>5.</b>	Culari, S. (1998). (Ed.) Foundations of clinical psychology. New York: Allyn& Bacon.	

<b>SYLLABUS</b>		
<b>M.A. PSYCHOLOGY</b>		
<b>SEMESTER-IV</b>		
<b>PERSONALITY PSYCHOLOGY</b>		<b>Marks: 75</b>
<b>Paper Code</b>	<b>0110402</b>	<b>Internal Assessment: 25</b>
<b>Credit</b>	<b>4</b>	<b>Time Allowed: 3 hours</b>
<p><b>Objective: This paper helps the students to learn and understand the meaning of personality and the factors which effects the development. Also it focuses on the ideas and notions of different psychologists about personality assessment.</b></p>		
<p><b>Instructions for students and examiners:</b></p>		
<b>1.</b>	The question paper will consist of nine questions. The candidates shall attempt five questions in all. Each question will carry 12 marks.	
<b>2.</b>	Question no. 1 will be compulsory. The question no. 1 will contain 4 short answer type questions of 3 marks each spread over the whole syllabus.	
<b>UNIT-I</b>	<p><b>Introduction</b>  Meaning of Personality: Concept and Importance of studying Personality, Important Issues in Personality Theories: Philosophical view of the person, Internal and external determinants of behavior, Concept of self, states of awareness and concept of Unconscious, Relationship among cognition, affect and behavior, Influence of past, present and future of behavior, Evaluation of personality theories: Comprehensiveness, parsimony and research relevance</p>	
<b>UNIT-II</b>	<p><b>Psychodynamic Theories</b>  Freud's Psychoanalytic Theory of Personality: Application and evaluation of Freud's Theory, Adler, Jung, Honey and Sullivan, Recent development within Traditional psychoanalytic theory, Critical evaluations, Major contributions and limitations of theory</p>	
<b>UNIT-III</b>	<p><b>Phenomenological Theories</b>  Carl Rogers: View of the person, View about science, theory and research, Personality theory of Rogers: Structure, process, growth and development, Applications and evaluation, Related points of view: Goldstein, Maslow and existentialism; Critical evaluation</p>	
<b>UNIT-IV</b>	<p><b>Trait and Type Theories</b>  The Trait concept, The trait theory of Allport: Kind of traits, functional autonomy, Idiographic research, And The trait-type theory of Eysenck: The trait measurement and factor analysis, Basic dimensions of Personality, Psychopathology and behavior change, evaluation, Cattell: View of science, theory of Personality, The Five Factor model. <b>Behavioural and Cognitive Approaches to Personality</b>  The behavioural view of the person and the science, Pavlov and Skinner , Social Cognitive theory of Personality: Bandura and Mischel, Representation of the self: Self schema, the family of the selves and self-verification versus self enhancement, An overview of personality assessment and research</p>	
<b>Reference</b>		

1.	Thorpe, L.P. & Schulmer, A. N.: Personality: An Inter disciplinary Approach. New Jersey: D. Van Nostrand Co. (1962).
2.	Cervone, D. & Pervin, L. A. (2015) Personality: Theory and Research. Wiley.
3.	John, O. P., Robins, R. W. & Pervin, L. A. (2008). Handbook of Personality: Theory and Research. NY: The Guilford Press.
4.	Ryckman, R.M.: Theories of Personality, Belmont: Thomson Wadsworth. (2008)
5.	Hurlock, E.B.: Personality Development. New Delhi: Tata McGraw Hill Publishing Company Ltd. (1976).

<b>SYLLABUS</b>		
<b>M.A. PSYCHOLOGY</b>		
<b>SEMESTER-IV</b>		
<b>EMOTION AND WELL-BEING</b>		<b>Marks: 75</b>
<b>Paper Code</b>	<b>0110403</b>	<b>Internal Assessment: 25</b>
<b>Credit</b>	<b>4</b>	<b>Time Allowed: 3 hours</b>
<p><b>Objective: This paper helps the students to learn and understand the concept of emotions and how its proper regulation impacts our wellbeing. Several concepts related to positive emotions such as optimism and resilience are also studied and; intervention techniques are also discussed for better understanding of its application.</b></p>		
<b>Instructions for students and examiners:</b>		
<b>1.</b>	The question paper will consist of nine questions. The candidates shall attempt five questions in all. Each question will carry 12 marks.	
<b>2.</b>	Question no. 1 will be compulsory. The question no. 1 will contain 4 short answer type questions of 3 marks each spread over the whole syllabus.	
<b>UNIT-I</b>	<b>Understanding Emotions:</b> Basic Human Emotions, Personality and Positive Emotions, Emotional Intelligence and various Models of Emotional Intelligence	
<b>UNIT-II</b>	<b>Happiness and Well-being:</b> Concept of Happiness, Authentic Happiness, Subjective Well-being, Ways of Well-being, Theories of Subjective Well-being and Eudaimonic Well-being	
<b>UNIT-III</b>	<b>Optimism, Resilience and positive Ageing:</b> Optimism: Benefits of Optimism, three 'selves' of Optimism; Resilience: components of resilience, coping Styles; Positive Ageing: Healthy Ageing and Living longer	
<b>UNIT-IV</b>	<b>Positive Psychology Interventions:</b> Positive change, Self-regulation, Savouring and positive reminiscence and Mindfulness meditation	
<b>Reference</b>		
<b>1.</b>	Hefferon, K., & Boniwell, I. (2011). Positive psychology: Theory, research and applications. London: McGraw-Hill.	

2.	Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University press.
3.	Huppert, F, F.A., Baylis ,N. & Keverne, B. (2005). The science of well being. Oxford; Oxford University press.

<b>SYLLABUS</b>		
<b>M.A. PSYCHOLOGY</b>		
<b>SEMESTER-IV</b>		
<b>POSITIVE PSYCHOLOGY</b>		<b>Marks: 75</b>
<b>Paper Code</b>	<b>0110404</b>	<b>Internal Assessment: 25</b>
<b>Credit</b>	<b>4</b>	<b>Time Allowed: 3 hours</b>
<b>Objective: This paper helps the students to learn and understand the emergence of the field of positive psychology and its ever increasing applications. It also focuses on different approaches for the study and deriving meaningful correlates of positive psychology.</b>		
<b>Instructions for students and examiners:</b>		
<b>1.</b>	The question paper will consist of nine questions. The candidates shall attempt five questions in all. Each question will carry 12 marks.	
<b>2.</b>	Question no. 1 will be compulsory. The question no. 1 will contain 4 short answer type questions of 3 marks each spread over the whole syllabus.	
<b>UNIT-I</b>	<b>The discipline of Positive Psychology</b> Past, present and future of Positive Psychology, Classifying strengths of character, Positive Psychology Applications. <b>Identifying Strengths:</b> Positive Psychology and deconstructing the illness ideology and the DSM: Illness ideology of DSM, the social deconstruction of DSM, The Intellectual Deconstruction of the DSM: An Examination of Faulty Assumptions, Beyond the Illness Ideology and the DSM, Widening the diagnostic focus: Labeling, Distinctiveness, and Deindividuation, Basic Proposition, Labeling and the Fundamental Negative Bias	
<b>UNIT-II</b>	<b>Positive Psychology across the Life Span</b>	

	Positive Psychology for children and adolescents: Development, prevention and promotion, Positive Youth Development: Components and methods
<b>UNIT-III</b>	<b>Emotional Approach in Positive Psychology</b> Subjective Well-Being: Meaning, theoretical approaches, measurement and correlates, The Positive Psychology of emotional intelligence: Current Model of Emotional Intelligence, Measuring Emotional Intelligence
<b>UNIT-IV</b>	<b>Cognitive and Interpersonal Approaches in Positive Psychology</b> Cognitive Approach: Optimism and self-efficacy, Interpersonal Approach: Empathy and altruism
<b>Reference</b>	
1.	Carr, A. (2008). Positive Psychology: The Science of Happiness and Human Strengths. New Delhi: Routledge.
2.	Snyder, C. R. & Lopez, S. J. (2009). Oxford Handbook of Positive Psychology (Eds.), Oxford University Press, New York
3.	Baumgardner, S. & Crothers, M. (2014). Positive Psychology. Pearson Educating Limited, Edinburg Gate Harlow.
4.	Haidt, J. (2006). The Happiness Hypothesis; Finding Modern Truth in Ancient Wisdom. New York: Basic Books.
5.	Huppert, F, F.A., Baylis, N. & Keverne, B. (2005). The science of well being. Oxford; Oxford University press.

<b>SYLLABUS</b>		
<b>M.A. PSYCHOLOGY</b>		
<b>SEMESTER-IV</b>		
<b>DISSERTATION</b>		<b>Dissertation Report: 50</b>
<b>Paper Code</b>	<b>0110405</b>	<b>Viva Voce: 50</b>
<b>Credit</b>	<b>4</b>	<b>Time Allowed: 3 hours</b>
<b>Instructions for students and examiners:</b>		
<b>Objective:</b>	To apply the concepts of psychology in real world.	
	Every student shall be required to undertake Internship in the Guidance and counseling Center/ Hospital/Medical College/Institutes/Social welfare organizations for 4 weeks. All students are required to submit a Report as a Dissertation based on their Internship to the Department on or before a specified date fixed for the purpose. These students are further required to appear for comprehensive Viva Voce. The Dissertation shall carry 50 marks, and comprehensive Viva Voce shall carry 50 marks.	
<b>Note:</b>	<b>(To be taken up under the Supervision of one of the faculty members of the Department)</b>	

