



KAZI NAZRUL UNIVERSITY
M.SC. IN APPLIED PSYCHOLOGY

LEARNING OUTCOME BASED
CURRICULUM FRAMEWORK (LOCF)
SYLLABUS
UNDER CBCS SYSTEM

Session-2023 onwards

M.Sc Applied Psychology Syllabus under CBCS System, Kazi Nazrul University

Semester	Course Name	Course Type	Course Code	Course Details	L - T - P	Course Credit	Sem Credit
I	Cognitive Psychology	CC	MSCAPSYC101	CC-1	4 - 0 - 0	4	20
	Brain and Behaviour	CC	MSCAPSYC102	CC-2	4 - 0 - 0	4	
	Theories of Personality	CC	MSCAPSYC103	CC-3	4 - 0 - 0	4	
	Applied Social Psychology	CC	MSCAPSYC104	CC-4	4 - 0 - 0	4	
	Experimentation	CC	MSCAPSYC105	CC-5	2 - 0 - 4	4	
II	Mental Health and Psychopathology	CC	MSCAPSYC201	CC-6	4 - 0 - 0	4	24
	Counselling and Stress Management	CC	MSCAPSYC202	CC-7	4 - 0 - 0	4	
	Psychological Measurement and Statistics	CC	MSCAPSYC203	CC-8	4 - 0 - 0	4	
	Research Methodology: Quantitative and Qualitative	CC	MSCAPSYC204	CC-9	4 - 0 - 0	4	
	Statistics and Psychological Assessment	CC	MSCAPSYC205	CC-10	2 - 0 - 4	4	

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	Management of Stress and Emotions		MIE	MSCAPSYMIE201	MIE-1	4-0-0	4	
III	Community Psychology		CC	MSCAPSYC301	CC-11	4-0-0	4	24
	Organizational and Environmental Psychology		CC	MSCAPSYC302	CC-12	4-0-0	4	
	Life Span Psychology		CC	MSCAPSYC303	CC-13	4-0-0	4	
	Clinical Psychology: Perspective and Applications	Group A	MJE [any one group]	MSCAPSYMJE301	MJE - 1	4-0-0	4	
	Assessments in Clinical Psychology			MSCAPSYMJE302	MJE - 2	2-0-4	4	
	Forensic and Criminal Psychology	Group B		MSCAPSYMJE303	MJE - 1	4-0-0		
	Assessments in Forensic and Criminal Psychology			MSCAPSYMJE304	MJE - 2	2-0-4		
	Perspective of Disability and Rehabilitation	Group C		MSCAPSYMJE305	MJE - 1	4-0-0		
	Assessments in Disability and Rehabilitation			MSCAPSYMJE306	MJE - 2	2-0-4		
	Human Resource Management and Development	Group D		MSCAPSYMJE307	MJE - 1	4-0-0		

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	Assessments in Human Resource Management and Development			MSCAPSYMJE308	MJE - 2	2 - 0 - 4		
	Psychology of Interpersonal Relationships		MIE	MSCAPSYMIE301	MIE - 2	4 - 0 - 0	4	
IV	Health and Positive Psychology		CC	MSCAPSYC401	CC-14	4 - 0 - 0	4	
	Psychotherapeutics	Group A	MJE [any one group]	MSCAPSYMJE401	MJE-3	4 - 0 - 0	4	
	Psychotherapeutic Formulation and Practice			MSCAPSYMJE402	MJE-4	2 - 0 - 4	4	
	Correctional and Rehabilitation Psychology	Group B		MSCAPSYMJE403	MJE-3	4 - 0 - 0		
	Correctional and Rehabilitation Psychology Practice			MSCAPSYMJE404	MJE-4	2 - 0 - 4		
	Psychological Rehabilitation and Intervention	Group C		MSCAPSYMJE405	MJE-3	4 - 0 - 0		
	Application of Rehabilitation Techniques			MSCAPSYMJE406	MJE-4	2 - 0 - 4		
	Industrial Relations & Welfare	Group D		MSCAPSYMJE407	MJE-3	4 - 0 - 0		
	Psychological Intervention in Industrial Setup			MSCAPSYMJE408	MJE-4	2 - 0 - 4		
								24

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	Dissertation		CC	MSCAPSYC402	CC-15	0 - 1 - 6	4	
	Seminar and Grand Viva		CC	MSCAPSYC403	CC-16	2-0-4	4	
	Community Outreach Program - Internship		CC	MSCAPSYC404	CC-17	0 - 1 - 6	4	
	Total Credit / Marks							92

Preamble:

The purpose of a Learning Outcome-based Curriculum Framework (LOCF) is to change the paradigm of higher education from a teacher-centric to learner-centric curriculum. It is hoped that this paradigmatic change will bring about a significant improvement in the quality of higher education and make the learners both competent and confident to face the challenges of a modern competitive world. The philosophy of this new curriculum framework is pragmatism, to realise that it is not enough for institutions of higher learning to produce good humans and responsible citizens of the country but also to produce employed graduates and postgraduates. After all, it is not prudent to expect an unemployed youth to cherish values like humanity and responsibility towards the nation; he/she first needs to have a productive employment to nourish such values.

LOCF seeks to make higher education in India learner-centric so that graduates and postgraduates not only have a more holistic understanding of their subject but also be able to better serve the humanity with dignity and honour, which can be expected only if they are able to secure productive employment after completing their higher education degrees.

Introduction to Learning Outcome Based Curriculum Framework (LOCF) in Kazi Nazrul University:

Two year Post-Graduate programmes in Kazi Nazrul University have been designed as a base for research and application of knowledge. The syllabus and curricula of the post graduate programmes have been developed following the UGC LOCF guidelines and through rigorous academic exercises after consulting eminent academic experts and feedback received from various stakeholders of the University. These two-year programmes will enable the students to enhance their learning after under-graduate course and to join the workforce in their respective fields. Kazi Nazrul University has an aim to develop the future generation learners sensitive towards the developmental challenges of the nation with special emphasis on the local developmental needs. The University also aims to foster this future generation of learners with a systematic understanding of global development need. The learning outcome-based curricula of different disciplines reflect the national as well as global sustainable needs listed below in the respective programme and course specific outcomes:

National needs:

- Promote Right to education
- Inculcate ethical and professional values
- Increase national and international visibility
- Leverage institutional strengths through strategic partnerships
- Enlarge the academic community within which to benchmark their activities
- Mobilise internal intellectual resources
- Add important, contemporary learning outcomes to student experience
- Develop stronger research groups
- Encourage multidisciplinary
- Promote Cross cultural exchanges
- Preservation of traditional knowledge
- Creating human resource for Economic growth
- Promotion of scientific mind-set and critical thinking

Sustainable development needs:

- Help to eradicate poverty
- Ensuring meal for all
- Promoting good health and well being
- Promoting quality education
- Promoting gender equality
- Initiatives for clean water and sanitization
- Programmes to reduce inequalities
- Develop sustainable cities and communities
- promote decent work and economic growth
- initiate industry-academia collaboration for innovative research
- encourage responsible consumer behaviour
- encourage pro-environment awareness

Programme Outcomes (PO)s:

The overall programme outcome of the LOCF at PG level are to:

- help formulate postgraduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are expected to be demonstrated by the holder of a Master's degree;
- enable prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and values) or attributes a graduate/postgraduate should be capable of demonstrating on successful completion of MA/MSc/ M.Com/ MBA
- maintain national standards and international comparability of standards to ensure global competitiveness, and to facilitate postgraduate mobility; and
- provide higher education institutions and their stake holders an important point of reference for setting and assessing standards.

Postgraduate Attributes:

The postgraduate attributes reflect the particular quality and feature or characteristics of an individual, including the knowledge, skills, attitudes and values that are expected to be acquired by a postgraduate through studies at the higher education institution (HEI) such as a college or university. Such attributes include capabilities that help strengthen one's abilities for widening current knowledge base and skills, gaining new knowledge and skills, undertaking future studies and performing well in a chosen career and playing a constructive role as responsible citizen of the country. The Attributes define the characteristics of a student's university degree programme(s), and describe a set of characteristics/competencies that are designed to be transferable beyond the particular disciplinary area and programme contexts in which they have been developed. Such attributes are fostered through meaningful learning experiences made available through the curriculum, the total college/university experiences and a process of critical and reflective thinking.

The learning outcomes-based curriculum framework is based on the premise that every student is unique. Each student has his/her own characteristics in terms of previous learning levels and

experiences, life experiences, learning styles and approaches to future career-related actions. The quality, depth and breadth of the learning experiences made available to the students while at the college/University help develop their characteristic attributes. The postgraduate attributes reflect both disciplinary knowledge and understanding and generic/global skills and competencies that all students in different academic fields of study should acquire/attain and demonstrate. Some of the desirable attributes which a postgraduate student should demonstrate will include the following:

- **Disciplinary Knowledge:** Demonstrate comprehensive knowledge and understanding of one or more disciplines that form a part of a programme of study, and knowledge and skills acquired from interaction with educators and peer group throughout the programme of study.
- **Communication Skills:** Express thoughts and ideas effectively in writing and orally, communicate with others using appropriate media, confidently share one's views and express herself/himself, demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups.
- **Critical Thinking:** Apply analytic thought to a body of knowledge, analyse and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence, identify relevant assumptions or implications, formulate coherent arguments, critically evaluate practices, policies and theories by following scientific approach to knowledge development.
- **Problem Solving:** Demonstrate capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge and apply one's learning to real life situations.
- **Analytical Reasoning:** Demonstrate the ability to evaluate the reliability and relevance of evidence, identify logical flaws and holes in the arguments of others, analyse and synthesise data from a variety of sources, draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints.
- **Research-related Skills:** Demonstrate a sense of inquiry and capability for asking relevant/appropriate questions, problematising, synthesising and articulating, demonstrate the ability to recognise cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyse, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships, plan, execute and report the results of an experiment or investigation.
- **Collaboration/Cooperation/Team work:** Demonstrate ability to work effectively and respectfully with diverse teams, facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.
- **Scientific Reasoning using Quantitative/Qualitative Data:** Demonstrate the ability to understand cause-and-effect relationships, define problems, apply scientific principles, analyse, interpret and draw conclusions from quantitative/qualitative data, and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective.
- **Reflective Thinking:** Demonstrate critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.
- **Information/Digital Literacy:** Demonstrate capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources and to use appropriate software for analysis of data.

- **Self-Directed Learning:** Demonstrate ability to work independently, identify appropriate resources required for a project, and manage a project through to completion.
- **Multicultural Competence:** Demonstrate knowledge of the values and beliefs of multiple cultures and a global perspective, effectively engage in a multicultural society, interact respectfully with diverse groups.
- **Moral and Ethical Awareness/Reasoning:** Demonstrate the ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Demonstrate the ability to identify ethical issues related to one's work, avoid unethical behaviour such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights, appreciate environmental and sustainability issues, and adopt objective, unbiased and truthful actions in all aspects of work.
- **Community Engagement:** Demonstrate responsible behaviour and ability to engage in the intellectual life of the educational institution, and participate in community and civic affairs.
- **Leadership Readiness/Qualities:** Demonstrate capability for mapping out where one needs to go to "win" as a team or an organization, and set direction, formulate an inspiring vision, build a team who can help achieve the vision, motivate and inspire team members to engage with that vision, and use management skills to guide people to the right destination, in a smooth and efficient way.
- **Lifelong Learning:** Demonstrate the ability to acquire knowledge and skills, including 'learning how to learn' that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/reskilling.

Programme Specific Outcomes (PSO):

- To produce a robust analysis orientating theoretical foundation in consonance with recent advances within the discipline of psychological science.
- Develop strategic competency skills and normative competencies in students to have successful interaction with the community.
- To change students to acquire a creative competency, empirical and moral approach to the programme that mixes abstract repertoire and analysis practices in each quantitative and qualitative traditions.
- Develop transdisciplinary collaboration Competency keeping the cultural and worth system within the Indian context for the good thing about Indian society.
- Facilitate students for future coaching into techniques of medicine, therapy, research, and apply in their various field of specialization.
- Apply Anticipatory and Integrated Problem Solving competence to help persons with mental state issues and disabilities.
- Help students to induce higher clarity on their own strengths and weaknesses to pick the most effective work field of their alternative in psychological science thus on still facilitate analysis or apply of their alternative in future endeavor in their psychological science profession.

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Global Needs →	Systems thinking competency	Anticipatory competency	Normative competency	Strategic competency	Transdisciplinary collaboration competency	Creativity competency	Self-awareness competency	Integrated Problem Solving Competence
Course ↓								
MSCAPSYC101	✓						✓	✓
MSCAPSYC102	✓				✓		✓	✓
MSCAPSYC103	✓					✓	✓	✓
MSCAPSYC104		✓			✓		✓	✓
MSCAPSYC105	✓	✓			✓	✓	✓	✓
MSCAPSYC201	✓						✓	✓
MSCAPSYC202		✓			✓		✓	✓
MSCAPSYC203	✓	✓	✓	✓	✓	✓	✓	✓
MSCAPSYC204	✓	✓	✓	✓	✓	✓	✓	✓
MSCAPSYC205	✓	✓	✓	✓	✓	✓	✓	✓
MSCAPSYMIE201	✓	✓			✓	✓	✓	✓
MSCAPSY301			✓		✓			
MSCAPSYC302	✓			✓				
MSCAPSYC303			✓	✓	✓	✓	✓	✓
MSCAPSYMJE 301	✓				✓		✓	✓
MSCAPSYMJE302	✓		✓	✓		✓	✓	✓
MSCAPSYMJE304	✓		✓	✓		✓	✓	✓
MSCAPSYMJE305	✓		✓	✓		✓	✓	✓
MSCAPSYMJE307	✓		✓	✓		✓	✓	✓
MSCAPSYMJE308	✓		✓	✓		✓	✓	✓
MSCAPSYMIE301	✓	✓			✓	✓	✓	✓
MSCAPSYC401	✓	✓			✓			
MSCAPSYC402	✓	✓			✓	✓		
MSCAPSYC403	✓	✓				✓	✓	✓
MSCAPSYC404	✓	✓				✓	✓	✓
MSCAPSYMJE401	✓	✓	✓	✓	✓	✓	✓	✓
MSCAPSYMJE402	✓	✓			✓	✓	✓	✓
MSCAPSYMJE405	✓	✓	✓	✓	✓	✓	✓	✓
MSCAPSYMJE406	✓	✓			✓	✓	✓	✓
MSCAPSYMJE407	✓	✓	✓	✓	✓	✓	✓	✓
MSCAPSYMJE408	✓	✓			✓	✓	✓	✓

Semester- I

Course Name	Cognitive Psychology
Course Code	MSCAPSYC101
Learning outcomes:	
<ul style="list-style-type: none">• In-depth understanding of human cognitions• Insight about behaviour and mental process• Role of cognitive processes in human behaviour	

Unit I: Introduction:

Nature, evolution and new recent advances.

Unit II: Attention and Perceptual processes:

Attention: models and applications.

Perception: Movement perception; Signal detection; Pattern recognition; Gibson's theory; Extra-sensory perception.

Unit III: Memory, Learning & Emotional Processes:

Memory: Models (Craik and Lockhart and Baddeley-Hitch). Eyewitness testimony and metamemory.

Learning: Theories (Hull and Tolman) and Verbal learning.

Emotion: Cognitive approaches (Lazarus, Arnold and Circumplex model). Facial feedback. Lie detection.

Unit IV: Problem solving & Decision making:

Problem-solving and Creativity: Theories and associated processes.

Decision making: processes and strategies. Role of Artificial Intelligence.

Unit V: Language:

Properties of Language. Lexicon and semantic processing. Reading and Speech comprehension.

The Sapir-Whorf Hypothesis. Chomsky's perspective.

References:

- Solso, R. L. (2004). *Cognitive Psychology*, Sixth Edition. Pearson Education Pvt. Ltd., New Delhi.
- Wessells, M.G. (1982). *Cognitive Psychology*, Harper and Row Publishers, New York.
- Best, J.B. (1989). *Cognitive Psychology*, II Edition, West Publishing Company, New York.
- Wood, G. (1983). *Cognitive Psychology - A Skills Approach*, Cole Publishing Company, California.

Course Name	Brain and Behaviour
Course Code	MSCAPSYC102
Learning outcomes:	
<ul style="list-style-type: none">• Understand the intricate connection between the brain and behaviour.• Learn how the brain functions can be assessed• Learn about the phenomena of brain damage and its behavioural consequences	

Unit I: Neuropsychology: History, Methods and Applications:

Emergence, evolution and applications of neuropsychology as a specialized branch of psychology. Relation with other disciplines. Methods of studying brain and behaviour.

Unit II: Communication systems of brain:

Synaptic transmission. Neurotransmitters: function and pathways.

Unit III: Frontal and Temporal Lobes:

Anatomy, functions and assessment.

Unit IV: Parietal and Occipital Lobes:

Anatomy, functions and assessment.

Unit V: Brain and Psychopathology:

Brain areas related to various neurological and psychiatric illnesses (Schizophrenia, Bipolar disorders, Alzheimer's disease, OCD).

References:

- Carlson, N. R.(2013) Physiology of Behaviour, 11th ed. New Delhi: Pearson Education.
- Graham, R. B. (1990) Physiological Psychology. California: Wadsworth.
- Kalat, J. N. (2001) Biological Psychology. California: Wadsworth.
- Levinthal, C.R. (1991) Introduction to Physiological Psychology. New Jersey: Prentice Hall.
- Pinel, J. (2011) Biopsychology.(8th ed).New Delhi: Pearson Education.
- Rosenzweig, M.R., Liemen, A.L. and Breed Love, S.M. (1999) Biological Psychology: An Introduction to Behavioural, Cognitive and Clinical Neuroscience. 2nd Edition Massachusetts: Sinauer.

Course Name	Theories of Personality
Course Code	MSCAPSYC103
Learning outcomes:	
<ul style="list-style-type: none">• Understand the nature of historical development of contemporary psychological theories of personality• Application of personality theories to develop a comprehensive understanding of psychopathology and human behaviour	

Unit I: Personality: An Introduction:

Personality: Concept and definition. Temperament and personality. Indian approaches to personality- an overview.

Unit II: The Psychodynamic Perspective:

Freud, Jung, Adler, Horney, Sullivan, Erikson, Object relations theory and their applications.

Unit III: The Trait and Type Perspectives:

Allport, Costa and McCrae and their applications.

Unit IV: The Learning Theory Perspective:

Skinner, Dollard and Miller, and Julian Rotter and their applications.

Unit V: The Phenomenological Perspective:

Kelly, May, Frankl and their applications.

References:

- Freidman, H.S. and Schustack, M. W (2004). Personality. New Delhi: Pearson Education.
- Kaplan, R.M. and Saccuzzo, D.P (2002). Psychological Testing: Principles, Applications and Issues (5th Ed). New Delhi: Asian Book.
- Gatchel, R.J. and Mears, F.G. (1982). Personality Theory, Assessment and Research. New York St. Martins Press.
- Hall, C.S. and Lindzey, G. (1978). Theories of Personality (3rd Ed). New York: Wiley.
- Major Arockiasamy. (2005). Personality Psychology. Thanjavur: Aranya Publishers.

Course Name	Applied Social Psychology
Course Code	MSCAPSYC104
Learning outcomes:	
<ul style="list-style-type: none">• The meaning and significance of social psychology in the present context.• Psychological understanding of contemporary social and economic issues (media, population, gender related issues) and evidence-based remedial measures• Interdisciplinary implications of psychological principles	

Unit I: Self and Society:

Self and information processing; self-deception. Culture on self and social behaviour.

Unit II: Social cognition:

Non- Verbal Communication: Gender and Cultural issues.

Attribution Process: Theory of Correspondent Inference; Theory of Casual Attribution; Basic Sources of Error.

Unit III: Social influence:

Prejudice and stereotype. Gender role stereotype.

Conformity and compliance: factors and techniques.

Unit IV: Influence of Media and Internet:

Problematic use of internet and media: causes, consequences and prevention.

Unit V: Social Problems: Foundations and Interventions:

Casteism, Communalism and terrorism.

Problems related to children, women, elderly and LGBTQ.

References:

- Baron, Robert A. and Byrne, D. (2001). Social Psychology (8th edition) Reprint, New Delhi: Prentice-Hall of India Pvt Ltd.
- Brehm, S.S. and Kassin, S.N. (1996). Social Psychology (3rd edition). USA: Houghton Mifflin Company.
- Crisp, R.J. and Turner, R.N. (2007). Essential Social Psychology. New Delhi: Sage Publications.
- Myers, D.G. (2016). Social Psychology (12th international edition). New York: McGraw Hill Companies.

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Course Name	Experimentation
Course Code	MSCAPSYC105

Practical based on theory papers MSCAPSYC101 and MSCAPSYC104, practical to be done on the following topics:

- Stroop test
- Paired Associate Learning
- Problem solving
- Social loafing
- Gender stereotype

At least two practical (out of the mentioned topics) to be conducted preferably in laboratory conditions. The records would be prepared by the student and must be submitted for further evaluation during the examination.

Semester- II

Course Name	Mental Health and Psychopathology
Course Code	MSCAPSYC201
Learning outcomes:	
<ul style="list-style-type: none">• Various paradigms of Psychopathology• Overview of latest classificatory systems of Mental and Behavioural Disorders• Comprehensive understanding of clinical picture, aetiology and prognosis of different Mental and Behavioural Disorders	

Unit I: Introduction to Psychopathology:

Different models of psychopathology: Psychoanalytic, Behavioural, Cognitive, Biological Models. Diagnostic classification of mental and behavioural disorders. Stigma and mental disorders.

Unit II: Obsessive Compulsive and related disorders:

Clinical pictures and aetiology.

Unit III: Schizophrenia spectrum and Other Psychotic Disorders:

Clinical pictures and aetiology.

Unit IV: Anxiety, Dissociative and Somatoform Disorders:

Clinical pictures and aetiology.

Unit V: Mood disorders and Substance Use Disorders:

Clinical pictures and aetiology.

References:

- Carlson, R.C., Butcher, J.N. and Mineka, S. (1998). *Abnormal Psychology and Modern Life*, New York: Addison Wesley Longman.
- Bootzin, R.R., Acocella, J.R. and Alloy, L.B. (1993). *Abnormal Psychology – Current Perspectives*, 6th edition, New York: Mc-Grans-Hill, Inc.
- Sarason, I.G. and Sarason, B.R. (1998). *Abnormal psychology: The Problem of Maladaptive Behaviour*, New Delhi: Prentice-Hall of India.
- World Health Organization (2007). *The ICD-10 Classification of Mental and Behavioural Disorders: Clinical Descriptions and Diagnostic Guidelines*. Geneva, Switzerland: World Health Organization.
- American Psychiatric Association (2010, 2011). DSM-5 Development. Versions February, 2010, January, and June, 2011.
- American Psychiatric Association. (2000). *Diagnostic and statistical manual-IVTR*.
- Washington, DC: Author.
- Harrison, P., Cowen, P., Burns, T. & Fazel, M. (2018). *Shorter Oxford Textbook of Psychiatry*. 7th UK: Ed. Oxford University Press.
- Sadock, B.J. & Sadock, V.A. (2003). *Kaplan & Sadock's Synopsis of psychiatry: Behavioural sciences / clinical psychiatry* (9th.Ed.). Philadelphia: Lippincott Williams & Wilkins.

Course Name	Counseling & Stress Management
Course Code	MSCAPSYC202
Learning outcomes:	
<ul style="list-style-type: none">• Understanding different modes of counselling• Learn professional and Ethical issues in counselling• Understanding psychosocial aspects of stress and its management	

Unit I: Introduction to Counselling:

Counselling: Definition, goals, and scope. Characteristics of an effective counsellor. Skills and ethics. Difference among counselling, guidance and psychotherapy.

Unit II: Major Approaches to Counselling:

Psychodynamic, Behavioural, Cognitive, Humanistic, and Eclectic.

Unit III: An Overview of Stress:

Concept, types, models and its health consequences.

Unit IV: Management of Stress:

Coping. Behavioural and Cognitive approaches.

Unit V: Application in Educational Settings:

School and Career counselling.

References:

- Berdie, R.F. et al., (1963). Testing in guidance and counselling. McGraw Hill.
- Corney, G. (1998). Theory and practice of counselling.
- Davis, D. (1997). Counselling in psychosocial services. Open University Press.
- Dryden, W. (1994). Developing the practice of counseling, Sage Pub.
- Fullmer, D.W. (1971). Counselling: contents and Process. Science Research Assoc. Chicago.
- Gelso, CL &Fretz, BR. (1997). Counselling Psychology, Prism Book.
- Guidance Monograph Series (9 vols.) (1977). John Wiley.
- Rosenthalk, H. (1993). Encyclopedia of counseling. Accelerated Development.
- HIV Counselling Training Modules for VCT, PPTCT and ART Counsellors, developed by NACO, MHFW, GOI (2006).

Course Name	Psychological Measurement and Statistics
Course Code	MSCAPSYC203
Learning outcomes:	
<ul style="list-style-type: none">• Learn different types of statistical methods applicable in behavioural science• Understanding uses of parametric and non- parametric statistics• Developing understanding of applications of various probability distributions and multivariate statistical analyses	

Unit I: Correlation (partial and multiple) and Simple Regression:

Types, assumptions, computations and application.

Unit II: Analysis of Variances:

Assumptions, computations and application.

Unit III: Multivariate Statistics:

Types, assumptions and application.

Unit IV: Nonparametric tests:

Assumptions, computations and application (Chi- square test, Mann- Whitney U test, Wilcoxon signed rank test, Kruskal- Wallis).

Unit V: Reliability and Validity:

Types, computations and application.

References:

- Garrett, H.E. & Woodworth, R.S (1981). Statistics in psychology and Education. Vakils, Peffer and Simons Ltd, Bombay.
- Howell, D.C. (1992). Statistical methods for Psychology. California: Duxbury Press.
- Siegal, S. (2002). Non –parametric Statistics for the Behavioural Sciences. New Delhi: Tata McGraw Hill.
- Guilford J.P &Fruchter.B. (1978).Fundamental Statistics in Psychology and Education. New – York, McGraw Hill.

Course Name	Research Methodology: Quantitative and Qualitative
Course Code	MSCAPSYC204
Learning outcomes:	
<ul style="list-style-type: none">• Understanding the need and purpose of research and its application.• Learn various types of research, qualitative and quantitative research designs and data collection techniques.• Developing basic skills for writing research proposals	

Unit I: Research:

Concept, principles and ethics.

Unit II: Variables and Sampling:

Concept, classification and their applications.

Unit III: Research Designs:

Meaning, purpose, principles and types of research designs.

Unit IV: Qualitative designs:

Concepts and approaches. Difference between quantitative and qualitative researches.

Unit V: Methods of Data Collection and Research Report:

Methods of Data Collection: Structured questionnaire, semi-structured questionnaire and standardised questionnaire, informal interview, case study, in-depth interview, focus group discussion, observation, participatory rural appraisal, projective tests. Writing research reports.

References:

- Best, J.W. and Kahn, J.V. (2006). Research in education (9th Edition) New Delhi: Pearson Education.
- Kerlinger, F.N. (1983). Foundations of Behavioural Research. Delhi: Surjeet Publications.
- Kothari, C.R. (1988). Research Methodology. New Delhi: Tata – McGraw Hill.
- Singh, A.K. (1990). Tests, Measurements and research Methods in Behavioural Sciences. Patna: BharatiBhaban Publishers.
- Russell, B.H. (1988). Research Methods in Cultural Anthropology. New Delhi: Sage Publications
- Kenneth, B.S.& Bruce, A.B. (2005). Research Design and Methods. New Delhi: Tata McGraw Hill Publishing Company Ltd.

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Course Name	Statistics and Psychological Assessment
Course Code	MSCAPSYC205

Practical based on MSCAPSYC201 and MSCAPSYC203:

- Neuropsychological assessment (PGI-BBD)
- Personality assessment using objective and projective tools (16PF, NEO-FFI, RIBT, TAT)
- Rating Scales- Beck Anxiety Inventory, Beck Depression Inventory
- Chi square, regression, partial and multiple correlation and ANOVA

Course Name	Management of Stress and Emotions
	(Minor Elective)
Course Code	MSCAPSYMIE201
Learning outcomes:	<ul style="list-style-type: none">• Develop understanding of health and wellbeing and stress- related outcomes• Understand implications of various cognitive- behavioural and alternative intervention techniques of health management

Unit I: Stress:

Nature, symptoms, sources of stress. Stress and health. Academic Stress and Relationship Stress

Unit II: Genesis of Stress:

Methods - yoga, meditation, relaxation techniques, problem focused and emotion focused approaches

Unit III: Thought, Emotion and Behaviour:

Body reaction theories, cognitive theories and emotional intelligence.

Unit IV: Management of stress and emotions:

Behavioural and cognitive behavioural approaches.

References:

- DiMatteo, M.R. & Martin, L.R.(2002). *Health psychology*. New Delhi: Pearson. Neiten,
- W. & Lloyd, M.A (2007). *Psychology applied to Modern life*. Thomson Detmar Learning.
- Taylor, S.E. (2006). *Health psychology*, 6th Edition. New Delhi: Tata McGraw Hill.
- Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Book.
- Goleman, D. (1998). *Working with Emotional Intelligence*. New York: Bantam Books.
- Singh, D. (2003). *Emotional intelligence at work (2 nded.)* New Delhi: Response Books.

Semester- III

Course Name	Community Psychology
Course Code	MSCAPSYC301
Learning outcomes:	
<ul style="list-style-type: none">• Understanding theoretical concepts of community psychology and importance of the subject in the present context.• Understand the role of community psychologist at the grass-root level in addressing issues of different sections of society.• Learn community- based preventive and remedial measures	

Unit I: Theoretical Concepts of Community Psychology:

Evolution of community psychology. Principles, Core values and methods of Community Psychology.

Unit II: Crisis Intervention:

Concept and models. Disaster management.

Unit III: Ecological perspective in community psychology:

Ecological levels of analysis, ecological analogy, the ecological approach to health.

Unit IV: Community Mental Health in India:

Programmes, policies & interventions.

Unit V: Community Based Rehabilitation (CBR):

Issues, principles and programmes.

References:

- Korchin,S.J.(2004). Modern Clinical psychology; Principles of intervention in clinic and community. New Delhi: CBS Pub.
- Carter, J.W. (1986). Research contributions from community psychology in community health health.Behaviour Pub.NY.
- DaltonJ.H.,Elias,M.J.etal.,(2007).Community psychology, linking individuals and communities.Wadsworth,Thomson Learning US.
- Desai,A.N.(1995).Helping the handicapped. AshishPub.House.
- Iscoe, I. Block, B.L. & Spielberger, CD (Eds.) (1997). Community psychology: Perspectives in training and research. Appleton CenturyCrofts. NY.
- Kapur,M.(1995).Mental health of Indian Children, SagePub.
- Mandelbawn,B.(1972).Society in India. Popular Prakashan. Bombay.
- Part,J.E.&Park,K.(1989).The Text Book of Social and Preventive Medicine. Baranasidas, Jubbulpur.
- Rajan,S.I. etal.,(1999). Indian's elderly: Burden or challenge, SagePub.
- Blas, E., Sommerfeld, J., Sivasankara Kurup, A., & World Health Organization. (2011). Social determinants approaches to public health: from concept to practice. World Health Organization.

Course Name	Organizational and Environmental Psychology
Course Code	MSCAPSYC302
Learning outcomes:	
<ul style="list-style-type: none">• Exploring the interrelation between organization and environment with the help of organizational behaviour• Understanding the interaction between organizational constructs and personnel• Learn premises of analysing and predicting human behaviour in organizational context and its applied value	

Unit I: Introduction to Organizational Behaviour:

Historical developments in OB, contributing disciplines to OB; contributions of Hawthorne studies to OB; The FIVE anchors of OB; knowledge management.

Unit II: Dynamics of Organizational Behaviour:

Understanding individual differences & work behaviour, group dynamics, Networking, Team working, Power and Politics in Workplace, Organizational Communication networks. Leadership: Modern theoretical process of leadership.

Unit III: Organizational Processes and Quality of Work Life:

Organizational Structure & its elements, Division of Labour and Coordination; Job Analysis & Job design: Organizational Culture & its elements; organizational culture and climate. Organizational Change and Development: Lewin's Force Field Analysis model. Managing people at work: Quality of worklife: concepts and determinants; job stress, burnout; worker morale and wellbeing. Organization citizenship behaviour: concept and importance

Unit IV: Introduction to Environmental Psychology:

Evolution of Environmental psychology, Theories of Environmental behaviour, environmental perception and cognition. Territoriality. Personal space & community design: classification, measurement & theories

Unit V: Environmental Psychology & Sustainable living:

Impact of climate change and pollution, pro environmental behaviours. Effects of urban life and sustainable living.

References:

- Luthans, F. (2002). Organizational Behaviour. McGrawHill Irwin, NewDelhi
- Robbins, S.P. (1995). Organizational Behaviour. Prentice Hall of India Ltd. NewDelhi.
- McShane .S.L., Glinow, M.A. V. & Sharma, R.R. (2006). Organizational Behaviour. Tata-McGraw Hill Publishing Company Ltd. New Delhi.
- Schein, E.M. (1990): Organizational Psychology 3rd edition; Prentice Hall of India Pvt. Ltd. New Delhi.
- Dolnicar, S. & Grun, B. (2009). Environmentally friendly behaviour. *Environment & Behaviour*, 41(5), 693-714.
- Easton, J., Ljungberg, M.K., & Cheng, J.C.H. (2009). Discourses on pro-environmental behaviour. *Applied Environmental Education and Education*, 8, 126-134.

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- Gifford,R.(2007). Environmental Psychology: principles and practice. Massachusetts: Allyn and Bacon,Inc.
- Knussen,C.&Yule,F(2008). I am not in the habit of recycling. *Environment and Behaviour*,40(5), 683-702.
- Tanner,C.,Kaiser,F.G.,& Kast,S.W.(2004).Contextual Consideration of ecological consumerism.*Environment & Behaviour*. 36(1),94-111.
- V.G. Kondalkar(2007) Organizational Behaviour, New Age International Publishers
- K. Ashwathappa (2010), Organizational Behaviour, Himalaya Publishing
- Michael G. Aamodt (2010) Industrial/Organizational Psychology: An Applied Approach Sixth Edition Wadsworth Cengage Learning
- Frank J Landy & Jeffrey M. Conte (2013) Work in the 21st Century: An Introduction to Industrial and Organizational Psychology Fourth Edition Wiley
- McShane and Von Glinow (2010) Organizational Behaviour 5th Edition McGraw-Hill Irwin

Course Name	Life Span Psychology
Course Code	MSCAPSYC303
Learning outcomes:	
<ul style="list-style-type: none">• Understanding theories of life span development• Understand bio- psycho-social and cognitive issues across various age groups	

Unit I: Introduction and Forming A New Life:

The Importance of studying life span development, Social Cognitive Theories, Ethological Theory. An Eclectic Theoretical Orientation.

Unit II: Babyhood and Childhood: Processes and pathologies:

Processes: Temperament, parenting and attachment. The Child in School: play and socialization, gender role, development of self. Childhood Obesity, sensory difficulties: Visual, Auditory and speech problems

Unit III: Adolescence: Processes and Pathologies:

Puberty- Physical and mental health. Cognitive maturation, formation of identity and sexuality, Relationship with family, peer and adult society, creativity, aggression, morality, value and career orientation, impact of internet and social media. Emotional and behavioural pathologies.

Unit IV: Continuing development in Adulthood:

Cognitive, moral, social and spiritual development: perspectives on adult cognition and moral development. Psychosocial growth in intimate relationships - non marital and marital lifestyles. Parenthood; Marital problems; Kinship ties. Self at midlife-Work life growth and decline. Theories of biological aging-physical changes. Health issues in late Adulthood.

Unit V: Issues in Ageing: Death and Dying:

Faces of death. Facing death and loss. Death and bereavement across lifespan. Euthanasia.

References:

- Papalia, D.E,Olds,S.Wand Feldman, R.D.(2004).Human development (9thedition). New Delhi: TataMcGraw-Hill.
- Berk,E. L.(2007).Development through lifespan (3rdedition). NewDelhi: Pearson Education, Inc.
- Feldman (2010). Discovering the Lifespan. New Delhi: Pearson Education, Inc.
- Keenan, Tand Evans, S. (2009). An Introduction to Child Development (2ndedition). New Delhi: Sage Publications.
- Harris, M. (2008). Exploring Developmental Psychology: Understanding theory and methods. New Delhi: Sage Publications.

SPECIAL PAPERS

Group-A: Clinical Psychology	
Course Name	Clinical Psychology: Perspective and Applications
Course Code	MSCAPSYMJE301
Learning outcomes:	
<ul style="list-style-type: none">• Understand the nature and scope of clinical psychology• Learn psychological assessments in understanding psychopathology• Detailed understanding of psychological disorders and overview of their management	

Unit I: Foundations of Clinical Psychology and Clinical Assessment:

Nature and scope of the discipline. Basics of psychological assessment (Intellectual, Neuropsychological, Personality and Behavioural assessment). Case history, MSE, Mental Health Act, 2016.

Unit II: Neurodevelopmental disorders:

Clinical features, nosological differences and etiology.

Unit III: Psychopathology of Neurocognitive disorders:

Clinical features, nosological differences and etiology.

Unit IV: Personality Disorders:

Clinical features, nosological differences and etiology.

Unit V: Sexual and Gender Identity Disorders:

Clinical features, nosological differences and etiology.

References:

- Sadock, B.J. & Sadock, V.A. (2003). Kaplan & Sadock's Synopsis of psychiatry: Behavioural sciences / clinical psychiatry (9th.Ed.). Philadelphia: Lippincott Williams & Wilkins.
- Ahuja, N. (2002). A short textbook of Psychiatry (5th edition). New Delhi. Jaypee Brothers.
- Carlson, R.C., Butcher, J.N. and Mineka, S. (1998). *Abnormal Psychology and Modern Life*, New York: Addison Wesley Longman.
- Bootzin, R.R., Acocella, J.R. and Alloy, L.B. (1993). *Abnormal Psychology– Current Perspectives*, 6th edition, New York: Mc-Grans-Hill, Inc.
- Sarason, I.G. and Sarason, B.R. (1998). *Abnormal psychology: The Problem of Maladaptive Behaviour*, New Delhi: Prentice-Hall of India.
- World Health Organization (2007). *The ICD-10 Classification of Mental and Behavioural Disorders: Clinical Descriptions and Diagnostic Guidelines*. Geneva, Switzerland: World Health Organization.
- American Psychiatric Association (2010, 2011). DSM-5 Development. Versions February, 2010, January, and June, 2011.
- American Psychiatric Association. (2000). *Diagnostic and statistical manual-IVTR*.
- Washington, DC: Author.
- Harrison, P., Cowen, P., Burns, T. & Fazel, M. (2018). *Shorter Oxford Textbook of Psychiatry*. 7th UK: Ed. Oxford University Press.

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Course Name	Assessments in Clinical Psychology
Course Code	MSCAPSYMJE302

Supervised Clinical Examination, Diagnosis and Assessment (I.Q., Personality and Neuropsychological).

Case submission: 5 full length case submissions.

Group-C: Rehabilitation Psychology	
Course Name	Perspectives of Disability and Rehabilitation
Course Code	MSCAPSYMJE305
Learning outcomes:	
<ul style="list-style-type: none">• Learn the scope of rehabilitation psychology and concept of disability• Understand the nature of physical and psychological disabilities• Learn various essential aspects of rehabilitation acts and policies.	

Unit I: Introduction to Rehabilitation Psychology:

Overview of the profession of Rehabilitation Psychology and practice. Models of Rehabilitation.

Unit II: Disability: Concepts and Models:

Concept of impairment, disability and handicap; DALYs. Models of disability.

Unit III: Neurodevelopmental disorders and physical disabilities:

Clinical picture, causes and associated psychosocial aspects.

Unit IV: Neurocognitive disorders:

Clinical picture, causes and associated psychosocial aspects.

Unit V: Acts related to Rehabilitation:

RPWD and Mental Health Act; RCI Act; National Trust Act.

References:

- Van Hasselt, V.B., Strain P.S., and Hersen. M. (1988). *Handbook of Developmental and Physical Disabilities*. Pergamon Press, New York.
- Saraswathi, T.S. (1999). *Culture, Socialization and human development*. Sage publications: New Delhi.
- Frank, R. G. & Elliott, T. R. (2000). *Handbook of rehabilitation psychology*. American Psychological Association.
- World Health Organization (2007). *The ICD-10 Classification of Mental and Behavioural Disorders: Clinical Descriptions and Diagnostic Guidelines*. Geneva, Switzerland: World Health Organization.
- American Psychiatric Association (2010, 2011). DSM-5 Development. Versions February, 2010, January, and June, 2011.
- American Psychiatric Association. (2000). *Diagnostic and statistical manual-IVTR*.
- Washington, DC: Author.
- Harrison, P., Cowen, P., Burns, T. & Fazel, M. (2018). *Shorter Oxford Textbook of Psychiatry*. 7th UK: Ed. Oxford University Press.
- Sadock, B.J. & Sadock, V.A. (2003). *Kaplan & Sadock's Synopsis of psychiatry: Behavioural sciences / clinical psychiatry* (9th.Ed.). Philadelphia: Lippincott Williams & Wilkins.
- Ahuja, N. (2002). *A short textbook of Psychiatry* (5th edition). New Delhi. Jaypee Brothers.

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Course Name	Assessments in Disability and Rehabilitation
Course Code	MSCAPSYMJE306

Supervised Clinical Examination, Diagnosis and Assessment (I.Q., Personality and Neuropsychological).

Case submission: 5 full length case submissions.

Group-D: Organizational Psychology	
Course Name	Human Resource Management and Development
Course Code	MSCAPSYMJE307
Learning outcomes:	
<ul style="list-style-type: none">• Developing understanding of the dynamic nature of the practice of management in the light of globalization• Understanding the overall human side of enterprise and nature of the discipline• Implication of theoretical knowledge to develop management strategies in organization• Understanding the formalities and legal aspects of employee- employer relationship	

Unit I: Introduction to Human Resource Management and Planning:

The concept of HRM: aims, characteristics, history and development of HRM, models of HRM. Role of HR practitioner, management philosophy. Current status of the field. Managing ethical issues in HRM. HRM Processes and Policies: strategic and competency based HRM. Human Resource Planning, Methods and Techniques. Organizational development policies.

Unit II: Acquisition of Human Resources, Orientation and Development:

Recruitment: Process and methods, Policies and procedures for resourceful management. Selection and placement processes. Training to manage human resource: importance, objectives, methods and techniques of training, training and development cycle in organization. Managing promotions and transfers. Emphasis on retention.

Unit III: Employee Compensation, Benefits and Evaluation:

Compensation: Nature, Strategic compensation, Market rate analysis, legal and administrative aspects. Pay system: Development of pay systems, variable pay, benefits and incentives. Performance appraisal: Nature and use of performance appraisal, methods of performance appraisal, distortion in appraisal Performance management, Use of psychological tests, legal aspects.

Unit IV: Employee Relations and Labour Issues:

Employee relations: Framework, approaches, processes, employee voice. Employee health and safety: Need and importance, risk assessment, health and safety policies, accident prevention, health and safety training. Negotiation and bargaining. Discipline and grievance management. Issues of organizational justice.

Unit V: Recent trends in HRM Services:

International dimensions of HRM: Employment practices and procedures, Human resource audit, accounting and information system, Human resource in mergers and acquisitions.

References:

- Gary Dessler. A. (2009). Framework for Human Resource Management (5th ed). New Delhi: Pearson/PrenticeHall Publishing.
- Rao, T.V. (2010). Alternative Approaches and Strategies of HRD. Rawat Publications. New Delhi.
- Biswanth Ghosh (2006). Human Resource Development and Management,

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Vikas Publishing House, New Delhi.

- Tapomoy Deb (2006). Human Resource Development, Ane Books, New Delhi.
- Wallace Tina (2006). Development and Management, Rawat Publications, New Delhi.
- CB Gupta (2018) Human Resource Management Text and Cases, Sultan Chand & Sons
- VSP Rao (2010) Human Resource Management Text and Cases, 3rd Edition, Excel Books

Course Name	Assessments in Human Resource Management and Development
Course Code	MSCAPSYMJE308

Submission of the industry and internship visit report and lab notebook containing write up of the relevant tests administered.

Any five assessments related to the following domains:

- Organizational stress/ burnout
- Organizational Citizenship Behaviour
- Organizational justice
- Leadership style
- Quality of Worklife
- HRM practices
- OCTAPACE profile
- Employee motivation

Course Name	Psychology of Interpersonal Relationships
	(Minor Elective)
Course Code	MSCAPSYMIE301
Learning outcomes:	
<ul style="list-style-type: none">• Develop understanding of the relationship in organization• Develop understanding of the strategies for effective communication and conflict resolution• Develop understanding of the dynamics of romantic and interpersonal relationships	

Unit I: Introduction of Interpersonal Relationships:

Concept and types, theories of Interpersonal attraction.

Unit II: Romantic and Marital Relationship:

Theories of Love. Factors affecting marital relationships.

Unit III: Relationship at Workplace:

Elements of professionalism at workplace, work-life balance, soft skills for an effective communication; presentation skills, group discussions.

Unit IV: Interpersonal Communication:

Theories of interpersonal communication.

Unit V: Improving Human Relationship:

Self-disclosure, JOHARI window, SWOT Analysis. Types of conflicts and their management.

References:

- Berscheid, E., & Regan (2005). The Psychology of Interpersonal Relationships. Englewood Cliffs, NJ: Prentice Hall.
- Reece & Brandt (2007). Effective Human Relations. Personal and Organizational Applications. 10th Edition. New York. Houghton Mifflin Company.
- Duck (2007). Human Relationships. 4th Edition. Thousand Oaks, CA: Sage Publications.
- Hendrick & Hendrick (Eds) (2000). Close Relationships: A Sourcebook 2nd ed. London: Sage Publications.
- Greenberg & Baron (2008). Behaviour in organizations. 9th edition. NJ. Prentice Hall.
- Raman, M., & Sharma, S. (2015). Technical communication: Principles and practice. Oxford University Press.

Semester- IV

Course Name	Health and Positive Psychology
Course Code	MSCAPSYC401
Learning outcomes:	
<ul style="list-style-type: none">• Understand the aims and scope of positive Psychology• Developing insight to health psychology and various psycho-social models of health• To know the causes, consequences and the psycho-social impact of chronic illnesses	

Unit I: Introduction to Health psychology:

Mind-body relationship, Models of Health, Lifestyles and disease patterns.

Unit II: Health Behaviour:

Characteristics and Theories of health behaviour (Protective motivation theory, Theory of reasoned action)

Unit III: Health and Well-being:

Life satisfaction; Resilience; Mindfulness.

Unit IV: Positive Psychology:

Goals and assumptions. The meaning and measure of subjective well-being and happiness. Happiness across the lifespan.

Unit V: Virtue and Strength of Character:

Life Above Zero, Wisdom, Spirituality, Forgiveness and Gratitude.

References:

- Steve, B.R.& Marie, C. K. (2009). *Positive Psychology*. Dorling Kindersley: India.
- Boniwell, I.(2006). *Positive Psychology in a Nutshell* .PWBC (Personal Well–Being Centre).
- Allen, F. (2011). *Health psychology and behaviour*. Tata McGraw Hill Edition.
- Dimatteo, M. R., & Martin L.R. (2011). *Health psychology*. India: Dorling Kindersley
- Snyder, C.R., Lopez S.J., & Pedrotti ,J.T. (2011). *Positive psychology: The scientific and practical explorations of human strengths*. New Delhi: Sage.
- Taylor, S.E.(2006).*Health psychology*, 6th Edition. New Delhi: Tata McGraw Hill.
- Sanyal ,N.(2017).*Pebbles of Positivism, Positive Psychology and Spirituality: Contents and Approaches*. Ramakrishna Mission Institute of Culture, Golpark, Kolkata.

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Course Name	Dissertation
Course Code	MSCAPSYC402

Course Name	Seminar and Grand Viva
Course Code	MSCAPSYC403

Course Name	Community Outreach Programme- Internship
Course Code	MSCAPSYC404

Log-book and report of the internship/ hospital visits/ rehabilitation centre visits/ special school visits/ field visits/ industry visits are to be submitted at the end of the semester to the respective supervisors in the prescribed format provided by the Department.

SPECIAL PAPERS

Group-A: Clinical Psychology	
Course Name	Psychotherapeutics
Course Code	MSCAPSYMJE401
Learning outcomes:	
<ul style="list-style-type: none">• Orientation to different schools of psychotherapy and therapeutic techniques• Understanding implication of various therapeutic techniques in different symptomatology• Learn contemporary advancements in psychotherapy	

Unit I: Introduction to Psychotherapy:

Concept, non-specifics of therapy, factors influencing therapeutic relationships.

Unit II: Psychodynamic Therapies:

Psychoanalysis and other psychodynamic approaches (including brief dynamic therapy).

Unit III: Humanistic Therapies:

Client-Centered, Existential and Gestalt therapies.

Unit IV: Behavioural and Cognitive-Behavioural Therapies:

Behaviour therapy, Cognitive therapy (Beck), Rational Emotive Behaviour Therapy (Ellis).

Unit V: New Generation Psychotherapies:

Third wave therapies; Interpersonal psychotherapy; neuropsychological rehabilitation.

References:

- Sharf, R.S. (2000). Theories of psychotherapy and counseling: Concepts and cases (2nd Ed.).Singapore: Brooks/Cole.
- Trull, T.J.,& Phares,E.J. (2001). Clinical psychology: Concepts, methods, and profession (6thEd.). Belmont, CA: Wadsworth/Thomson Learning
- Brems,C.(2001).Basic skills in psychotherapy and counseling. Singapore: Brooks/Cole.
- Corey,G.(1996).Theory and practiceof counseling and psychotherapy (5thed.). Pacific Grove,CA: Thomson-Brooks/Cole.
- Dryden, W. (2007). Dryden’s handbook of individual therapy. (5th ed). Sage Publications: New Delhi.
- Hecker,J.E., & Thorpe, G.L. (2005). Introduction to clinical psychology: Science, practice, and ethics (Low Price Edition). Delhi: Pearson Education
- Ivey, A.E., Ivey, M.B., & Simek-Morgan, L. (1997). Counseling and psychotherapy: A multicultural perspective (4th ed.).Boston: Allyn & Bacon.
- Koocher, G.P., Norcross, J.C., & Hill III, S.S. (eds.). (1998). Psychologists’ desk reference. Oxford: Oxford University Press.
- Miltnerberger, R.G. (2001). Behaviour modification: Principles and procedures (2nd Ed.). Belmont, CA: Wadsworth/Thomson Learning.
- Palmer, S. (ed.). (1999). Introduction to counseling and psychotherapy: The essential guide. New Delhi: Sage.
- Prochaska, J.O., & Norcross, J.C. (2003). Systems of psychotherapy: A transtheoretical analyses (5thed.).Pacific Grove, CA: Thomson-Brooks/Cole.

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Course Name	Psychotherapeutic Formulation and Practice
Course Code	MSCAPSYMJE402

Supervised Clinical Examination, Diagnosis and Assessment (I.Q., Personality and Neuropsychological). Case submission: 5 full length case submissions.

Group-C: Rehabilitation Psychology	
Course Name	Psychological Rehabilitation and Interventions
Course Code	MSCAPSYMJE405
Learning outcomes:	
<ul style="list-style-type: none">• Understanding nature of rehabilitation interventions and its principles• Learn techniques of psychosocial rehabilitation interventions specific to physical and developmental disabilities and marginalized populations• Overview of neuropsychological rehabilitation	

Unit I: Society and disability:

Impact of disability on family, Societal attitudes toward disabilities, strategies for attitude change, social network and support.

Unit II: Psychosocial rehabilitation:

Concept, principles and approaches. Use of Technology in Psychosocial Rehabilitation.

Unit III: Psychosocial management of Neurodevelopmental Disorders and Physical Disabilities:

Interventions specific to Autism; Intellectual disability; Learning disabilities; Other physical disabilities.

Unit IV: Rehabilitation of marginalized population:

HIV Counselling, Motivation Enhancement Therapy, Vocational Rehabilitation.

Unit V: Caregiver based intervention:

Models of Psychoeducation and parent training programmes.

References:

- Proctor, R.W., & Dutta, A. (1995). *Skill Acquisition and Human Performance*. SAGE Publications. New Delhi.
- Woolfe, R., Dryden, W., & Strawbridge, S. (Eds.). (2003). *Handbook of counseling psychology*. Sage.
- National Institute for the Mentally Handicapped (1990). *Vocational Training and Employment for persons with mental retardation*, Secunderabad –NIMH Publication.
- Miltenberger, R.G. (2008). *Behaviour modification: principles and procedures*.
- Murickan, J. and Georgekutty (1995). *Persons with Disabilities in Society*. Kerala Federation of the Blind, Trivandrum.

Course Name	Application of Rehabilitation Techniques
Course Code	MSCAPSYMJE406

Supervised Clinical Examination, Diagnosis and Assessment (I.Q., Personality and Neuropsychological). Case submission: 5 full length case submissions.

Group-D: Organizational Psychology	
Course Name	Industrial Relations and Welfare
Course Code	MSCAPSYMJE407
Learning outcomes:	
<ul style="list-style-type: none">• Understanding the nature of industrial relations and management of cultural diversities of workforce• Developing understanding of fundamental rights of employees and policy related issues• Understand and compare overall global HR practices	

Unit I: Industrial Relations and Industrial Disputes:

Concept of industrial relations, objectives, need for sound industrial relations; Tripartite System; Role of ILO; Indian Constitution and Labour legislation. Industrial Disputes: nature and causes, strikes and lockout, methods of settling disputes.

Unit II: Labour-management co-operation:

Meaning and goals- different degrees and forms of labour management co-operation; Workers participation in management. Workers Education: Concept & Scheme, Trade Union: Types, Objectives, Roles, Theories, structure and functioning of trade unions, Registration and Recognition of Trade Unions. Collective bargaining: importance, factors involved and methods.

Unit III: Social Security and Welfare:

Meaning of Social security; Major Social Security Provisions: Employees Provident Fund, Employees state insurance, Payment of Bonus, Gratuity. Welfare provisions under Factories Act and Maternity Benefits.

Unit IV: Recent Trends in Industrial Relations:

Issues relating diverse and cross cultural workforce; New category of Labour; Knowledge workers, workers in service sectors. Effect of globalization on working class: labour welfare. Sexual harassment at workplace. Role of Government in skill development.

Unit V: Global HR Practices:

Personnel Practices and Industrial Relations in Multi National Companies: working conditions, salary, Benefits and Pay adjustments. Corporate Social Responsibilities; Work- life balance. Impact of technology: Cloud based HRM practices, e-HRM.

References:

- Srivastava (2000). Industrial Relations and Labour Laws. New Delhi. Vikas Publishing House.
- Sinha & Sinha, Shekar (2006). Industrial Relations, Trade Unions and Labour Legislations. 1st Edition. New Delhi. Pearson Publishers.
- Mamoria (1999). Personnel Management. New Delhi. Himalayan Publishing House.
- Rao, Subba (1997). Essentials of HRM and Industrial Relations. New Delhi. Himalayan Publishing House.
- Cascio (1986). Managing Human Resources. Productivity, Quality of Worklife, Profits. Singapore.

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McGraw Hill.

- Martin, G. (2008). *Technology, outsourcing & transforming HR*. Routledge.
- Upadhyay, A. K., Khandelwal, K., & Iyengar, J. (2020). *AI Revolution in HRM: The New Scorecard*. Sage Publications Pvt. Limited.
- Monappa, Nambudiri and Selvaraj (2012) *Industrial Relations and Labour Laws 2nd Edition* Tata McGraw Hill Education Private Limited.

Course Name	Psychological Intervention in Industrial Setup
Course Code	MSCAPSYMJE408

Submission of the industry and internship visit report and lab note book containing write up of the relevant tests administered.

Any five assessments related to the following domains:

- Psychological Empowerment
 - Ethnocentrism
 - Organizational Commitment
 - Workplace discrimination
 - Work Life balance
 - Psychological Capital
 - Job satisfaction
 - Conflict Management Styles
-