THE UNIVERSITY OF BURDWAN

SYLLABUS OF TWO YEAR POSTGRADUATE PROGRAMME IN PSYCHOLOGY

Under

Curriculum and Credit Framework for Postgraduate Programme (CCFPP), as per N.E.P. 2020

w.e.f. 2026 – 2027

2- year PG Programme

Semesterwise and Coursewise Distribution of Credit & Marks under CCFPP as per NEP, 2020

SEMESTER	Course Type	Code & Level	Name of the Course	Credit	L – T - P	Marks	Marks Dist. Th. – Pr. - IA
I	Major/Core Course	**PG2 PSYC1011 (400-499)**	INDUSTRIAL & ORGANIZATIONAL PSYCHOLOGY	6	**4-0-2**	**75**	40-20-15
	Major/Core Course	**PG2 PSYC 1012 (400-499)**	COUNSELLING PSYCHOLOGY	6	**4-0-2**	**75**	40-20-15
	Major/Core Course	**PG2 PSYC 1013 (400-499)**	INTRODUCTION TO POSITIVE PSYCHOLOGY	6	**4-0-2**	**75**	40-20-15
	Major/Core Course	**PG2 PSYC 1014 (400-499)**	THEORY CONSTRUCTION AND RESEARCH DESIGN	6	**4-0-2**	**75**	40-20-15
	Minor Course	**PG2 PSYC 1021 (300-399)**	BASICS OF ADJUSTMENT AND PSYCHOTHERAPY	4	**3-0-1**	**75**	40-20-15
	Total			**28**		**375**	

II	Major/Core Course	**PG2 PSYC 2011 (400-499)**	QUALITATIVE PSYCHOLOGICAL REASERCH METHODS	6	**4-0-2**	**75**	40-20-15
	Major/Core Course	**PG2 PSYC 2012 (400-499)**	COMMUNITY PSYCHOLOGY	4	**3-0-1**	**75**	40-20-15
	Major/Core Course	**PG2 PSYC 2013 (400-499)**	ADVANCED COGNITIVE PSYCHOLOGY	4	**3-0-1**	**75**	40-20-15
	Major/Core Course	**PG2 PSYC 2014 (400-499)**	INDIAN PSYCHOLOGY	4	**3-0-1**	**75**	40-20-15
	Minor Course	**PG2 PSYC 2021 (300-399)**	INTRODUCTION TO SOCIAL PSYCHOLOGY	4	**3-0-1**	**75**	40-20-15
	Total			**22**		**375**	

Semester I

Major Course-1

Course Title: INDUSTRIAL & ORGANIZATIONAL PSYCHOLOGY

Course Code: PG2 PSYC1011

Course Objective: To develop an understanding of basic concepts, processes, theories and methods of Industrial Psychology. It further aims to deal with the human behaviour in workplace settings and apply the psychological principles to improve employee well- being, productivity and organizational effectiveness.

Course Outcome
Students will be able to- CO1: Explain the basic concepts, nature and theories of Industrial Psychology. CO2: Explain different aspects of Industrial Psychology such as selection procedure, job analysis. CO3: Evaluate different factors that affect working conditions, job satisfaction, work motivation. CO4: Explain how industrial climate, conflict affect individual productivity and factors such as accidents.

Credit: 6

Course Content

THEORY: Credit: 4 **[60 L]**

UNIT 1: UNIT 1: Introduction: Concept and brief history of Industrial Psychology, Historical antecedents of Organizational Behaviour: Scientific management & Human Relations Movement**;** Contemporary Trends and Challenges. (12L)

UNIT 2: Personnel Selection - Basis and Methods of Selection, Job Analysis - methods, measurement and uses. Personnel Evaluation: Its meaning and different methods of evaluation. (12L)

UNIT 3: Work Motivation- Concept; Theories: Early theories: Maslow, McClelland, Two factor; Contemporary theories and applications: Goal setting, Equity, Expectancy, Job Characteristics Model & Job Redesign; Job Satisfaction; Working conditions - (a) Physical (illumination, noise, colour, temperature, humidity and pollution), (b) Temporal (work schedule, shift work and rest period), (c) Psychological (boredom, fatigue and monotony) conditions at work.

(20L)

UNIT 4: Organizational Climate and its impact on work; Negative Organizational Behaviour: gender issues at workplace its influence on work life balance, sexual harassment at workplace. Industrial Conflict and its reduction, Accident- Causes and prevention. Positive Organizational Behaviour: Optimism. (16 L)

PRACTICUM: Credit: 2 **[60 H]**

1. Administration of a suitable Emotional Intelligence scale
   OR
   Administration of a Suitable Intrinsic Extrinsic Motivation questionnaire.
2. Administration of a suitable test to measure role stress.

Suggested Readings:

Aswathappa, K. (2007). *Organizational Behavior* (5th Edition). Mumbai, Himalaya Publishing House.

Blum, N. L., & Naylor, J. C.(1968). *Industrial Psychology – Its theoretical and social foundation.* Harper International Editon. Tokyo Harper & Row.

Chadha, N. K. (2007). *Organizational Behavior*. Galgotia Publishers: New Delhi.

Chatterjee, N.R.(1967). *Psychology in Industry*. New Delhi. University of Delhi.

Ghosh, P.K. & Ghorpade, M.B. *Industrial Psychology*. (Latest Edition) Himalaya Publishing Bombay.

Greenberg, J. & Baron, R. A. (2007). *Behaviour in Organizations* (9th Ed.). India: Dorling Kindersley.

Griffin, R.W. & Moorhead, G. (2009). *Organizational Behavior: Managing People & Organizations*. New Delhi: Biztantra publishers.
Harrell, T.W.(1964). *Industrial Psychology*. Indian Edition. Oxford and IBH. Calcutta.
Kumar, A. (2000). *Organizational Behaviour*. Anmol Publication.
Luthans, F. (2009).*Organizational behavior*. New Delhi: McGraw Hill.
McCormick, E.J. & Ilgen,D.(1984).*Industrial Psychology*. Prentice-Hall India Pvt. Ltd., New Delhi,.
Muchinsky, P. (2006). *Psychology applied to work: An introduction to industrial and organizational psychology*. NC: Hypergraphic Press.
Pareek, U. (2010). *Understanding organizationalbehaviour*. Oxford: Oxford University Press.
Prakash, A. (2011). Organizational behavior in India: An indigenous perspective. In G. Misra (Ed.), *Handbook of Psychology*. New Delhi: Oxford University Press.
Robbins, S. P. & Judge, T.A. (2007). *Organizational Behavior* (12th Ed). New Delhi: Prentice Hall of India.
Schultz, D. P. & Schultz, S. P. (1992). *Psychology and Industry Today – An Introduction to Industrial and Organizational Psychology*. (6th ed.) Macmillan Co. N.Y.
Singh, K. (2010). *Organizational Behavior: Texts & Cases*. India: Dorling Kindersley.
Sinha, J. B. P. (2008). *Culture and Organizational Behavior*. New Delhi: Sage.
Tiffin J., McCormick E.J.(1971). *Industrial Psychology*. Allyn and Unwin.
Woodworth, R. S. & Schlosberg, H.: *Experimental Psychology* (Latest Edition).Primlani, Oxford and MBH Publishing Co. Calcutta.

Major Course-2

Course Title: COUNSELLING PSYCHOLOGY **Course Code: PG2 PSYC1012**

Course Objective: To develop an understanding of basic principles, processes, techniques of Counselling for understanding human behaviour and promoting mental health and effective problem solving which help the students in personal as well as in their professional life.

Course Outcome-
Students will be able to- CO1: Explain the basic concept, nature, goals, skills and ethics of Counselling. CO2: Elaborate the characteristics of counsellor, steps and techniques of counselling. CO3: Explain different theories and approaches of counselling. CO4: Apply different types of counselling. CO5: Summarize different applications and contemporary trends in counselling.

Credit: 6

Course Content
THEORY: Credit: 4 **[60 L]**

UNIT 1: Introduction

a) Meaning and goals

b) Counselling as a profession: training, skills and ethics (Latest version of American Counselling Association – ACA), Status of Counselling Psychology in India.

c) The effective counsellor: Characteristics of the counsellor.

d) Counselling process (Building counselling relationships; working in a counselling relationship; closing counselling relationships) and Steps. (15L)

UNIT 2: Theories and techniques of Counselling- Psychoanalytic, Humanistic, Behavioral and Cognitive approaches. (15L)

UNIT 3: Counselling Applications

a) Child Counselling
b) Family Counselling
c) Career Counselling
d) Crisis intervention: suicide, grief, sexual abuse and others. (15L)

UNIT 4: Contemporary Trends

a) Indian approaches: Yoga and Meditation
b) Expressive techniques: Art, Music, Dance. (15L)

PRACTICUM: Credit: 2 **[60 H]**

1. a) Administration of an inventory measuring depression (BDI).
   b) Administration of an inventory measuring Anxiety (BAI).
2. Administration of a suitable Interest Inventory (Guilford- Zimmerman Interest Inventory or any other).

Suggested Readings:

Aguilera, D.C. (1998). Crisis Intervention: Theory and Methodology (8thEd.) Philadelphia: Mosby.
Belkin, G. S. (1998). Introduction to Counselling (3rd Ed.) Iowa: W. C. Brown.
Capuzzi, D. & Gross, D. R. (2007). Counselling and Psychotherapy: Theories and Interventions (4th Ed.) New Delhi. Pearson.
Corey, G. (2009) Counselling and Psychotherapy; *Theory and Practice*. (7th Ed.) New Delhi: Cengage Learning.
Friedlander, M.L. & Diamond, G.M. (2012). *Couple and Family Therapy*. In E. M. Altmaier and J.C.
Geldard, K. & Geldard, D. (2011). Counselling Children: A Practical Introduction (3rd Ed.) New Delhi: Sage.
Gibson, R. L. & Mitchell, M. H. (2012). Introduction to Counselling and Guidance (7th Ed.) New Delhi: Pearson.
Gladding, S. T. (2012). Counselling: A Comprehensive Profession. (7th Ed) New Delhi. Pearson.
Hansen, J.C. (2012). Contemporary Counselling Psychology. In E. M. Altmaier and J.C. Hansen (Eds) The Oxford Handbook of Counselling Psychology. New York: Oxford University Press.
Hansen (Eds.) The Oxford Handbook of Counselling Psychology. New York: Oxford University Press.
Kapur, M. (2011). Counselling Children with Psychological Problems. New Delhi, Pearson.
Rao, K. (2010). Psychological Interventions: From Theory to Practice. In G. Misra (Ed): Psychology in India. Volume 3: Clinical and Health Psychology. New Delhi. ICSSR/ Pearson
Rao, S.N. & Sahajpal, P. (2013) Counselling and Guidance. New Delhi: Tata McGraw Hill.
Seligman, L. & Reichenberg ,L.W.(2010). Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills. 3rd Ed. Indian reprint: Pearson.
Sharf, R. S. (2012). Theories of Psychotherapy &Counselling: Concepts and Cases (5th Ed). Brooks/ Cole Cengage Learning.
Udupa, K. N. (1985). Stress and its Management by Yoga. Delhi: Motilal Banarsidas.

Major Course-3

Course Title: INTRODUCTION TO POSITIVE PSYCHOLOGY **Course Code: PG2 PSYC1013**

Course Objective: To introduce the basic concepts of the growing approach of positive psychology and understand its applications in various domains for improving happiness, well-being, resilience and personal growth.

Course Outcome
Students will be able to- CO1: Explain the concept, nature of Positive Psychology, Eastern and Western perspectives of Positive Psychology. CO2: Explain the factors of holistic health, wellbeing and human virtues and strengths. CO3: Discuss various concepts and process of positive emotional states. CO4: Summarize different concepts of positive cognitive states and processes. CO5: Apply different theories of positive psychology in different domains.

Credit: 6

Course Content
THEORY: Credit: 4 **[60 L]**

UNIT 1: Introduction: Concept; Perspectives of Positive Psychology: Western and Eastern; Character, Strengths and Virtues; Concept of holistic health and wellbeing. (14L)
UNIT 2: Positive Emotional States and Processes: Happiness and Well being, Positive Affect and Positive Emotions, Emotional Intelligence, Resilience. (16L)
UNIT 3: Cognitive-Affective States and Processes: Self-efficacy, Optimism, Hope, Gratitude, Wisdom, Flow, Meditation, Mindfulness. (14L)
UNIT 4: Theories and Applications: Work, Education, Ageing, Health. (16L)

PRACTICUM: Credit: 2 **[60 H]**
1. Administration of any suitable test to assess the well-being of an adult individual.

2. Administration of a suitable test to measure Resilience.

Suggested Readings:

Baumgardner, S.R. & Crothers M.K. (2010). *Positive psychology*. Upper Saddle River, N.J.: Prentice Hall.

Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*.UK: Routledge. Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University Press.

Seligman, M.E.P. (2002). *Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfilment*. New York: Free Press/Simon and Schuster.

Snyder, C.R., & Lopez, S. J. (2007). *Positive psychology: The scientific and practical explorations of human strengths*. Thousand Oaks, Sage, CA.

Snyder, C. R., & Lopez, S. (Eds.). (2002). *Handbook of Positive Psychology*. New York: Oxford University Press, New York.

Major Course-4

Course Title: THEORY CONSTRUCTION AND RESEARCH DESIGN

Course Code: PG2 PSYC1014

Course Objective: To develop an understanding of basic concepts of theory construction and advanced concepts of research design. Learning different statistical computation techniques along with a basic understanding of the statistical package will help the learner in future research. It will help to develop an understanding of writing a report.

Course Outcome
Students will be able to- CO1: Explain the basic concept of theory construction. CO2: Develop an understanding of research design and sampling. CO3: Learn to write a report to analyse quantitative data CO4: Compute and interpret different correlation and regression and analysis of variance. CO5: Understand the basic uses of SPSS.

Credit: 6

Course Content

THEORY: Credit: 4 **[60 L]**

UNIT 1: Theory construction and Advanced Research design in Psychology. (10L)

UNIT 2: Research Design (i). Advanced Research design & sampling design (ii) Sample size estimation. (17L)

UNIT 3: Statistical Techniques – Computation and Interpretation: Correlation & Regression, ANOVA - Two-way & Factorial design; Non-parametric statistics. (18L)

UNIT 4: APA format of report writing for analysis of quantitative data. Basic uses of SPSS (15L)

PRACTICUM: Credit: 2 **[60 H]**

1. Computation of Correlation & Regression,

2. Computation of ANOVA

3. Basic uses of SPSS.

Suggested Readings:

Anastasi, A. & Urbina S. (1996). Psychological Testing, Pearson, First Edition.

Broota, K. D. (2017). Experimental Design in Behavioural Research, Delhi.

Kothari, C. R. (1990). Research Methodology Methods and Techniques. Wishwa Prakashan Calcutta, Second edition.

McGuigan, F. J. (1990). Experimental Psychology: A Methodological Approach, Prentice Hall.

Mohsin, S. M. (1984). Research methods in Behavioural Sciences, Orient longman, Calcutta. (Latest edition).

Singh, A. K. (1988). Tests, Measurements and Research Methods In Behavioural Sciences. Tata McGraw Hill, New Delhi.

Minor Course-1

Course Title: BASICS OF ADJUSTMENT AND PSYCHOPATHOLOGY

Course Code: PG2 PSYC1021

Course Objective: Aims to provide an understanding of human adjustment process and the factors influencing mental health and behaviour. It introduces the concept of normal and abnormal behaviour along with the causes and clinical features of some psychological disorders.

Course Outcome
Students will be able to- CO 1: Explain the the underlying theoretical constructs of mental health, mental hygiene and adjustment. CO2: Learn about the concept and determinants of normal and abnormal behaviour. CO3: Identify the clinical features of some psychological disorders (schizophrenia, mood- Major Depressive and Dysthymic disorders and anxiety- Generalized Anxiety Disorders and Phobia). CO4: Explain the underlying psycho-social and socio-cultural perspectives of Schizophrenia and mood disorders. CO5: Describe the underlying psycho-social causes of some anxiety disorders such as Generalized Anxiety Disorders and Phobia.

Credit: 4

Course Content

THEORY: Credit: 3 **[45 L]**

UNIT 1: Introduction: Concept of adjustment; Mental Health; Mental Hygiene; Criteria and factors of adjustment. Frustration and Conflict. Generalized principles of adjustive behaviour; Task oriented and defence oriented reaction patterns. (10L)

UNIT 2: Introduction: Concept of abnormality: Criteria of normality. Determinants of Abnormal Behaviour: a) Biological; b) Psychological (Also to mention: Concept of Neuroticism, Psychoticism); c) Socio-Cultural. (9L)

UNIT 3: Acquaintance with DSM 5. Clinical features and Psycho-social and Socio-cultural causes of: I) Schizophrenia – Paranoid; Disorganized; Catatonic; Undifferentiated and Residual Type. II) Mood Disorders – Major Depressive and Dysthymic disorders. (Follow current DSM) (14L)

Unit 4: Clinical features and Psycho-social causes of: Anxiety Disorders – Generalized Anxiety Disorder; Phobia. (Follow current DSM) (12L)

PRACTICUM: Credit: 1 **[30 H]**

1. Administration of a suitable test to measure Anxiety level of the subject.
2. Administration of Beck's Depression Inventory.

Suggested Readings:

Atwater, E.W.: Psychology of Adjustment. Prentice Hall New Jersey, 1983.

Bennett, P. (2006). Abnormal and Clinical Psychology: An introductory textbook. New York: Open University Press.

Brewer, K. (2001). Clinical Psychology. Oxford: Heinemann Educational Publishers.

Carson, R. C., Butcher, J. N., Mineka, S. & Hooley, J. M. (2008). Abnormal Psychology. New Delhi: Pearson.

Comer, R. J. (2010). Abnormal Psychology. New York, NY: Worth.9th edition.

David Barlow H. & Durand V. Mark, 7th Edition, e-book (2013) *Abnormal Psychology*: Cengage Learning India Edition.

Fiest, G. A.: Theories of Personality, (Latest Edition).

Holt, Reinhart & Winston. Goldberger, I. & Breznitz, S.: Handbook of Stress: *Theoretical and Clinical Aspect*. The Free Press Collier MacMillan Publishers. London, 1986.

Hogan, R.: Personality Theory, Prentice Hall, New Jersey, 1976.

Kaplan and Sadock's Synopsis of Psychiatry. Behavioural Sciences/ Clinical Psychiatry. Benjamin James Sadock and Virginia Alcott Sadock, Walters Kluwer/Lippincott Williams and Wilkins, 2007.

Kearney, C. A. & Trull, T. J. (2012). Abnormal Psychology and Life: A dimensional approach. New Delhi: Cengage learning.

Kring, A. M., Johnson, S. L., Gerald C., & Neale, D. J. M. (2015). *Abnormal Psychology*. 13th edition.

Marks, D.F., Murray, M., Evans, B. & Willig, C.: Health Psychology: Theory, Research and Applications (Latest Edition) New Delhi: Sage Publication, 2000.

Misra, G. (Ed.): Psychological Perspectives on Stress and Health, New Delhi, Concept, 1999.

Whitman, R. D.: Adjustment: The Development and Organization of Behaviour. Oxford University Press, N.Y. 1980.

Windy, D.: Counselling in Action. N. Y.: Sage Publication,1988.

Semester 2

Major Course-1

Course Title: QUALITATIVE PSYCHOLOGICAL RESEARCH METHODS

Course Code: PG2 PSYC2011

Course Objective: To develop an understanding of basic concepts, processes, skills, techniques of qualitative research methods.

Course Outcome
Students will be able to- CO1: Explain the basic concepts and historical perspectives of Qualitative research methods. CO2: Develop an understanding of ethical issues, trustworthiness and related considerations. CO3: Explain different aspects of qualitative field based and document-based research methods and analysis. CO4: Learn to generate data in qualitative research. CO5: Learn the technique of writing qualitative research. CO6: Evaluate the emerging methodologies in qualitative research.

Credit: 6

Course Content

THEORY: Credit: 4 **[60 L]**

UNIT 1: UNIT 1: Historical perspective in Qualitative Research; Nature of reality - subject-object relationship; Ethical issues & considerations. Focus Group Discussion, Use of Secondary Data.

(12L)

UNIT 2: Characteristics of qualitative research; Sampling; Trustworthiness and Credibility issues.

(12L)

UNIT 3: Methods: Field based Methods: Interview and Observation techniques, Grounded theory, Ethnography, Action research; Text and document-based methods and analysis: Life history, Case Study, Psycho-biographies, Psycho-historical method; Conversation/Discourse analysis, Thematic analysis. Data generation in Qualitative Research (Coding Techniques) (20L)

UNIT 4: Writing in Qualitative Research - Practice of interpretation, evaluation and representation. Emerging methodologies: Feminist methodology, Postmodernism, Existential Phenomenology.

(16L)

PRACTICUM: Credit: 2 **[60 H]**

1. Practical on Focus Group Discussion.
   Or,
   Transcribing an Interview and Coding.
2. Writing in Qualitative Research – Practice of interpretation, evaluation and representation.
   Or,
   Conducting a Qualitative Interview/ thematic analysis of an Interview.

Suggested Readings:

Bryman, A. (2004). Quantity and Quality in Social Research. Routledge.
Charmaz, K. (1995a). Between positivism and postmodernism: Implications for methods. *Studies in Symbolic Interaction*, 17, 43-72.
Creswell, J.W (1998). *Qualitative enquiry and research design*. N.D. Sage.
Lichtman, M. (2014). *Qualitative research for the social sciences.* Sage.
Mason, J. (2000). *Qualitative researching*. Sage.
Neuman, W. L. (2006). *Social Research Methods: Qualitative and Quantitative Approaches (6Ed.)* Boston: Pearson Education.
Richards, L. &Morse, J. M. (2013). *Qualitative methods*. Sage.
Silverman, D (2018), *Doing Qualitative Research* (5th Ed). Sage Publications.
Strauss, A., & Corbin, J. (1990). Basics of qualitative research: Grounded theory procedures and techniques. Newbury Park, CA: Sage.
Strauss, A. (1987). Qualitative analysis for social scientists. Cambridge, UK: Cambridge University Press.
Willig, C. (2001). Introducing qualitative research in psychology: Adventures in theory and method. Philadelphia: Open University Press.
Wolcott, H.F. (1994). Transforming qualitative data. Sage.

Major Course-2

Course Title: COMMUNITY PSYCHOLOGY **Course Code: PG2 PSYC2012**

Course Objective: To understand the principles of community psychology, learn the link between individuals and communities and promote individual and community well-being through support, prevention, empowerment and community participation.

Course Outcome
Students will be able to- CO1: Develop the understanding of the link between individual and community, types and models of community. CO2: Understand the concept of Community Psychology. CO3: Understand the core values of Community Psychology that affect individual and community, social justice and empowerment. CO4: Learn the concepts to deal with social issues more effectively with people's participation. CO5: Evaluate the concept and importance of health promotion. CO6: Explain different community programmes for individuals with different life situations/ stages. CO7: Summarize the case studies in Indian context. CO8: Explain different intervention techniques.

Credit: 4

Course Content
THEORY: Credit: 4 **[45 L]**

UNIT 1: Introduction: Definition of Community Psychology; Types and models of community. (10 L)
UNIT 2: Core values: Individual and family wellness; sense of community; respect for human diversity; social justice; empowerment and citizen participation. (12L)
UNIT 3: Health promotion: process of community organization for health promotion; importance of health promotion. Community programme for: child, maternal health, physically, mentally challenged person and elderly in the Indian context. (13L)
UNIT 4: Interventions: community development and empowerment; Case studies in Indian context.

(10 L)

PRACTICUM: Credit: 1 **[30 H]**

1. Administer any suitable test to measure the Family Environment.
2. Formulation of an intervention programme for a given case.
   Or,
   Conducting a survey on a topic of choice

Suggested Readings:

APA Handbook of Community Psychology by Meg A. Bond, PhD, Irma Serrano-García, PhD, and Christopher B. Keys, PhD and Marybeth Shinn, PhD (Associate Editor). Part of the APA Handbooks in Psychology Series and APA Reference Books Collection

Banerjee, A., Banerji, R., Duflo, E., Glenneske, R., & Khenani, S. (2006). Can Information Campaign start local participation and improve outcomes? A study of primary education in Uttar Pradesh, India, World Bank Policy Research, Working Paper No.3967

Fetterman, D.M., Kaftarian, S.J. &Wandersman, A (Eds.)(1996) *Empowerment Evaluation*. New Delhi: Sage Publication.

Kloos B. Hill, J. Thomas, Wandersman A, Elias M.J. & Dalton J.H. (2012). *Community Psychology: Linking Individuals and Communities*, Wadsworth Cengage Learning.

McKenzie, J. F., Pinger, R. R., & Kotecki, J. E. (2005). *An Introduction to Community Health*. United States: Jones and Bartlett Publishers.

Misra, G. (Ed).(2010). *Psychology in India*. Indian Council of Social Science Research. Dorling Kindersley (India) Pvt Ltd. Pearson Education.

Poland, B. D., Green, L.W. & Rootman, I. (2000). *Setting for Health Promotion: Linking Theory and Practice*. Sage Publication, New Delhi.

Major Course-3

Course Title: ADVANCED COGNITIVE PROCESSES **Course Code: PG2 PSYC2013**

Course Objective: To develop an advanced understanding of human cognitive functions such as perception, attention, memory, problem-solving, decision making and thinking along with their underlying psychological and neural mechanisms.

Course Outcome
Students will be able to- CO1: Explain the methods and backgrounds of cognitive psychology. CO2: Develop an understanding on the different perspectives of cognition such as meta cognition,

consciousness, embodied cognition, attention, information-processing and memory.
CO3: Learn about advanced cognitive perspectives on emotion and motivation.
CO4: Apply the knowledge of cognitive psychology in different areas such as Artificial Intelligence, Social and Clinical Psychology.

Credit: 4

Course Content
THEORY: Credit: 3 **[45 L]**

UNIT 1: Methods of studying Cognitive Psychology – Historical background. Perspectives on Cognition – (a) Embodied Cognition, (b) Meta-cognition Module (c) Consciousness (11L)

UNIT 2: (a) Attention- Contemporary models of attention; (b) Information Processing - Theory of Signal Detectability. Parallel Distributed Processing Model. (c) Memory Processes and relevant theories; Episodic Memory: Aging and Memory (d) Decision Making: Models; Complex, Uncertain Decision Making. (12L)

UNIT 3: Advanced Cognitive perspectives on emotion and motivation. (10L)

UNIT 4: Applications of Cognitive Psychology in different areas: (a) Social Psychology (b) Clinical Psychology (c) Artificial Intelligence (12L)

PRACTICUM: Credit: 1 **[30 H]**

1. Determination of the Executive functioning skill of the subject using any *two* suitable tests/ techniques.

Suggested Readings:

Baron, R. & Misra. G. (2013). *Psychology*. New Delhi: Pearson.
Best, J. B. (1998, 5th Edition). Cognitive Psychology. John Wiley & Sons. ISBN-13: 978-0470002322ISBN-10: 0470002328
Ciccarelli, S. K., & Meyer, G. E. (2010). *Psychology: South Asian Edition*. New Delhi: Pearson Education.
Galloti, K. M. (2016). Cognitive Psychology. In and Out of the Laboratory (5th Edition). Sage Publication, 2016.
Kothurkar, V.V. &Vanarase, S.D.: Experimental Psychology, Wiley Eastern, New Delhi, 1985.
McGuigan, F.J.: Experimental Psychology: A Methodological Approach, Prentice-Hall,1990. Tata McGraw Hill, New Delhi, 1988.
Melvin, H. M.M., & William, A. H. (1979). Systems and Theories in Psychology. McGraw-Hill Higher Education.
Munn, N. L., Fernald, L. D., & Fernald, P. S. (2007). Introduction to Psychology (5th Edition). A.I.T.B.S Publishers India.
Plotnik, R. &Kouyoumdjian, H.(2014). Introduction to Psychology (10th Edition). A Cengage Learning.
Santrock, J.W. Psychology Essentials (Second Edition), McGraw Hill Higher Education
Snodgrass, J.G., Levy-Berger, G. And Haydon, M.: Human Experimental Psychology. Oxford University Press, N.Y., 1985.
Solso, R. L., Maclin, H., & Maclin, M. K. (2008). Cognitive Psychology (8th Edition). Pearson Publishing House.
Solso, R. L. (2006). Cognitive Psychology (6th Edition). Pearson Publishing House, 2006
1999.
Woodworth, R.S. & Schlosberg, H.: Experimental Psychology (Latest Edition) Primlani, Oxford

and MBH Publishing Co. Calcutta.
Zimbardo, P. G. & Weber, A. L. Psychology, Harper Collins College Publishers. New York, 1997.

Major Course-4

Course Title: INDIAN PSYCHOLOGY **Course Code: PG2 PSYC2014**

Course Objective: To develop an understanding of basic concepts, theories developed in the Indian philosophical tradition and importance of studying Indian Psychology. The course aims to develop an understanding of human consciousness, personality, behaviour and well-being from the Indian perspective. It also seeks to explore the practical application of Indian psychological principles in mental health and holistic living.

Course Outcome
Students will be able to- CO1: Explain the basic concept and importance of studying Indian psychology. CO2: Explore different approaches to Indian philosophical tradition. CO3: Develop an understanding of Indian approaches to cognition, self, consciousness, personality and psychological disorders. CO4: Evaluate the significance of meditation and yoga in India.

Credit: 4

Course Content
THEORY: Credit: 3 **[45 L]**

UNIT 1: Need for studying Indian Psychology. Alternate concepts of mind in Indian Philosophies: Vedanta, Samkhya, Nyaya, Buddhism. (14L)

UNIT 2: Indian Approach to a) Cognition; b) Self and Consciousness (12L)
UNIT 3: Indian Approaches to a) moral behaviour (b) psychological disorders. (11L)
UNIT 4: Concept and Significance of yoga and meditation in India. (8L)

PRACTICUM: Credit: 1 **[30 H]**

1. Administration of a suitable questionnaire to assess Triguna.
2. Assessment of Value-Conflict in Indian perspective.

Suggested Readings:

Cornellisen, M., Misra, G., Varma, S. (2014). Foundations and Applications of Indian Psychology. Pearson.

Farias, M., Brazier, D. &Lalljee, M. (2019). The Oxford Handbook of Meditation. OUP.

Hiriyanna, M. (1932/ 2014). Motilal Banarasidass.

Paranjape, A.C. & Rao, K. R. (2012). Psychology in the Indian Tradition. Springer.

Rao, K. R., Paranjape, A.C., Dalal, A. · 2008 · — Handbook of Indian Psychology. New Delhi, India: Cambridge University Press.

Sinha, J. (1934/2000). Indian Psychology (3 Vols.): Vol.I Cognition; Vol.II Emotion and Will; Vol.III

Epistemology of Perception. Routledge.

Sinha, J. (1956/ 2016) Indian Philosophy (3 Vols.). Motilal Banarasidass. Paranjape, A. C. (2002). Self and Identity in Modern Psychology and Indian Thought. NY: Kluwer.

Veereshwar, P. (2002). *Indian systems of psychotherapy*. Delhi: Kalpaz.

Minor Course-1

Course Title: INTRODUCTION TO SOCIAL PSYCHOLOGY
Course Code: PG2 PSYC2021
Course Objective: To understand the basics of social behaviour, interpersonal relationships, group behaviour, attitudes and to understand the relation between individual and the social world.

Course Outcome
Students will be able to- CO1: Learn the basic concepts, scope and history of Social Psychology with special reference to India. CO2: Learn about individual level (person perception, attitude formation) and interpersonal level (interpersonal attraction, prosocial behaviour and aggression) processes. CO3: Explain the key aspects of group. CO4: Understand the basic concepts of leadership.

Credit: 4

Course Content
THEORY: Credit: 3 **[45 L]**

UNIT 1: Introduction:
Brief history of Social Psychology (special emphasis on India), Scope of Social Psychology, levels of social behaviour, approaches towards understanding social behaviour. (10L)

UNIT 2: Group behaviour:
Key aspects of groups (Structure, Function and Types of Groups), cooperation and conflict, Concept of leadership: characteristics and function of leader. (11L)

UNIT 3: Individual level processes:
Person perception: attribution-theories, biases and errors; Attitude: formation, change and resistance to change. (12L)
UNIT 4: Interpersonal processes:
Interpersonal attraction; Pro-social behaviour; Aggression (12L)

PRACTICUM: Credit: 1 **[30 H]**
1. Determination of ethnic prejudice using Bogardus Social Distance Scale.
2. Determination of the level of Aggression using a suitable test.

Suggested Readings:

Baron, R.A., Byrne, D. & Bhardwaj. G (2010).Social Psychology. (12th Ed).New Delhi: Pearson.
Chadha, N.K. (2012). *Social Psychology*. MacMillan: New Delhi
Myers, D.G. (2008). *Social psychology*. New Delhi: Tata McGraw-Hill.

Further Redings:

Ara, S.*Uchhotoro Somaj Monobiggan*.
Islam, A.*Somaj Monobiggan* .Azizia book depot.
Sengupta, P. *Somaj Monobiggan*.