



चौधरी चौ० चरण सिंह विश्वविद्यालय, मेरठ।
CHAUDHARY CHARAN SINGH UNIVERSITY, MEERUT

National Education Policy-2020
Syllabi for Fourth and Fifth years of Higher education (PG)
(Faculty of Arts)

Titles of the Courses in MA I (Psychology)

Year	Sem.	Marks Internal Exam+ (Assignment/Quiz+ Attendance) + External Exam	Core Compulsory/ Elective/ Value added	Paper Title	Theory/ Practical	Credits
4	VII	20+(5+5= 10) +70 = 100	Core Compulsory	Psychology as a Science	Theory	04
4	VII	20+(5+5= 10) +70 = 100	Core Compulsory	Learning, Motivation, and Emotion	Theory	04
4	VII	20+(5+5= 10) +70 = 100	Core Compulsory	Psychology of Individual Differences	Theory	04
4	VII	20+(5+5= 10) +70 = 100	Core Compulsory	Biopsychology	Theory	04
4	VII	30=70= 100	Practical	Any 4 Practical (at least one practical from each paper)	Practical	04
4	VII	Internal Assessment (Qualifying)	Research Project	Review based Research Roposal after Pilot Work / Intenship Proposal (Proposal related to industrial training)/Survey)	Research Project	04
4	VII	30 +70 = 100	Minor Paper	Value Education and Life Skills (Minor Elective paper from other subjects)	Minor Paper	04

Core Compulsory Courses: These are the main (major) courses of the subject that every student has to study who has taken admission in PG (First and Second Year). Usually, all courses in the first semester are compulsory courses.

Core Elective Courses: These are full major courses in the subject. There will be many such elective courses in the syllabus, taught over 2/3/4 Semesters. The colleges will run these courses in their colleges according to their resources/ specialization of teachers and students will opt for them according to their choice.

Minor Electives: Some of the above courses, or any other such course developed by BoS, can be taken as Minor electives by the students of other Faculty, for multi-disciplinarily. Student has to complete at least one minor course in the Ist Year (Two Semsters)

Value-added course: Some of the above courses, or any other such course developed by BoS, can be taken as Value Added courses (Minimum 2 Credits/ 30 Hours) by the students of other Faculty/Subjects, for value addition.

MA Psychology

The program outcomes:

PO 1: Students understand and analyze the various theories of Psychology.

PO 2: Students know and analyze the recent research in different areas of Psychology.

PO 3: Students can carry out tests and experiments on different topics of Psychology.

PO 4: Students understand, analyze, and synthesize the theories and research regarding different topics of Psychology.

PO 5: Students can carry out tests and design and conduct experiments on different topics of Psychology.

PO 6: Students can apply the basic principles learned in this program in areas of their choice for the welfare of society and self.

PO 7: Students aspire to further their knowledge by joining research programs in Psychology.

Syllabus for MA Psychology Semester- 1

Paper-1

Programme/Class: M.A.	Year: Four	Semester: Seventh
Subject: Psychology		
Course Code:	Course Title: Psychology as a science	Theory/ Practical
Course outcomes: After completing the course students should be able: <ol style="list-style-type: none"> 1. To appreciate and understand the nature of Psychology as a science 2. To understand the methods of research in Psychology 3. To understand the essential concepts and techniques of statistics, which enable the collection and analysis of data 4. To apply these concepts and statistical techniques to data sets in Psychology 		
Credits: 4		Core Compulsory
Max. Marks (Internal + External): 30+70		Min. Passing Marks: 30% Separately (Aggregate= 36%)
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-4		
Un it	Topics	No. of Lectures (hours) Total 60
I	Introduction to Psychology <ul style="list-style-type: none"> • Aims and assumptions of science shared by Psychology • Brief history and current status of Psychology, Problems of Psychology as a Science • Sampling techniques: Probability and Non-Probability Sampling 	10 hours
II	Research Methods <ul style="list-style-type: none"> • Meaning and Nature of Research • Types of Research: Correlational, Observational • Experimental Research (Problem, Hypothesis and Variables) • Quantitative, Qualitative, and mixed methods research in Psychology 	10 hours
III	Research Design <ul style="list-style-type: none"> • Meaning and significance of research design • Types of research design: Between group, within group and quasi-experimental design • Ethical issues in psychological research • Writing research report in APA-7 style 	10 hours
IV	Summarizing, and presenting data <ul style="list-style-type: none"> • Tabulation of data, Frequency distributions • Measures of Central Tendency (Mean, Median, Mode) • Measures of Variability (Range, Average deviation, Quartile deviation, Standard deviation, Probable error) • Graphical presentation (Pie charts, Bar diagrams, Histograms, Frequency polygons, Line graphs, Box plots) 	10 hours
V	Normal Probability Distribution <ul style="list-style-type: none"> • Properties of Normal Probability Curve • Applications of NPC • Divergence from normality and its assessment through various techniques 	10 hours
V	Correlation <ul style="list-style-type: none"> • Types of correlation • Product moment correlation • Spearman Rank Difference 	10 hours
Teaching Learning Process: Class discussions/ demonstrations, Power point presentations, Class activities/ assignments, Field visits., Internship, etc.		
Suggested Readings: <ul style="list-style-type: none"> • Agresti, A. (2017). Statistical methods for the Social Sciences.(5th edition). USA: Pearson. • Gazzaniga, M.& Grison, S. (2018). Psychology in your life.(3rd edition). USA: W.W. Norton. • Howell, D.C. (2017). Fundamental statistics for the behavioural sciences (9th edition). USA: Cengage • Myers, D.G. and DeWall, C. N. (2017). Psychology (12th edition). USA: Worth. • Utts, J.M. (2015). Seeing through statistics (4th edition). USA: Cengage. 		
This course can be opted as an elective/ value added course by the students of following subjects: Open for all		
Suggested Continuous Evaluation Methods: Quizzes/class tests, posters, assignments, presentations,		
Suggested Continuous Assessment Methods:		
Assignment/Seminar: (5 Marks); Written Test (20 Marks); Attendance (5 Marks)		
Course prerequisites: Graduation in any discipline and basic knowledge of computer.		
Suggested equivalent online courses: NA		

Note: Students will learn and practice all statistical techniques on datasets using calculators and/or statistical packages as appropriate.

**Syllabus for MA Psychology
Semester- 1**

Paper-2

Programme/Class: M.A.	Year: Four	Semester: Seventh
Subject: Psychology		
Course Code:	Course Title: Learning, motivation, and emotion	(Theory/Practical)
Course outcomes: After completing this course the student will be able to: <ul style="list-style-type: none"> • Understand an in-depth understanding of three primary psychological processes – learning, motivation, and emotions • Know the skills in managing data and disseminating research in ways consistent with research ethics • Know the theories and assessment techniques related to learning, motivation and emotions. • Have a broad understanding and awareness of the importance of findings in learning, motivation, and emotions in human life and functioning 		
Credits: 4		Core Compulsory
Max. Marks (Internal + External): 30+70		Min. Passing Marks: 30% Separately (Aggregate= 36%)
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-4.		
Unit	Topics	No. of Lectures (hours) Total 60
I	Learning <ul style="list-style-type: none"> • Nature of learning, Differences from maturation, adaptation, habituation • Classical conditioning • Operant conditioning • Avoidance learning 	10 hours
II	Learning <ul style="list-style-type: none"> • Observational learning • Cognitive theories of learning • Biological limits to learning 	10 hours
III	Motivation <ul style="list-style-type: none"> • Nature and types of motivation • Brain Areas involved in Motivation and Emotion • Biological motives 	10 hours
IV	Motivation <ul style="list-style-type: none"> • Extrinsic motivation and internalization • Psychological motives – autonomy, competence, relatedness • Implicit motives – achievement, affiliation, power 	10 hours
V	Emotions <ul style="list-style-type: none"> • Nature of emotions • Types of emotions – Basic emotions, self-conscious emotions, cognitively complex emotions • Expression of emotions • Theories of emotion 	10 hours
VI	Emotions 2 <ul style="list-style-type: none"> • Measurement of emotions • Biological aspects of emotions • Cognitive aspects of emotions • Control and management of emotions 	10 hours
Teaching Learning Process: Class discussions/ demonstrations, Powerpoint presentations, Class activities/ assignments, Field visits., Internship, etc.		
Suggested Readings: <ul style="list-style-type: none"> • Gazzaniga, M.& Grison, S. (2018). Psychology in your life.(3rd edition). USA: W.W. Norton. • Myers, D.G. &DeWall, C. N. (2017). Psychology (12th edition). USA: Worth. • Olson, M.H. &Hergenhahn, B.R. (2013). An introduction to the theories of learning (9th Edition). USA: Pearson • Reeve, J. (2017).Understanding Motivation and Emotion.(7th edition).USA: Wiley 		
This course can be opted as an elective/ value added course by the students of following subjects: Open for all		
Suggested Continuous Evaluation Methods: Quizzes/class tests, posters, assignments, presentations,		
Suggested Continuous Assessment Methods: Assignment/Seminar: (5 Marks); Written Test (20 Marks); Attendance (5 Marks)		
Course prerequisites: Graduation in any discipline.		
Suggested equivalent online courses: NA		

Syllabus for MA Psychology Semester- 1

Paper-3

Programme/Class: M.A.	Year: Four	Semester: Seventh
Subject: Psychology		
Course Code:	Course Title: The Psychology of individual differences	(Theory/Practical)
Course outcomes: Students who finish this course will gain: <ul style="list-style-type: none"> • an in-depth understanding of current research and methodology in the psychology of individuals • skills in managing data and disseminating research in ways consistent with professional practice in the field of individual differences and the normal principles of research ethics • a broad understanding and awareness of the application of findings in the psychology of individual differences to other areas of human life particularly education health and work • Familiarization with key Psychological theories, ,methods of assessing individual differences and the practical application of these concepts in various fields. 		
Credits: 4		Core Compulsory
Max. Marks (Internal + External): 30+70		Min. Passing Marks: 30% Separately (Aggregate= 36%)
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-4.		
Unit	Topics	No. of Lectures (hours) Total 60
I	Individual differences <ul style="list-style-type: none"> • A brief history of the study of individual differences • Nature and sources of individual differences • Approaches and methods in the study of individual differences 	10 hours
II	Individual differences <ul style="list-style-type: none"> • Causes of Individual differences: Genetic vs. Environmental • Implications of Individual Differences for Education, Health, and Work 	10 hours
III	Personality <ul style="list-style-type: none"> • Personality and its measures • Traits and their classification • The concept of self in different traditions • Psychoanalytic view of personality 	10 hours
IV	Personality <ul style="list-style-type: none"> • Developmental change and stability of personality • Biological bases of Personality • Sociocultural differences in Personality 	10 hours
V	Intellectual differences <ul style="list-style-type: none"> • Intelligence and different ways of thinking about it • Development of Intellect: Piaget and Vygotsky • Theories of Intelligence: Spearman, Thurstone, Vernon, Guilford, Cattell, Gardner, Das 	10 hours
VI	Intelligence testing <ul style="list-style-type: none"> • History of Intelligence Testing • Current concepts and measures of intelligence 	10 hours
Teaching Learning Process: Class discussions/ demonstrations, Powerpoint presentations, Class activities/ assignments, Field visits., Internship, etc.		
Suggested Readings: <ul style="list-style-type: none"> • Ashton, M.C. (2017). Individual Differences and Personality (3rd Edition).Academic Press. • Gazzaniga, M & Grison, S. (2018). Psychology in your life.(3rd edition). USA: W.W. Norton. • Myers, D.G. &DeWall, C. N. (2017). Psychology (12th edition). USA: Worth. • Schultz, D.P. &Schultz, S.E. (2016).Theories of Personality. (11th edition).Cengage Learning. • Shiraev, E. (2016). Personality Theories: A Global View. USA: Sage 		
This course can be opted as an elective/ value added course by the students of following subjects: Open for all		
Suggested Continuous Evaluation Methods: Quizzes/class tests, posters, assignments, presentations,		
Suggested Continuous Assessment Methods:		
Assignment/Seminar: (5 Marks); Written Test (20 Marks); Attendance (5 Marks)		
Course prerequisites:Graduation in any discipline		
Suggested equivalent online courses: NA		

**Syllabus for MA Psychology
Semester- 1**

Paper-4

Programme/Class: M.A.	Year: Four	Semester: Seventh
Subject: Psychology		
Course Code:	Course Title: Biopsychology	(Theory/Practical)
Course outcomes: After completing this course, the student will be able to <ul style="list-style-type: none"> • Understand the nature, methods, and ethical issues of research in biopsychology • Understand the structure and functioning of the nervous system • Know the methods of assessing nervous system • Analyze the extent and limits of the relationship between biological systems and behavior 		
Credits: 4		Core Compulsory
Max. Marks (Internal + External): 30+70		Min. Passing Marks: 30% Separately (Aggregate= 36%)
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-4.		
Unit	Topics	No. of Lectures (hours) Total 60
I	Introduction <ul style="list-style-type: none"> • Nature and scope of biopsychology • Biological methods of study • Behavioral methods of study • Controversies and Recent advances • Ethical issues in research in biopsychology 	10 hours
II	The Nervous system <ul style="list-style-type: none"> • Neurons and Supporting Cells • Neural Conduction and Synaptic Transmission • Classifications of the nervous system on the basis of structure and functioning 	10 hours
III	Central Nervous System <ul style="list-style-type: none"> • Brain - Structure and functions • Spinal Cord - Structure and functions • Evolution and development of the brain • Damage to the brain and its effects on behavior 	10 hours
IV	The Visual system <ul style="list-style-type: none"> • Light enters the eye and reaches the retina • Retina and translation of light into neural signals • Retina to Primary Visual cortex 	10 hours
V	Biological Mechanisms of Perception: <ul style="list-style-type: none"> • Hearing, Touch, Smell, Taste • Auditory system • Somatosensory system • Chemical senses 	10 hours
VI	The motor system <ul style="list-style-type: none"> • Principles of sensory-motor function • Sensory motor association cortex • Effectors: Muscles and Glands 	10 hours
Teaching Learning Process: Class discussions/ demonstrations, Powerpoint presentations, Class activities/ assignments, Field visits., Internship, etc.		
Suggested Readings: <ul style="list-style-type: none"> • Gazzaniga, M & Grison, S. (2018). Psychology in your life.(3rd edition). USA: W.W. Norton. • Goldstein, E.B. & Brockmole, J.R. (2016).Sensation and Perception (10thedition). USA: Cengage. • Kalat, J.W. (2018). Biological Psychology (13thedition). USA: Cengage Learning • Pinel, J.P.J. & Barnes, S. (2017). Biopsychology (10th edition). USA: Pearson. 		
This course can be opted as an elective/ value added course by the students of following subjects: Open for all		
Suggested Continuous Evaluation Methods: Quizzes/class tests, posters, assignments, presentations,		
Suggested Continuous Assessment Methods:		
Assignment/Seminar: (5 Marks); Written Test (20 Marks); Attendance (5 Marks)		
Course prerequisites: Graduation in any discipline.		
Suggested equivalent online courses: NA		

Syllabus for MA Psychology
Semester- 1
MINOR COURSE
(Open to the students of other subjects)

Subject: Psychology		
Course Title: Value Education and Life Skills		
Course outcomes: After completing this course, students will be:		
<ol style="list-style-type: none"> 1. Getting awareness of the value of education and life skills 2. Knowing guiding principles that lead to desirable positive behavior patterns. 3. Learning and analyzing need of values in education and life 4. Understanding and use different life skills and values for a happy and healthy life. 		
Credits: 4		Minor Course
Max. Marks (Internal + External): 30+70		Min. Passing Marks: 30% Separately (Aggregate= 36%)
Unit	Topics	No. of Lectures (hours) Total 4
I	Value Education Value Education and its need Core values Moral development Formation of character and positive personality	10 hours
II	Values Personal values: Honesty and responsibility. Social values: Equality, Justice, Liberty, and national pride. Political values: Democracy, social welfare, civic sense, and responsibility. Economic values: Ownership of property, contributing to the common goods and sustainable living	10hours
III	Skills for Self-Management Self-Awareness: Self-esteem, Self Image, Self Analysis and Techniques for enhancing Self Awareness Emotional Wellbeing: Meaning of emotions, expressing emotions, coping with negative emotions, Cultivating positive emotions	10 hours
IV	Social skills Empathy: Meaning and techniques to enhance empathy Interpersonal Skills: Determinants, Maintaining, sustaining, and ending a relationship, and conflict resolution	10 hours
V	Creative thinking, and decision making Creative thinking: Strategies for enhancing Creative thinking in individuals and groups. Decision making: Process, Barriers, Techniques, Decision making in a group	10 hours
VI	Goal Setting and Action Planning Basics of goal setting Smart Goals Time management Action planning and accomplishment	10 hours
Teaching Learning Process: Class discussions/ demonstrations, Power point presentations, Class activities/ assignments, Field visits., Internship, etc.		
Suggested Readings:		
<ul style="list-style-type: none"> • Zinn, J.K. (2016). Mindfulness for Beginners: Reclaiming the Present Moment--and Your Life (Paperback). Sounds True Publications • Rani, R. and Singh, A. (2015). Life skills education in tertiary institutions - need of the hour. Zenith International Journal of Multidisciplinary Research, 5 (2). • Santrock, J.W. (2014). Adolescents (15th edition). McGraw-hill Education. • Baumgardner, S. R., & Crothers, M. K. (2009). Positive psychology. Prentice Hall/Pearson Education. • Pushpanathan Thiruvengadam, P. (2013). Value education for college students. conference: International conference on significance and development of value education in teacher education. • Cohen, P. & Cohen, J. (2013). Life values and adolescents' mental health. Lawrence Erlbaum Associates. Psychology Press. • Shmshuddin, S., Reddy, V.D. & Rao, D.B. (2007). Values and Academic Achievement. Discovery Publishing House, New • DelhiSchwartz, S. H. and his colleagues(2014). Basic Personal Values Underlie and Give Coherence to Political Values: A Cross-National Study in 15 countries. Political Behavior volume 36, 899-930. 		
This course can be opted as an elective/ value added course by the students of following subjects: Open for all		
Suggested Continuous Evaluation Methods: class tests/quizzes, posters, assignments, presentations.		
Course prerequisites: To study this course, a student must be the regular student of PG in any subject		
Suggested equivalent online courses: NA		
Further Suggestions: NA		

- 8) Distortion in Memory
- 9) Sustained Attention
- 10) Verbal Comprehension Test (Token Test)
- 11) MBTI
- 12) Five Factor Inventory /16 PF
- 13) Test For Problem Solving (Tower Of Landon)
- 14) Vedic Types and Triguna

Note: Besides the above, the teacher can design other relevant practicum.

Semester -3

Paper- 1: Health Psychology

Objective: To gain familiarity with Meaning of Health in Socio Cultural Context, Stress and Coping Behaviour, Behavioural Health, Resources Promoting and Maintaining Mental Health, Behaviour and Chronic Diseases, future of health psychology.

- Unit -1: Meaning of Health in Socio Cultural Context: Nature, Scope and Development, Psychosomatic Medicine, Behavioural Medicine, Behavioural Health; Models of Health
- Unit -2: Stress and Coping Behaviour : Models and sources of stress. Technique of coping, stress management.
- Unit -3: Behavioural Health: Preventing Smoking, Health Consequences of Tobacco use, Interventions to Reduce Smoking; Preventing Alcohol and Other Drug, Effects of Alcohol, Drug Misuse, Abuse and Treatment
- Unit -4: Resources of Promoting and Maintaining Mental Health: Biological, Socio Cultural, Economical and Spiritual
- Unit -5: Behaviour and Chronic Diseases: Identifying Behavioural Factors in Cardio Vascular Diseases, Cancer, Diabetes, HIV and Aids
- Unit -6: Future Prospects of Health Psychology

10 Hours per Unit,

Total : 60

Books:

- 1) Aboud, F.E. (1998). Health Psychology in Global Perspective. Thousand Oaks, C.A. Sage.
- 2) Brannon, L. & Feist J. (2000). Health Psychology,. U.S.A. Brooks/Cole.
- 3) Bishop, G.D. (1994). Health Psychology: Integrating Mind and Body. Boston: Allyn & Bacon
- 4) Brcome, A.K. & Llewellyn, S. (1995). Health Psychology London: Chapman & Hall
- 5) Friedman, D.N. (1989). Health Psychology. New York: Prentice- Hall
- 6) Sarafino, E.P. (1994). Health Psychology: Bio- Psychosocial Interactions. New York : Wiley.
- 7) Taylor, S. (1986). Health Psychology. New York : Random House.

Paper- 2: Guidance and Counselling

Objective: This course is prepared with the view to gain the knowledge about :

1. Fundamentals of guidance and counselling.
2. Methods of assessing the personality.
3. Characteristics and purposes of various types of counselling.
4. Importance of counselling in real life.

Unit -1: Guidance and Counselling: Meaning, Nature, Characteristics and Basic Principles, Aims and Importance

Unit -2: Methods of Assessment: Intelligence, Achievement, Aptitude, personality and Interest; Case Study, Autobiography, Home visits and Interview

Unit -3: Characteristics of Counselee and Counsellor: Counsellor as Professional Functionary, Counselling Process and Skills, Ethical issues in Counselling

Unit -4: Guidance Services in Schools and Clinical Settings: Importance, Scope and Problems; Family, Marital and Health Counselling

Unit -5: The Future and Status of Counselling with special reference to India .

12 Hours per Unit,

Total :60

Books:

- 1) Harold, L. (1996). Counselling: The Professional Counsellor
 - 2) Corey, G. (2001). Theory and Practice of Counselling and Psychotherapy. Pacific Grove, California, Brooks/Cole
 - 3) Belking, G S : Introduction to Counselling W.G.Brown Publishing
 - 4) Nelson ,J : The theory and practice of counselling Psychology ; New York Holt
- 5) Windy ,D: Counselling in Action sage Publication

Paper- 3: Psychopathology

Objective: To get the students acquainted with the nature of psychological disorders, classification of psychological disorders, Indian Perspectives on Sufferings and various psychological approaches to management.

Unit-1: Classification Systems & Models: Overview of latest versions of Diagnostic and Statistical Manual (DSM); International Classification of Diseases (ICD 10); Biological, Psychodynamic, Behavioral and Cognitive Models of psychopathology

Unit-2: Organic and Psychotic Disorders: Dementia; Schizophrenia (Disorganized, Paranoid and Catatonic Type) and Mood Disorders (Mania and Depression), Delusional Disorder

Unit-3: Neurotic, Stress-related and Somatoform disorders: Phobia, Panic Disorder, Generalized Anxiety Disorder, Obsessive-Compulsive Disorder; Post-traumatic Stress Disorder; Suicide , Conversion Disorder, Dissociative Amnesia, Dissociative Convulsions, Trance and Possession Disorder.

Unit-4: Substance Related Disorders: Alcohol Dependence, Short-term Effects of Cannabis

Unit-5: Mental Retardation and Specific Developmental Disorders of Scholastic Skills:

Course- III SCHOOLS OF PSYCHOLOGY

Unit -I.

Introduction: Systems in Psychology-Meaning and types, Basic issues in Psychology. Reappearance of associationism.

Unit -II.

Structuralism: Wilhelm Wundt (1832-1910) contribution of Wundt as an experimentalist. Evaluation of Wundt's contribution Warzburg School. Titchener's structuralism. Criticism of structuralism.

Unit-III.

Functionalism: William James And other American pioneer functionalists – G.S. Hall and J.M. Cattell. John Dewey, Angell, Harvey Carr, Columbia functional Psychology -Thorndike, J. M. Cattell and R. S. Woodworth.

Unit-IV.

Modern associationism: Association of stimulus-response: Ebbinghaus, Pavlov, Bakhterev and Thorndike.

Unit-V.

Behaviourism: Watsonian Behaviorism as a system, secondary feature, experimental functionalism. Criticism of Watson's behaviourism. Edwin R. Guthrie, Hull, Skinner, Tolman and Bandura.

Gastalt Psychology: Introduction only.

Books Recommended

Singh, Arun Kumar (2010) The History and systems of Psychology, Motilal Banarsi Das, Varanasi.

Marx and Hillix (2002) 'Systems and theories in Psychology' Tata McGraw-Hill Publishing Co. Ltd. New Delhi.

Handwritten notes:
Kumar
2008
23/11/2011

Handwritten notes:
Singh
Kumar

Handwritten notes:
Kumar
23/11/2011

Handwritten signature:
Singh

Mental Retardation, Specific Reading Disorder, Specific Disorder of Arithmetical Skills

Unit-6: Therapeutic Approaches : Psychotherapy and Behaviour Therapy . Prevention
Indian perspective on Health, illness and healing.

Total: 60

10 Hours Per Unit

Books:

- 1) Richard R. Bootzin
- 2) Joan Ross Acolta
- 3) Lauren B. Alloy
- 4) J.C. Coleman

Paper- 4: Indian Psychology

Objective: To gain familiarity with Indian psychological concepts, the core and context of Indian psychology, trends of research and Ontological and Epistemological premises of Indian psychology

Unit -1: The Core and Context of Indian Psychology: Definition of Indian Psychology, Brief Historical Background, The Changing perception of Indian Psychology, The Disciplinary Contours, Distinguishing features of Indian Psychology

Unit -2: Trends of Research: Indigenisation, Indigenous and Indian

Unit -3: Indian Concepts and Perspectives: Indian Psychological thoughts- Vedant, Sankhya, Yoga, Jainism and Buddhism, Integral Psychology of Shri Aurbindo as an emerging system

Unit -4: Ontological and Epistemological Premises of Indian Psychology: Nishkarn Karma, Anasakti Yoga of Bhagwat Gita, Kundalini Yoga

Unit -5: Development of Specific Concepts: Jiva, Chit and Chatinya, Triguna, Manas/Chitta, Antahkarna, Ahamkara, Purushartha, Santosh, Swadhyay, Krodha, Karma, Gyan, Vigyan and Vivek.

12 Hours per Unit,

Total : 60

Books:

- 1) Rao, K.R. , Paranjpe, A.C. & Dalal, A.K. (2008). Handbook of Indian Psychology; Foundation, Books Delhi : Cambridge University Press.
- 2) J.N.Sinha : Indian Psychology , New Delhi: Motilal Banarsi Das
- 3) Paranjpe, A.C.(1998). Self and identity in modern psychology and Indian thought. New york : Springer.
- 4) Kuppaswami, B. (1985). Elements of Indian psychology. New Delhi: Vikas.
- 5) Ramkrishnan, K.R. & Marwaha S.B. (Ed) Toward a spiritual psychology. New Delhi :Samwad.
- 6) Rao, R.(1962). Development of psychological thought in India. Mysore: Kaivalya
- 7) Dalal Ajit K. and Misra Gmshwar (2010). Psychology and developing societies; Sage publications New Delhi