

M.A. PSYCHOLOGY

Two-Year Full-Time Programme

Revised Rules, Regulations and Syllabi

With effect from 2023-24



**DEPARTMENT OF PSYCHOLOGY
DOON UNIVERSITY
DEHRADUN, UTTARAKHAND-248001**

Rules and Regulations of the Course

The Course:

The Department of Psychology, which begins in 2018 with a mission to impart quality, and scientific education through basic and applied research, is steadily surging ahead as an eminent center of excellence in the field of psychology. The department aims to achieve and endorse excellence in the field of psychology. An unique feature of Academic Programme offered by the department is state-of-the-art knowledge in psychology effectively implemented with the right blend of theoretical knowledge, analytical/ practical skills, industrial/ organisational training, communication, management, entrepreneurship motivation and training. The department has started career oriented programme.

Objectives:

1. To develop a new body of knowledge and skills, and make it available for those seeking challenging careers in the new era of liberalization and globalization
2. To provide training to students in latest information and skills pertaining to psychology.
3. To shape up smart and competent professionals who would excel theoretical knowledge and practical skills by ongoing modules.
4. To prepare a new blend of competent psychologists having awareness of recent trends in the field of psychology.
5. The objective of the course will fulfil the social relevance of the subject.

Structure of the M.A. (Psychology) Program:

M.A. (Psychology) is a two year (Four Semester) career Oriented Program. The program has specialization in Clinical and Counselling Psychology, Industrial and Organisational Psychology, Sports and Exercise Psychology and Yoga and Indian Psychology. The University follows a semester system. One academic year will have two semesters; the first semester starts in July and the second semester in January. Each course is for the duration of one semester and it is a specific number of credits in terms of contact hours. The number of credits to be assigned to a course is determined by the school. It is mandatory to complete a minimum number of credits for a particular programme. This modified syllabus

will be implemented from commencing academic session i.e. 2021-2022 onwards.

Eligibility

A graduate from any discipline having 50% marks is eligible for admission to the course. The admission to M.A. (Psychology) course will be done through entrance examination.

Course Work:

The course work, which includes core courses and elective courses, is designed to give advanced knowledge in specialized areas relevant to the programmes. The emphasis will be on overall development of communication and research skills in students. To bring out the full potential of students, teaching is done through lectures, practical, fieldwork, internship, seminars, assignments, which are linked to a course having a number of credits with prescribed contact hours. Tutorials and group discussions will provide close interaction between student and teacher.

- The minimum and maximum course credit load in a semester for each of the academic programmes in the University shall be prescribed by the Academic Council.
- The student failing in a course shall have to repeat the course.
- In the first semester, all the papers will be compulsory and from second semester, two papers will be core papers and student will have to opt two more papers from A, B, C, or D group, as specialization paper. In specialization papers, it is mandatory that there should be at least five (5) students in particular specialization. The practical will be compulsory. The option of running of groups will depend upon number of students and availability of faculties.

Class Attendance:

- The minimum class attendance required for appearing in the Semester examination shall be 75% of the total classes held in the course. The Vice Chancellor may condone the shortage of attendance to the extent of 5% on the recommendation of advisor and the Dean concerned under conditions prescribed by the Academic Council for the purpose.

- Student failing short of attendance in a course shall fail in the course irrespective of the marks obtained at the end of the Semester.

Conduct of Semester Examination:

The students shall be continuously evaluated in the courses through the following examinations:

- (a) **MID-TERM EXAMINATION** with the weightage of 30 marks (Theory).
- (b) **SEMESTER FINAL EXAMINATION** with a final weightage of 50 marks (Theory) and 20 marks internal.

Practical marks out of 100 will be distributed as (30 marks written+ 10 marks Record Book+ 20 marks viva voce+ 40 internal assessment*). *in which two practical will be conducted during mid-term exams.

- (c) **Internal Assessment of 20 Marks** will be distributed by the course teachers based on class performances, class assignments, class tests, presentations, seminars and viva.

- (d) **The evaluation of Dissertation** will be done by external examiner out of 80 marks + 20 marks will be for internal assessment.

- (e) In each semester there will be five papers of 100 marks in each. Thus total maximum marks will be 500 in each semester.

- (f) Students missing the **MID-TERM EXAMINATION** of any course for reasons like serious illness(to be certified by an authorized Medical Practitioner), demise of a parent, one's own marriage, or any other reason considered valid by Academic Council may be allowed a **Make-up Examination** by the Vice Chancellor to be taken during the last week of the Semester **just before the commencement of FINAL SEMESTER EXAMINATION**. Such an examination shall cover the course of the subject(s) completed upto Final Semester Examination.

ASSESSMENT/EVALUATION OF ACADEMIC PERFORMANCE

A student performance is measured by the number of Credits that he/she completed satisfactorily. A minimum number of Credits and Grade Points are required to be obtained for the student to continue in the programme. The performance of students will be assessed at the end of each Semester and Semester Grade Points(SGPA) awarded. After completing both the Semesters the Cumulative Grade Point Average(CGPA) will be calculated. The details for evaluation and minimum credit requirement of Masters' Programmes are given below.

Evaluation and Grade Point Requirements for Masters Program

(i) The grading of student performance shall be done on a 10 point grading scale.

(ii) The instructor(s) shall examine evaluate the performance of the students in each course in a manner as prescribed by awarding the marks.

The total marks obtained in a course at the end of semester out of 100 shall be converted into grades.

Academic Performance	Grade	Points	Marks obtained
Outstanding	A+	10	90-100
Excellent	A	9	80- less than 90
Very Good	B+	8	70 – less than 80
Good	B	7	60- less than 70
Fair	C	6	50- less than 60
Pass	D	5	40- less than 50
Poor	E	3	30- less than 40
Fail	F	1	Less than 30 or attendance below 75

Syllabi of M.A. (Psychology) 2021-22 onwards

Semester-1

1. Introduction to Psychology (Core)
2. Biological Basis of Behaviour (Core)
3. Psychopathology (Core)
4. Research methodology (Core)
5. Cognitive Psychology- I (Core)
6. Practical (Core)

Semester-2

1. Experimental Design and Statistics (Core)
2. Cognitive Psychology- II (Core)

(Group A)

1. Clinical Psychology
2. Health Psychology

(Group B)

1. Industrial Psychology and Organisational Behaviour
2. Human Resource Management

(Group C)

1. Basic Foundations of Sports Psychology

2. Clinical Sports Psychology

(Group D)

1. Introduction to Yoga Psychology
2. Physiological and Ethical Aspects of Yoga Practicals

Semester-3

1. Social Psychology (Core)
2. Personality: Theories and Assessment (Core)

(Group A)

1. Counselling Psychology
2. Behaviour Modification

(Group B)

1. Industrial Relations
2. Organisational Development and Change

(Group C)

1. Applied Social Psychology in Sports
2. Psychology of Training and Skill Acquisition

(Group D)

1. Psychological and Spiritual Aspects of Yoga
2. Philosophical and Historical Foundations of Indian Psychology

Field Studies

Internship

Semester-4

1. Applied Psychometry (Core)
2. Psychotherapies (Core)

(Group A)

1. Cognitive Behavioural Therapy
2. Clinical Case studies

(Group B)

1. Training and Development in Organisations
2. Contemporary Challenges in HRM

(Group C)

1. Exercise Psychology
2. Counselling Skills for Sports Psychologists.

(Group D)

1. Spiritual Psychology
2. The self and the structure of the personality

Dissertation

Semester I

Code	paper	Credit	External		Internal	Max. Marks	Hours
			Mid term	End Term			
PSY-101	Introduction to Psychology	5	30	50	20	100	5
PSY-102	Biological Basis of Behaviour	5	30	50	20	100	5
PSY-103	Psychopathology	5	30	50	20	100	5
PSY-104	Research methodology	5	30	50	20	100	5
PSY-105	Cognitive Psychology -I	5	30	50	20	100	5
PSY-106	Practical	5	30	50	20	100	3
Total maximum credits & marks		30				600	

Semester II

Group	Code	Paper	Credit	External		Internal	Max. Marks	Hours
				Mid term	End Term			
Core	PSY-201	Experimental Design and Statistics	5	30	50	20	100	5
	PSY-202	Cognitive Psychology -II	5	30	50	20	100	5
Group A	PSY-203 A	Clinical Psychology	5	30	50	20	100	5
	PSY-204A	Health Psychology	5	30	50	20	100	5
Group B	PSY-205 B	Industrial Psychology and Organisational Behaviour	5	30	50	20	100	5
	PSY-206 B	Human Resource Management	5	30	50	20	100	5
Group C	PSY-207 C	Basic Foundations of Sports Psychology	5	30	50	20	100	5
	PSY-208 C	Clinical Sports Psychology	5	30	50	20	100	5
Group D	PSY-209 D	Introduction to Yoga Psychology	5	30	50	20	100	5
	PSY-210 D	Physiological and Ethical Aspects of Yoga	5	30	50	20	100	5
Core	PSY-211	Practical	5	-	60	40	100	5
Total maximum credits & marks		25					500	

Semester III

Group	Code	Paper	Credit	External		Internal	Max. Marks	Hours
				Mid term	End Term			
Core	PSY-301	Social Psychology (Core)	5	30	50	20	100	5
	PSY-302	Personality: Theories and Assessment (Core)	5	30	50	20	100	5
Group A	PSY-303 A	Counselling Psychology	5	30	50	20	100	5
	PSY-304 A	Behaviour Modification	5	30	50	20	100	5
Group B	PSY-305 B	Industrial Relations	5	30	50	20	100	5
	PSY-306 B	Organisational Development and Change	5	30	50	20	100	5
Group C	PSY-307 C	Applied Social Psychology in Sports	5	30	50	20	100	5
	PSY-308 C	Psychology of Training and Skill Acquisition	5	30	50	20	100	5
Group D	PSY-309 D	Psychological and Spiritual Aspects of Yoga	5	30	50	20	100	5
	PSY-310 D	Philosophical and Historical Foundations of Indian Psychology	5	30	50	20	100	5
Core	PSY-311 A	Field studies	3	-	50	10	100	5
	PSY-311 B	Internship	2	-	30	10		
Total maximum credits & marks			25				500	

Semester IV

Group	Code	Paper	Credit	External		Internal	Max. Marks	Hours
				Mid term	End Term			
Core	PSY-401	Applied Psychometry	5	30	50	20	100	5
	PSY-402	Psychotherapies	5	30	50	20	100	5
Group A	PSY-403 A	Cognitive Behavioural Therapy	5	30	50	20	100	5
	PSY-404 A	Clinical Case studies	5	30	50	20	100	5
Group B	PSY-405 B	Training and Development in Organizations	5	30	50	20	100	5
	PSY-406 B	Contemporary Challenges in HRM	5	30	50	20	100	5
Group C	PSY-407 C	Exercise Psychology	5	30	50	20	100	5
	PSY-408 C	Counselling Skills for Sports Psychologists	5	30	50	20	100	5
Group D	PSY-409 D	Spiritual Psychology	5	30	50	20	100	5
	PSY-410 D	The self and the structure of the personality	5	30	50	20	100	5
Core	PSY-411	Dissertation	5	-	60	40	100	5
Total maximum credits & marks			25				500	

	Credits	Marks
Semester I	30	600
Semester II	25	500
Semester III	25	500
Semester IV	25	500
Total	105	2100

Learning Outcomes

1. Program Specific Outcomes

PO1. Communicate basic and advanced psychology concepts, research designs, counselling skills, psychotherapies effectively and professionally.

PO2. Applied psychology theories and application of these concepts to enhance the specific skills to solve day to day problems of clients while working in counseling settings.

PO3. Identify, analyse, and synthesize scholarly literature related to the field of psychology.

PO4: Development of research aptitude among students

PO5: Understand the regional psychological problems of Uttarakhand like effect of migration, natural calamities and religious beliefs

PO5: Application of psychological interventions in real life situation

2. Course Specific Outcomes

Course code	Title	Course Outcome (After completing the course, the students will be able to)
Semester I		
PSY-101	Introduction to Psychology	<p>CO1. Understand the basic principles, methodology and fields of Psychology.</p> <p>CO2. Understand various perspective of psychology- Structuralism, Functionalism, Behaviourism, Psychoanalytic, Gestalt, Humanism, Cognitive, Evolutionary</p> <p>CO3. Increasing knowledge on well-being, Mindfulness, Gratitude, Resilience, Forgiveness and Mind-body connection and applying day to day life.</p> <p>CO4. Analyse the nature and understanding of eastern psychology, Indian Approach of Bhagavad Gita, Buddhism, Sufism and implementation in everyday life.</p>

		<p>CO5. Applications of yoga and its impact on our attitudes, thinking and behavior. Philosophy of Patanjali on mind and its nature, functions and states</p>
PSY-102	Biological Basis of Behaviour	<p>CO1: understanding of human nervous system and its parts and function. CO2: learning about various parts of brain and its functioning CO3: application of seeing living brain by advanced neuroimaging techniques CO4: understanding about hormonal influence on body and endocrine communication CO5: increased critical understanding about nature and nurture controversy. Impact of genes for shaping human life.</p>
PSY-103	Psychopathology	<p>CO1: Basic understanding about psychopathology through DSM 5 and ICD 11 CO2: In depth knowledge about various disorders under mood and anxiety disorders CO3: Conceptual understanding of major clinical disorders like schizophrenia and other psychotic disorders CO4: Understanding of somatoform disorders and personality disorders CO5: understanding of sexual dysfunctions and paraphilias</p>
PSY-104	Research methodology	<p>CO1: understanding of research and its basic concepts including ethical issues CO2: discussion on various steps in psychological research. Identification of research problem and formulation of various types of hypothesis CO3: knowledge about various variables and sampling method CO4: applications of quantitative and qualitative research methods CO5: understanding of various experimental designs</p>
PSY-105	Cognitive Psychology -I	<p>CO1: emergence of cognitive psychology and its research methods and areas CO2: understanding of various approaches of perception CO3: understanding of concepts related to perception like subliminal perception, pattern recognition and extra sensory perception CO4: applications of learning theories in various aspects of life and in psychotherapies CO5: understanding of the process of memory and forgetting & including various theories of memory and forgetting</p>
PSY-106	Practical	<p>CO1. Define and apply the scientific method to psychology. CO2. Know the research methods used in psychology and apply their knowledge in the assessment of various psychological Phenomena (i.e. Learning, Memory, Perception)</p>

		<p>CO3. Demonstrate knowledge of the major theoretical approaches and findings in psychology.</p> <p>CO4. Demonstrate the experimental aspects of Memory and Perception.</p>
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Course code	Title	Course Outcome (After completing the course, the students will be able to)
Semester II		
PSY-201	Experimental Design and Statistics	<p>CO1: better understanding about experimental Research Design</p> <p>CO2: application of repeated measures design and quasi experimental design</p> <p>CO3: understanding of frequency distribution, measures of variability and correlation</p> <p>CO4: application of various hypothesis-testing methods. Understanding of Type 1 and type 2 errors</p> <p>CO5: understanding of nonparametric tests including Chi square test, median test.</p>
PSY-202	Cognitive Psychology -II	<p>CO1: understanding of theoretical perspective on thought processes, concept formations and types of reasoning</p> <p>CO2: understanding of components and theories of language, metacognition and problem solving approaches</p> <p>CO3: exploration of various Intelligence theories and creativity</p> <p>CO4: understanding of various theories of motivation including biological and social motives</p> <p>CO5: understanding of various emotions theories</p>
PSY-203 A	Clinical Psychology	<p>CO1: discussion on characteristics of clinical psychology, professional activities and training in clinical psychology</p> <p>CO2: understanding of various perspective of clinical psychology</p> <p>CO3: application of clinical interview, hands on practice in counselling setting</p> <p>CO4: hands on practice in clinical assessment and report writing</p> <p>CO5: application of various model of health intervention in the field of clinical psychology</p>
PSY-204A	Health Psychology	<p>CO1: discussion on various health belief system and various approaches of health psychology</p> <p>CO2: understanding of issues related to eating, obesity and alcohol</p> <p>CO3: understanding of biological and psychosocial issues related to tobacco and</p>

		<p>smoking. Discussion on cancer, hypertension, diabetes, coronary heart disease and HIV AIDS</p> <p>CO4: application of various stress management techniques: problem focused and emotion focused</p> <p>CO5: understanding of immunization, screening and treatment adherence with various Health Promotion approaches</p>
PSY-205 B	Industrial Psychology and Organisational Behaviour	<p>CO1: discussion on history, meaning, nature and areas of Industrial Psychology</p> <p>CO2: application of various techniques related to accidents, safety and fatigue</p> <p>CO3: understanding of organisational psychology, its scope and research methods</p> <p>CO4: understanding of various communication models, networks and interpersonal Communications.</p> <p>CO5: applications of the principles for decision making</p>
PSY-206 B	Human Resource Management	<p>CO1: discussion on Human Resource Management and its nature, scope and history</p> <p>CO2: understanding of Human Resource Planning and recruitment processes</p> <p>CO3: application of stress and coping strategies at workplace by using problem focused and emotion focused techniques</p> <p>CO4: use of personal training and management development through various methods and approaches</p> <p>CO5: discussion on performance appraisal and career development</p>
PSY-207 C	Basic Foundations of Sports Psychology	<p>CO1: discussion on history of sports psychology and its scope in current scenario</p> <p>CO2: understanding the role of performance in Sports</p> <p>CO3: discussion on various perspectives related to motivation in sports</p> <p>CO4: development of understanding related to personality, youth sport and team processes</p> <p>CO5: understanding of trait theories of personality in the context of sport. Application of social learning theory to sport</p>
PSY-208 C	Clinical Sports Psychology	<p>CO1: understanding of clinical sports psychology and its assessment and classification</p> <p>CO2: discussion on anxiety and aggression in sports by understanding various theories of aggression</p>

		<p>CO3: practical application of stress and coping strategies in sports.</p> <p>CO4: practical application of various meditation for managing stress</p> <p>CO5: management of injuries during sports activities and issues related to women mental health</p>
PSY-209 D	Introduction to Yoga Psychology	<p>CO1: discussion on origin of various yogic practices and its history and yogic traditions</p> <p>CO2: application of yogic science in modern context.</p> <p>CO3: understanding of various yoga schools in contemporary context</p> <p>CO4: discussion on Patanjali Yog Sutra and its relevance in modern context</p> <p>CO5: exploration of research-based evidences on yoga and meditation</p>
PSY-210 D	Physiological and Ethical Aspects of Yoga	<p>CO1: understanding of asana and meditation and its psycho-physiological mechanism</p> <p>CO2: applications of various Pranayam and its psycho physiological mechanisms</p> <p>CO3: understanding of advanced level yoga asanas and Pranayama for specific needs</p> <p>CO4: practice of ethical aspects of yoga like ahimsa, astey, aparigraha, brahmachary</p> <p>CO5: understanding of various niyamas practices for transcendencea</p>
PSY-211	Practical	<p>CO1. Define and apply the scientific method to psychology.</p> <p>CO2. Know the research methods used in psychology and apply their knowledge in the assessment of various psychological Phenomena (i.e. Learning, Memory, Perception)</p> <p>CO3. Demonstrate knowledge of the major theoretical approaches and findings in psychology.</p> <p>CO4. Demonstrate the experimental aspects of Memory and Perception.</p>

Course code	Title	Course Outcome (After completing the course, the students will be able to)
Semester III		
PSY-301	Social Psychology (Core)	<p>CO1: understand the nature, origin and development of social psychology with the help of research methods in social psychology</p> <p>CO2: discussion on social perception and attribution theories including traditional theoretical perspective of social psychology</p> <p>CO3: understanding the psychology behind attitude and social change, compliance and peer pressure</p>

		<p>CO4: understand the group dynamics, leadership style with the help of various theories</p> <p>CO5: application of applied social psychology by understanding socialization, acculturation, poverty, gender issues and social violence</p>
PSY-302	Personality: Theories and Assessment (Core)	<p>CO1: understand the Dynamics of personality, traits and temperament with the help of various Western and Indian approaches.</p> <p>CO2: discussion on Sigmund Freud's psychoanalytic theory and comparison with psychodynamic theories</p> <p>CO3: understand humanistic theories including allport theory of personality, need theory of Murray, Rogers and Maslow theories</p> <p>CO4: discussion on trait and field theories of personality</p> <p>CO5: application of personality assessment, psychometric methods and projective methods</p>
PSY-303 A	Counselling Psychology	<p>CO1: understand nature, roles and characteristics of counselling psychology</p> <p>CO2: learn values and attitude of counsellor and counselling micro skills</p> <p>CO3: hands on practice for stages in counselling process</p> <p>CO4: understand counselling in Indian context, legal issue, licensing and certification as a counsellor</p> <p>CO5: apply various counselling skills for various types of counselling like marriage counselling, family counselling, STI counselling</p>
PSY-304 A	Behaviour Modification	<p>CO1: understand basic concepts of a modification and relaxation techniques</p> <p>CO2: application of reinforcement technique for behaviour modification</p> <p>CO3: use of extinction, generalization and discrimination for managing behaviour</p> <p>CO4: understand the process of chaining, punishment and avoidance conditioning</p> <p>CO5: understand behavioral medicine for mental disorders including anxiety and depression</p>
PSY-305 B	Industrial Relations	<p>CO1: understand concept, scope and objective of Industrial Relations</p> <p>CO2: discussion on the concept of industrial unions and function of trade unions including code of conduct</p> <p>CO3: understand collective bargaining and its objectives</p>

		<p>CO4: understand industrial disputes including Strike, Lockout and demonstration</p> <p>CO5: discussion on industrial democracy, workers participation and grievance handling</p>
PSY-306 B	Organisational Development and Change	<p>CO1: understand organisational change, analysis the environment.</p> <p>CO2: discussion on types of change in organisation</p> <p>CO3: application of steps assembling, setting up of change teams, removing roadblocks</p> <p>CO4: use of new technology in the field of human resources</p> <p>CO5: understand organisational development and its evolution. Indian experiences of organisational development in public and private Enterprises</p>
PSY-307 C	Applied Social Psychology in Sports	<p>CO1: understand the importance of applied social psychology in sports and multidimensional model of coach leadership</p> <p>CO2: discussion on group dynamics and motivational climate in the context of cost leadership</p> <p>CO3: application of social and cognitive processes in sports</p> <p>CO4: learn about social support and its influences on athletes</p> <p>CO5: apply emotion theories in sports activities</p>
PSY-308 C	Psychology of Training and Skill Acquisition	<p>CO1: understand training for competition by the theory of self efficacy and attention training for competition</p> <p>CO2: understand the social factors responsible for sports performance</p> <p>CO3: discussion on skill acquisition and abilities</p> <p>CO4: application of of improved concentration is kills in team</p> <p>CO5: development of skills for sport psychologist including arousal Regulation and goal setting</p>
PSY-309 D	Psychological and Spiritual Aspects of Yoga	<p>CO1: understand dharna and dhyana bye various meditation techniques</p> <p>CO2: application of yogic activities for enhancing mental health</p> <p>CO3: discussion on the transformation with the help of kriya yoga</p> <p>CO4: application of yogic transformation bi regression technique.</p> <p>CO5: application of yoga for improving cognition, memory, learning and creativity</p>

PSY-310 D	Philosophical and Historical Foundations of Indian Psychology	<p>CO1: understand the nature of Indian philosophy with the historical background</p> <p>CO2: discussion on Buddhist psychology and its essential components including mindfulness meditation</p> <p>CO3: understand the psychological concepts in Bhagavad Gita</p> <p>CO4: application of Sri Aurobindo's concept of consciousness</p> <p>CO5: critical evaluation of Indian psychology and its future challenges</p>
PSY-311 A	Field studies	<p>CO1: understand real problems in the field</p> <p>CO2: discussion on various challenges in field study</p> <p>CO3: application of psychological theories for psychological assessment in the field</p> <p>CO4: critical evaluation of data gathered through field study</p>
PSY-311 B	Internship	<p>CO1: understand the psychological assessment and intervention under senior psychologist or psychiatrist</p> <p>CO2: discussion on the challenges in real situations</p> <p>CO3: application of psychological interventions during the internship</p> <p>CO4: supervision during the the Internship by senior for experienced psychologist</p>

Course code	Title	Course Outcome (After completing the course, the students will be able to)
Semester IV		
PSY-401	Applied Psychometry	<p>CO1: understand psychological measurement and it's nature endoscope</p> <p>CO2: learn the process of test construction and item analysis</p> <p>CO3: use of reliability and validity in test construction</p> <p>CO4: application of norms and the process of standardization</p> <p>CO5: understand psychological scaling method</p>
PSY-402	Psychotherapies	<p>CO1: understand the meaning, Nature and scope of psychotherapies</p> <p>CO2: discussion on psychoanalytic therapies including Adlerian and transactional analysis</p> <p>CO3: application of of humanistic therapies like client centred therapy, existential therapy and Gestalt therapy</p>

		<p>CO4: use of behaviour therapy and its techniques</p> <p>CO5: application of cognitive behavioral therapy, REBT, yoga and meditation</p>
PSY-403 A	Cognitive Behavioural Therapy	<p>CO1: understand the basic principles of cooperative therapy and misconceptions about it</p> <p>CO2: identification of negative automatic thoughts, underlying assumptions and Rules and core believes</p> <p>CO3: application of case conceptualization and cognitive behavioral techniques, assignments and role play</p> <p>CO4: application of CBT for managing stress, anxiety, depression, anger and rage</p> <p>CO5: application of CBT for traumatic injuries, chronic pain and forgiveness</p>
PSY-404 A	Clinical Case studies	<p>CO1: understanding various panic disorders</p> <p>CO2: discussion on major depressive disorder, bipolar disorder, somatic disorder and anxiety disorder</p> <p>CO3: understand alcohol abuse disorder and sexual dysfunction</p> <p>CO4: discussion on schizophrenia and various personality disorders</p> <p>CO5: application of various therapies to manage psychological disorders</p>
PSY-405 B	Training and Development in Organizations	<p>CO1: understand training and development in organisation</p> <p>CO2: discussion on training need identification</p> <p>CO3: understand how to conduct training programs and planning and budgeting</p> <p>CO4: application of audio visual in computer-based learning and training</p> <p>CO5: understand evaluation of training program</p>
PSY-406 B	Contemporary Challenges in HRM	<p>CO1: understand contemporary challenges in Human Resource Management</p> <p>CO2: discussion on managing diversity in organisation</p> <p>CO3: understand corporate social responsibility</p> <p>CO4: use of competency mapping in Human Resource Management</p> <p>CO5: management of attrition in organisations</p>
PSY-407 C	Exercise Psychology	<p>CO1: understand the effect of physical activity for preventing chronic diseases</p> <p>CO2: discussion on various theoretical models of motives</p>

		<p>CO3: application of cognitive behavioral strategies</p> <p>CO4: use of behaviour change intervention</p> <p>CO5: discussion on negative and harmful effects of being active</p>
PSY-408 C	Counselling Skills for Sports Psychologists	<p>CO1: understanding of counselling process in sports setting</p> <p>CO2: discussion on Sports injuries</p> <p>CO3: application of counselling intervention for substance abuse problems</p> <p>CO4: discussion on anxiety management techniques through interventions by counselling process</p>
PSY-409 D	Spiritual Psychology	<p>CO1: understand the applied perspective of spirituality</p> <p>CO2: discussion on spirituality and its believes and motivation</p> <p>CO3: understand the research methods in spiritual psychology</p> <p>CO4: critical evaluation of spirituality and religion</p>
PSY-410 D	The self and the structure of the personality	<p>CO1: understand the nature of self and the structure of personality</p> <p>CO2: critical evaluation of the the concepts like reincarnation, Karma and samskara</p> <p>CO3: discussion on various types of knowledge used in Indian tradition</p> <p>CO4: application of Indian concepts of self in Real world</p>
PSY-411	Dissertation	<p>CO1: understand use of research methodology and statistics in psychological research</p> <p>CO2: discussion on synopsis</p> <p>CO3: conduction of research</p> <p>CO4: critical evaluation of findings</p> <p>CO5: Publication in reputed research journal</p>

Semester - I

Paper Code: PSY-101 (Core Paper) **INTRODUCTION TO PSYCHOLOGY**

Objectives:

To introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.

UNIT-I

Definition of Psychology as science and social sciences
Brief history of psychology before and after 1879
Branches of Psychology

UNIT II

Perspective of psychology- Structuralism, Functionalism, Behaviourism, Psychoanalytic, Gestalt, Humanism, Cognitive, Evolutionary

UNIT III

Introduction to positive psychology: history, key concepts, measurement and well-being, Mindfulness, Gratitude, Resilience, Forgiveness, Mind-body connection: practical implementation

UNIT IV

Eastern Psychology: Culture, climate and conceptual roots of Indian Psychology. Indian approach Bhagavad Gita, Buddhism, Sufism

UNIT V

Self-development through yoga, Applications of yoga in different walks of life, How yoga shapes our attitudes, thinking and behavior. Yoga for motivation and excellence: in action. Patanjali on mind: its nature, functions and states
The eight-fold path of yoga

Suggested readings

Rao, KR & Paranjpe, AC (2016). Psychology in India Tradition, springer, New Delhi.

Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.) (2014). Foundations and applications of Indian psychology. New Delhi, India: Pearson.

Schultz, D. & Schultz, S. (2000). *A History of Modern Psychology U.S.A.*: Harcourt Brace Viney, W. & King, D.B. (1998). *A History of Psychology*. Boston: Allyn and Bacon.

Carr, A. (2008). *Positive Psychology: The Science of Happiness and Human Strengths*. New Delhi: Routledge.

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

Haidt , J. (2006). *The Happiness Hypothesis; Finding Modern Truth in Ancient Wisdom*. New York: Basic Books.

Huppert, F, F.A., Baylis ,N. & Keverne, B. (2005). *The science of well being*. Oxford; Oxford University press.

Lyubomirsky, S. (2007). *The how of happiness: A scientific approach to getting the life you want*. New York : Penguin.

Peterson, C. (2006). *A Primer in Positive Psychology*. New York: Oxford University press.

Paper Code: PSY-102 (Core Paper)
BIOLOGICAL BASIS OF BEHAVIOR

Objectives:

To explore the biological basis of experience and behavior.

To develop an understanding of the influence of behavior, cognition, and the environment on bodily system.

To develop an appreciation of the neurobiological basis of psychological function and dysfunction.

Unit I

Sensory systems: General and specific sensations, receptors and processes

Neurons: Structure, functions, types, neural impulse, Action potential, synaptic transmission. Neurotransmitters.

Unit II

The Central and Peripheral Nervous Systems – Structure of brain and its functions, Spinal cord, hindbrain, midbrain and forebrain, limbic system, Neuroplasticity.

Unit III

Methods of Physiological Psychology: Invasive methods – Anatomical methods, degeneration techniques, lesion techniques, chemical methods, microelectrode studies. Non-invasive methods – EEG, Scanning methods.

Unit IV

The endocrine system: Hormones and the brain, Endocrine communication

Unit V

Genes and behavior: Chromosomal anomalies; Nature-Nurture controversy [Twin studies and adoption studies]

Suggested readings

Carlson, N. R. (2013). *Physiological of Behaviour*. USA: Pearson.

Kalat, J.N. (2016). *Biological Psychology*. Boston, USA: Cengage Learning.

Levinthal, C.R. (1991). *Introduction to Physiological Psychology*. New Jersey: Prentice Hall

Pinel, P.J. (2009). *Biopsychology*. (International edition). New Delhi: Pearson Education

Paper Code: PSY-103 (Core Paper)
PSYCHOPATHOLOGY

Objectives:

The paper aims at providing an overview of the concept of abnormality and the symptoms and aetiology of various psychological disorders. This will sensitize them to information on psychopathology and dispel myths regarding it.

UNIT-I

Classification and Theoretical Models Systems of Classification, basic features; DSM-V, ICD-11, similarities and differences

UNIT-II

Mood and Anxiety Disorder: Bipolar disorders: Manic, Depressive, Mixed Depressive disorder: Major depression and dysthymia, Suicide Anxiety Disorders: Generalized anxiety disorder, phobia, panic disorder, post traumatic stress disorder and obsessive compulsive disorder

UNIT-III

Major Clinical Disorders: Schizophrenia Other psychotic disorders: Bipolar, Delusional, psychotic depression

UNIT-IV

Somatoform Disorders: Conversion disorder, Somatization disorder, Hypochondriasis, Body dysmorphic disorder, Pain disorder
Personality Disorder: Personality Disorder: Narcissistic Personality, Histrionic Personality, Antisocial (Psychopathic) Personality, Borderline Personality, Paranoid Personality, and Schizotypal Personality

UNIT-V

Sexual Dysfunctions and Paraphilias: Dysfunctions of Desire, Arousal, Orgasm and Pain

Paraphilias: Paedophilia and Rape

Gender identity disorders

Impotence and frigidity

Suicide: Facts, Causes, Identifying Suicidal tendencies, prevention

Suggested readings

Pomerantz, A. M. (2011). *Clinical Psychology: Science, Practice & Culture* (2nd Ed.). New Delhi: Sage.

Nietzel, M. T., Bernstein, D. A. & Millich, R. (1994). *Introduction to Clinical Psychology* (4th Ed). New Jersey: Prentice Hall.

Paper Code: PSY-104 (Core Paper)

RESEARCH METHODOLOGY

Objective:

To educate students with the process and the methods of quantitative and qualitative psychological research traditions.

Unit I

Research: Meaning, Purpose, and Dimensions, Operational Definitions, Ethics in conducting and reporting research

Nature of Scientific Research and Assumptions of Science. Conceptualization of Psychological Research in S-O-R perspective.

Unit II

Research Process: Steps involved in Psychological Research.

Research Problem-Source and Criteria

Hypothesis: Statement of Hypothesis and characteristics of good hypothesis.

Unit III

Variables: Definition; Types of variables (independent, dependent and extraneous), Techniques of controlling variables

Sampling: Principles and Methods- parametric and non-parametric methods

Unit IV

Paradigms of research: Quantitative, Qualitative, mixed methods approach

Methods of research: Observation, Survey [Interview, Questionnaires], Experimental

Unit V

Quasi-experimental, Field studies, Cross-Cultural Studies, Phenomenology, narrative theory, grounded theory, Focus groups, Case studies, Ethnography, rating scales, discourse analysis, content analysis, Ex-Post Facto Research

Suggested readings

Bordens, K.S. & Abbott, B.B.(2006). Research and Design Methods: A Process approach. (6th Ed.), New Delhi: Tata Mc Graw Hill.

Garrett, H.E.(2005-12th Indian Reprint) Statistics in Psychology and Education. Delhi: Paragon International Publishers.

Haslam, S.A. & Mc Garty., C. (2014). Research Methods Statistics in Psychology. (2nd Ed.) New Delhi;Sage.

Helode, R.D. (2012). Basic of Research in Behavioural Sciences. Wardha; Psychoscan.

Mangal, S.K. and Mangal, S.(2013). Research Methodology in Behavioural Sciences. Delhi; PHI Learning Private Limited.

Mc Bride, D.M.(2013). The Process of Research in Psychology. (2nd Ed.) New Delhi; Sage.

Milluwi, J.O. and Rashid, H (2015) Research Methodology: Principals Methods and Practices. Delhi; Manglam.

Mohanty, B. and Misra, S. (2016). Statistics for Behavioural and Social Sciences, New Delhi: Sage.

Nestor, P.G. and Schutt, R.K. (2012) . Research Methods in Psychology: Investigating Human Behavior. New Delhi :Sage .

Shaughnessy, J.J., Zechmeister, E.B.,& Zechmeister, J.S.(2000). Research Methods in Psychology. (5th Ed.)New Delhi: Mc Graw Hill.

Siegel, S. (1994) Non-Parametric Statistics. New York: McGraw Hill

Singh, A.K. (2011). Tests, Measurements and Research Methods ion Behavioural Sciences. New Delhi: Bharati Bhawan (Publishers & Distributors).

Singh, R. and Radheshyam & Gupta,L. (2015). Fundamental Statistics For Social Sciences. Rohtak : Intellectual Foundation(India).

Weathington, B.L., Cunningham, C.J.L. & Pittenger, D.J. (2010). Research Methods for the Behavioural and Social Sciences. New Jersey: John Wiley.

Paper Code: PSY-105 (Core Paper)
COGNITIVE PSYCHOLOGY – I

Objectives:

To Explore the field of cognitive psychology.

To provide a foundation on which to build an understanding of the topics in cognitive processes

To Describe some of the intellectual history of the study of human thinking

To provide understanding on cognitive processes like motivation and emotion

Unit- I

Introduction to Cognitive Psychology: Concept of cognitive psychology.

Emergence of cognitive psychology: Early role of psychology, The early twentieth century. Research methods in cognitive psychology: Laboratory or other controlled experiments, Psychological research, Self-report, case study & Naturalistic observation. Applications of cognitive psychology

Attention: Nature and definition; Information processing. Selective attention: Nature, Models-Filter and Attenuation; Divided attention, bottom up and top down approaches

Unit-II

Perception: Approaches to the Study of Perception: Gestalt and physiological approaches Perceptual Organization: Gestalt, Figure and Ground, Law of Organization Perceptual Constancy: Size, Shape, and Colour; Illusions Perception of Form, Depth and Movement Role of motivation and learning in perception

Unit-III

Signal detection theory: Assumptions and applications Subliminal perception and related factors, information processing approach to perception, culture and perception, perceptual styles, Pattern recognition, Ecological perspective on perception. Extra sensory perception

Unit-IV

Learning Process: Fundamental theories: Thorndike, Guthrie, Hull Classical Conditioning: Procedure, phenomena and related issues Instrumental learning: Phenomena, Paradigms and theoretical issues; Reinforcement: Basic variables and schedules; Behaviour modification and its applications Cognitive approaches in learning: Latent learning, observational learning. Verbal learning and Discrimination learning Recent trends in learning: Neurophysiology of learning

Unit V

Memory and Forgetting
Memory processes: Encoding, Storage, Retrieval
Stages of memory: Sensory memory, Short-term memory (Working memory),
Long-term Memory (Declarative – Episodic and Semantic; Procedural)
Theories of Forgetting: Interference, Retrieval Failure, Decay, Motivated
forgetting

Suggested readings

Dember, W.M., & Warm, J.S. (1979) Psychology of perception. Holt Rinehart

Galotti, K.M., (2014) Cognitive Psychology: In and Out of the Laboratory (5e).
N.Delhi: Sage

Gluck, M.A. et al (2013) Learning and Memory, New York : Worth

Smith, E.E. &Kosslyn, (2007). Cognitive psychology: Mind and brain. Prentice
Hall.

Tripathi, A.N. &Babu, Nandita (2008). Cognitive processes. In Misra, G. (Ed.).

Psychology in India: Advances in Research, Vol. 1. New Delhi: Pearson
Education.

Practicum:

Paper Code: PSY-106 (Core)

(Any five)

1. Muller-Lyer Illusion
2. Short term memory
3. Serial Position Effect
4. Transfer of Learning
5. Set in Perception
6. Retroactive Inhibition
7. Well-being
8. Sociometry
9. Anxiety
10. Adjustment

Semester - II

Paper Code: PSY-201 (Core Paper)

EXPERIMENTAL DESIGN AND STATISTICS

Objective:

To familiarize students with the use of statistical methods in psychological research and the techniques of descriptive statistics for quantitative research.

Unit-I

An introduction of experimental research design

Single Factor Between Groups Designs: Two - Randomized Groups Design, Two-matched Groups Design, More than two Randomized Group designs, Randomized Complete block design, Factorial design: Two-factor and three factor designs

UNIT-II

Single factor repeated measures design: Comparison of Designs with and Without Repeated Measures, Mixed design

Single case designs: A-B-A design, Interaction design

Quasi-experimental designs: Non-equivalent control group design, Time-series design; Longitudinal design, Counterbalanced design, Cross-sectional design

Unit-III

Frequency distribution, Measures of Central Tendency, Measures of Variability; Normal Distribution Curve.

Correlation: The concept of correlation-linear and non-linear correlation, Pearson's product moment correlation, Spearman's rank order correlation.

UNIT-IV

Hypothesis Testing and Making Inferences: Standard error of Mean, Nature and assumption of t- distribution, Computation of t values for uncorrelated and correlated means, Interpretation of t values-levels of significance, Type I and Type II error in inference making, Analysis of variance- one way

UNIT V

Non-Parametric Test: Nature and assumptions, Chi-square test; Median Sign Test. Data Analysis: ANOVA-2Way, ANOVA-3way, Multivariate Analysis; Bivariater, Linear regression, Multiple Regression.

Suggested readings

Bordens, K.S. & Abbott, B.B.(2006). Research and Design Methods: A Process approach. (6th Ed.), New Delhi: Tata Mc Graw Hill.

Garrett, H.E.(2005-12th Indian Reprint) Statistics in Psychology and Education. Delhi: Paragon International Publishers.

Haslam, S.A. & Mc Garty., C. (2014). Research Methods Statistics in Psychology. (2nd Ed.) New Delhi;Sage .

Helode, R.D. (2012). Basic of Research in Behavioural Sciences. Wardha; Psychoscan.

Mangal, S.K. and Mangal, S.(2013). Research Methodology in Behavioural Sciences. Delhi; PHI Learning Private Limited.

Mc Bride, D.M.(2013). The Process of Research in Psychology. (2nd Ed.) New Delhi; Sage.

Milluwi, J.O. and Rashid,H (2015) Research Methodology: Principals Methods and Practices. Delhi; Manglam.

Mohanty, B. and Misra, S. (2016). Statistics for Behavioural and Social Sciences, New Delhi: Sage.

Nestor, P.G. and Schutt, R.K. (2012) . Research Methods in Psychology: Investigating Human Behavior. New Delhi :Sage .

Shaughnersy, J.J., Zechmeister, E.B.,& Zechmeister, J.S.(2000). Research Methods in Psychology. (5th Ed.)New Delhi: Mc Graw Hill.

Siegel, S. (1994) Non-Parametric Statistics. New York: McGraw Hill.

Singh, A.K.(2011). Tests, Measurements and Research Methods in Behavioural Sciences. New Delhi: Bharaqti Bhawan (Publishers & Distributors)

Singh, R. and Radheshyam & Gupta,L. (2015). Fundamental Statistics For Social Sciences. Rohtak : Intellectual Foundation(India).

Weathington, B.L., Cunningham, C.J.L. & Pittenger, D.J. (2010). Research Methods for the Behavioural and Social Sciences. New Jersey: John Wiley.

Paper Code: PSY-202 (Core Paper)

COGNITIVE PSYCHOLOGY- II

Objectives:

To provide students with a comprehensive understanding of various theoretical perspectives and concepts related to cognitive processes.

To develop a nuanced understanding of cognitive topics and their practical implications.

UNIT-I

Theoretical perspectives on thought processes: Associationism, Gestalt, Information processing, Feature integration model, Concept formation: Rules, Types, and Strategies; Role of concepts in thinking, Types of Reasoning

UNIT II

Language- components and theories (Chomsky and nativism)

Problem solving: Type, Strategies, and Obstacles Decision-making: Types and models

Metacognition: Metacognitive knowledge and Metacognitive regulation

UNIT III

Intelligence: Spearman; Thurstone; Jensen; Cattell; Gardner; Stenberg;

Goleman; Das, Kar & Parrila, Emotional Intelligence

Creativity: Torrance, Getzels & Jackson, Guilford, Wallach & Kogan

Relationship between Intelligence and Creativity

UNIT IV

Motivation: Meaning and Nature, Basic Motivational Concepts: Instincts; Needs; Drives; Arousal; Incentives. Biological and Social Motives: Achievement, Affiliation and Power, Extrinsic and Intrinsic motivation. Zuckerman's Sensation seeking

Theories of Motivation: Instinct Theories, Drive Theory, incentive Theories, Opponent Process Theory, Optical-Level Theory, Vector Valence Theory

Unit V

Emotions: Nature, Characteristics and Components, Types of Emotions

Theories of Emotion: James-Lange Theory of Emotion, Facial Feedback Hypothesis Cannon-Bard Theory of Emotion, Schachter-Singer Theory, cognitive-mediational theory

Suggested readings

Cofer, C.N., & Appley, M.H. (1964). *Motivation: Theory and Research*. New York: Wiley

Passer & Smith, (2007). *Psychology*. Pearson Education.

Margret, W., Matlin, Hugh, J. & Foley (4th Edition). *Sensation and Perception*.

Postman, L., & Egen, J. P. (1949). *Experimental Psychology: An Introduction*. New York: Harper and Brothers

Elective Group (A) **Paper Code: PSY-203 A** **CLINICAL PSYCHOLOGY**

Objectives:

To have extensive knowledge of mental illness and how to diagnose and treat it

To be able to conduct research in the field of mental health

To be able to perform research and collect data to enhance the understanding of clinical psychology.

Unit I

Clinical Psychology - Introduction Definition and Characteristics of clinical psychology, Professional activities and employment settings of clinical psychologists, Distinguishing clinical psychology from related professions, Training in clinical psychology, History and recent developments, ethical and legal issues. Define abnormal behaviour and its causes.

Unit II

System of Classification :Basic Features and History: DSM-5- TR and ICD-11, Classification, similarities and differences, models of psychopathology, uses and application of DSM and ICD

Unit III

Approaches to Clinical Psychology: Biological, Psychological, Psychoanalytic, Behaviouristic, Humanistic. Methods to Study Clinical Psychology: Epidemiological, Experimental, Correlational

Unit IV

Clinical Interview: Goals, General skills and specific behaviours of interviewer, Components of clinical interview, Types of clinical interviews and issues related to clinical interviews. Reliability and Validity of Interviews.

Unit V

Clinical Assessment: Types of referral settings - Psychiatric setting, General medical setting, Phases in clinical assessment, ethical practice of assessment. Psychological report general guidance guidelines and format.

Suggested readings

Hecker, J. E., & Thorpe, G. L. (2005). Introduction clinical psychology: Science, practice, and ethics. Delhi, India: Pearson Education.

Hersen, M., Kazdin, A. E., & Bellack, A. S. (Eds.) (1991). The clinical psychology handbook (2nd ed.). New York: Pergamon Press. 3. Holt, R. R. (Ed.) (1984). Diagnostic psychological testing (Revised edition). New York: International Universities Press. ,

Kaplan, R. M., & Saccuzzo, D. P. (2001). Psychological testing: Principles applications, and issues (5th ed.). New Delhi, India: Asian Books Pvt. Ltd. 5. Marks, D. F., & Yardley, L. (Eds.) (2004). Research methods for clinical and health psychology. New Delhi, India: Sage.

Osborne, R. E., Lafuze, J., & Perkins, D. C. (2000). Case analysis for abnormal psychology: Learning to look beyond the symptoms. Philadelphia, USA: Psychology Press.

Pomerantz, A. M. (2008). Clinical psychology: Science, practice, and culture. New Delhi, India: Sage Publications.

Trull, T. J., & Phares, E. J. (2001). Clinical psychology: Concepts, methods, and profession (6th ed.). Belmont, CA: Wadsworth/Thomson Learning. 9. Llewelyn, S., Murphy, D. (Eds.) (2014). What is clinical psychology? Oxford UK: Oxford University Press

Bellack, A. S., & Hersen, M. (1980). Introduction to clinical psychology. New York: Oxford University Press.

Korchin, S. J. (1986). Modern clinical psychology. Delhi: CRR Publishers and Distributors.

Ray, S. D. (1996). The practice of psychotherapy. New Delhi: New Age International.

Plante, T. G. (2011). Contemporary clinical psychology. (3rd edition). New York: John Wiley & Sons.

Pomerantz, A. M. (2008). Clinical psychology: Science, practice and culture. New Delhi: Sage Publications.

Paper Code: PSY-204 A

HEALTH PSYCHOLOGY

Objectives:

To understand the relationship between psychological factors and physical health and learn how to enhance well-being.

UNIT-I

Health Psychology: Definitions, Origins and development;

Approaches- clinical health psychology, public health psychology, community health psychology, critical health psychology; Mind Body relationship.

Health Belief Systems- western and non-western health belief system; The Bio-psychosocial Model of Health.

UNIT-II

Eating and Obesity- Historical Perspective, diet and health, psych-social and cultural aspects of food and eating.

Alcohol and Drinking- The dangers of drinking, Alcohol dependence; Prevention and treatment of alcohol problems.

UNIT-III

Tobacco and Smoking- Historical background, health effects of smoking, Social and economic context of smoking, determinants of smoking- biological factors, psychological factors, social factors; Smoking cessation.

Cancer and Chronic Diseases- Psycho-oncology- living with cancer, interventions for cancer; Hypertension, Diabetes, Coronary heart disease, HIV/AIDS.

UNIT-IV

Stress and Coping- Nature, indicators, sources and models of stress; Coping with stress- Problem focussed, emotion focussed.

UNIT-V

Psychological Dimensions of Health Promotion- Immunization and screening, Treatment adherence and patient empowerment; Health promotion approaches- behaviour change approach, self-empowerment approach, Community Development Approach.

Suggested readings

Dalal, A. K., & Singh, A. K. (1992). Role of causal and recovery beliefs in the psychological adjust chronic disease. *Psychology and Health*, 6(3), 193-203.

Dalal, A. K., & Misra, G. (2006). Psychology of health and well-being: Some emerging perspectives. *Psychological Studies*.

Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the aning of psychological well-being. *Journal of personality and social psychology*, 57(6), 1069.

Dodge, R., Daly, A. P., Huyton, J., & Sanders, L. D. (2012). The challenge of defining wellbeing. *International journal of wellbeing*, 2(3).

Ogden, J. (2012). *Health Psychology: A Textbook: A textbook*. McGraw-Hill Education (UK).

Siddiqui, S., Lacroix, K., & Dhar, A. (2017). Faith healing in India: The cultural quotient of the critical.

Kitayama & Markus. The pursuit of happiness and the realization of sympathy: Cultural patterns of self, social relations, and well-being. Book chapter.

Elective Group (B)
Paper Code: PSY-205 B

INDUSTRIAL PSYCHOLOGY AND ORGANISATIONAL BEHAVIOUR

Objectives:

To develop an awareness of the concepts related to organizational behaviour.

Help the students develop connectivity between concepts and practices of organizations.

UNIT-I

Introduction: Meaning, nature, scope, history & development, problems, The Hawthorne studies, experiments & implication of the studies, key areas of industrial psychology, research methods used in industrial psychology.

UNIT-II

Industrial morale: Meaning, determinants, measurement, increasing morale, groups & groups dynamics.

Accidents, safety and fatigue: Accident processes principle, accident reduction, predicting accidents, fatigue, hours of works and production, rest, pauses absenteeism, narcissism and psychopathy in the workplace.

UNIT-III

Organizational Psychology; Definition, issues and research Methods, Scope; Foundations of Organizational Behaviour.

Motivational basis of Organizational Behaviour: McClelland's Need Theory, Herzberg 's X and Y theory, Maslow's Theories of Motivation, Vroom's theory of expectancy, application.

UNIT-IV

Communication:

Meaning, nature and function communication model, importance of communication, communication networks, interpersonal communication, verbal & written, horizontal & vertical, formal & informal, Context: Transitions analysis, Johari window, communication barriers, managing communication, system of IT.

UNIT-V

Decision making: Meaning nature, Decision making process, Behavioural decision making, participative decision making, role of IT in decision making, individual & group decision making techniques.

Suggested readings

Robbins, S.P., Judge, T. A. & Saughi, S. (2009). *Organizational Behavior*. New Delhi: Pearson Education.

Schein, E.H. (1972). *Organizational Psychology*. Englewood Cliffs, N.J. Prentice Hall.

Katz, D. & Kahn, R.I. (1978). *The Social Psychology of Organizations*. New York: Wiley and Sons.

Schultz, D. & Schultz, S.E. (2004) (8th Edition). *Psychology and Today*. New York: Wiley and Sons.

Spector, P.E. (2016): *Industrial and Organisational Psychology*. Wiley

Musicio, B. (2015) *Lectures on Industrial Psychology*. Palala Press

Paper Code: PSY-206 B

HUMAN RESOURCE MANAGEMENT

Objective:

To help students understand the various processes and issues inherent in organizations related to human resources.

UNIT-I

Human Resource Management:

Nature, Scope, History of Human Resource Management, Role of Hawthorne Studies.

UNIT-II

Human Resource Planning and Recruitment:

Establishing Role Prescriptions, Job Analysis, Designing and Changing Organizations, Personnel Selection.

UNIT-III

Stress and Coping at Work Place:

Concepts and indicators, Sources of Stress Family, individual, work stressors and social stressors, General Adaptation Syndrome Model, coping with stress- Problem focused, emotion focused.

UNIT-IV

Personnel Training and Management Development:

Goals, Establishing Training Needs, Methods and Approaches in Training, Management Development Techniques: Human Relations and Sensitivity Training.

UNIT-V

Performance Appraisal and Career Development:

Objectives, Methods and factors affecting performance appraisal, Judgment Appraisal, Objective Measures of Productivity and Profit, Career Appraisal, Career Development, Planning, stages, Career Self-Management and evaluation.

Suggested readings

DeLenzo, D.A. & Robbins, S.P. (1996). Human Resource Management. New York: Wiley & Sons.

Miner, J.B. (1969). Personnel Psychology. MacMillan Press.

Schultz, D. & Schultz, S.E. (2004) (8th Edition). Psychology and Work Today. New Delhi: SAGE

Elective Group (C)
Paper Code PSY-207 C

Basic Foundation of Sports Psychology

Objective:

To develop a career in Sports Psychology.

To learn how the human psychology influences sports/athletic performance.

UNIT-I

Introduction: History of Sports Psychology; Sport psychology in India; Sport psychology and its scope; Relationship between sport and physical education, Role of sport psychologist.

UNIT-II

Performance in sport: Role of psychological variables in sport performance, Psychological dimension of performance; Motor abilities as predictor of performance; Personality and athletic performance.

UNIT-III

Motivation and sport: Humanistic perspectives on motivation; Achievement motivation; Cognitive approaches to motivation, Contemporary research on motives for sports participation

UNIT-IV

Common Areas of Study: Personality; Youth Sport; Team Processes; Evolutionary Perspective.

UNIT -V

Personality and sport: Personality: Concepts, definition and types; Trait theories and their application to sport; Situational and interactional approach to sport; Application of social learning theory to sport.

Suggested readings

Jain, R. (2005). Sport psychology. New Delhi, India: Khel Shatiya Kendra.

Jarvis, M. (1999). Sport psychology. London: Routledge.

Kamlesh, M. L. (2007). Key ideas in sport psychology. New Delhi, India: Friends Publication.

Sanjiv P. Sahni: Handbook of Sports Psychology - A comprehensive manual of Mental Training

Sandhu, G. S. (1992). Psychology in sports-A contemporary perspective. New Delhi, India: Friends Publication.

Morgan and King: Introduction to Psychology - Tata McGraw Hill.

Suinn: Psychology in Sports: Methods and applications, Surjeet Publications.
Grafiti: Psychology in contemporary sports, Prentice Hall.
Basmajian: Biofeedback
Sports Psychology: Wikipedia.

Paper Code PSY-208 C
Clinical Sports Psychology

Objective:

To provide an insight into the theoretical and practical orientation of sports psychology.

To make the student understand about the role of aggression, anxiety and stress in sports performance.

UNIT-I

Theoretical and Scientific Foundation: Introduction to Clinical Sport Psychology; Integrating Clinical and Sport Science. Assessment and Classification: The Multilevel Classification System for Sport Psychology (MCS-SP); Psychological Assessment in Sport Psychology

UNIT II

Anxiety and Aggression in Sports: Pre-competitive anxiety, Source of PCA, Effect of PCA on performance

Aggression in Sports: Theories of aggression; Management of aggression;

Eating Disorders: Etiology of eating disorders; Types of eating disorders; Complications of eating disorders

UNIT-III

Stress and Coping in Sports: Introduction, Stress: concept and definitions;

Stress-related factors and symptoms; Sources and effects of stress; c.

Psychological stress among sports persons.

Models of Stress: Psychological models of health; Seley's general adaptation syndrome; Lazarus and Folkman's cognitive appraisal model of stress; Diathesis Stress Model

Coping Strategies: Coping and types of coping. Behavioural and physical approaches; Cognitive-behavioural approaches.

UNIT-IV

Management of Stress: Yoga, Meditation-Vipassana Meditation; Transcendental meditation, Rajyoga Meditation;

Biofeedback Training,
Relaxation Training-Definition; Types of relaxation trainings; Progressive muscle relaxation; Breathing exercises; Yognidra;
Mental imagery

UNIT-V

Special Consideration: Role of Psychology in dealing with injuries; Psychological aspects of doping; Psychological preparation of elite athletes' women mental health issues.

Suggested readings

Husain, A., & Gulrez, N.K. (2003). Managing stress - A practical guide. New Delhi, India: Friends Publications.

Husain, A., & Khan, M. I. (Ed.) (2015). Recent trends in human stress management. New Delhi, India: Global Vision Publishing House.

Khubalkar, R. (2008). Know your stress, manage your stress. New Delhi, India: Neelkamal Publications Pvt. Ltd.

Sandhu, G. S. (1992). Psychology in sports - A contemporary perspective New Delhi, India: Friends Publication. 5.

Schafer, W. (2000). Stress management. New Delhi, India: Cengage Learning India Private Ltd.

Sport Psychology Intervention by Shane M Murphy, Human Kinetics

Counseling in Sports Medicine by Richard Ray, Dian M. Wiese, Human Kinetics

Elective Group (D)
Paper Code PSY- 209 (D)
Introduction to Yoga Psychology

Objective:

To understand the evolution of yoga over the ages, highlighting its transformation into a global phenomenon with diverse interpretations and practices.

UNIT-1

Yoga - Introduction: Origins of yoga; Definitions and meanings of yoga; Historical development of yoga over the ages including a brief philosophical overview; Exemplars of yogic tradition: Matasyendra Nath, Patanjali, Gheranda, Swami Rama.

UNIT-II

Yoga in modern context: Traditions of yoga reframed in the beginning of the 21st century; Vivekananda's framework of raja yoga; karma yoga: Tilak, Vinoba Bhave and Mahatma Gandhi; jnana yoga: Sri Ramana and his ideas; Radical perspectives in the psychology of meditation. J. Krishnamurti; Integral Yoga by Sri Aurobindo and the Mother

UNIT-III

Yoga schools in contemporary context (select any 5 for detailed study) Kaivalyadhama, Bihar School of Yoga, Iyengar Yoga. Yoga by Krishnamachari. Pattabhi Jois and Viniyoga. Art of Living and Sri Sri Ravishankar. Integral psychology by Sri Aurobindo and The Mother. Divine Life Society and the tradition of Swami Sivananda. Himalayan Tradition of Swami Rama and Swami Veda. Kriya yoga and the tradition of Swami Yogananda. Chinmaya Mission of Swami Chinmayananda. Raja yoga of Prajapita Brahmakumari's.

UNIT-IV

Fundamental text of yoga psychology: Introduction to Patanjali's Yoga Sutra and the discussion of important psychological ideas in the first two chapters of PYS; Chapter 1, of PYS Samadhi paada - Concepts: Svaroop, chitta, vritti, nirodha, karma, samskara, vasana, viveka, vairagya, Ishwara; Chapter 2 of PYS, Saadhana paada - Kriya yoga, tapas, svadhyaya, Ishwara pranidhana kleshas, avidya, asmita, raga-dvesa, abhinivesha, yama, niyama, pranayama, pratyahara.

UNIT-V

Contemporary research on yoga and meditation: Research evidence on yoga and meditation outcomes; Gaps in the existing evidence; Critique of the existing paradigms of research; Re-visiting subjectivity, the first person pedagogy

Suggested readings

S. H. (1984). Yoga philosophy of Patanjali: Containing his yoga aphorisms with Vyasa's commentary in sanskrit and a translation with annotations (bhaswati) including many suggestions for the practice of yoga (4th ed.). Calcutta, India: Calcutta University. New York: SUNY Press.

Aranya, S. H. (1984). Yoga philosophy of patanjali: containing his yoga aphorisms with vyasa's commentary in sanskrit and a translation with annotations (bhaswati) including many suggestions for the practice of yoga (4th ed.). Calcutta, India: Calcutta University. New York: SUNY Press.

Aurobindo, Sri. (2007). A few representative short texts by Sri Aurobindo. Pondicherry, India: Sri Aurobindo Centre of Consciousness Studies. Retrieved on August 14, 2016 from <http://www.saccs.org.in/texts/integralyoga-sa.php>

Aurobindo, Sri. (2010). The synthesis of yoga. Pondicherry, India: Sri Aurobindo Ashram Trust. Retrieved on August 14, 2016 from <http://www.sriurobindoashram.org/ashram/sriuro/writings.php>

Aurobindo, Sri. (2008). The integral yoga. Pondicherry, India: Sri Aurobindo Ashram Trust.

Babu, R. K. (2011). Asana sutras (techniques of yoga asanas based on traditional hatha yoga literature). Vizianagaram, India: Home of Yoga Publications.

Bharati, S. V. (2001). Yoga Sutras of Patanjali : With the Exposition of Vyasa (Vol. Sadhana Pada). New Delhi, India: Motilal Banarsidass publications.

Bharati, S. V. (2001). Yoga Sutras of Patanjali: With the Exposition of Vyasa (Vol. 2: Sadhana Pada). New Delhi, India: Motilal Banarsidass Publ.

Bharati, S. V. (2013). Philosophy of Hatha Yoga. Allahabad, India: Himalayan Institute Press.

Bharti, S. V. (2015). Yoga Sutras of Patanjali: With the Exposition of Vyasa (Vol.1: Samadhi Pada). Rishikesh: Ahym sin Publishers.

Brunton, P. (2009). The Maharshi and his message. Tiruvannamalai, India: Sri Ramanasramam. Chakraborty, S. K. (1995). Wisdom leadership: Leading self by the SELF. Journal of Human Values, 1(2), 205-220.

Chatterjee, S., & Datta, D. (2014). An introduction to Indian philosophy. New Delhi, India: Rupa Publications.

Cornelissen, R. M. M. (2014). Infinity in a drop: An introduction to integral Indian psychology. Retrieved on August 14, 2016 from Cornelissen, R. M. M.,

Misra, G., & Varma, S. (Eds.) (2014). Foundations and applications of Indian psychology. New Delhi, India: Pearson.

Cornelissen, R. M. M., Misra, G., & Varma, S. (2014). Foundations and applications of Indian psychology. New Delhi, India: Dorling Kindersley (India) Pvt. Ltd.

Paper Code: PSY- 210 (D)

Physiological and Ethical Aspects of Yoga

Objective:

To explore the physiological mechanisms underlying the practice of Yoga Asana. To examine the ethical aspects of yoga practice, including the principles of Yamas and Niyamas, and their role in fostering self-awareness, social adjustment, emotional regulation, and transcendence.

UNIT-I

Asana and psycho-physiological mechanisms: Asana-Physiological aspects, systems in the body: Muscular, pulmonary, circulatory and gastrointestinal systems

Asana–Psycho-physiological aspects: Endocrine, nervous and immunity systems; Asana and meditation - Shavasana and yoga nidra;

Asana – Psycho-spiritual aspects: Mimesis, unblocking and release of psychological trauma.

UNIT-II

Prānāyāma and psycho-physiological mechanisms:

The broader concept of prana in yoga - Voluntary and involuntary mechanisms in breathing. Prana vidya/pranayama as increasing voluntary control over breathing; Pranayama and neuro-endocrino and immunological concomitants in the body. Pranayama and diet/food; Pranayama and meditation. Prana and Ayurveda - Introduction to specific interlinkages, prakriti, tridosha, guna and ritucharya. Prana, ethics and lifestyle disorders: The concept of pragnya-aparadha.

UNIT-III

Applications of yogāsana and prānāyāma

Yoga-asana outcome- I: Teaching and learning specific asanas for relevant concerns and contexts. Understanding the indications and contra-indications in teaching asana. Creating asana modules for specific needs with a view on tridosha, triguna and Ritucharya. Pranayama outcome –II: Teaching and learning

specific pranayamas for specific needs and motivations. Understanding the indications and contra-indications in teaching pranayama. Constraints and cautions in pranayama practice.

UNIT-IV

Ethical aspects of yoga practice: Yamas -Self-determined ethical practices for social adjustment: Ahimsa, satya, asteya, aparigraha, brahmacharya; Interlinkages with Buddhist ideas of maitri, karuna, mudita and upeksha and Jaina ideas of ahimsa.

UNIT-V

Niyamas: Self-determined ethical practices for transcendence- Shaucha, santosha, tapas, svadhyaya, Ishwara pranidhana. Pratyahara - Emotional regulation. Introduction to the Indian perspective on the transformation of personhood. Self and two typologies of emotions in Indian psychology; Six raw emotions as enemies of yoga practice for beginners: The shadripus/arishadvarga krodha, (kama, lobha, moha, mada, matsarya); Shanta rasa, meditation and yoga.

Suggested readings

Salagame, K. K. (2008). Indian thought and tradition: A psychohistorical perspective. Retrieved on August 14, 2016 from www.ipi.org.in/texts/kirankumar/kk-ip-history.php

Salagame, K. K. (2011). Indian indigenous concepts and perspectives: Developments and future possibilities. In G. Misra (Ed.), Psychology in India, (vol. 4.): Theoretical and Methodological developments (CSSR Survey of Advances in Research) (pp. 93-172). New Delhi, India: Pearson.

Saraswati, S. S. (2002). Asana, pranayama, mudra, bandha. Munger, India: Yoga Publications Trust.

Sarswathi, N. S. (1994). Prana pranayama, prana vidya. Munger, India: Bihar School of Yoga.

Shapiro, D. H., & Walsh, R. N. (Ed.) (1984). Meditation: Classic and contemporary perspectives. New York:

Aldine Shilpa,s & Murthy, C.G. Venkatesha (2005). Indian Psychology Retrospect and Future Challenges in Ojha, Sandhya, Srivastava, Urmila and Joshi Sobhna

Saraswati, S. M., & Saraswati, S. S. (2000). Hatha yoga pradipika. Munger, Bihar, India: Yoga Publications Trust.

Shivananda, R. (1988). Hathayoga: The hidden language. Delhi, India: Jaico Publishing House. of ,

Shweder, R. A. (2000). The psychology of practice and the practice of three psychologies. *Asian Journal of Social Psychology*, 3, 207-222. Taimni, I. K. (1961). *The science of yoga*. Adyar, India: The Theosophical Society India.

Vivekananda, S. (1982): *Raja yoga or conquering the internal nature*. Calcutta India: Advaita Ashram.

Walsh, R., & Vaughan, F. (Eds.) (1993). *Paths beyond ego: The transpersonal vision*. Los Angeles: Tarcher/Perigee

Yogananda, P. (1946/1975). *Autobiography of a yogi*. Bombay, India:

Practicum: Paper code- PSY-211 (Core)
(Any five)

1. Sentence completion test
2. Thematic apperception test
3. Rorschach Ink Blot
4. Draw a person test
5. Beck depression scale
6. State and Trait Anxiety
7. WAIS Intelligence test
8. Bender Gestalt Test
9. Differential Aptitude Test
10. Interest Inventory

Semester - III

Paper Code: PSY-301 (Core Paper)
SOCIAL PSYCHOLOGY

Objective:

To introduce students to the fundamental concepts, theories, and methods of social psychology.

To explore how individuals, perceive and interpret the social world, including topics such as social perception, impression formation, attribution theories, and social cognition.

Unit I

Introducing Social Psychology: Social Psychology: Nature, Origins and Development; Subject matter: Social Psychology yesterday and today. Methods in Social Psychology: Experimental, Observation, Co-relational, Survey, Field study, Cross- Cultural, Sociometry

Unit II

Understanding Social World: Social Perception: Impression Formation and Management; Attribution Theories and Attribution Biases. Social Cognition: Social Schema & its impact; Heuristics, Prototypes and Social Representations. Traditional theoretical perspectives: Field theory, Cognitive Dissonance

Unit III

Influencing others: Attitude: Nature, Formation, Measurement and Attitude Change: Persuasion and Cognitive Dissonance.

Social Influence: Unintended Social Influence, Conformity: Asch and Sheriff's approach; Compliance: Principles and Tactics; Obedience and Disobedience. Peer Pressure, Social Power, Reactance, Prosocial behavior

Unit IV

Group and Social influence [Social Facilitation; Social loafing];. Aggression. Group dynamics, leadership style and effectiveness. Theories of intergroup relations [Minimal Group Experiment and Social Identity Theory, Relative Deprivation Theory, Realistic Conflict Theory, Balance Theories, Equity Theory, Social Exchange Theory]

Unit V

Applied social psychology: Health, Environment and Law; Personal space, crowding, and territoriality, Socialization, acculturation
Social Psychology and Social Problems: Poverty, Population, Gender issues, and
Social violence: dynamics and control.

Suggested readings

Alcock, J., & Sadava, S.(2014).An Introduction to School Psychology: Global Perspectives. New Delhi: Sage Publication.

Baron, R. A., & Byrne, D.(2004).Social Psychology. Singapore: Pearson Education.

Baron, R.A.,Byrne, D.& Johnson, B.T.(1998).Exploring Social Psychology. USA: Allyn and Bacon.

Myers,D.G.,Sahajpal,P.& Behera,P. (2012)..Social Psychology. New Delhi: Tata McGraw-Hill.

Worchel,S.,Cooper,J.,Goethals, G.R.,& Olsons, J.M.(2000).Social Psychology. USA: Wadsworth/Thomson.

Paper Code: PSY-302 (Core Paper)

PERSONALITY: THEORIES AND ASSESSMENT

Objective:

To familiarize students with the various theoretical approaches to personality, including psychoanalytic, trait, humanistic, cognitive, behavioural, and socio-cultural perspectives, as well as the holistic Indian view of personality.

UNIT-I

Definition of Personality; Theoretical approaches to personality: psychoanalytic, constitutional, life span, trait, Type, Humanistic, cognitive, behavioural, biological, socio-cultural, idiographic and nomothetic approach, Holistic personality: an Indian view: Theory of *Trigunas*, Theory of *panch koshas* (five sheaths of human existence), Development of *Koshas*

UNIT-II

Psychodynamic Theories: Freud's Psychoanalytic theory; Jung's Analytical Theory; Adler's Theory of Individual Psychology. Theory of Karen Horney, Theory of Erich Fromm, Sullivan's Theory of Personality,

UNIT-III

Humanistic Theories: Allport's Theory of personality, Need Theory of Murray, Maslow Theory of personality, Roger's Theory, Other theories: Rotter's Locus of Control, Seligman's Explanatory styles, Kohlberg's theory of Moral development.

UNIT-IV

Trait and Field Theories: Cattell's Factor Analytic Theory, Eysanck's Theory of Personality, Lewin's theory of Personality

UNIT-V

Personality Assessment:

Psychometric Methods: Sixteen PF Test, Maudsley Personality Inventory, NEO, MMPI, CPI

Projective Methods: Thematic Apperception Test, Rorschach Ink Blot Test, Sentence Completion Test

Suggested readings

Kellerman, H. & Burry, A. (1997). Handbook of Psychodiagnostic Testing: Analysis of Personality in the Psychological Report (3rd Ed.). Boston:

Allyn and Bacon. Aiken, L.R. (1996). Personality Assessment: Methods and Practices (2nd Ed.). Seattle: Hogrefe and Huber.

Paper Code: PSY-303 Elective Group (A)

COUNSELLING PSYCHOLOGY

Objectives:

To develop an understanding of basic concepts, processes, and techniques of Counselling. To acquaint the learner with the challenges of Counselling.

Unit-I

Counselling: Nature, Roles, Characteristics and Basic assumptions of counselling psychology, goals of counseling

Basic Communication Skills: Attending skills, Listening skills,

Exploration Skills: Probe, Immediacy, Self-disclosure, Interpretation, Confrontation.

Action Skills: Information giving, Advice giving, Goal setting, Reinforcement, Directives Self-disclosure by counsellor – when and how

Preparing Case History

History Taking - Interviewing (Characteristics, Types, Techniques)

Some common errors in counselling: Judging and evaluating, Moralizing and preaching, Labelling, Unwarranted assurance

Managing resistance, Transference and counter-transference and other obstacles in counselling.

UNIT-II

Values and attitude of counselor: Self-confidence, Acceptance, Genuineness, Trustworthiness, Confidentiality, Competence, Congruence, Positive regard, Warmth, Immediacy

Counselling micro skills: Active listening, Questioning, Using silence, Non-verbal behaviour (body language), Accurate empathy

UNIT-III

Stages in Counselling process: Rapport-building, Assessment and analysis of the problem, Provision of ongoing supportive counselling, Planning and initiation of steps, Implementation of the plan, Termination and follow-up

UNIT-IV

Counseling in Indian context: legal issues, licensing and certification of counselor, Ethical principles of counseling

Needs and problems of Counselor
Future scopes in the field of counseling in Indias

UNIT-V

Types of counseling: Marriage counseling, Family counseling, STI counseling, HIV/ART counseling (ICTC, integrated counseling and testing center), Adolescent counseling, ANC counseling, Substance abuse counseling, Grief counseling, Diabetic counselling, Cancer patient counselling, cardiac counselling, trauma counseling, Pandemic/epidemic counseling

Suggested readings

- Gelso, C., & Fretz, B. (2001). *Counselling Psychology*. USA: Harcourt College.
- Gibson, R.L., & Mitchell, M.H. (2008). *Introduction to Counselling and Guidance*. Delhi: PHI Learning.
- Pietrofessa, J. J., Bernstein, B., Minor, J., & Stanford, S. (1980). *Guidance: An Introduction*. Chicago: Ranel Mc Nally College.
- Sharma, R. A. (2007). *Fundamentals of Guidance and Counselling*. Meerut: R. Lall Book.
- Srivastava, K. K. (2003). *Principles of Guidance and Counselling*. New Delhi: Kanishka.
- Welfel, E.R., & Patterson, L.E. (2005). *The Counselling Process: A Multitheoretical Integrative Approach*. New Delhi: Cengage Learning.
- Ivey, A.E., Ivey, M. B., & Simek-Downing, L. (1987). *Counseling and Psychotherapy: Integrating skills, theory and practice*. New Jersey: Prentice-Hall.
- Nelson – Jones, R. (2003). *Practical Counselling & Helping Skills: Text and Exercises for Life Skills Counselling Model*. London: Sage.
- Parrott, L. (2003). *Counselling and Psychotherapy*. United States: Thomson.

Paper Code: PSY-303 Elective Group (A)

BEHAVIOR MODIFICATION

Objectives:

To introduce the basic concepts and techniques of behaviour modification, including behaviour counselling and relaxation techniques.

To explore advanced topics in behaviour modification, such as reinforcement, extinction, stimulus discrimination, generalization, chaining, punishment, and respondent conditioning.

Unit-I

Basic concepts of Behavior Modification: Behavior Counseling: Salient Features, Enhancement of Client's Involvement, Some Misconceptions about Behavioral Approach.

Relaxation Techniques: Jacobson's Deep Muscle Relaxation Training, Autogenic Training, Yoga and Meditation.

Unit II

Reinforcement: increasing behaviour with positive reinforcement, conditioned reinforcement & various schedule of reinforcement.

Unit III

Extinction: decreasing the behaviour with extinction, getting with a new behaviour to occur with shaping. Intermittent reinforcement. Stimulus discrimination and generalization: Stimulus discrimination learning and stimulus control, Fading.

Unit IV

Chaining, Punishment, Escape and avoidance conditioning, Token Economies Respondent conditioning, Higher order conditioning, Counter-conditioning, Operant vs. respondent conditioning, Combining operant and respondent conditioning: Operant-respondent interactions, Respondent and operant components of emotions and thinking, Private thoughts and feelings Existing stimulus control - rules, goals, modeling, guidance, and situational inducement

Unit V

Behavioural medicine:

Mental disorders: anxiety and depression

Sleep problems, sexual dysfunctions

Pain and headache

Report and documentation

Suggested readings

Martin Gray and Pear Joseph (2019) Behaviour Modification, Published by Routledge publications

Antony, M. M. & Roemer, L. (2011). Behavior Therapy. Washington, DC: American Psychological Association Press. 78

Erwin, E. (1978). Behavior Therapy: Scientific, Philosophical and Moral Foundations. Cambridge University Press.

Feldman, M. & Christensen, M. J. Behavioral Medicine: A Guide for Clinical Practice (3rd ed.). McGraw-Hill Companies, Inc.

Geoffrey, L. Thorpe, Sheryl L. Olson (1997). Behavior Therapy: Concepts, Procedures and Applications. Allyn & Bacon.

Graziano, A.M. (2009). Behavior Therapy with Children. USA: Transaction Publishers.

John, C., Masters, J. C., Burish, T., Hollon, H.D., & Rimm, D. C. (1990). Behavior Therapy: Techniques and Empirical Findings. New York: Academic Press

Koerner, K. (2012). Doing Dialectical Behavior Therapy: A Practical Guide. New York, NY: Guilford Press.

Spiegler, M. D. & Guevremont, D. C. (2010). Contemporary Behavior Therapy. Belmont, CA: Wadsworth Pub Co.

Wolpe, J. (1978). The Practice of Behavior Therapy. Pearson.

Paper Code: PSY-305 elective Group (B)

INDUSTRIAL RELATIONS

Objectives:

To understand the concept, scope, and objectives of industrial relations.

To explore the concept of trade unions, including their functions, types, registration process, movement, and codes of conduct.

UNIT-I

Industrial Relations: Concept, Scope, Objectives of IR, Functional Requirement of good IR Program, Human Relations and Industrial Relations.

UNIT-II

Trade Union: Concept of Industrial unions, function of trade unions, Registration of Trade unions, Types of Trade unions, Trade union movement, Code of conduct, Code of Discipline.

UNIT-III

Collective Bargaining: Concept, objective, bargaining process, Pre-requisites for successful collective Bargaining.

UNIT-IV

Industrial Disputes: Meaning, courses, Types (Strikes, Lockouts & Demonstration) , prevention and settlement of Industrial Disputes.

UNIT-V

Industrial Democracy: Meaning, Workers Participation, Prerequisites of WPM. Grievance Handling: Concept, meaning, objective, Processes of grievances handling, Type of grievance handling processes, Code of Discipline and code of Conduct.

Suggested readings

Arora ,M. (1999): Industrial Relations. Excel Books

Monappa, Arun Nambudiri, Ranjeet and Selvaraj, Patturaja (2012) Industrial Relations and Labour Laws. MC Graw Hill

Ravindranath E 1: (2013) Industrial Relations in India: A Practitioner's Handbook. McGraw Hill Education (India) Private Limited

Srivastava, S.C. (2014) Industrial Relations and Labour Laws. Vikas Publications

Venkat Ratnam, C.S. & Dhal, Manoranjan(2017): Industrial Relations. Oxford University Press.

Paper Code: PSY-306 Elective group (B)

Organisational Change and Development

Objectives:

To understand the concept, significance, and management of organizational change, including analysing the environment.

To differentiate between types of change, such as continuous and discontinuous, and understand change levers and levels, including knowledge, attitudinal, individual behaviour, and organizational performance changes.

Unit-I

Organizational Change: Concept and Significance, managing Change, Concept of Analysing the Environment, Perspectives on Change: Contingency, Resource Dependence, Population Ecology, Implications of Change.

Unit-II

Types of Change: Continuous or Incremental Change, Discontinuous or Radical Change, Participate Change and Directive Change, Change Levers, Levels of Change: Knowledge Changes, Attitudinal Changes; Individual Behaviour Changes and Organizational Performance Changes.

Unit-III

Implementing Change: Steps-Assembling a Change, Management in Establishing a New Direction for the Organization, Setting up of Change Teams, Aligning Structure, Systems and Resources , Removing road Blocks, Absorbing Changes into Organization .

Unit-IV

HR and Technological change: Introduction, special features of new technology, organizational implications of technological change, Emerging profile HR, Employee Empowerment, Emotional Intelligence and employee productivity, Managing work stress.

Unit-V

Organizational Development (OD): Concept and Evolution, OD Interventions: Diagnostic Activities , Team Building, Sensitivity Training, Third Party and Inter Group Interventions, Educational and Structural Interventions, Indian Experiences of OD in Public and Private Enterprises.

Case Analysis: The Question Paper shall have a compulsory question on Case Analysis

Suggested readings

Trice, H. M., & Beyer, J. M. (1993). *The cultures of work organizations*. Upper Saddle River, NJ: Prentice-Hall. ISBN 013-191438-3

Bakan, J. (2009). *The corporation: The pathological pursuit of profit and power*. Toronto: Penguin Canada. ISBN 978-0-14-317161-4

Flamholtz, Eric G.; Randle, Yvonne (2011). *Corporate Culture: The Ultimate Strategic Asset*. California: Stanford University Press.

Gupta, R. K. (1991). Employees and organization in Indian context: The need moving beyond American and Japanese models. *Economic and Political Weekly* 26(21), 68-76.

Gupta, R. K. (1997). Towards effective management in Indian culture. *HRD Newsletter*, Jan-March.

Khandwalla, P. N. (1985). Pioneering innovative management: An Indian excellence. *Organization Studies*, 6(2), 161-183.

Khandwalla, P. N. (2003). *Corporate creativity: The winning edge*. New Delhi, India: Tata McGraw-Hill.

Paranjpe, A. C. (1984). *Theoretical psychology: The meeting of east and west*. New York: Plenum.

Paranjpe, A. C. (1998). *Self and identity in modern psychology and Indian thought*. New York: Plenum.

Paranjpe, A. C. (2006). From tradition through colonialism to globalization: Reflections on the history of psychology in India. In A. C. Brock (Ed.), *Internationalizing the history of psychology* (pp. 56–74). New York: New York University Press.

Pareek, U. (2007). *Understanding Organizational Behaviour* (2nd ed.). Delhi, India: Oxford University Press

Parikh, M., & Gupta, R. K. (2010). Organisational behavior. New Delhi: Mc Graw Hill

Sinha, J. B. P. (2009). Culture and organizational Behaviour. New Delhi: Sage Publications

Elective group C
Paper Code- PSY-307(C)
Applied Social Psychology in Sports

Objectives:

To examine the dynamics of relationships in sport, including the coach-athlete relationship, youth peer relationships, and theoretical frameworks.

To understand social and cognitive processes in sport, including physical self-concept, efficacy beliefs, role efficacy, and collective efficacy within sport teams.

Unit-I

Relationships in Sport: Defining, Importance, Current Concepts of the Coach-Athlete Relationship, Integrated Research Model, Communication, Conflict, Relational Expertise, Youth Peer Relationships in Sport

Guiding Theoretical frameworks Coach Leadership and Group Dynamics (Part-1): Multidimensional Model of Coach Leadership, Social-Cognitive Approach to Coaching Behaviors, Initial Mediation Model, Expanded Mediation Model and Research Implications, Development and Evaluation of Coach Effectiveness Training

Unit-II

Coach Leadership and Group Dynamics (Part-2): Team Cohesion: Nature, Correlates, and Development, Conceptual Model for Team Cohesion, Relationship of Team Cohesion to Team Success, Correlates of Cohesion, Benefits and Liabilities of Cohesion, Team Building, Impact of an Audience on Sport Performers, Athletes Respond to an Audience and positive and Negative Effects of Audiences on Athlete Performance

Motivational Climate: Coach-Created Motivational Climate, Conceptual Issues and Measurement Challenges, Parent-Created and Peer Created Motivational Climate, Achievement Goal Theory and Motivational Climate.

Unit-III

Social and Cognitive Processes in Sport (Part 1): Physical Self-Concept and Sport, Critical issues in Self-Concept Research, Self-Description Questionnaires, Physical Self-Description Questionnaire (PSDQ), Elite Athlete Self-Description

Questionnaire, Causal Ordering of Self-Concept and Performance Social and Cognitive Processes in Sport (Part II): Efficacy Beliefs, Role Efficacy and Collective Efficacy Within Sport Teams, Coaching Efficacy in Sport, Approaches to Person Perception

Unit-IV

The Athlete in the Wider Sport Environment: Defining Social Support, Principles, Influence of Social Support on Athletes, Lifespan Perspective on the Athletic Career, Multistage Perspective on Parental Involvement, Stages of Parental Involvement, Passion for Sport in Athletes, Theory and Research on Passion, Theories of Morality, Cross-Cultural Issues in Sport Psychology Research, Goals of Cross-Cultural Research, Methodological Issues

Unit-V

Emotion in Sports: Meaning, Characteristics of emotion, Meaning of controlling and training of emotions and its importance, Contribution of sports to emotional health, Meaning of sentiment, its type, importance and formation.

Suggested reading

Sophia. Jowett, David Lavalley Social Psychology in Sport Group Dynamics by Donelson R. Forsyth, Wadsworth Publishing.

Group Dynamics in Exercise and Sports Psychology: Cotemporary Themes by Mark A Eys, Routledge. Group Dynamics in Sport by Albert V. Canon, Heather Hausenblas, Mark A. Eys, Fitness Information Technology.

Advances in Sports Psychology by Thelma S Horn, Human Kinetics.

Psychological Dynamics of Sport and Exercise by Danel. Gill, Lavon Williamsy, Human Kinetics.

Anxiety in Sports: An International Perspective. by Dieter Hackfort, Hemisphere Publishing Corporation.

Paper Code PSY-308 (C)
Psychology of Training and Skill Acquisition

Objectives:

To analyse individual factors influencing training for competition, such as self-confidence, self-efficacy, goal orientation, and attention, with a focus on enhancing these factors to improve athletic performance.

Unit-I

Training for competition: Individual factors: Self-confidence, Vealey's model of sport confidence. Self-efficacy, self-efficacy theory, Enhancing self-efficacy. Goal orientation and motivational climate. Attention and training for competition.

Unit-II

Training for competition: Social factors: Expectation bias and sports performance; Warr and Knapper's model of person perception; Interpersonal skill in sport; Improving interpersonal skill in sport.

Unit-III

Skill acquisition: Skills and abilities; Classifying skill; Stages of skill acquisition; Enhancing skill acquisition.

Unit-IV

Improving Concentration Skills in Team: Sport Performers- The nature and importance of concentration; Assessment, principles and techniques for improving concentration skills; Concentration techniques; Practical implications for coaches.

Unit-V

Skills of Sport Psychologists: Arousal regulation, goalsetting, imagery, performance routine, self talk.

Suggested readings

Jarvis, M. (1999). Sport psychology. London and New York: Routledge.

Lidor, R., & Henschen, K. P. (2003). The psychology of team sports. Morgantown, WV: Fitness Information Technology, Inc. Thatcher, J., Day, M., & Rahman, R. (2011). Sport and exercise psychology. United Kingdom: Learning Matters.

Paper Code: PSY-309 (D)

Psychological and Spiritual Aspects of Yoga

Objectives:

To explore the practices of Dharana and Dhyana in yoga, including different meditation techniques, immersion in thoughts and perceptions.

To examine the application of yoga in mental health, focusing on the role of meditation in stress, lifestyle, and anxiety disorders.

To investigate models of transformation through yoga, including the models of continuous practice, regression, and the eight limbs of yoga, as well as stages of Samadhi.

Unit-I

Dharana and dhyana: Routes to silence – Different meditation techniques, Immersion in the mantra (a given thought), Immersion in visualisation (a given perceptual object), Immersion in action; Strengthening of sankalpa – Observation of thoughts/emotion at will, removal of thoughts/emotion at will, introduction of thoughts/emotion at will, sequencing and linking of thought/emotion at will, transformation of thoughts/emotions at will, no thoughts/emotion at will; Group chanting and Satsanga; Dangers, pitfalls and ethical restraints.

Unit-II

Application of Yoga in Mental Health: Meditation outcome I- Stress, lifestyle and anxiety disorders. The role of various meditation methods and techniques in addressing stress and anxiety. Sutra vrutti saarupyam itratra; Meditation outcome II- The transformation of self. Meditation as abiding in svaroop. Sutra tatra sthitau yatnau-abhyasa; Meditation in the modern therapeutic as well as positive health contexts; Meditation in the context of modern organizations, sports etc.

Unit-III

Models of transformation through yoga: a. The model of transformation through continuous practice (Kriya yoga in PYS) - Tapas, svadhyaya and Ishwara pranidhana.

The model of yogic transformation as regression - Prati-prasava: Avidya, asmita, raga-dvesha, abhinivesha. The model of eight limbs/subsets - yamas, niyams, asanas, pranayamas, pratyahara, dharana, dhyana, Samadhi;

Stages of samadhi; Types of parinama and dharma megha; Samadhi, testimonies and case studies of modern masters. Identifying critical gaps in the present research on understanding the various stages of Samadhi.

Unit-IV

Applications of yoga in mental health – II: Kriya/Karma yoga – Volunteerism and social development, Case study: Athavale and the Svadhyaya movement; Jnana yoga, changes in cognition, memory, learning and creativity. Changes in the structural and functional domains of brain.

Unit-V

Bhakti yoga-Social transformation through bhakti: Experiencing plurality, resisting social hierarchy and re-creating social harmony; Any two case studies of resistance and social transformation: Meera, Tukaram, Kabir, Lal Dev, Shankar Deva, Akka Mahadevi, Bhadrachala Ramdas, Thyagaraja, Gouranga.

Suggested Readings:

Salagame, K. K. (2008). Indian thought and tradition: A psychohistorical perspective. Retrieved on August 14, 2016 from www.ipi.org.in/texts/kirankumar/kk-ip-history.php

Salagame, K. K. (2011). Indian indigenous concepts and perspectives: Developments and future possibilities. In G. Misra (Ed.), Psychology in India, (vol. 4.): Theoretical and Methodological developments (ICSSR Survey of Advances in Research) (pp. 93-172). New Delhi, India: Pearson.

Saraswati, S. S. (2002). Asana, pranayama, mudra, bandha. Munger, India: Yoga Publications Trust.

Sarswathi, N. S. (1994). Prana pranayama, prana vidya. Munger, India: Bihar School of Yoga.

Shapiro, D. H., & Walsh, R. N. (Ed.) (1984). Meditation: Classic and contemporary perspectives. New York:

Aldine Shilpa, s & Murthy, C.G. Venkatesha (2005). Indian Psychology Retrospect and Future Challenges in Ojha, Sandhya, Srivastava, Urmila and Joshi Sobhna (Editors): Health and Well-being Emerging Trends. New Delhi: Global Vision Publishing House

Shivananda, R. (1988). Hathayoga: The hidden language, Delhi, India. Inina Publishing House.

Saraswati, S. M., & Saraswati, S. S. (2000). *Hatha yoga pradipika*. Munger, Bihar, India: Yoga Publications Trust.

shweder, R. A. (2000). The psychology of practice and the practice of three psychologies. *Asian Journal of Social Psychology*, 3, 207-222.

Taimni, I. K. (1961). *The science of yoga*. Adyar, India: The Theosophical Society India.

Taimni, I. K. (2007). *The science of yoga*. Chennai, India: The Theosophical Publishing House.

Vivekananda, S. (1982): *Raja yoga or conquering the internal nature*. Calcutta, India: Advaita Ashram.

Walsh, R., & Vaughan, F. (Eds.) (1993). *Paths beyond ego: The transpersonal vision*. Los Angeles: Tarcher/Perigee

Yogananda, P. (1946/1975). *Autobiography of a yogi*: Bombay, India: Jaico

Elective Group D
Paper Code: PSY- 310 (D)
Philosophical and Historical Foundations of Indian Psychology

Objectives:

To explore the nature of Indian psychology, including its historical background, changing perceptions, fields, methods, and distinguishing features, and to differentiate between Indian psychology and psychology in India.

Unit-I

Nature of Indian Psychology: Historical Background; The Changing perception of Indian Psychology; Fields and methods, Distinguishing features of Indian Psychology; Distinction between Indian Psychology and Psychology in India.

Unit-II

Buddhist Psychology: Principal teachings of the Buddha: Tipitaka - The suttas and the abhidhamma. Historical development; Introduction to various traditions; canonical and commentarial literature. Four noble truths and eightfold noble Path. Tranquillity and insight; Ethics as self-protection; Nature of mental defilements. Three marks of existence - Impermanence, Un-satisfactoriness, Impersonality. Paradigms of understanding human being - Five aggregates [khandhas), six windows' (yatana).

Introduction to the abhidhamma Conventional and ultimate reality. Distinction between concepts and reality. Building blocks of ultimate reality - Dhammas: Analogy with modern science; The dhamma theory - Its axioms; Conditioned dhammas and unconditioned dhamma. Behaviour as an interplay of the conditioned dhammas; introduction to '_conditional relations' (patthana). Mindfulness Meditation-Vipassana

Unit-III

psychology in Bhagwat Geeta: 1. Concept of Happiness in Bhagwat Geeta 2. Forgiveness explained in Bhagwat Geeta 3. Principles of Stress Management 4. Personality Typology-Satvik, Rajsik and Tamsik 5. Sigmund Freud Psychology in Bhagwat Geeta 6. Contentment and Altruism in Geeta 7. Psychotherapy insights from Bhagwat Geeta

Unit-IV

Sri Aurobindo's concept of an on-going evolution of consciousness: What Sri Aurobindo's evolution of consciousness adds to Darwin's purely physical evolution as background for our understanding of human existence. Consciousness as a dynamic, formative power (cit-tapas). How consciousness in life (prana) differs from consciousness in matter. How consciousness in mind (manas) differs from consciousness in life, e. How a new type of consciousness manifests due to a pressure from below - and a pull from a pre-existing -typal plane above. How an involution and subsequent emergence of such varieties of conscious existence could provide a credible third option between -evolution by design and evolution by chance. How an involution and subsequent emergence of such planes can provide a credible naturalisation of values and their development in the society and the individual. How maya can be understood as an -exclusive concentration of consciousness. How we can look at both, our collective evolution and our individual paths of yoga, as ways of widening that -exclusive concentration. Re-visioning the idea of an evolving soul.

Unit-V

Indian Psychology-Retrospect and future challenges: Sources for the study of indigenous psychology. National contemporary concerns in Indian Psychology. The personality debate.

Suggested readings:

Bodhi, B. (1999). A comprehensive manual of abhidhamma (2nd ed.). Kandy Lanka: Buddhist Publication Society. Gorkum, N. V. (2009). Abhidhamma in daily life . London: Zolog. Karunadasa (2000). Dhamma as phenomena: The abhidhammic view of empirical reality Middle Way: Journal of the Buddhist Society, 75(3), 161-179. William Hart: Art of Living

Bhaktivedant Swami Prabhupad. : Bhagwat Gita As It Is. Swami Prabhavananda: Bhagwat Gita Gandhi: The Gospel of Selfless Action: The Gita according to Gandhi Aurobindo: Bhagwat Gita and Its Message: Maharshi Mahesh Yogi on the Bhagwat-Gita Eknath Easwaran: Bhagwat Gita

Hawley, Jack: The Bhagwat Gita- A Waalkthrough for Westerners Mitchell,S. Bhagwat Gita : A New Translation.

Gupta, R. K. (1995). Conflict and congruence between Vedantic wisdom and modern management. In S. K. Chakraborty (Ed.), Human values for managers, 148-153. New Delhi, India: Wheeler Publishing.

- Hardy, J. (1987). *A psychology with a soul*. New Delhi, India: Penguin Group
- Hiriyanna, M. (2000). *The essentials of Indian philosophy*: New Delhi, India: Motilal Banarsidas Publishers
- Huppes, N. (2004). *Psychic education: A workbook based on the Writings of Sri Aurobindo and The Mother*, New Delhi, India: Sri Aurobindo Education Society. Retrieved on August 14, 2016 from <http://www.ipi.org.in/texts/neeltje/psycheduall-10a.pdf>
- Iyengar, B. K. S. (1976). *Light on yoga*. London: UNWIN Paperbacks.
- Jacobsen, K. A., Larson, G. J. (2005). *Theory and practice of yoga: Essays in honour of Gerald James Larson*. Leiden, Holland: Brill.
- Joshi, K., & Cornelissen, R. M.M. (Eds.) (2004). *Consciousness, Indian psychology and yoga*. New Delhi, India: Centre for Studies in Civilizations. .
- Kiran Kumar, S. K. (2002). *Psychology of meditation: A contextual approach*. New Delhi, India: Concept Publishing Co.
- Lancaster, B. (2004). *Approaches to consciousness: The marriage of science and mysticism*. New York: Palgrave Macmillan.
- Mascaro, J. (1994). *The Bhagavad Gita*. New Delhi, India: Penguin Books India.
- Mascaro, J. (1994). *The Upanisads*. New Delhi, India: Penguin Books India.
- Misra, G., & Mohanty, A. K. (Eds.) (2002). *Perspectives on indigenous psychology*. New Delhi, India: Concept Publishing Company
- Menon, S., Sreekantan, B. V., Sinha, A., Clayton, P., & Narasimha, R. (2004). *Science and beyond: Cosmology, consciousness and technology in Indic traditions* Bangalore, India: National Institute of Advanced Studies.
- Naranjo, C., & Ornstein, R. E. (1974). *On the psychology of meditation*. New York: Viking Press.
- Nyinche, P.D. (1999). *Awakening the sleeping Buddha: The twelfth Tai Situpa*. (L. Terhune, Ed.). Boston: Shambhala South Asia Editions.
- Pandey, A., & Gupta, R. K. (2008). A perspective of collective consciousness of business organizations. *Journal of Business Ethics*, 80(4), 889-898.
- Pandit, S., & Misra, G. (2011). Emotions in Indian psychology. In G. Misra (Ed.), *Psychology and psychoanalysis* (pp. 663-692). Delhi, India: Center for Civilizationa Studies.
- Paranjpe, A. (2009). In defence of an Indian approach to the psychology of emotion. *Psychological Studies*, 54, 54-58.

Paranjpe, A. C. (1984). *Theoretical psychology*. New York: Plenum Press.
Paranjpe, A. C. (1998) . *Self and identity in modern psychology and Indian thought* New York: Plenum Press.

Rama, R. R. (2006). *Journey to the real self (a book on yoga consciousness)*. Vijinigiri, India: Yoga Consciousness Trust.

Rama, S. (1992). *Meditation and its Practice*. Honesdale, PA: Himalayan Institute of Yoga Science and Philosophy of USA.

Rama, S., Ballentine, R., & Ajeya, S. (1986). *Yoga and psychotherapy: An evolution of consciousness*. Honnesdale, PA: Himalyan Institute Press.

Rao, K. R. (2005). *Consciousness studies: Cross-cultural perspectives*. North Carolina: McFarland & Company,

Rao, K. R., & Marwaha, S. B. (Eds.) (2005). *Towards a spiritual psychology: Essays in Indian psychology*. New Delhi, India: Samvad India Foundation.

Rao, K. R., Paranjpe, A. C., & Dalal, A. K. (Eds.) (2008). *Handbook of Indian psychology*. New Delhi, India: Cambridge University Press.

Paper Code: PSY- 311 A (Core)

Field Study

&

Paper Code: Psy-311 B (Core)

Internship

Semester - IV

Paper Code: PSY-401 (Core paper)

APPLIED PSYCHOMETRY

Objectives:

To explore the history and nature of psychological measurement, including the definition of psychological tests, types of tests.

To learn test construction, including planning stages, steps in construction.

UNIT-I

Measurement: History of Psychological Measurement; Definition of Psychological Tests, Nature of measurement and Scales of measurement; Distinction between psychological measurement physical measurement.

Types of psychological tests: Intelligence, creativity, neuropsychological tests, aptitude, Personality assessment, interest inventories, Applications of psychological tests, Characteristics of good test.

UNIT-II

Test construction: Planning stage; Steps in Test construction, Types of items, Construction of test Items.

Item Analysis: Pre testing; Calculation of item discrimination; Determination of item difficulty; Item Response Theory.

UNIT-III

Reliability: History and theory of reliability, Meaning of Reliability; Standard Error of Measurement; Types of reliability, Factors influencing reliability of test scores; Reliability of speed test.

Validity: Meaning of validity; Types of validity; Methods of calculating validity; Cross validation; Relation of validity and reliability; Factors influencing validity.

UNIT-IV

Standardization and Development of Norms: Meaning of norms; Steps in developing norms; Types of norms.

Response set in test scores: Meaning of response sets; Types of response sets; Methods to eliminate response sets.

UNIT-V

Psychological Scaling Methods: Method of Rank Order, Method of successive categories, Method of Paired Comparisons.

Attitude Scales– Semantic differential, Staples, Likert scale. Computer-based psychological testing
Applications of psychological testing in various settings: Clinical, Organizational and business, Education, Counseling, Military. Career guidance.

Suggested readings

Aiken, L.R. & Groth- Marnat, G. (2009). Psychological Testing and Assessment (12th ed) Delhi: Pearson.
Fredenberg, L. (1995). Psychological Testing: Design, Analysis and Use. Boston: Allyn & Bacon.
Anastasi, A., & Urbina, S. (1997). Psychological Testing (7th ed) NY: Prentice-Hall. Gregory, R.J. (2004). Psychological Testing: History, Principles, & Applications (4th ed) New Delhi: Pearson Education.
Husain, A. (2012). Psychological Testing. Delhi: Pearson.
Miller, L.A., Lover, R.L. & McIntire, S.A. (2013). Psychological Testing. New Delhi: Sage.
Singh, A.K. (2008). Tests, Measurements and Research Methods in Behavioural Sciences. Patna: Bharati Bhawan.

Paper Code: PSY-402 (Core paper) **PSYCHOTHERAPIES**

Objectives:

To understand the meaning, nature, and scope of psychotherapy, including specific variables.

To examine humanistic therapies, including client-centered therapy, existential therapy, and Gestalt therapy, and to analyse behaviour therapy, including its key concepts, techniques.

UNIT-I

Psychotherapy: Meaning, Nature & Scope Variables affecting Psychotherapy: Specific Variables: Client Variable, Therapist Variable, Process variables, Social & Environmental Variable Non-Specific Variables: Spontaneous cure, Placebo Effect

UNIT-II

Psychoanalytic Therapies Freud's Psycho-analytic Therapy, Adlerian Psychotherapy, Transactional Analysis (TA)

UNIT-III

Humanistic Therapies Client-Centered Therapy, Existential Therapy and Gestalt Therapy

UNIT-IV

Behaviour Therapy: Key Concepts and Techniques, Applications of Behaviour Therapy

UNIT-V

Cognitive Behavior therapy, Rational Emotive Behavior Therapy (Ellis)

Yoga and Meditation

Integrated and eclectic interventions, Effective multicultural counseling

Suggested readings

Pomerantz, A. M. (2011). *Clinical Psychology: Science, Practice & Culture* (2nd Ed.). New Delhi: Sage Publications.

Nietzel, M. T., Bernstein, D. A. & Millich, R. (1994). *Introduction to Clinical Psychology* (4th Ed). New Jersey: Prentice Hall.

Korchin, S. J. (1975). *Modern Clinical Psychology: Principles of Intervention in the Clinic and Community*. New Delhi: CBS Publishers & Distributors.

Spiegler, M.D. & Guevermont, D.C. (1998). *Contemporary Behaviour Therapy*. (3rd Ed.). US: Brooks/Cole.

Claringbull, N. (2011). *Mental Health in Counseling and Psychotherapy*. UK: Short Run Press.

Bellack, A. S. & Hersen, M. (1980). *Introduction to Clinical Psychology*. New York: Oxford University Press.

Herson, M., Kadzin, A.E. and Bellack, A.S. (1983). *The Clinical Psychology Handbook*, New York: Pergamon. Davidson, P.W.,

Elective Group (A)
Paper Code: PSY-403 A

COGNITIVE BEHAVIOUR THERAPY

Objectives:

To understand the basic principles of cognitive therapy, including its theoretical foundations, common misconceptions, and the identification of cognitive distortions and emotions in cognitive behavioural therapy (CBT).

To learn case conceptualization, session structuring, and various cognitive behavioural techniques, including assignments and role plays, and to apply CBT in counselling settings.

Unit I

Basic Principles of Cognitive Therapy

Theoretical foundations of CBT

Misconception about CBT

Recognizing cognitive distortions & emotions

Unit II

Identifying negative automatic thoughts (NAT)

Identifying underlying assumptions and rules

Uncovering core beliefs

Developing new core beliefs and strengthening existing core beliefs

Unit III

Case conceptualization

Structuring sessions

Cognitive Behavioural Techniques

Assignments & Role play

Application of Cognitive Behaviour Therapy in counselling settings

Limitations

Unit IV

CBT for: Stress and coping, anxiety and fear, treating depression, anger and rage

Unit V

CBT for: traumatic injuries, forgiveness, chronic pain, embracing imperfection, childhood trauma and neglect.

Suggested readings

Judith S. Beck and Aaron T. Beck (2011). Cognitive Behavior Therapy, Second Edition: Basics and Beyond, 2nd edition, The Guilford Press;

Jeffrey A. Cully (2008). A Therapist's Guide to Brief Cognitive Behavioral Therapy. Published by the Department of Veterans Affairs, South Central Mental Illness Research, Education, and Clinical Center (MIRECC),

David F. Tolin (2016). Doing CBT: A Comprehensive Guide to Working with Behaviors, Thoughts, and Emotions. The Guilford Press; Illustrated edition

Elective Group (A)
Paper Code: PSY-404 A
CLINICAL CASE STUDIES

Objectives:

To understand the characteristics, diagnostic criteria, and treatment approaches for anxiety disorders including panic disorder, obsessive-compulsive disorder, hoarding disorder, and posttraumatic stress disorder.

To examine eating disorders like bulimia nervosa, substance-related disorders including alcohol use disorder, sexual dysfunctions.

Unit I

Panic Disorder
Obsessive-Compulsive Disorder
Hoarding Disorder
Posttraumatic Stress Disorder

Unit II

Major Depressive Disorder
Bipolar Disorder
Somatic Symptom Disorder
Illness Anxiety Disorder

Unit III

Bulimia Nervosa
Alcohol Use Disorder and Marital Distress
Sexual Dysfunction: Erectile Disorder, Premature Ejaculation and Female Orgasmic Disorder
Gender Dysphoria

Unit IV

Schizophrenia

Antisocial Personality Disorder
Borderline Personality Disorder
Paranoid Personality Disorder

Unit V

Attention-Deficit/Hyperactivity Disorder
Autism Spectrum Disorder
Antisocial Personality Disorder: Psychopathy
Parasomnia: Nightmare Disorder and Isolated Sleep Paralysis

Suggested readings

Thomas F. Oltmanns, Michele T. Martin (2018). Case Studies in Abnormal Psychology, 11th Edition, Wiley
Kenneth N. Levy, Kristen M. Kelly & William J. Ray (2018). Case Studies in Abnormal Psychology. Sage publication

Elective group (B)

Paper Code: PSY-405 B

TRAINING & DEVELOPMENT IN ORGANISATIONS

Objectives:

To introduce the concepts of learning in the context of training and development.
To discuss the planning, organizing, budgeting, and controlling aspects of training programs.

UNIT-I

Introduction: Concepts of Learning Training, Education, Development, Transfer to learning role of learning in T&D; Adult learning, Distance Learning.

UNIT-II

Training Need Identification (TNI) Objective, need Approaches to TNI, Training need Assessment (TNA), Application of TNA in organization, stage of TNA, classification corporate Training needs relation of training need with career life-cycle, Determining of training need –level of performance, models of learning at each level of performance & Need obtaining information, influences on TNI, who identifies training needs, comports data , analysing training needs, TNI in the level of Organisation needs, Group needs, individual needs.

UNIT-III

Conducting the Training Programmes Planning Organizing Budgeting & controlling of training programs, organization & Structure of Training & Department, Training methodology, Management development through Training.

UNIT-IV

The Trainer and Training Aids: Audio visual in learning computer Based Training, Designing Training Program, conducting Training Program developing, effective Training, qualities of an Effective Trainer.

UNIT-V

Evaluation of training programs- Concept, need principles evaluation Design, strategies of Evaluation. Evaluating transfer of learning on the job, Techniques & problems in measurement of Training.

Suggested readings

Aamodt, M. G. (2016). Industrial/Organizational psychology: An applied approach. Boston: Cengage Learning.

Pareek, U. (2007). Understanding organizational behaviour. New Delhi: Oxford

Muchinsky, P. M., & Culbertson, S. S. (2016). Psychology applied to work. Summerfield, NC: Hypergraphic Press.

Pareek, U., & Gupta, R. K. (2010). Organizational behaviour. New Delhi: Tata McGraw Hill.

Elective group (B)
Paper Code: PSY-406 B
CONTEMPORARY CHALLENGES IN HRM

Objectives:

To understand the concept of emerging organizations, including information-based structures, total quality management.

To analyse the role of Corporate Social Responsibility (CSR) in organizational sustainability and ethical business practices.

UNIT-I

Emerging Organization: Information based, total quality management, Learning Organizations, change face of Transnational & Multinational Organizations the issue of core competencies for building organizations,

UNIT-II

Managing Diversity: Changing mature of work force, Impact of Diversity on organizational processes, optimizing diverse work force.

UNIT-III

Corporate Social Responsibility: Meaning, nature, approaches, Indian context.

UNIT-IV

Competency mapping: Meaning, nature, history, approaches, competency based HRM, training.

UNIT-V

Attrition: Meaning, nature, causes, consequences, managing attrition

Organizational Citizenship Behaviour: Meaning, components, models, relationship with performance.

Suggested readings

Aamodt, M. G. (2016). Industrial/Organizational psychology: An applied approach. Boston: Cengage Learning.

Bhatti, O. K., & Aslam, U. S. (2016). Employee motivation: An Islamic perspective. *Humanomics*, 32(1), 33-47.

Kalra, S. K. (2004). Consultative managerial leadership style in India: A viable alternative. In P. N. Mukherjee, & C. Sengupta (Eds.), *Indigenity and*

universality in social sciences: A south asian response. New Delhi, India. Sage India Publications.

Muchinsky, P. M., & Culbertson, S. S. (2016). Psychology applied to work. Summerfield, NC: Hypergraphic Press.

Pareek, U. (2007). Understanding organizational behaviour. New Delhi: Oxford University Press.

Pareek, U., & Gupta, R. K. (2010). Organizational behaviour. New Delhi: Tata

Miner, J.B. (1969). Personnel Psychology. MacMillion Press.

Schultz, D. & Schultz, S.E. (2004) (8th Edition). Psychology and Work Today. New Delhi: SAGE

DeLenzo, D.A. & Robbins, S.P. (1996). Human Resource Management. New York: Wiley & Sons

Elective group (C)
Paper Code: PSY-407 C
Exercise Psychology

Objectives:

To explore the effects of physical activity on preventing chronic diseases and improving health-related quality of life, including its impact on anxiety and depression.

To examine the determinants of physical activity, barriers to exercise, and the relationship between the self and physical activity.

Unit-I

Physical Activity: Effects of physical activity to prevent chronic diseases; Effects of physical activity on health-related quality of life, Anxiety and depression; Determinants of physical activity and barriers to exercise; The self and physical activity.

Unit-II

Models and Motives of becoming active: Trans-theoretical model: Theory of reasoned action and theory of planned behavior; Self-determination theory and cognitive evaluation theory; Social cognitive theory and self-efficacy theory.

Unit-III

Changing and maintaining physical activity: Cognitive behavioural strategies; Decision balance and the process of change; Self-monitoring, Stimulus control and reinforcement.

Unit-IV

Behaviour change interventions: Home-based, community-based, work-based, School-based. Intervention levels: Helping an individual, helping a group, National campaigns.

Unit-V

Negative and harmful effects of being active: Body Image and exercise; Social physique anxiety and exercise; Negative affect and exercise; Exercise and muscularity, exercise dependence.

Suggested readings

Berger, B. G., Pargman, D., & Weinberg, R. S. (2007). Foundations of exercise psychology, (2nd ed.).

Morgantown, W.V.: Fitness Information Technology, pp.301-303.

Thatcher, J., Day, M., & Rahman, R. (2011). Sport and exercise psychology.

Kingdom: Learning Matters.

Horn, T. S. (Ed.) (2002). Advances in sport psychology. USA: Human Kinetics Publishers.

Weinberg, R. S., & Gould, D. (2003). Foundations of sport and exercise psychology. USA: Human Kinetics Publishers, Inc.

Paper Code: PSY-408 C

Counselling Skills for Sports Psychologists

Objectives:

To introduce the concept of counselling, including its definition, role, and importance.

To address specific counselling issues in athletic health care, including substance abuse problems, eating disorders, nutritional concerns and many more.

Unit-I

Introduction to The Counseling:- Definition, Role and Importance. Counseling Process: Strategies, Ways, Role of Clients and Counselor and Physical Settings. Counselling skills. Characteristics of good counselor

Unit-II

Injury and Sport - The Problem

Conceptual and Practical Approaches: Sports Injuries: An Overview of Psychological Perspectives. Pain in Sport: A Biopsychological Perspective. Ethical and Legal Issues for Sport Professional. Psychological and Emotional Response to Athletic Injury.

Psychological Perspectives on Athletic Injury: Assessing and Monitoring Injuries and Psychological Characteristics in Intercollegiate Athletes: A Counseling/Prediction Model. The Paradox of Injuries: Unexpected Positive Consequences. Personality Correlates of Psychological Processes During Injury Rehabilitation. The Malingering Athlete: Psychological Consideration.

Unit -III

Specific Counseling Issues in Athletic Health Care: Counseling for Substance Abuse Problems. Recognizing and Assisting Athletes with Eating Disorders Counseling Athletes With Nutritional Concerns. Counseling Athletes With Catastrophic Injury and Illness

Counseling Athletes with Permanent Disabilities: Providing Psychological Assistance to Injured and Disabled College Students. Suicide in sport.

Unit - IV

Anxiety Management: Multidimensional Anxiety Theory. Multidimensional Anxiety and Athletic Injury. The Interrelationship Among Stress, Anxiety, and Injury

Effectiveness of Stress and Anxiety Management Interventions Counseling for Improved Rehabilitation Adherence: Challenges that Injured Athletes Face. The Nature of Program Adherence. Counseling Strategies to Promote Rehabilitation Adherence. The Outlook-Pessimistic or Optimistic?

Unit-V

Practical Aspects: Psychosocial Dimensions of Sport Injury. Psychosocial Intervention Strategies in Sports Medicine. Effective Interaction Skills for Sports Medicine Professionals. Assessing Athletes Through Individual Interview. Effective Group Health Education Counseling. Using Family Systems Theory to Counsel the Injured Athlete. Referral of Injured Athletes for Counseling and Psychotherapy. Documentation in Counseling. Ethical Perspectives in Counseling

Suggested Readings:

Medical and Psychological Aspects of Sport and Exercise by David L.

Mostofsky, Leonard D. Zaichkowsky, Fitness Information Technology.

Counseling in Sports Medicine by Richard Ray, Diane Wiese, Human Kinetics.

Psychological Bases of Sport Injuries by David Pargman, Fitness Information Technology.

The Elements of Counseling by Scott T. Meier, Brooks Cole.

Elective group (D)

Paper Code: PSY-409 D

Spiritual Psychology

Objectives:

To examine spirituality from both basic and applied perspectives, including its origins, definitions, and its intersection with Eastern traditions.

To introduce research methods in the study of spirituality, including experimental and quasi-experimental designs.

Unit-I

Basic and applied perspectives on spirituality: Spirituality: Origin and definitions. Eastern traditions and spirituality: Buddhism and Hinduism. Spirituality and science. Applications of spiritual psychology.

Unit-II

Spirituality: Health, well-being, case study, and measurement: Spiritual health: Definitions and maintenance. Spiritual well-being: Existential and religious. Case study involving inclusion of spirituality in the therapeutic process. Spiritual measures: Spiritual beliefs and motivations, spiritual behavior and spiritual experiences.

Unit-III

Research methods: Experimental and quasi-experimental design: Religious and spiritual experiences, intercessory prayer, parapsychological studies. Field research and natural manipulations. Correlational and survey studies. Narrative analysis.

Unit-IV

Psychology of Religion and Spirituality: Defining religion and spirituality, Vedic thought and the Gita view on spirituality.

The history and current state of research on psychology of religion. Spirituality and religion, good and evil in religion. Spirituality beyond religion, spirituality versus religion. Psychological approaches to religion and spirituality

Unit-V

Early psychology of religion in America and Europe. Psychodynamic approaches. Humanistic and transpersonal approaches. Social and personality approaches.

Religious traditions and spiritual practices: Buddhism: Early Buddhism and basic teachings, Chan/Zen Buddhism, meditative practices. Christianity: History and beliefs, ascetic life, prayer, Christian spirituality. Hinduism: Hindu devotion and philosophy, inner development: Asceticism and yoga. Islam: Islamic beliefs and practices (prayer, reading scriptures).

Suggested Readings:

Husain, A. (2011). *Spirituality and holistic health – A psychological* New Delhi, India: Prasad Psycho Corporation.

Husain, A., Beg, M. A., & Dwivedi, C.B. (2013). *Psychology of humanity spirituality*. New Delhi, India: Research India Press. . New Delhi, India:

Miller, L. J. (Ed.) (2012). *The Oxford handbook of psychology and spirituality* Oxford University Press. Paloutzian,

R. F., & Park, C. L. (Eds.) (2013). *Handbook of the psychology of religion and spirituality*. New York NY: The Guilford Press.

Rao, K. R., & Marwah, S. B. (Eds.) (2005). *Towards a spiritual psychology*. Delhi, India: Samvad India Foundation.

Singh, N. K. (Ed.) (2005). *Science and spirituality*. New Delhi, India: Global Vision

Husain, A., & Khan, S. (2014). *Applied spirituality: Theory, research and practice*. New Delhi, India: Global Vision Publishing House.

Husain, A., Beg, M. A., & Dwivedi, C. B. (2013). *Psychology of humanity and spirituality*. New Delhi, India: Research India Press.

Nelson, J. M. (2009). *Psychology, religion, and spirituality*. USA: Springer.

Lines, D. (2006). *Spirituality in counseling and psychotherapy* Sage Publications India Pvt. Ltd.

Paper Code: PSY-410 D

The self and the structure of the personality

Objectives:

To explore the nature of the self and the structure of personality, including the concentric and vertical systems, the physical and higher layers of consciousness, and the concept of sacchidananda.

To understand the role of the ego, self, and soul in identity formation, and to discuss the significance of the chakras in Integral Indian Psychology.

Unit-I

Nature of The Self and the structure of the personality : The concentric system. Outer nature. Inner nature. True or central being. The vertical system: The physical, annamaya kośa. The vital, pranamaya kosa. The mind, manomaya kosa. The higher layers of consciousness in the mind. The supermind, mahas or vijñanamaya kosha. Sacchidananda. The cakras.

The centre of identity in more detail: The ego, The self: param tman, tman, jiv tman and plane-specific purusas, The soul or antaratman: From psychic entity to psychic being. Shifting the border between self and world inward. Consciousness as power. Supermind and the evolving soul

Unit-II

Modes of being, personality types, and group-memberships:

Bharata's n yaś tra. Rasa, bhava and the various lists of emotions. Svabha va and svadharma. Typologies based on the dominant part of the personality: Guna (as psychological type). Varna (as psychological type). Ayurvedic prakriti (kapha, pita, vata). Uses and dangers of classifying people in types. Group memberships as seen from Integral Indian Psychology

Unit-III

Development, action, and relationships (What makes us the way we are? What makes us do what we do?): Development over many lives: Reincarnation-existing theories; a critical examination. Arguments for and against; possible mechanisms. Karma and saṁskaras: How they might work. Possibilities for research. Progressive emancipation and integration as binding perspective
Development within one life: Life-stages, aśramas, then and now. How a many-lives theory could change our perspective (consequences for therapy, education, pedagogy)

Desire (fear and indifference) as motive for action: Their role in earlier stages of evolutionary development. The immense complexity of motivation.

Unconscious motives. Attachment to negative states. Morality and ethics; their necessity and limits. Detachment and commitment

Is motiveless action possible?: Conscious, willed alignment with the whole.

Fate, will and freedom. Relationships: With people, one significant other, yourself, work, life, the Divine. Self-giving and re-owning yourself

Love and oneness

Unit-IV

The various types of knowledge used in the Indian tradition: The two Vedic kinds of knowledge: vidy (knowledge by identity) and avidy (socially-constructed knowledge). How according to the Isha Upanishad, vidy and avidy are equally needed. How they are used together in the hard sciences. Sri Aurobindo's four types of knowing in the ordinary waking consciousness (sense-based knowledge, introspection, experiential knowledge, knowledge by identity) Naive and expert modes of knowing. The four knowledge realms in which these forms of knowledge can be used (objective, subjective, inner, and direct). The three degrees of consciousness in the subliminal (preconscious, subconscious, and superconscious). The six stages of knowing (faith, information, experience, integration and utilization, realization, and transformation).

Unit-V

How to improve the quality of our psychological knowledge: Rigorous subjectivity: honing of the antahkarana, the inner instrument of knowledge.

Eliminating two root-causes of error (atavistic errors intrinsic to the mind itself & intrusions from "lower" planes of existence)

Equanimity: Why it is both, difficult and essential 1.3.2. Equanimity in the vital and equanimity in the mind

Stages in the development of equanimity (the endurance of the hero; the resignation of the philosopher; the joy of the r̥ṣi)

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