Sri Sri University

Faculty of Contemplative and Behavioural Sciences

Syllabus for M.Sc. in Psychology and Contemplative Studies
Academic Year 2023-24

Batch 2023-25

Approved by Board of Studies on 28th May 2023

SEMESTER WISE COURSE WITH CREDIT HOURS

SEMESTER 1

Course Code	Course Title	Credits	Type
PG23-PSYC101	Introduction to Psychology & Contemplative Studies	3	Core
PG23-PSYC102	Human Cognition	3	Core
PG23-PSYC103	Research Methods in Psychology and Contemplative Enquiry	3	AES
PG23 PSYC104	Developmental Psychology: Nature Vs Nurture	3	Core
PG23-PSYC105	Sanskrit Language/ Course from Swayam Portal	3	AES
PG23-PSYC106	Counselling Skills and Strategies	3	Core
PG23- PSYC107	Organizational Behavior	3	Core
PG23-PSYC108	Happiness Connect*	2	AES
PG23-PSYC109	Contemplative Practices*	3	AES
Total Credits		**26**	

SEMESTER 2

Course Code	Course Title	Credits	Type
PG23-PSYC201	Understanding individual differences and their assessment (Personality & Self, Creativity)	3	Core
PG23-PSYC202	Social & Cross-Cultural Psychology	3	Core
PG23-PSYC203	Positive Psychology	3	Core
PG23-PSYC204	Human Resource Management	3	Core
PG23-PSYC205	Behavioural Statistics and Applications of SPSS	3	AES
PG23-PSYC206	Introduction to Clinical Psychology	3	Core
PG23-PSYC207	Global Landscape of Contemplative Traditions	3	Core
PG23-PSYC208	Contemplative Practices*	3	AES
Total Credits		**24**	

8 Weeks Internship with the organization related to specialization, 3 credit to be credited in the 3rd Semester.

SEMESTER 3

Course Code	Course Title	Credits	Type
PG23-PSYC301 (Compulsory)	Indian Knowledge System	3	Core
PG23-PSYC302 (Compulsory)	Neuroscience	3	Core
PG23-PSYC303	Internship	3	AES
P23G-PSYC304	Contemplative practices*	3	AES
Specialization (opt only one of them) : 4 papers in each specialization of 3 credit each (4x3)=12 credits			
PG23-PSYC305.1	Counselling	3X4	
PG-PSYC305.2	Industrial Psychology: OB & HR*	3X4	
PG-PSYC305.3	Contemplative Perspectives on Health & Well-Being	3x4	
PG-PSYC305.4	Clinical Psychology	3x4	
Total Credits		**24**	

Counselling Specialization Papers: 4 Papers (4X3)=12

PG23-PSYC305.1.1	Contemporary Approaches to Counselling	3X4
PG23-PSYC305.1.2	School and Educational Psychology	3X4
PG23-PSYC305.1.3	Counselling Skills and Applications	3x4
PG23-PSYC305.1.4	Psychological Testing in Counselling	3x4
Credits of specialization **Total Credits (in the Semester)**		**12** **12+12= 24**

SEMESTER 4

Course Code	Course Title	Credits	Type
PG23-PSYC401 (Compulsory)	Integrative mind and consciousness studies	3	Core
PG23-PSYC402 (Compulsory)	Project Management: Monitoring and Evaluation	3	Core
PG23-PSYC403	Dissertation Proposal Presentation (Synopsis - Methodology, tools)	3	AES
PG23-PSYC404	Contemplative practices*	3	AES
Specialization (opt only one of them) : 4 papers in each specialization of 3 credit each (4x3)=12 credits			
PG23-PSYC405.1	Counselling	3X4	
PG-PSYC405.2	OB & HR	3X4	
PG-PSYC405.3	Contemplative Perspectives on Health & Well-Being	3x4	
PG-PSYC405.4	Clinical Psychology	3x4	
	Total Credits	**24**	

Counselling Specialization Papers: 4 Papers (4X3)=12

PG23-PSYC23405.1.1	Indic Approaches to Counselling	3X4	
PG23-PSYC23405.1.2	Marriage and Family Counselling	3X4	
PG23-PSYC23405.1.3	Counselling in Specific Emerging Fields	3x4	
PG23-PSYC23405.1.4	Workplace Counselling and Empowerment	3x4	
	Credits of Specialization **TOTAL CREDITS (in the Semester)**	**12** **12+12= 24**	

NOTE:

- Following the New Education Policy -2020 a student can opt one paper in each Semester from any other department of the SSU or UGC portals (SWAYAM, NEPTL, MOOCS) in the related relevant area after obtaining the prior approval of the Dean/HoD.

- The course opted from outside DCBS must be of a minimum of the same or more credit in lieu of which the course of the DCBS.

SEMESTER 1

PG23-PSYC101 Introduction to Psychology and Contemplative Practices

Credits: 03 (30 Hours)

Course Objective

This course provides an in-depth overview of the dominant theoretical, empirical and subjective trends in the field of psychology and contemplative studies. This course introduces psychology as both an empirical and a behavioral science. Further it introduces the gamut of contemplation that demands expanding the scope of psychological discourse and adopting an encompassing paradigm which has a space for due recognition of consciousness and mind.

Course Outcomes

Students will be able to:

CO1	Understand and be familiarized with the history and development of Psychology as a field in India.
CO2	Learn basic theoretical concepts in the field of 'Psychology"
CO3	Appraise the relevance and scope of Contemplative Studies and Psychology
CO4	Apply the concepts and practices of Contemplation in understanding the psyche

Module 1: Foundations & Exploring Psychological Roots (5 Sessions)

Introduction to the world of psychology, Psychology as a science, Goals of Psychology, Psychological Roots (Structuralism, Functionalism, The Changing face of Psychology), Schools of Thought (Psychodynamic, Behaviorism, Cognitive, Sociocultural), Psychological Perspectives and Eclecticism, Specialties/Disciplines in psychology, Indian psychology applied, Psychology in India and Indigenization.

Module 2: Psychodynamic Approach to Psychology (4 Sessions)

Psychodynamic Approach (Brief orientation to four psychoanalytic psychologies — Instinct, drive, libido, ego & object relations; Understanding psychological defenses; Psychosexual stages of development and their respective fixations, Specificity/distinctive points of psychodynamic approach (importance of unconscious and its mechanisms in our conscious lives).

Module 3: Behavioral & Cognitive Approach to Psychology (6 Sessions)

Behavioral (Pavlov's Classical conditioning & Skinner's Operant Conditioning & Tolman's Cognitive Map), & Cognitive approach (Piaget's theory of cognitive development, Vygotsky and Kohlberg's theory of cognitive development), Bandura's Social Learning Approach.

Module 4: Contemplative Paradigms on Psychological Knowledge (5 Sessions)

Nature and definitions of Contemplative Studies. Knowledge- Definition, meaning, nature and acquisition of knowledge, Approaches to knowledge from two perspectives: objective-(scientific) and subjective (non-scientific), Science and spirituality (avidyā and vidyā) as

two distinct forms of knowing.

Module 5: Ideas of self and identity in contemplation (5 sessions)

Definition and meaning, modern understanding and traditional perspectives of Self and Identity, central anchoring entity, growth and transformation, transition methods in Contemplation; concept of pañchakośa model of human personality.

Module 6: Concepts of Consciousness (consciousness as verb) (5 Sessions)

Definition – Structural, relational. Consciousness as noun, non-relational, non-representational; Difference between western and eastern perspectives; Awareness vs. Consciousness; Values in reflective thinking and subjective validation.

Suggestive Practicum/Assignment

• *Emotion*

Guide students to create their emotional pie charts or delineate a list of their daily emotions, along with the context in which the emotions occur for a week or ten days.

Activity on reframing stressful situations: Students to be asked to list situations where they feel emotions such as anger or frustration or stress. After detailing the situations, they can be asked to reframe their interpretation of the situation- e.g., looking at the positive side or shifting locus of responsibility/blame or detachment from the emotional entanglement.

• *Contemplation*

Encourage students to create a project listing based on worldwide contemplative traditions and the benefits of various contemplative practices/ ideas on contemplation embedded within traditions and its relation to human psyche.

Readings and Additional Resources

Baron, R., & Misra, G. (2016). *Psychology*. (5th Ed.). Pearson.

Ciccarelli, S.K., White, N.J., & Misra, G. (2017). *Psychology* (5th Ed.). South Asian Edition. Pearson Education.

Cornelissen, R.M.M., Misra, G. & Varma (2014). *Foundations and applications of Indian Psychology*. Pearson.

Desikachar, T.K.V. (2000). *Patanjali's Yogasutra: An Introduction*. East West Books.

Morgan, C.T., King, R., Weisz, J., & Schopler, J. (2017). *Introduction to Psychology* (7th Ed.). McGraw Hills.

Myers, D.G. (2011). *General Psychology* (10th Ed.). Worth Publishers.

Passer, M.W., & Smith, R.E. (2010). *Psychology: The Science of Mind and Behaviour*. Tata McGraw-Hill.

Sinha, J. (1999). *Indian Psychology: Perception*. Psychology Press.

PG23-PSYC102 Human Cognition

Course Credits: 03 (30 Hours)

Course Objectives

The course objective is to provide an understanding of how humans think, reason, perceive, and learn. The course aims to explore the cognitive processes and mechanisms that underlie human intelligence and behavior. It covers topics such as attention, memory, problem-solving, decision-making, language processing, and perception. By studying human cognition, students will develop a better understanding of how individuals process information, make sense of the world, and interact with their environment. The course may also explore relevant theories, research methods, and practical applications in the field of cognitive psychology.

Course Outcomes

Students will be able to

CO1	Have an in-depth understanding of some of the cognitive processes in terms of current theories, models, empirical findings, and applications.
CO2	Appreciate the importance of cognitive processes in everyday life.
CO3	Develop insights into one's own and others' underlying mental processes and behavior.
CO4	Gain knowledge about major contributions from Indic sciences to the understanding of cognitive processes.

Module 1: Introduction to Cognitive Psychology (07 Sessions)

Meaning, Nature and History of Cognitive Psychology; Approaches (Experimental Cognitive Psychology, Cognitive neuroscience, Cognitive Neuropsychology); Emergence of Cognitive Psychology; Cognition and Intelligence (Cognitive models of Intelligence). Information Processing Models

Cognition as per vendanga.

Module 2: Memory (07 Sessions)

Memory: The Models of Memory; Working Memory and Brain; Neurobiology of Memory;LTM (Encoding, Retrieval and Consolidation), Autobiographical Memory, Flashbulb Memory, Misinterpretation Effect, Eyewitness Testing.

Types of Karma, siddhis pertaining to memory (patanjali's yogasutra)

Module 3: Language Processes

Human Language - Properties, Structure and Linguistic Hierarchy, Language Acquisition-Predisposition, Critical Period Hypothesis; Theories of Language Development - Skinner and Chomsky; Process and Types of Communication - Effective Communication Training.

Panini's contribution to understanding language

Module 4: Decision Making and Problem Solving (08 Sessions)

Human Problem Solving: Strategies and Heuristics; Methods of Problem Solving; Facilitating, and Hindering Factors in Problem Solving, Decision Making – Models and Theories; Factors Influencing Decision Making and Judgment; Practical Applications of Cognitive Psychology in Decision Making and problem Solving.

Approaches to reasoning and decision (special reference to rules of logic – Nyāya).

Suggested Readings and Materials

Ciccarelli, S., & White, J. (2017). *Psychology (4th ed.)*. Harlow, Essex: Pearson.

Esgate, A. et al. (2005). *An Introduction to Applied Cognitive Psychology*. PsychologyPress: New York.

Eysenck, M.W., & Keane, M.T. (2015). *Cognitive Psychology: A Student's handbook (7thed.)*. Psychology Press

Kobayashi, M. (2005). *On the Triple Transformation in Integral Yoga of Sri Aurobindo*. California Institute of Integral Studies.

Misra, G., & Mohanty, A.K. (Eds.). (2002). *Perspectives on indigenous psychology*. Concept Publishing Company.

Morgan C.T., & King, R.A (1993). *Introduction to Psychology* (7th ed.). Tata McGraw-Hill

Sharan, M. B. (2005). Understanding of Human Mind and Behaviour: The Missing Link of Intuitive Experience. *Psychological studies-university of calicut*, *50*(2/3), 259.

Sternberg, R. J. (2009). *Applied Cognitive Psychology: Perceiving, Learning andRemembering*. Cengage Learning India Private Limited.

PG23-PSYC103 Research Methods in Psychology and Contemplative Enquiry
Credits: 03 (30 Hours)

Course Objective

The main aim of this course is to provide the students with the knowledge and skills required to conduct and document research. The course on Research Methods is designed to provide students with a well- rounded understanding and familiarize with research methods (quantitative, qualitative and mixed-methods). The course provides the students with an opportunity to engage in different research activities such as research planning, literature review, simulation, experimentation, data analysis and reporting using a selected research topic. This will help them to understand the application of various research techniques in diverse research settings.

Course Outcomes

The students will

CO1	Understand the philosophical and epistemological difference between quantitative and qualitative research methods
CO2	Review for valuable information, evaluate and summarize journal papers
CO3	Appreciate research methodology basics, types of research, research methods, research process and formulating a problem
CO4	Impart knowledge and skills required to technical paper writing, drafting and avoiding violation of professional ethics

Module I: Introduction to Research Methodology (5 Hours) Scientific Research: Definition, objectives, characteristics; Types of research: descriptive vs. analytical, applied vs. fundamental, quantitative vs. qualitative, conceptual vs. empirical. Need of research. Defining, identifying, assessing and formulating of the problem; Inductive, Deductive and Development of models; Developing a research plan: exploration, description, diagnosis, experimentation. Determining experimental and sample designs
Module II: Analysis of Literature Review and Hypothesis (4 Hours) Primary and Secondary Sources, Web sources, critical Literature Review, Identifying gap areas from literature review, Formulation of hypothesis, Scientific method vs Arbitrary Method
Formulation of Hypothesis: Qualities of a good Hypothesis, Null Hypothesis & Alternative Hypothesis, Hypothesis Testing: Logic & Importance
Module III: Test Development and Data Collection (10 Hours) Sources of Data – Primary and Secondary, Types of Data – Categorical (nominal and ordinal), Numerical (discrete, continuous, ratio and interval), Development of scales /questionnaire /schedules /tests; Sampling: Probability and non-probability samples, their characteristics and implications, Pilot Survey, Reliability, Validity
Quantitative methods: Field study, Experimental methods, Quasi- Experimental methods, Single subject method, Correlational method, Survey and web survey methods

Qualitative methods: Observational methods, Focus Group discussions, Case Studies, Content analysis, Content and Narrative, Ethnography

Module IV: Research Report (6 Hours)

Report writing, Intellectual property reporting, Structure of Thesis: Title, abstract, introduction, rationale, objectives, methodology, time frame and work plan, References writing in APA, Testing plagiarism, IPR Filing, Ethical issues in research

Module V: Application of results and ethical consideration (5 Hours)

Implication of research, Impact and application of research, Publication types and ways, Ethical committees, Institutional Review Board, Roles and Importance Intellectual Property rights: Commercialization and royalty reproduction of published material, Acknowledgement, Plagiarism, Reproducibility and accountability

Suggested Reading and Materials

Anthony, M., Graziano, A.M. & Raulin, M.L. (2009). *Research Methods: A Process of Inquiry,* Allyn and Bacon.

Best, J. W., & Kahn, J. V. (2006). *Research in Education (10th ed.).* Boston: Pearson Education, Inc.

Correa, C. M. (2000). *Intellectual Property Rights, the WTO and Developing Countries: The TRIPS Agreement and Policy Options.* Zed Books.

Festinger, L., & Katz, D. (Eds.). (1953). *Research Methods in the Behavioral Sciences. Dryden* Press.

Fink, A., 2009. *Conducting Research Literature Reviews: From the Internet to Paper.* Sage Publications

Garg, B.L., Karadia, R., Agarwal, F. & Agarwal, U.K. (2002). *An introduction to Research Methodology.* RBSA Publishers.

Graziano, A.M., & Raulin, M.L. (2000). *Research Methods: A Process of Inquiry.* Allyn & Bacon.

Kothari, C.R. (2008). *Research Methodology: Methods and Techniques. Second Edition.* New Age International Publishers, New Delhi.

Leedy, P.D. & Ormrod, J.E. (2004). *Practical Research: Planning and Design*, Prentice Hall.

Satarkar, S.V., 2000. *Intellectual property rights and Copyright.* Ess Ess Publications

PG23-PSYC104 Developmental Psychology: Nature vs. Nurture

Credits: 03 (30 credits)

Course Objective

This course will introduce to students the fundamentals of developmental psychology. In addition, the course will help students to gain in-depth insight intohow human beings develop at different stages in life – Prenatal, Infancy, childhood, adolescence, adulthood and old age along with the developmental problems associated with each of the stages.

Course Outcomes

The students will be able to:

CO1	Develop a basic understanding of development and research designsused in study of development
CO2	Identify developmental milestones in childhood and developmental problems associated with this stage
CO3	Identify developmental milestones in Adolescence and developmental problems associated with this stage
CO4	Identify developmental milestones in Adulthood and developmental problems associated with this stage
CO5	Identify developmental milestones in Old age and developmentalproblems associated with this stage

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Module I: Human Development (06 Sessions)

Principles of Development, Role of Heredity and Environment, TheoreticalPerspectives of human development- Psychoanalytic, Piagetian theory, Vygotsky's Socio-cultural perspective; Erikson's theory of Psycho-Social development, Research designs in study of development- Longitudinal, Cross- sectional, Sequential, Experimental and Correlational; Factors affecting Pre-natalDevelopment and Developmental milestones in Infancy

Module II: Childhood (06 Sessions)

Physical Development; Cognitive Development, Language Development in childhood; Moral development: Kohlberg's Theory; Psycho-Social

Development, developing sense of self and Gender roles, development of attachment and temperament

Module III: Adolescence (05 Sessions)

Physical development; Cognitive Development: Piagetian Theory and VygotskySocio-Cultural Perspective; Language Development; Moral Development: Kohlberg's Theory; Psycho-Social Development: Search for identity, Gender Roles and Sexuality; Problems during adolescence. Indian Adolescents

Module IV: Adulthood (05 Sessions)

Physical Development; Cognitive Development; Moral Development; Psycho- Social Development: Personality Development, Gender roles and Sexuality,Social and Intimate Relationship, Midlife Issues

Vedic Shodasa Samskaras (e.g. embedded in Dharmasutras, Grhyasutras).

Module V: Oldage (05 Sessions)

Physical changes; Theories of Aging: Programmed Theory and Damage Theory;Cognitive changes; Psycho-Social changes, dealing with death and bereavement:Kubler Ross Theory of Dying, Bowlby theory of bereavement.

Practicum and Assignment (02 Sessions)

Suggested Readings and Materials

Berk, L.E. (2010). *Child Development* (8th Ed.). New Delhi: Prentice Hall.

Ciccarelli,S.K., White, J.N., & Misra, G. (2022). *Psychology* (6th Ed.). Pearson.

Harlock, E.B. (1980). *Developmental Psychology: A Life-Span Approach* (5th Ed.). McGraw Hill Education.

Papalia, D.E., Olds, S.W., & Feldman, R.D. (2006). *Human development* (9th Ed.). New Delhi: McGrawHill

Santrock, J.W. (2008). *Child Development* (11th Ed.). New Delhi: McGraw Hill.

Santrock, J.W. (2006). *Adolescence.* New Delhi: McGraw Hill.

Sigelman, C.K., & Rider, E.A. (2017). *Life-span Developmental Psychology* (9th Ed.). USA: Wadsworth Publishing Co Inc

PG23-PSYC105 Sanskrit Language-I

Credits: 03 (30 Hours)

Course Objectives

The course aims to introduce students to the Sanskrit alphabet, pronunciation, and grammar rules. It focuses on developing a solid foundation in the language. Students learn how to read and write in Sanskrit using Devanagari script. They practice writing simple sentences and gradually progress to complex texts. The course enables students to grasp the grammatical concepts of Sanskrit, such as noun declensions, verb conjugations, and sentence structure. They learn how to apply these rules in constructing correct sentences.

Course Outcomes

Students will be able to

CO1	Contemplate upon and appreciate the transformative power of Sanskrit sounds.
CO2	Understand the relationship of Sanskrit grammar and its impact on the human mind.
CO3	Experience the contemplative power of spoken Sanskrit
CO4	Learn about the contributions made by ancient Indian scholars and gain a broader perspective of Indian culture.

Module I: Introduction (08 sessions)

Appreciation of the role of language in general; Understanding sounds and the orderof its alphabets *(varṇamālā-paricaya)*: *Uccāraṇa*; Introduction to the *Devanāgarī* script *(varṇamālā- paricaya)*: *Lekhana* aswell as the Roman transliteration; Introduction to the *Māheśvara-sūtras / Śiva-sūtras* (*Pāṇini* has rearranged the order of the letters of the alphabet in the most optimal combination of letters to provide the foundation for his authoritative text on Sanskrit grammar known as the *Aṣṭādhyāyī*).

Module II: Introduction to Nouns and Verbs (07 Sessions)

Understanding the structures of word and sentence formations and their role in subconsciously formatting our thought patterns; Introduction to basic spoken Sanskrit; Introduction to the gender of nouns (liṅga-paricaya): a-kārānta - Masculine (puṁliṅga) and neuter (napuṁsakaliṅga) as well as ā-kārānta and ī-kārānta

- Feminine (strīliṅga); Declensions (vibhakti-paricaya) in the singular forms mostly (eka-vacana);Verb conjugation (dhātu-paricaya) in present tense (vartamāna-kāla), future tense (bhaviṣya-kāla), past tense (bhūta-kāla).

Module III: Introduction to Pronouns (05 Sessions)

sarvanāma-pada & different puruṣas-Third person (prathama-puruṣa), second person (madhyama-puruṣa: formal and informal) and first person (uttama-puruṣa) for some declensions (vibhakti-rūpa)

Module IV: Introduction to Grammar (08 Sessions)

bahu-vacana (plural) and dvi-vacana (dual) for vibhakti-rūpas of a-kārānta puṁliṅga (masculine) and napuṁsakaliṅga (neuter) as well as ā-kārānta and ī- kārānta strīliṅga (feminine); Nouns: Introduction to nouns with 'i' and 'u' endings in the three genders; Introduction to the dhātu-rūpas (verb conjugations) in more tenses.

Introduction to the concept of sandhis; Simple chandas

Module V: Familiarization with Contemplative Sanskrit Writings (2 Sessions)

sūtra literature (Yogasūtras); Verse forms (Bhagavadgītā) etc.

Suggestive Practicum

Chants and songs from *Śaṅkarācārya*.

Memorize one Sanskrit *śloka*.

Learn the history of *mantras/stotras* and make observational notes (journaling) on the challenges and comparative effects of learning different *mantras* to sensitize them to the differences in their vibratory natures (e.g. chanting/ learning *Medhāsūktam* vs. *Nirvāṇaṣaṭkam*).

Watch first Sanskrit animated movie: *'Punyakoti'*.

Suggested Readings and Materials

Abhyaasapustakam by SamskritaBharati https://samskritabharti.in/sambhashanam.

Dikshit, P. (2007). *Sheegrabodh Vyakaranam (Hindi)* New Delhi: PratibhaPrakashan.

Tripathi, R. (2012). *NatyashastraVishvakosh (Hindi)Vol.I& II* .New Bharatiya BookCorporation.

Ghosh, B. K. (2019). *Linguistic Introduction to Sanskrit– Parts I, II, III.* Calcutta UniversityPublication.

Mishra, S., &Poddar, V. (2017). *The Wonder that is Sanskrit. (5th E*d.). Auro Publications.Mishra, S. (2005). Sanskrit and the Evolution of Human Speech. Sri Aurobindo Society.

Shastri,V. K. (2018) (Ed.) *Teach Yourself Sanskrit (Samskrit Svaadhyaayah) Prathamaa Deekshaa (Vaakya- vyavahaarah)*. New Delhi: Rashtriya Sanskrit Sansthan.

Virupakshananda, S. (2010). *TarkaSangraha - Nyaya & Vysheshika PrakaranaGrantha.* Sri Ramakrishna Math.

PG23-PSYC106 Counselling Skills and Strategies

Credits: 03 (30 Hours)

Course Objective

The course will introduce the students to the field of counselling psychology with a focus on understanding the concept of counselling (both from Western and Indic perspective) and its importance in the current scenario. The students will learn about different approaches to counselling such as psycho-analytic approach, behavioural approach, humanistic approach and cognitive approach. Students will also learn about the necessary skills required to be an effective counsellor, how to build a counselling relationship and also about the importance of ethics in counselling in order to do justice to the clients/counselees as well as the profession as a whole. Moreover, the course will help students to explore and understand major broad areas in counselling.

Course Outcomes

Students will be able to:

CO1	Understand basic concepts, processes, techniques and ethics in Counselling
CO2	Gain an understanding of how a counselling relationship is built and develop key qualities of an effective counsellor
CO3	Learn about different stages in counselling
CO4	Explore and understand major broad areas in counselling

Module I: Nature and Scope of Counselling (09 Sessions)

Definition, origin, nature, need and goals of counselling; Difference between Counseling, Guidance and Psychotherapy, Ethics in counselling, theoretical approached to counselling-psychoanalytic, affective, cognitive, and behavioral approach.

Historical development and present status of Counselling services in India Counselling from perspectives of Sattva avajaya

Module II: Building Counseling Relationship (07 Sessions)

Factors influencing counseling processes- seriousness of presenting problem, structure, physical, setting, initiative, client qualities; characteristics of an effective counsellor-Personal qualities & Professional aspects.

Activities on- Individual differences, Active Listening/ listening skills and Empathy Assignment - Self-analysis with respect to skills one possess to be an effective counsellor and those that need to be improved upon

maitrī, kāruṇya as major skills for effective Counsellor

Module III: Stages of Counselling (04 Sessions)

Exploration, identification of goals and termination of a counselling relationship

Module IV: Major Areas of Counselling (10 Sessions)

School Counseling, Career Counselling, Marriage and Family counselling, tele-counselling-forms, stages, benefits, challenges and limitations
Practicum/ Assignment

Suggestive Readings and Materials

Belkin, G. S. (1998). *Introduction to Counselling* (3rd Ed.). Iowa: W. C. Brown.

Gibson, R. L., & Mitchell, M. H. (2015*). Introduction to Counselling and Guidanc* (7th Ed.). New York: Pearson.

Gladding, S. T. (2012). *Counselling: A Comprehensive Profession* (7th Ed.). New Delhi:Pearson.

Altmaier, E. M., & Hansen, J. C. (2011). *The Oxford Handbook of Counselling Psychology.*

New York: Oxford University Press.

Nystul, M. S. (2011). *Introduction to Counselling: An art and science perspective* (4th ed.). Englewood Cliffs, NJ: Prentice-Hall.

Rao, S.N., & Sahajpal, P. (2013). *Counselling and Guidance*. New Delhi: Tata McGraw Hill.

Young, M. E. (2012). *Learning the art of helping: Building blocks and techniques* (5th ed.). Englewood Cliffs, NJ: Prentice-Hall.

PG23-PSYC107 Organizational Behaviour

Credits: 03 (30 Hours)

Course Objective

The course will help the students understand the different concepts, models, and theories used in organizational psychology. Students will be able to apply the knowledge in understanding how good organizations work and how management employs many ways and tactics to enhance productivity, job satisfaction, motivation, and involvement of the employees. This course will also help the students in cultivating enhanced self-awareness through self- assessments and reflections on ethical organizational behaviour and work culture.

Course Outcomes

Students will be able to

CO1	Develop an awareness of the key concepts and issues related to organizational behavior
CO2	Gain an understanding of the roles of perception and decision making in an organization.
CO3	Understand the different organizational attitudes and values and learn how to increase job satisfaction and effective organizational behaviour.
CO4	Learn about the theories of motivation and ways to enhance employee motivation.
CO5	Reflect their theoretical understanding of the concepts through presentations and assignments.

Module I: Introduction to the organization and organizational behavior (05 Sessions)

Definition & Nature; Organization and Management; Functions of a manager; Disciplines contributing to OB; Organization structures; Developing the OB model; Diversity in organizations.

Module II: Perception and Individual decision making (07 Sessions)

Perception process, Factors influencing perception; Person Perception, Attribution theory, Shortcuts in judging others; Johari window: self and others perception for enhancing personal effectiveness; Role of perception in decision making; Decision making in organizations: Rational model and intuition, Biases and errors.

Module III: Attitude, Values, and Job Satisfaction (08 Sessions)

Defining Attitude and values, Components of attitude, methods of measuring attitudes; changing attitude.

Job Attitudes: Job satisfaction and performance and Organizational Commitment. Productive organizational behaviors: Organizational citizenship; Counterproductive behavior in organizations: absenteeism, turnover, ineffective performance.

Module IV: Motivation: Application in organization (08 Sessions)

Defining motivation; Motivational process; Early Theories: Maslow's theory, McClelland's theory of needs, Two Factor theory; Contemporary theories: Goal Setting theory, Equity theory, Expectancy theory; Employee involvement; Motivating by job design and rewards.

Contributions of Indian Psychologists in the field of motivation.

Module V: Presentations Practicum/Assignment based on the above units (02 Sessions)

Suggested Readings and Materials:

Pareek, U. (2010). *Understanding Organizational Behaviour*. Oxford: Oxford UniversityPress.

Prakash, A. (2011). Organizational Behaviour in India: An Indigenous Perspective. In G.Misra (Ed.), *Handbook of Psychology*. Delhi: University Press.

Robbins, S.P., Judge, T A., & Vohra, N. (2019). *Organizational Behavior*. Delhi: Pearson. Singh, K. (2010). *Organizational Behavior: Texts & amp; Cases*. Delhi: Pearson

Sinha, J.B.P. (2008). *Culture and Organizational Behaviour*. New Delhi: Sage Publications.

SEMESTER -2

PG23-PSYC201: Understanding individual differences and their assessment (Personality & Self)

Credits- 3

Course Objective

This course is designed to facilitate understanding and measurement of individual differences in relation to personality, intelligence and creativity.

Course Outcomes

The students will be able to:

CO1	Understand notions of personality, self, creativity and intelligence Analyse determinants of individual difference
CO2	Apply the knowledge to recognize role of individual differences in the performance
CO3	Measure personality and intelligence
CO4	To reflect their own self

Module I: Introduction to Personality (Lecture Hours: 6)

Notions of personality in the ancient Greek civilization and India, Determinants ofpersonality: Biological and environmental

Practical- Reading a review paper and preparing summary

Module II: Theories of Personality (Lecture Hours: 9)

Practical – Any personality test

Approaches to the study of personality: Psychoanalytical, Neo-Freudian, Social learning,Trait and Type,

Cognitive, Humanistic, Existential, Transpersonal psychology.

Module III: Self (Lecture Hours: 9)

The dialectics of the self in Indian thought, the subjective experience and the strengtheningof the notion of 'I', Self in western thought, Self-development and self-transcendence,
Strategies to deconstruct the notion of 'I'

Practical – The power of symbol: creative visualization and imagination

Module IV: Creativity and Intelligence (Lecture Hours: 6)

Creativity: Torrance, Gentzel's & Jackson, Guilford; Creativity: Practical – Any Test of Creativity or intelligence

Jensen; Cattell; Gardner; Stenberg; relationship between intelligence and creativity

Intelligence: Intelligence: Spearman; Thurston;

Suggested Readings and References

Dhar, P.L. (2011). No I, no problems – The quintessence of Buddhist psychology of awakening. *Psychological Studies, 56*(4), 398-403

Freud, S. (1991*). Introductory Lectures in Psychoanalysis*. Penguin Books.

Friedman, H.S., & Schustack, M.W. (2006). *Personality: Classic Theories and Modern Research.* Pearson.

Gardner, H. (1993). *Frames of Mind: The Theory of Multiple Intelligences*. Basic Books.

Gunaratna, B. (2014). *Meditation on perception – The healing practices to cultivate mindfulness*. Boston: Wisdom Publications.

Hood, B. (2012). *The self-illusion*. London: Constable.

Misra, G. (2011). *Handbook of Psychology.* Oxford University Press

PG23-PSYC202: Social & Cross-Cultural Psychology

Course Credits- 3

Course Objective:

Social and cross-cultural psychology aims to study the behaviour and experiences of people in different social situations and across cultures. The course will help the students in exploring the principles, theories, and scientific methods used in understanding social issues and realities. Students will be able to understand the inter-relationships between different social units and processes, and their influence on behaviour, attitude, cognition, etc, and vice versa. It will provide a comprehensive introduction to general theories and methods related to culture, diversity and social processes.

Course Outcomes:

Students will be able to:

CO1	Understand the meaning of social psychology, and the key concepts and processes by taking both the western and Indian perspectives.
CO2	Develop a broad understanding of the processes and nature of forming attitudes and prejudices towards other individuals and/ or groups, and ways to tackle the same.
CO3	Learn tactics and strategies to influence others' behaviour and engage in pro-social behaviour.
CO4	Gain an in-depth knowledge and understanding about culture and cross-cultural psychology by studying the different theoretical orientations, research methods, and dynamics involved in studying cross-cultural psychology.

Module 1: Introduction (7 sessions)

Social Psychology: Meaning, nature and scope; Social influence: Social facilitation, social loafing, conformity, compliance, polarization; Major trends in modern social psychology; Research methods in social psychology- Observation, experimentation, interview, and questionnaire; Status of social psychology in India.

Module 2: Attitude, Stereotype, Prejudices and Discrimination (6 sessions)

Attitude: Nature, characteristics, and functions; Attitude formation and change; Attitude measurement. Stereotype: Nature and origin; Prejudice and discrimination, techniques to reduce prejudice.

Module 3: Social Influence and Pro-social Behaviour (Lecture Hours- 7)

Social influence: Definition and nature; Conformity- Solomon Asch research and Stanfordprison study, factors affecting conformity, resisting conformity and minority influence; Compliance- Strategies of gaining compliance; Obedience to authority- Milgram's experiment, destructive obedience, resisting destructive obedience. Pro-social behaviour: Definition and theories of pro-social behaviour; Bystander effect; Factors affecting pro- social behaviour.

Module 4: Culture and Cross-Cultural Psychology (8 sessions)

Culture and cross-cultural psychology; Theoretical orientations of culture in psychology: Cross-cultural psychology, cultural psychology, and indigenous psychology; Individualism and Collectivism: Meaning and differences; Behavioural differences across individualistic and collectivistic societies: Social Perception and cognition, social interaction, self-servicing bias, self-focusing, achievement motivation; Cross-cultural psychology in India.

Module 5: Practicum/Assignment/Presentation: on the theme related to any unit, case etc. (2 sessions)

Suggested Reading and Materials

Baron, R.A., Branscombe, N.R., Byrne, D., & Bharadwaj, G. (2009). Social Psychology (12thEd.). New Delhi: Dorling Kindersley (India) Pvt. Ltd.

Berry, J. W., Poortinga, Y. H., Segall, M. H., & Dasen, P. R. (2002). *Cross-cultural psychology: Research and applications* (2nd ed.). New York: Cambridge University Press.

Cohen, D., & Kitayama, S. (2019). *Handbook of cultural psychology* (2nd ed.). The GuilfordPress.

Dalal, A. K., & Mishra, G. (2001). Social Psychology in India: Evolution and emerging trends. In In A. K. Dalal& G. Misra (Eds.), *New Directions in Indian Psychology* (vol. 1:Social Psychology), New Delhi: Sage.

Heine, S. J. (2015). *Cultural Psychology* (3rd edition). New York: W. W. Norton &Company.

Darley, J. M., &Latané, B. (1968). Bystander intervention in emergencies:

Diffusion of responsibility. *Journal of Personality and Social Psychology, 8*, 377-383.

Hui, C. H., & Triandis, H. C. (1986). Individualism-collectivism: A study of cross-culturalresearchers. *Journal of Cross-Cultural Psychology, 17*, 225–24

Matsumoto, D., & Juang, L. (2016). *Culture and Psychology* (6th edition). Boston, MA:Wadsworth Publishing.

Milgram, S. (1974). *Obedience to Authority*. London: Tavistock.

PG23-PSYC203: Positive Psychology

Course Credits- 3

Course Objective:

This course is oriented towards developing knowledge on the basic concepts in Positive Psychology and understanding the Eastern and Western view points. The students will learn about positive emotional states, positive cognitive states and develop soft skills through cultivation of human strengths.

Course Outcomes:

Students will be able to:

CO1	Learn the field of Positive Psychology and gain an insight into the eastern and western perspectives
CO2	Understand positive psychology in the context of happiness and subjective well-being.
CO3	Apply positive emotional states and processes and ways to cultivate them
CO4	Learn about positive cognitive states and processes and ways to cultivate them

Module 1: Introduction to positive psychology   (Lecture Hours- 7 hours)

Definition – Assumptions and Goals – From the negative to the positive – View of human functioning –Western perspectives-Athenian and Judeo- Christian traditions; Eastern perspectives -Confucianism, Taoism, Buddhism and Hinduism

Module 2: Positive psychology in context (Lecture hours- 7 hours)

Developing strengths and living well – Meaning and measure of happiness – Subjective Well Being – Self-Realization – Views of Happiness, Mindfulness

Module 3: Positive emotional states & processes   (Lecture hours- 10 hours)

Principles of pleasure: Understanding positive affect, positive emotions and well-being: Positive Emotions and Health Resources – Positive Emotions and Well – Being - Emotion-focused coping – Emotional Intelligence

Module 4: Positive cognitive states & processes   (Lecture hours- 6hours)

Self-Efficacy- Definition, development of self-efficacy, influence of self-efficacy in life arenas; Optimism- definition, development of optimism, what optimism predicts; Hope- definition, childhood antecedents of hope, the neurobiology of hope, what hope predicts, life enhancement strategies.

Suggested Reading and Materials

Baumgartner, S., & Crothers, M.(2015).*Positive Psychology*. New Delhi: Pearson India Education Services.

Carr, A. (2004). *Positive Psychology: The Science of Happiness and Human Strength.*Hove: Brunner Routledge.

Gable, S. L., & Haidt, J. (2005). What (and Why) Is Positive Psychology? *Review of General Psychology,* 9, 103-110.

Park, N., & Peterson, C. (2009). Character strengths: Research and practice. *Journal of College and Character,* 10:4, DOI: 10.2202/1940-1639.1042.

Seligman, M. E. P. (2002). *Authentic Happiness.*USA: Nicholas Brealey Publishing.

Seligman, M. E. P., &Pawelski, J. O. (2003). Positive Psychology FAQs. *Psychological Inquiry*, 14, 159-163.

Seligman, M. E. P., Parks, A. C., & Steen, T. (2005). A balanced psychology and a full life. In F.A. Huppert, N. Baylis, & B. Keverne (Eds.). *The Science of Well-Being* (pp. 275-283). Oxford University Press.

Snyder, C. R., & Lopez, S.J. (2007). *Positive psychology: The Scientific and Practical Explorations of Human Strengths*. New Delhi:Sage Publications.

PG23-PSYC204: Human Resource Management

Course Credits- 3

Course Objective:

Organizations performs through human resources. The efficiency and effectiveness of an organization depends on effective management of its resources, particularly, employee. In fact, proper utilization of all other resources, such as material and money are also determined by the human resources. Human Resource Management (HRM) is a cross-cutting discipline; therefore, psychology and contemplative studies students must understand the functioning of human resource management in an organizational setting.

In view of above, the course builds on acquired knowledge and skills in the courses studied in previous terms - Organizational Behavior. The course will provide the students concepts and practices along with skills to apply innovative techniques for effective HRM.

Course Outcomes:
Students will be able to:

CO1	Understand Human Resource Management (HRM) and build a foundation for assisting organizations in resolving issues.
CO2	Develop a broader understanding of nature, processes, and factors related to Job Analysis and Job Design, and using such knowledge to deal woth organizational issues.
CO3	Understand and develop skills related to Talent Acquisition and nature of Selection.
CO4	Gain an in-depth knowledge of processes and nature of training and development, and performance appraisal and Management to develop effective skills and attitude in dealing with HRM issues in organization.

Module 1: Understanding the Nature & Scope of HRM (7 sessions)

HRM: Nature, Scope, Objectives and Functions; HRM and Personnel Management (PM); Organization for HR Department; Evolution of HRM; Models in HRM; Essential Skills for HR Mangers, HR Roles & Functions; Human Capital Management.

Module 2: Job Analysis and Design (7 sessions)

Job Analysis: Meaning and Nature; Processes of Job Analysis and Methods of collecting Job Data; Job Analysis and Strategic HRM; Potential problems with Job Analysis; Competency-based Job analysis; Job Design: Nature and Factors affecting Job Design;

Module 3: Talent Acquisition- Recruitment & Selection (7 sessions)

Recruitment: Nature, Objectives, and Importance of Recruitment; Factors affecting Recruitment, Recruitment Process and Stages; Evaluation and control; Selection: Nature and organization; Process and Stages of Selection, Barriers to Effective Selection; Evaluation of Selection Process; Selection in India.

Module 4: Training and Development, Performance Appraisal and Management (7 sessions)

Orientation Program: Requisite, Evaluation, and Problems; Training and Development: Nature, Inputs, Needs Assessment and Development and Implementation of Programme; Performance Appraisal and Management: Nature, Objectives, Principles and Process; Errors in Appraisal.

Module 5: Practicum/Assignment/Presentation: on the theme related to any unit, case etc.(2 sessions)

Cases: Suitable cases will be provided in advance to the students related to each topic.

Reference:

Aswathappa, K. (2019). *Human Resource and Personnel Management*. New Delhi: Tata McGraw Hill.

Dessler, G. (2020). *Human Resource management*. New Delhi: Pearson.

Jyothi, P. & Venkatesh, D.N. (2006). *Human Resource Management*. New Delhi: Oxford University Press

Rao, V.S.P. (2018). *Human Resource Management: Text and Cases*. New Delhi: Excel Books.

Sanghi, S. (2017). *Human Resource Management*. Delhi: Macmillan Publisher

PG23-PSYC205 Behavioural Statistics and Application of SPSS

Course Credits: 3 (30 Hours)

Course Objective

This course will help the students in understanding basic psychological concepts such as variables, scales, and various statistical tests. Students would be able to analyze the statistical inferences and engage in critical thinking and problem solving by applying statistical concepts to real-world problems. This would help them in formulating research questions, designing experiments and surveys, analyzing data and drawing meaningful conclusions. An understanding of the application of SPSS would help students in developing students' skills in using the software for data analysis and statistical reporting.

Course Outcomes

The students will be able to:

CO1	Demonstrate the basic data entry and editing in SPSS interface
CO2	Formulate data and results by creating charts, histograms, and box plots
CO3	Execute elementary and advanced statistical analyses and hypothesis testing
CO4	Interpret the results of various outputs generated through SPSS
CO5	Develop statistical analysis and research reportusing MS Word, MS Excel and MS PowerPoint

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Module I: Introduction to Statistics and SPSS Lecture Hours (8 Sessions)

Data handling: open SPSS data file- save- import from other data source- data entry labelling variable- data view

Practical- Classification, Tabulation and Frequency Tables.

Module II: Diagrammatic representation Lecture Hours (8 Sessions)

Bar diagram- Percentage diagram- Pie Diagram- Frequency Table- Histogram- Scatter diagram- Box plot

Practical- Bar Graphs, Pie Diagram, Histogram and box plots

Module III: Descriptive Statistics Lecture Hours (8 Sessions)

Mean, Median, Mode, SD- Skewness- Kurtosis. Correlation – Karl Pearson's and Spearman's Rank Correlation, Regression analysis

Practical – Product moment correlation coefficient, Rank Correlation coefficient, Regression lines

Module IV: Testing of Hypothesis Lecture Hours (8 Sessions)

Parametric – One sample – Two sample Independent t – test – Paired t – test. Non-parametric: One sample KS test- Mann-Whitney U test – Wilcoxon Signed Rank test - Kruskal Wallis test – Friedman test- Chi- square test. Analysis of variance: One way and Two-way ANOVA

Practical – Hypothesis testing – Parametric and Non parametric

Module V: MS Office Lecture Hours: (8 Sessions)

MS Word- Editing and formatting document- Alignment- Tab settings- Creating tables- Working with table views, Spell check- auto text- headers & footers- word tools.

MS Excel- features- entering and editing data- addressing- formulas & functions- formatting cells- aligning cells- copying and linking cell and sheets. Working with fill methods- data analysis- charts- types of charts- converting data to charts.

MS Power Point- Introduction- features- slide types- creating & viewing slides- creating slide show. Applying special object- including objects & pictures- adding navigation buttons- slide transition- animation effects- timing.

Suggested Reading and Materials

Dennis H. and Duncan C. (2017). *Introduction to SPSS Statistics in Psychology* (7th ed.). Pearson Education.

Field, A. (2013). *Discovering statistics using IBM SPSS statistics* (4th ed.). SAGE Publications.

Wilson, K. (2015). *Fundamentals of Office 2016*. Elluminet Press.

PG23-PSYC206: Introduction to Clinical Psychology

Course credit: 3

Course Objective

The course objective of Introduction to Clinical Psychology is to provide students with a comprehensive overview of the field of clinical psychology. The course typically aims to introduce students to the fundamental principles, theories, and practices of clinical psychology, emphasizing the assessment, diagnosis, and treatment of mental health disorders. It cover topics such as psychological assessment techniques, ethical considerations, and the role of research in clinical practice. The course often seeks to familiarize students with the foundational knowledge and skills necessary for further study or a career in clinical psychology.

Learning Outcomes

Students will

CO1	Learn the development of Clinical Psychology as a field in India and Its nature and scopes.
CO2	Understand the theoretical models which guide Clinical Psychological practice and research.
CO3	Apply the Clinical assessment processes and their applications across variousdomains.
CO4	Understand the various psychological disorders and psychopathology.

Module 1: Introduction (7 Hours)
Scope of clinical psychology; overview of the profession and practice; history and growth; professional role and functions; current issues and trends; areas of specialization; ethical and legal issues.
Module 2: Clinical Assessment (8 Hours)
Clinical interviewing, history taking and mental status examination; Planning of psychometric assessment; Rational of assessment; Area of applications; Intellectual and educational, personality and psycho-diagnostic.
Module 3: Anxiety and Obsessive-Compulsive Disorders (7 Hours)
Clinical features and Etiology- Generalized anxiety disorders; Specific phobia and social anxiety disorders (social phobia); obsessive- compulsive disorders.
Module 4 Trauma & Stress related disorders and Personality disorders (8 Hours)
Clinical features and Etiology: Adjustment disorders; post-traumatic stress disorders; dissociative identity disorders; Personality disorders (Only Clinical features of Cluster A, B and C).

Suggested Readings and Materials

Alken,L.R. (2000). *Psychological testing and assessment* (10th ed.). Allyn & Bacon.
Freeman, F.S. (1965). *Theory and practice in psychological testing* (3rd ed). Oxford and IBH.

Gregory, R.J. (2000). *Psychological testing: History principles, and applications* (3rd ed). Allyn& Bacon.

Hecker, J.E., & Thorpe, G.L. (2005). *Introduction to clinical psychology: Science, practice, andethics.* Pearson Education.

Pomerantz, A.M. (2008). *Clinical psychology; Science, practice, and culture.* Sage Publications.

Trull, T.J., & Phares, E.J. (2001). *Clinical psychology: Concepts, methods, and profession* (6[th]ed). Wadsworth/Thomson Learning.

PG23-PSYC207 Global landscape of Contemplative Traditions

Credits: 03 (30 hours)

Course Objectives

The course titled, 'Global landscape of contemplative traditions' aims to provide an introduction and understanding of contemplative practices across the globe and illuminate the practice of contemplation towards experiencing well-being.

Course Outcomes

The students will be able to:

CO1	Demonstrate familiarity with key concepts in psychological outcomes that integrate and reflect in contemplative practices.
CO2	Demonstrate understanding of the major contemplative traditions of the world including Indian perspectives.
CO3	Appreciate the applications of contemplative practices in psychology and different life contexts

Module I: Introduction to Contemplation (03 Sessions)

Meaning of Contemplation, Contours of contemplative experience, Contemplative practices,Contemplative studies.

Yoga as Contemplative Practice

Forms of Contemplation: meditation (e.g., transcendental meditation, contemplative meditation, breathing meditation), mindfulness, Tai Chi/Qigong, yoga and prayer Psychology and contemplation, The Tree of Contemplative Practices.

Module II: Major Contemplative Religions   (Sessions 05)

- Hindus, Buddhists and Jains

- The Christian Contemplative Tradition

- The Islam Contemplation

Module III: Contemplative Practices (09 Hours)

Characteristics of Indian psyche; Indian views on Consciousness; Nature of Consciousness, mind and mental functions as understood in Sankhya, Yoga, Vedänta, Nyäya-VaiShika, Pürvamnmämsä and Uttaramnmämsä (Vedänta); Contrasting it with western perspective/issues of content and methodology with reference to classical schools;

Buddhist psychology:

Foundations of early Buddhist psychology — Thought, mind, Consciousness; Basic constructs of Buddhist psychology:

Buddhist theory of unconscious mind; The Indian Buddhist conception of persons.
Yoga : Introduction, History and Paths of Yoga – Jnana, Karma, Bhakti & Raja
YogaEight Limbs of yoga, Hatha Yoga & Raja Yoga – Philosophy, Relationship

Practice and evidences of Sankhya & Yoga Darshana

Module IV: Upanishads, Bhagavad Gita and Vedanta (10 Sessions)

Karma-Yoga in Bhagwad Gita Action, ritual and consciousness as action

-Chapter 3, select shloka and discussion on key concepts- lokasangraha, yajna, dana and Nishkama Karma

-Is there any research on Karma Yoga in Contemporary psychology- a review of two/threepapers and critique.

-Discussion on future possibilities

Review & Critique of research papers on Karma Yoga in Contemporary PsychologyDiscussion on future possibilities.

Module V: Practicum/Assignment/ Presentations (03 Sessions)

Suggestive Practicum

Regular practice of guided meditation, svädhyäya, mantra chanting, äsanas, präQäyämas,mauna, homas, sättvika lifestyle etc.

Visit to gurukula and other contemplative places embedded in religion, philosophies, artforms etc. and preparing a project in smaller groups:

Reading/exposure of/to various contemplative texts — traditions, making summaries andpresenting it in the class.

Conducting workshops/seminars on contemplative knowledge landscape.

Suggested Readings and Materials

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

Joshi, K. (2009). *The new synthesis of yoga*. New Delhi, India: The Mother's Institute of Research.

Sherma, R. D., & Bilimoria, P (2021). *Contemplative studies and Hinduism: Meditation, Devotion, Prayers and Worship*. New York: Routledge.

Sotillos, S. B. (2016). *Human Diversity in the Mirror of Religious Pluralism*. Retrieved from https://www.researchgate.net/publication/305350561_Human_Diversity_in_the_Mirror_of_R eli

SEMESTER – 3

PG23-PSYC301 Indian Knowledge System

Credit: 3

Course objectives

The Indian Knowledge System (IKS) is a rich, versatile knowledge system, and a cultural heritage which were developed to a high degree of sophistication in India from ancient times The IKS was developed during the Vedic period, the Saraswatī-Sindhu Civilization, the Middle ages and is being practiced till the conditions of modern times. In this basic course, a special attention is given to the historical prospective of ideas occurrence in the ancient society, and implication to the concept of material world, and religious, social, and cultural beliefs. Over the period, most of the works were either lost or confined to the libraries or personal possessions. However, some of the activities are still in practice of the masses unknowing the scientific and practical values. This course will enable students to understand Indian knowledge systems closely. Through this course students will be able to analyse contributions of literature of Indian Civilizations and integrate Indian knowledge systems into various academic spheres.

Course Outcomes

The students will be able to:

CO1	Understand the key concepts, theories, and principles of Indian knowledge systems and evaluate their relevance in contemporary times.
CO2	Explain the historical development and evolution of Indian knowledge systems, including their ancient roots and influences from different cultures and civilizations.
CO3	Analyse the contribution of literature of Indian Civilisation the development of various knowledge disciplines
CO4	Integrate insights from Indian knowledge systems into other academic disciplines

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Module 1: Introduction to Indian Knowledge System (IKS)   (4 sessions)

Definition, Concept and Scope of IKS, IKS based approaches on Knowledge Paradigms, Organization of IKS – चतुर्दश-विद्यास्थानं , Relevance to Modern day knowledge systems

Module 2: Indian Civilization and Development of Knowledge System (6 hours)

Genesis of the land, Antiquity of civilization, On the Trail of the Lost River, Discovery of the Saraswatī River, the Saraswatī-Sindhu Civilization, Traditional Knowledge System, The Vedas, Main Schools of Philosophy Ancient Education System, the Takṣaśilā University, the Nālandā University, Alumni, Knowledge Export from Bhārata.

Module 3: Foundational Literature of Indian Civilisation: (6 hours)

The Vedic Corpus. The Itihasas— Ramayana and Mahabharata, and their important regional versions. The Puranas. The role of Itihasas and Puranas in understanding the Vedas. Foundational Texts of Indian Philosophies, including the Jaina and Bauddha. Foundational Texts of Indian Religious Sampradayas, from the Vedic period to the Bhakti traditions of different regions.

Module 4: The Vedangas and Other Streams of Indian Knowledge System (6 hours)

The six Vedangas — Siksha, Vyakarana, Chandas, Nirukta, Jyotisha and Kalpa. Other streams of Indian Knowledge System such as Ayurveda, Sthapatya, Natyasastra, Dharmasastra, Arthasastra, etc. Continuity of the Corpus. The Indian way of continuing the evolution of knowledge through commentaries, interpretations and revisions of the foundational texts.

Module 5: Indian Health Sciences: Introduction, Philosophical and historical background of Yoga (6 hours)

Definition and meaning of Yoga (according to Patanjali,Hatha, Upanished, Gita etc.); Functional aspects of mind in Indic philosophy (Meaning, Introduction and types)- Chitta, Vratti, Abhyas- Vairagya, Klesha, Sanskara, Budhi, Ahankara, Manas, Samkhya –Yoga; Personality integration from the view point of Yoga; Satva, Rajas, Tamas, Deviya & Asuri Pravrati; Attitude formation through Yamas and Niyamas & Yogic Philosophy; Dinacharya or daily regimen for the maintenance of good health. Ritucharya or seasonal regimen.

Module 6: Practicum/Assignment (2 hours)

References:

Upadhyaya, B. (2010). *Samskrta Śāstrom ka Itihās.* Varanasi: Chowkhambha

Bose, D.M., Sen, S.N., & Subbarayappa, B.V. (2010). *A Concise History of Science in India* (2nd ed.). Hyderabad: University Press.

D. M. Bose, S. N. Sen and B. V. Subbarayappa, Eds., *A Concise History of Science in India*, 2nd Ed., Universities Press, Hyderabad, 2010.

Murthy, S.(1991). *Astāngahrdaya*. Varanasi: Krishnadas Academy.

Dharampal (1987). *Some Aspects of Earlier Indian Society and Polity and Their Relevance Today*. Pune: New Quest Publications.

Dharampal (2021). *The Beautiful Tree: Indian Indigenous Education in the Eighteenth Century,*

Dharampal Classics Series. Bengaluru: Rashtrotthana Sahitya.

Patanjali Yoga Sutra - Edited by Dr. Karmvedkar, Kaivalyadham Lonawala.

Patanjali Yoga Darshan - Harihara Nand Arany. Moti Lal Banarasi Das,Delhi.

Patanjali Yoga Pradeep - Geeta Press Gorakhpur.

Yoga Parichay - Dr. Peetambar Jha - Kaivalyadham Lonawala.

Yoga Darasan- Dr. Ramakant Mishra, Dr. Chandra Kant Mishra

R.S. Bhogal : Yoga and Modern Psychology.

R.K. Ojha : Vyavaharika Manovigyan, Sahitya Prakashan, Agra

PG23-PSYC302 Neuroscience

Credit: 3

Course Objective

Neuroscience covers the basic background required to understand current topics in the fieldof Neuroscience, a rapidly changing area that impacts several fields of medicine including public health, public policy, and sports medicine, as well as on the military and the pharmaceutical industry. This course is organized into ten modules, each of which covers a key area of Neuroscience. Each module includes a Beyond the Basics unit that ties the basic information covered in the module to relevant problems and exciting new developments in the Neurosciences. My goal is to help you obtain a working knowledge of the field of Neuroscience that will allow you to appreciate the significance of emerging findings in this field and enable you to pursue more in-depth studies of specific Neuroscience topics.

Course Outcome

Upon completion of this course students will be able to:

CO1	Understand the basic anatomy, organization, and cells that make up the central nervous system
CO2	Compare the anatomy and functions of the primary sensory (taste, olfaction, audition, vision) and motor systems
CO3	Acquire knowledge about various Neuroimaging techniques and its usage
CO4	Explain the functions of higher order Neuroscience systems including those controlling cognition, and memory.

Module 1: Neuroanatomy (8 Hours)

Gross anatomy of adult brain, the four lobes, organization of the nervoussystem, subdivision of the nervous system, concept of CNS, ANS & PNS, meninges.Brain, spinal cord, cranial nerve, spinal nerve, autonomic nervous system.

Module 2: Neurophysiology (5 Hours)

Parts of a neuron, Resting Potential & Action potential (Electrochemical gradient, sodium potassium pump, depolarization, repolarization, hyperpolarization), Degeneration, post synaptic potentials. Graded potentials (excitatory post synaptic potential, Inhibitory post synaptic potential, generator potential, receptor potential, temporal summation, spatial summation) and End plate potential.

Module 3: Neuroimaging techniques (4 Hours)

Imaging techniques of brain;Computed Tomography, Contrast x ray techniques, radioactivity-basedtechniques (PET scans), Psychophysiological Techniques (EEG, Electromyography, electrooculography, magnetoencephalography), Magnetic field-based technique (MRI, Diffusion tensor imaging & fMRI).

Module 4: Sensory Systems (5 Hours)

Vision, human eye, structure and function, visual pathway and colour theories of vision

Audition: organ of Corti, auditory transduction, Pathways of audition, auditory coding, auditory localization

Module 5: Higher brain functions (8 Hours)

Neurophysiologic basis of sleep (EEG recordings, REM rebound, theories of sleep), sleep disorders (types of Parasomnias and Dyssomnia), Dementia and Alzheimer's disease, Limbic system, Mood Disorders, Schizophrenia, Depression, Aphasia, social neuroscience & educational neuroscience.

Suggested Reading and Materials:

Banich, M., & Compton, R. (2011). *Cognitive Neuroscience* (3rd ed.). Belmont, CA: Wadsworth, Cengage Learning.

Gazzaniga (2013). *Cognitive Neuroscience: The Biology of the Mind* (4th ed.). W.W. Norton & Company.

Gazzaniga, M.S., Ivry, R.B., &Mangun, G.R. (2009). *Cognitive neuroscience: Thebiology of the mind* (3rded.). New York:Norton& Norton.

Purves, D., Cabeza, R., Huettel, S.A., LaBar, K.S., Platt, M.L., &Woldroff, M.G. (2012*). Principles of cognitive neuroscience* (2nded.). Sunderland, MA, USA: Sinauer Associates Inc. Publishers.

Stringer, Anthony Y. (2011). *Clinical neuropsychology. In Encyclopaedia of clinical neuropsychology,* (Vol. 1). New York: Springer.

Ulham, J.C. (2006). *Functional neuroimaging: Experimental design and analysis*. Book chapter in R. Cabeza& A. Kingstone(Eds.). Handbook of functional neuroimaging of cognition (2nd ed.)., 53-82. Cambridge MA: MIT Press.

Ward, J. (2010). *The student's guide to cognitive neuroscience*. New York: Psychology Press.

PG23-PSYC305.1.1 Contemporary Approaches to Counselling

Course Credits- 3

Course Objective:

This course will introduce the students to major therapeutical approaches to psychological counselling frameworks and perspectives that guide the understanding and practice of counselling. The different theories would help the students in understanding human behaviour, enhancing self-awareness and self-understanding, facilitating growth and development, etc. It would also help students to tailor interventions to address the specific needs of the individuals through ethical and professional practice.

Course Outcome:

Students will be able:

CO1	To understand the divergent contemporary approaches to counselling.
CO2	To apply the different concepts and theories to develop greater self-awareness and understanding of others' thoughts and behaviours.
CO3	To select an appropriate approach or a combination of approaches best suitable to the situation and to one's own personality style.
CO4	To apply counselling strategies to help to with the healthy functioning and deal with maladaptive functioning effectively as a professional counsellor.

Module 1: Behavioural & Cognitive Approach (7 Sessions)

Behavioural: Views of human nature, techniques- use of reinforcers, schedules of reinforcement, shaping & chaining, generalization, maintenance, extinction, punishment; Behaviour modification- Systematic Desensitization, Assertiveness Training, Contingency Contract, Implosion and Flooding, Time- Out, Token Economy, Overcorrection.

Cognitive, Rational Emotive Behavioural Therapy- Views of human nature, techniques- Teaching, Disputing, Confrontation and Encouragement; Strengths and limitations.

Module 2: Humanistic & Existential Approach (7 Sessions)

Person-Centered Approach: Views of human nature, role of counsellor, goals, techniques- Empathy, Unconditional Positive Regard, Congruence; Strengths and limitations.

Existential Approach: Views of human nature, role of counsellor, goals, techniques, Strengths and limitations; Gestalt Approach: Views of human nature, role of counsellor, goals, techniques- Dream Work, Empty Chair, Confrontation, Making the Rounds, I Take Responsibility, Exaggeration, May I feed you a sentence; Strengths and limitations.

Module 3: Psychoanalytic and Adlerian Approaches (6 Sessions)

Psychoanalytic approach: Views of human nature, key concepts; therapeutic techniques- free association, dream analysis, transference, resistance; Strengths and limitations.

Neo-Freudian approaches, Jung's approach; Adlerian Brief psychoanalytic therapy: Key concepts, therapeutic approaches, stages, techniques.
Module 4: Online Counselling (4 sessions) Definition and history of Tele-mental health, Tele-counselling, online counselling. Types of online counselling, App-based counselling, Email counselling and other modalities. Ethical issues in online counselling.
Module 5: Ethical Aspects of Counselling (3 Sessions) Ethics in counselling- Informed consent, confidentiality, protecting Right to life with Dignity, Privileged communication, Privacy; Unethical behavior in counselling.
Module 6: Practicum/ Activity/ Assignment (3 Sessions) Students are to be engaged in at-least two of the following suggestive practicums/ classroom activities under the supervision of the teacher. Home assignments based on the activities/ role plays conducted in the classroom can be given to the students.

Suggestive practicum/ classroom activities
1) Class debates or group discussions on emerging/ current issues in counselling such as challenges of tele-counselling, ethical issues in online counselling, etc.
2) Engage in role playing and class room activities like empty chair, assertive message role play, etc.
3) Create a module of activities to develop counselling skills (empathy, active listening, confidentiality, etc.) in groups and individually.
4) Engage in mock counselling sessions, verbatim analysis, case studies, etc., and help students in preparing a case study profile with intervention strategies.
5) Students can be inducted on counselling therapy techniques through workshops such as 'psycho-drama', 'art-therapy', etc.
6) Students can undertake visits to other counselling centres or engage in structured interactions with counsellors across different settings.

Readings and Resources:

Altmaier, E. M., & Hansen, J. C. (2011). *The Oxford Handbook of Counselling Psychology*. New York: Oxford University Press.

American Counselling Association. (1995). *Code of ethics and standards of practice.* Alexandria, VA: Author.

Belkin, G. S. (1998). *Introduction to Counselling* (3rd Ed.). Iowa: W. C. Brown.

Burnard, P. (1999). *Interpersonal skills training – A sourcebook of activities for trainers*. Viva Books Private Limited.

Corey, G. (2016). *Theory and practice of counselling and psychotherapy* (9th ed.).Pacific Grove, CA: Thomson Brooks/ Cole.

Gibson, R. L., & Mitchell, M. H. (2015). *Introduction to Counselling and Guidance* (7th Ed.). New York: Pearson.

Gladding, S. T. (2012). *Counselling: A Comprehensive Profession* (7th Ed.). New Delhi: Pearson.

Nelson – Jones, R. (2004). *Practical counselling and helping skills – Text and exercises for the life skills counselling model* (4th ed.). Sage Publications.

Nystul, M. S. (2011). *Introduction to Counselling: An art and science perspective* (4thed.). Englewood Cliffs, NJ: Prentice-Hall.

Rao, S.N., & Sahajpal, P. (2013). *Counselling and Guidance*. New Delhi: Tata McGraw Hill.

Seligman, L., & Reichenberg, L. W. (2014). *Theories of counselling and psychotherapy: Systems, strategies, and skills.*

Young, M. E. (2012). *Learning the art of helping: Building blocks and techniques* (5th ed.). Englewood Cliffs, NJ: Prentice-Hall.

PG23-PSYC305.1.2 School and Educational Counselling

Course Credits- 3

Course Objective:

The course will act as an aid to address the emotional, behavioral and social needs of students. Students will acquire skills to work with both children and adolescents in school, educational and community settings. The students will get an opportunity to encompass strategies and techniques to meet the needs of special children, address childhood issues, emotional difficulties, career needs and provide adolescents with pertinent interventions which are aligned to their developmental phases.

Course Outcomes:

Students will be able to:

CO1	Develop an awareness of the key concepts and issues related to guidance and counselling.
CO2	Gain an understanding of the special needs of children, understanding of the causes, risk factors, and theories related to it.
CO3	Acquire knowledge about the physical, cognitive, emotional, and social development of children and adolescents.
CO4	Develop effective counselling skills and understand how to conduct individual and practice counselling techniques and interventions specifically tailored to address the needs of at-risk youth juveniles involved in delinquent behaviour, conduct and emotional problems.
CO5	Learn the application of the theories and skills acquired to address the diverse needs of students and guide students in career exploration, goal setting, and college preparation.

Module 1: Introduction and need of school counselling (4 Sessions)

Needs of guidance and counselling in schools; Scope of school counselling; Social and cultural issues relevant to counselling children and adolescents; School counselling for the 21st century.

Module 2: Areas of school counselling and guidance (7 Sessions)

Individual differences among students, gifted learners, creative students, slow learners; Students with Learning Disabilities; Emotional, behavioral and cognitive issues of students: Attention, concentration & forgetting; Facilitating motivation and discipline.

Module 3: Management of common students' issues (8 Sessions)

Addressing issues of bullying, child abuse, truancy, school refusal; Juvenile delinquency, conduct and emotional problems; Counselling students regarding gender (gender identity, gender fluidity, etc.), sexuality; substance use, peer relationships & aggression.

Module 4: Strategies for student's growth and development (8 Sessions)

Strategies for personal, social and academic problems, assertiveness training, developing self-confidence, communication skills; Strategies for time management, handling procrastination, enhancing career potential appraisal, problem solving and decision-making skills.

Suggested Activities/ Practicums- Relaxation techniques, Narrative Therapy (Key principles and techniques), Play Therapy (Key aspects and techniques), Storytelling.

Module 5: Counselling report writing (3 Sessions)

Developing/preparing counselling report for school and parents.

Readings and Resources:

Baker, S. B. & Gerler, E. R., Jr. (2004). *School Counselling for the Twenty First Century* (4th ed.). New Jersey: Pearson Education.

Berki, B. G. &Mukhopadhyay, B. (1989). *Guidance & Counselling*. Sterling Publication Pvt. Ltd.

Kochhar, S. K. (1984). *Guidance & Counselling in Colleges and University*. Sterling Publications Pvt. Ltd.

Pandey, K. P. (1985). *Advanced Educational Psychology*. Konark Publication Ltd.

Sanderson. C. (2013). Counselling Skills for Working with Trauma: Healing. From *Child Sexual Abuse, Sexual Violence and Domestic Abuse*. London: Jessica Kingsley Publishers.

PG23-PSYC305.1.3 Counselling skills and Applications

Credit: 3

Course Overview:

The course will help the students to develop effective skills related to counselling and apply in different situations and circumstances. It offers different skill-based exercises that would help the students in understanding themselves and harness effective ways of different traits like active listening, communication skills etc.

Course Outcome

Students will be able

CO1	To learn effective helping skills required for a professional Counselor.
CO2	To develop a deeper understanding of one's own interpersonal styles in a systematic way.
CO3	To apply the skills in the context of Counselling the Clients.

Module 1: The skills of letting yourself be known

The skill of Self-disclosure; Concreteness in communication; the Expression of Feeling and emotion; Feelings difficult to Face; Exercises in the Expression of Feelings and Emotion

Practicum: **SELF–REFLECTION: a)** Explores event using 'Sense, Reason, Imagine, and Feel'

b) Identifies patterns in interpersonal style. c) Plan a skilled response in a specific relationship

SELF-DISCLOSURE: a) Discloses with reasonable risk**,** b) Discloses with clear goals**,** c) Discloses in the here and now

Module 2: The Skills of Listening and Responding

Attending and/ listening; Social Intelligence; the communication of Accurate empathic Understanding; Creating a Climate of Support; the Primary Level – Attentive Listening, Accurate empathic Understanding.

Practicum: **PARAPHRASING:** a) Responds with a frequency that maintains connection, b) Paraphrases briefly, c) Selectively paraphrases the core

Module 3: The Skills of Challenging

Feedbacks on Strengths Challenging Skills and Relationship-Building; Advanced Accurate empathy; Many forms of advanced Empathy; confrontation; the manner of confronting; the right to confront; Exercises in confrontation; Immediacy: Direct, Mutual Talk

Practicum: **EMPATHY:** a) Identifies feelings in the past, b) Identifies present feelings, c) Connects feelings to context or meaning, d) Is a brief with basic empathy.

INTUITIVE EMPATHY: a) Is tentative ("just my perspective")**,** b) Grounds observations in concrete data**,** c) Is specific and brief with the hunch**,** d) Responds with paraphrasing and self-exploration

Module 4: The skills of Effective Group Participation

Group specific skills; Using Self-disclosure skills in a group setting; Using Responding and Leadership skills in a group setting; the Open Group: Dealing Constructively with flight behavior; Changing Interpersonal Behavior within the Group

Practicum: **CONFLICT:** a) Discloses the perception of differences and invites mutuality, b) Concretely describes own point of view, c) Responds to disclosure with paraphrasing and empathy, d) Is open to influence, e) Finds common ground and / or agrees to differ

Reading and Resources:

Egan, G. (1975). *The Skilled helper*. Brooks/Cole.

Egan, G. (1976). *Interpersonal Living.* Belmont: Wadsworth Company, Inc.

Ivey, A. (1971). *Micro-counselling: Innovations in interview training*. Springfield, IL:

Charles C Thomas.

Maslow, A. (1970). *A Motivation and Personality*. New York: Harper and Ros.

Passons, W. R. (1975). *Gestalt approaches in counseling*. New York: Holt.

PG23-PSYC305.1.4 Psychological Testing in Counselling

Course Credits- 3

Course Objective:

The course will provide students with the skill to measure individual differences on a number of variables using standardized testing materials (preferably the Indian tests). The ethical and social implications of psychological assessment in different contexts will also be discussed. Such a course will be of immense interest to students to orient them to the use of diagnostic tools and psychometrics in schools, NGOs and other organizational contexts. Psychological testing is also a significant requirement in counselling and clinical settings. Students will learn about the strengths and limitations of testing, administration of tests, interpretation of results and reporting of the findings.

Course Outcomes:

Students will be able to:

CO1	Understand the basic concepts and principles of psychological assessment.
CO2	Acquire knowledge about the processes of test conduction, administration and interpretation to assess intelligence, personality, creativity and related variables amongst others.
CO3	Differentiate between different scales and tests to use them for specific situations or conditions.

Module 1: Intelligence Test (Lecture Hours- 10)

Bhatia's Battery of Performance Test (Short and Long); Wechsler Adult Intelligence Scale (WAIS)-(10 subtests including arithmetic, block design, comprehension, etc.); Progressive Matrices (Regular &Advanced); Color Progressive matrices for children; Emotional Intelligence Scale & Social Intelligence Scale.

Module 2: Aptitude & Interest Inventories (Lecture Hours-6)

Differential Aptitude Test (DAT) including verbal reasoning, numerical ability, abstract reasoning, perceptual speed and accuracy etc; Vocational Interest Blank; Interest, Career and Value Test.

Module 3: Projective and Personality Tests (Lecture Hours-10)

Personality Factor Test; Ink Blot Test; Draw a Person Test; Sentence Completion Test; Thematic apperception test; Children apperception test.

Module 4: Screening Tools (Lecture Hours- 4)

NIMHANS Triguna scale, Kentucky Inventory of Mindfulness Skills (KIMS), Hamilton Anxiety Rating Scale (HAM-A), Hamilton Depression Rating Scale (HAM-D), Beck's Depression Inventory (BDI-II), Alcohol Use Disorders Identification Test (AUDIT), Alcohol, Smoking and Substance Involvement Screening Test (ASSIST).

Suggested Readings and Materials

American Association for Counselling and Development. (1988). *Responsibilities ofusers of standardized tests.* Washington, DC: Author.

American Educational Research Association, American Psychological Association, &National Council on Measurement in Education. (1999). *Standards for educationaland psychological testing.* Washington, DC: American Educational ResearchAssociation.

Anastase, A. (1988). *Psychological Testing* (6th Ed.). New York: McMillan.

Beutler, L. E., & Groth-Marnat, G. (Eds.). (2003). *Integrative assessment of adultpersonality* (2nd ed.). New York: Guilford.

Groth-Marnat, G. (2006). *The handbook of Psychological Assessment*. John Wiley &Sons, E – Book.

Singh, A. K. (1986). *Tests, measurements and research methods in behavioural sciences*. New Delhi: Tata McGraw Hill.

Urbina, S. (2004). *Essentials of Psychological Testing*. Canada: John Wiley & Sons.

SEMESTER – 4

PG23-PSYC401 Integrative Mind and Consciousness Studies

Credits: 3

Course Objectives

'Integrative Mind and Consciousness Studies' is grounded on the intent of nurturing 'Contemplative Psychologists' who are able to utilize an interface between the mind and consciousness through eastern and western approaches. The total spectrum of human psyche from a pan-cultural and multi-pronged approach ranging from neurosciences, modern psychology and contemplative insights will be offered to the students. The course, will also encompass contemplative traditions of east and west thereby enabling an insider's view to the theories and practices of mind sciences andconsciousness studies.

Course Outcomes:

Students will be able to:

CO1	understand the rationale for 'Integrative Mind and Consciousness Studies'.
CO2	investigate into the reality of subjective sciences of mind and consciousness as the fulcrum of human identity from different perspectives.
CO3	explore consciousness as noumenon or epi-phenomenon.
CO4	appraise the various aspects of the mind: structural,functional, representational, neuroscientific and other aspects.
CO5	foster value systems from spiritual traditions of east and west.

Module 1: Rationale for Integrative Mind and Consciousness Studies:

Need to understand the comprehensive approach integrating eastern and western perspectives to studying mind and consciousness; Basic terminologies relating to mind and consciousness in western and Indic domains; Historical and contemporary discourses on mind and consciousness studies from eastern and western perspectives, Understanding mind vs. consciousness;

Module 2: Subjective Sciences of Mind and Consciousness as the Fulcrum of Human Identity:

Contributions of Sāṁkhya-Yoga psychology to western psychology, introduction to brahmasūtras by Śaṅkara, Definition, nature and functions of mind, Vedantic understanding of consciousness, Concepts of western psychology embedded in Indic psychology (e.g. psychoanalysis, existentialism, existential inquiry, object relation theories in psycho-analysis.)

Module 3: Exploring Consciousness: Consciousness in Buddhism (concepts of anattā and anitya); William James's stream of consciousness; States of consciousness in Māṇḍūkyopaniṣad) Introduction to philosophy of mind {Gilbert Ryle; Addictions and altered states of consciousness; Illusion (māyā); Manovijñānam vs. Ātmavijñānam.
UNIT-IV Aspects of Mind: Panpsychism: Hard problem of consciousness studies (e.g. qualia, easy problem); Contemplative traditions Spectrum of consciousness: Involution and evolutionary theories (with reference to Shri Aurobindo), Understanding mind-body dichotomy: Ayurvedic perspectives on brain and mind; Intellect vs. intuition (jñāna vs. prajñā).
UNIT- V Practicum/Assignment

Suggested Reading and References

Bitbol, M. (1999). *Schrödinger and Indian philosophy*. Cahiers du service.

Bstan-'dzin-rgya-mtsho. (2010). *The universe in a single atom: the convergence of science and spirituality*. Paw Prints.

Capra, F. (2010). *The tao of physics: an exploration of the parallels between modern physics and Eastern mysticism.* Shambhala.

Dossey, L. (2011). *CAM, Religion, and Schrödinger's One Mind.*

Frederick, N. (2012). William James and Swami Vivekananda: Religious Experience and Vedanta/yoga in America. *William James Studies, 9*, 37-55.

https://www.youtube.com/watch?v=tEK6wIanmgY

Malhotra, R. (2018). *Being different: an Indian challenge to Western universalism*. HarperCollins Publishers India.

Menon, S. (2016*). Brain, self and consciousness: Explaining the conspiracy of experience*. SPRINGER, INDIA, PRIVATE.

VivekaVani. (2019, November 22). Science of Focus - Pravrajika Divyanandaprana. [Video]. Youtube.

PG23-PSYC402 Project Management: Monitoring and Evaluation

Credit - 3

Course Objectives
The course would help the students to understand the core concepts of project management. Students would also develop project planning skills that would help them engaging in time, cost and risk management.

Course Outcomes
Students will be able to

CO1	Understand the basic concepts of project management.
CO2	Appraise the project using appropriate appraisal techniques.
CO3	Design and implement project by considering risk and its evaluation.
CO3	Learn the process of project planning and execution.

Module:1 Introduction to Project Management, Project Identification and Selection
Concept of project management, project definition and key features of projects, project life cyclephases, typical project management issues, basic project activities
Identification and screening (brainstorming, strength and weakness in the system, environmental opportunities and threats), Project evaluation methods- Payback period, Net present value, Internalrate of return and project evaluation under uncertainty.
Module:2 Project Organization, Scope, Time and Cost Management
Roles and responsibilities of a project manager, Project Organization-The project as Part of the Functional Organization, Pure Project Organization, The Matrix organization, leadership styles,
Scope Management-define the project-SOW, WBS, Time Management-Network diagram, forward andbackward pass, critical path, PERT and CPM, AOA and AON methods, tools for project network, Cost management-earned value method.
Module:3 Project Resource & Risk management
Scheduling resources, resource allocation methods, project crashing and resource levelling, Organizing systems and procedures - working of systems, design of systems, project work system design, project execution plan, project procedure manual project control system, planning schedulingand monitoring, monitoring contracts and project diary, Risk identification, types of risk, risk checklist, risk management tactics, risk

mitigation and contingency planning, risk register, communication management
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Module:4 Quality Management & Contemporary issues
Quality assurance and quality control, quality audit, methods of enhancing quality, Performance Monitoring, Project monitoring information system, project status report and other control issues, project audit and closure, international projects environmental factors, cross cultural considerations

Suggested Reading and References

Panneerselvam, R. & Kumar, P.S. (2013). *Project Management*. PHI Learning Private Limited

Chandra, P. (2014). *Projects: Planning, Analysis, Selection, Financing,implementation and Review*

A Guide to the Project Management Body of Knowledge: (PMBOK Guide) by Project Management Institute, 2013.

Gopala Krishnan & Rama Murthy, A Text book of Project Management

S. Choudhary (2004), Project Management , McMillan India , Tata McGraw Hill Publication.

Clifford F Gray (2014), Project Management: The Managerial Process, (Special Indian Edit.), Oregon State University

PG23-PSYC405.1.1 Indic Approaches to Counselling

Course Credits- 3

Course Objective:

This course will introduce the students to various indigenous approaches to counselling. The students will learn about the importance and application of contemplation and mindfulness in counselling. This course will not only enable students to understand and apply teachings Bhagavad Gita and Ayurveda in counselling and also to become aware various Indian cultural perspectives to counselling.

Course Outcomes:
Students will be able to:

CO1	gain understanding of contemplation and mindfulness from counselling perspective
CO2	apply teachings of Bhagavad Gita and Ayurveda in counselling
CO3	appraise contemplative counselling in varied context
CO4	gain insight into Indian Cultural Perspectives to Counselling

Module 1: Contemplative counselling and mindfulness (12 Sessions)

Meaning, nature and scope. Understanding contemplation from counselling perspective; Contemplative counselling (for healing self and others from various traditions): Religion-based, philosophy-based (e.g. yoga, meditation, prayers), Vedāṅgajyotisa, (techniques based on vijñānabhairava, etc.); The role of body, emotions, conscious and unconscious mind, and behavior in contemplative practice and counseling, why and who needs counselling as per Sanskrit shaastras
Mindfulness- benefits, barriers, mindfulness for counsellors; Infusing counselling into Benefits of mindfulness; barriers to mindfulness; making minds matter

Module 2: Bhagavad Gita and Ayurveda in counselling (7 Sessions)

Bhagavad Gita in relation to psychotherapy (psychodynamic, cognitive behaviour therapy, grief emancipation, interpersonal and other therapies); Psychological and spiritual benefits of Bhagavad Gita and centering prayer.
 Prakṛti based approaches from Āyurveda, Ayurvedic profile- beyond Trait, Type and Temperament Theories. Panch Mahabhoota, Triguna and Tridosha Matrix. Psychological benefits of Ayurveda.

Module 3: Contemplative Counselling in varied context (6 Sessions)

Infusing contemplative thoughts and mindfulness- school counselling, Guru-Chela Relationship, organisational counselling, relationship counselling, achievement-related self-regulation, and emotions; relational aspects of mindfulness: implications for the practice of marriage and family therapy; clarifying values: access to mindfulness.

Module 4: Indian Cultural Perspectives to Counselling (5 Sessions)

Religion, spirituality, holistic conception of life and determinism, counselling in Yoga Vasisth, Counselling done by Rishi Sumedha in Durga Saptashati, counselling in Tripua Rahasy by Hemalekha, Counselling in Panch Tanta and Hitopadeshi

Suggested Reading and Resources:

Balodhi, J.P., & Keshavan, M.S. (2011). Bhagavad gita and psychotherapy. *Asian Journal of Psychiatry*, 4 (4), 300-302.

Behere, P. B., Das, A., Yadav, R., & Behere, A. P. (2013). Ayurvedic concepts related to psychotherapy. *Indian Journal of Psychiatry*, 55(Suppl 2), S310.

Bhargava, R., Kumar, N., & Gupta, A. (2017). Indian perspective on psychotherapy: cultural issues. *Journal of Contemporary Psychotherapy*, 47: 95-103. DOI 10.1007/s10879-016-9348-1

Bhatia, S.C., Madabhushi, J., Kolli, V., Bhatia, S.K., & Madaan, V. (2013).Tha Bhagavad Gita and contemporary psychotherapies. *Indian Journal of Psychiatry,* 55 (Suppl 2),S315.

Cornelissen, R.M.M., Misra, G., &Varma, S. (2014) *Foundations and Applications of Indian Psychology*. Delhi: Pearson Publication

Gerdje Van Hoecke (2006).Paradigms in Indian psychotherapy: Applicability in a Western approach, *Mental Health, Religion & Culture*, 9:02, 119-125, DOI: 10.1080/13694670500071687

Janetius, S.T. (2011). *Indigenous Therapeutic Counselling in the Indian Context*. https://www.researchgate.net/publication/312652421_Indigenous_therapeutic_counselling_in_the_Indian_context

Reddy M. S. (2012). Psychotherapy - insights from Bhagavad Gita. *Indian Journal of Psychological Medicine*, 34(1), 100–104.

Misra, G. (2023). *Sanskrit Shaastriya Counselling Techniques & their Application in 21st Century*. https://youtu.be/tb0EjfR-xnI

Neki, J. S. (1974). A reappraisal of the guru-chela relationship as a therapeutic paradigm. *International Mental Health Research Newsletter, 16*(2), 2–7.

Soundararajan, R., & Balachandra, A. Urgent Need for Indigenous Models of Counselling. In *Counselling: Theory, Research and Practice* (Ed.) by N.R. Sharma, A.K. Kalia, & A. Husain. Global Vision Publishing House. http://globalvisionpub.com/globaljournalmanager/pdf/1389683530.pdf

Woodyard C. (2011). Exploring the therapeutic effects of yoga and its ability to increase quality of life. *International journal of yoga,* 4(2), 49–54. https://doi.org/10.4103/0973-6131.85485

PG23-PSYC405.1.2 Marriage & Family Counselling

Course Credits- 3

Course Objective:

The course will introduce the students to the field of Pre-marital, Marital, Family and Elderly Couple Counselling. The students will be able to identify various issues couples are confronted with at different stages of life and help them navigate through the issues with the help of counselling.

Course Outcomes:

Students will be able to:

CO1	Understand the field of pre-marital and marital counselling and apply counselling techniques to help couples deal with varied issues
CO2	Identify various issues in the family and apply family counselling techniques and strategies to help the families overcome the issues
CO3	Gain insight into various issues confronted by elderly couple and help them deal with the issues through counselling

Module 1: Pre-marital and Marital Counselling (8 Sessions)

Pre-marital counselling: Definition, need for pre-marital counselling, benefits of pre-marital counselling, Techniques; Understanding the importance of marriage, challenges in marital life, counselling the couple, reproductive health counselling, counselling for parenthood, postpartum depression, counselling for same sex attracted couple (queer counselling).

Activity: 'I' Statement Exercises, Expressing Gratitude Exercises, Positive Language Exercises, etc.

Module 2: Family Counselling: Major Concepts (7 Sessions)

Family life and family life cycle, Changing forms of family life, family counselling versus individual counselling, theories of family counselling, family rules, morphogenesis, homeostasis, genogram, family tree.

Activity: Preparing a genogram

Module 3: Issues in Family Counselling (7 Sessions)

Healthy and Dysfunctional Families, Diagnosis, The "double bind", Symbiotic relationship, Rules (Implicit, Explicit), Counselling for single parent, divorced, surrogacy counselling, abortion counselling, counselling for sexual issues, substance abuse, blended families, infidelity.

Activity: Conducting family interview schedules and preparation of report writing.

Module 3: Empty-nest Syndrome & The Elderly Couple (8 Sessions)

Understanding Mid-life crisis, managing mid-life crisis, Understanding and managing empty-nest syndrome; Geriatric counselling: meaning and scope, levels- palliative care, hospice and respite care; Retirement counselling, Grief/ Bereavement Counselling, Counselling the deserted elderly, bedridden elderly, elderly under institutional and home care, elderly facing disability.

Activity: Reminiscence Therapy (RT), Play therapy for older person.

Suggested Reading and Materials

Breunlin, D. C., Schwartz, R. C., & Kune-Karrer, B. Mac. (1997). *Metaframeworks: Transcending the models of family therapy*. San Francisco: Jossey-Bass.

Cater, B., & McGoldrick, M. (Eds.). (1988). *The Changing Family Life Cycle: A Framework for Family Therapy* (2nd Ed.). Gardner Press.

Gladding, S. T. (2012). *Counselling: A Comprehensive Profession* (7th Ed.). New Delhi: Pearson.

Gottman, J. M. (1999). *The Marriage Clinic: A Scientifically based Marital Therapy*. New York: W.W. Norton.

Napier, A.Y., & Whitaker, C. (1988). *The Family Crucible: The Intense Experience of Family Therapy*. New York: Harper Perennial

Nichols, P. M., & Schwartz, C. R. (2006). *Family Therapy – concepts and methods* (7th ed.). Boston: Allyn and Bacon.

PG23-PSYC405.1.3 Counselling in Specific Emerging Fields

Course Credits- 3

Course Objective:

The course will introduce the students to new emerging fields in counselling practice like rehabilitation, crisis and trauma and substance abuse. The course will also help the students understand the challenges of the disadvantaged group and apply counselling strategies to help them deal with the challenges. The students will learn about their role as a counsellor in each of the fields and help the society at large by promoting psychological empowerment.

Course Outcomes:

Students will be able to:

CO1	Explore the challenges of clients with disability, the field of rehabilitation counselling and their role as rehabilitation counsellor
CO2	Identify different types of crisis, understand their role as crisis counsellors and apply crisis counselling techniques to help clients in crisis
CO3	Understand the field of substance abuse counselling and its application
CO4	Apply counselling strategies to help the disadvantaged group deal with their problems and promote psychological empowerment in clients

Module 1: Rehabilitation Counselling (8 Sessions)

Concept of rehabilitation counselling, understanding disability, Client with specific disabilities- Physical disabilities, intellectual disabilities, ADHD, paradigm of rehabilitation counselling- primary prevention, secondary prevention, tertiary prevention, rehabilitation process and working as rehabilitation counsellor

Module 2: Crisis and Trauma Counselling (6 Sessions)

Understanding crisis and trauma, ethical and professional issues in crisis intervention, ABC Model, developmental crisis, loss, PTSD, Disasters- (natural and man-made), addressing cultural sensitivity in crisis intervention, Self-care and preparedness of counsellor in the time of crisis.

Module 3: Counselling for personal victimization and substance abuse (8 Sessions)

Counselling related to child abuse, elderly abuse, intimate partner abuse, sexual violence etc. Risk assessment and counselling: suicide and homicide, Counselling the prison inmates. Understanding the general nature of substance abuse and addiction, counselling for substance abuse and dependency.

Module 4: Socio-legal intervention and counselling (8 Sessions)

Counselling in social psychology and social justice, Social justice training in counselling psychology, Needs and innovations; Psychological empowerment through legal rights- Access to justice through psychological intervention, human and fundamental rights, POCSO Act, JJ Act, Domestic Violence Act.

Reading and Resources:

Dana, R. Q., & Blevins, A. G. (2011). *Substance Abuse Counselling* (4th ed.). Belmont, USA: Brooks/Cole.

Gilliland, B. E., & James, R. K. (2013). *Crisis Intervention Strategies* (7th ed.). Belmont, CA: Brooks/Cole.

Gladding, S. T. (2012). *Counselling: A Comprehensive Profession* (7th ed.). New Delhi: Pearson.

Maki, D. R., & Tarvydas, V. (2011). *The Professional Practice of Rehabilitation Counselling* (2nd ed.). New York: Springer Pub. Co.

May, G. (1992). *Addiction & Grace*. San Francisco, CA: Harper.

Roland, C. B., & Burlew, L. D. (Eds.). (2017). *Counseling LGBTQ adults throughout the life span*. Retrieved from http://www.counseling. org/knowledge-center/lgbtq-resources

PG22-PSYC405.1.4 Workplace Counselling and Empowerment

Course Credits- 3

Course Objective:

The course will introduce the students to the field of workplace counselling with a focus on understanding the core concepts and models of workplace counselling and its need in current times. This course will also help students understand different issues that teams inorganization are confronted with and apply counselling strategies to help teams navigate through it. Students will also get insight into gender issues existing at workplace and apply counselling skills.

Course Outcomes:

Students will be able to:

CO1	gain insight into the field of workplace counselling
CO2	understand various challenges faced by teams in an organization and apply counselling strategies to deal help teams navigate through the issues
CO3	apply counselling strategies to deal with gender issues existing at workplace and create all-inclusive environment at workplace.
CO4	develop skills and strategies related to Employee specific Counseling and well-being.

Module 1: Introduction to Workplace Counselling (7 Sessions)

Understanding workplace counselling: Definition, scope and history; Models of workplace counselling (Brief therapy models, Problem focused models, Work oriented models, Manager based models, etc.); Need and relevance of workplace counselling; Workplace counselling in Indian context.

Module 2: Practice of Counselling at workplace (8 Sessions)

Managing the Counselling process; Preparation for workplace counselling; Assessment; Contracting/ referring; Engaging in workplace counselling; Termination workplace counselling; Professional Relationships in Counselling at workplace; Integrative model for Individual Employee counselling and Evaluation of the same

Module 3: Individual and Group Counselling (5 Sessions)

Individual differences at work; Facilitating employee engagement: Communication skills, interpersonal skills, goal setting, etc.; Facilitating team cohesion,

Module 4: Emerging Issues in Workplace Counselling (5 Sessions)

Corporate Social Responsibilities: Quality of work life and work life balance; Addressing gender issues at workplace: glass ceiling, sexual harassment at workplace- The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act 2013, facilitating LGBTQ inclusion at workplace; Prevention, legislation, and coping strategies.

Module 5: Employee specific Counselling (5 Sessions)

Addressing the problem of absenteeism, turnover, burnout, deviant workplace behavior; Depression, Substance abuse. Promotion and pre-retirement counselling; Strategies for psychological risk and employee well-being.

Reading and Resources

Carroll, M. (1996). *Workplace Counselling: A Systematic Approach to Employee*

Care. London: Sage publishers.

Cascio, W. (2015). *Managing Human Resources. Productivity, Quality of Work life,*

Profits (10th Ed.). Singapore: McGraw-Hill Education.

Ministry of Women and Child Development. (2015, November). Handbook on Sexual Harassment of Women at Workplace.
https://wcd.nic.in/sites/default/files/Handbook%20on%20Sexual%20Harassment%20of%20Women%20at%20Workplace.pdf

Rao, S. (1997). *Essentials of HRM and Industrial Relations*. New Delhi: Himalayan

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