



Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore
Shri Vaishnav Institute of Social Sciences, Humanities and Arts
Choice Based Credit System (CBCS) in Light of NEP-2020
BA Psychology Semester
VIII (Batch 2022-2026)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHNPSY801	Major	Indian Psychology	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; Q/A – Quiz/Assignment/Attendance, MST MidSem Test.

Course Educational Objectives (CEOs):

At the end of this course, students will be able:

- CEO1:** To understand the foundational concepts, origins, and indigenous frameworks of Indian Psychology.
- CEO2:** To explore Indian perspectives on consciousness, mind, and the structure of human experience.
- CEO3:** To develop conceptual clarity on self, personality, and identity within Indian philosophical systems.
- CEO4:** To gain knowledge of Indian models of well-being, mental health, and psychological harmony.
- CEO5:** To critically compare Indian and Western psychological perspectives and understand their contemporary relevance.

Course Outcomes (COs) The student will be able to:

- CO1:** Identify and explain core principles and philosophical foundations of Indian Psychology.
- CO2:** Analyze models of consciousness and mind in Indian systems such as Vedanta, Samkhya, and Yoga.
- CO3:** Interpret concepts of self, ego, personality, and their development in Indian traditions.
- CO4:** Apply Indian approaches to psychological well-being and mental health in theoretical contexts.
- CO5:** Evaluate the relevance and integration of Indian psychological concepts in contemporary global discourse.



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BAHNPSY801
Indian Psychology

Contents

Unit I

Philosophical Foundations of Indian Psychology

Definition and goals of Indian Psychology; Historical Sources: Vedic and Upanishadic insights; Bhagavad Gita, classical Darshana schools (Samkhya, Vedanta, Yoga, Nyaya, etc.) ; Core concepts of Dharma (cosmic order, duty) and Purusharthas (life goals – Dharma, Artha, Kama, Moksha) that guide behavior; Indian vs. Western Psychology: Contrasting perspectives (holistic, spiritual, community-oriented vs. individualistic, materialistic); science and spirituality (avidya vs vidya)

Unit II

Self, Mind and Consciousness

Concept of Self: Ātman (universal Self), Jīva/Ātma (individual soul) and Puruṣa (conscious principle); distinction between true Self and ego (Ahankāra); Ego and Identity: Aham vs. Ahamkāra; Western “self-concept” compared to Indian notions of Self; Mind and Consciousness: Classical Indian model (Manas – mind, Buddhi – intellect, Chitta – memory) and states of consciousness (jāgrat, svapna, suṣupti and Turiya) as described in Upanishads/Yoga. Meditation and Introspection: Theoretical role of Yoga (e.g. Patanjali’s aṣṭāṅga) and meditation in exploring inner consciousness

Unit III

Triguna Theory: Sattva, Rajas, Tamas; Samkhya–Vedanta’s prakṛti–puruṣa dualism; concept of Maya (illusion) affecting perception; *karma* theory as behavioral determinant.; Personality (svabhāva): innate nature and temperament; role of karma and dharma (duty) in shaping identity. Stages of life (āśrama) and development of self: learning duties and detachment through āshrama progression.

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Unit IV

Conception of well-being: sukha (happiness) and ānanda (bliss) in Yogic and Vedantic traditions; inner peace as goal.; Ayurvedic model: body–mind–dosha balance, diet and lifestyle for mental health; Yoga and meditation: theoretical insights on self-regulation, mindfulness and mental balance (citta-prashamana);

Unit V

Contemporary Indian psychologists and their contribution, Development of Indian Psychology, Counseling and therapy – vipassana and mindfulness, Impact of yoga, mindfulness and Bhagavad-Gītā ethos on modern psychology.

Recommended Readings:

- **Rao, K. R., & Paranjpe, A. C.** (2008). *Psychology in the Indian tradition*. Springer.
- **Cornelissen, R. M. M., Misra, G., & Varma, S.** (Eds.). (2011). *Foundations of Indian psychology: Volume 1 – Theories and concepts*. Pearson Education India.
- **Paranjpe, A. C.** (1998). *Self and identity in modern psychology and Indian thought*. Springer.
- **Radhakrishnan, S.** (1948). *The Bhagavad Gita*. George Allen & Unwin.
- **Bryant, E. F.** (2009). *The Yoga Sūtras of Patañjali: A new edition, translation, and commentary*. North Point Press.



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BAHNPSY802	Major	Fundamentals of Neuropsychology	60	20	20	30	20	2	0	2	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs)

At the end of this course the students will be able to:

CEO1: To understand the structure and functioning of the nervous system and its role in regulating behaviour and mental processes.

CEO2: To develop foundational knowledge of brain anatomy, neuronal communication, and methods used to study brain-behaviour relationships.

CEO3: To gain theoretical understanding of neuropsychological assessment and major tools used in the Indian context.

CEO4: To understand the biological basis of major psychological disorders with reference to genetic, neurochemical, and brain mechanisms.

CEO5: To develop an understanding of brain injury, neural deficits, brain plasticity, recovery, and rehabilitation processes from a psychological perspective.

Course Outcomes (COs)

The student will be able to:

CO1: Explain the organization and functioning of the human nervous system and its role in behaviour, cognition, and emotion.

CO2: Describe brain structures, Brodmann's areas, and major investigative techniques used in neuroscience and neuropsychology.

CO3: Identify key domains of neuropsychological functioning and explain the principles and applications of neuropsychological assessment.

CO4: Analyze the biological basis of psychological disorders by integrating genetic, neurochemical, and neuroanatomical perspectives.

CO5: Apply theoretical knowledge of brain injury, plasticity, recovery, and rehabilitation to understand deficits, adaptation, and psychosocial adjustment.

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BAHNPSY802	Major	Fundamentals of Neuropsychology	60	20	20	30	20	2	0	2	3		

BAHNPSY802
Fundamentals of Neuropsychology

Contents

Unit I

Introduction to the Human Nervous System: Structure of Brain and Nervous System, Neuronal Communication. Hemispheric specialization and lateralization of functions; Brain Development Stages.

Unit II

Basic Brain Anatomy and Brodmann's Area; Methods of investigations: Electrophysiological- Single cell recording, EEG and ERP; Scanning and imaging –CAT, PET, MRI, and fMRI.

Unit III

Neuropsychological assessment: Common Areas of Assessment, NIMHANS Neuropsychological Battery, and PGI Battery of Brain Behavior Dysfunction.

Unit IV

Neurodegenerative disorders—concept and progression; Parkinson's disease, Alzheimer's disease, Huntington's disease; Cognitive, emotional, and behavioral changes associated with these disorders. Nutritional Neuroscience

Unit V

Biological basis of anxiety disorders; Biological basis of mood disorders (depression and bipolar disorder); Biological basis of schizophrenia; Biological basis of stress-related disorders; Psychopharmacological treatment of different disorders.

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BAHNPSY802	Major	Fundamentals of Neuropsychology	60	20	20	30	20	2	0	2	3		

List of Practical:

1. Digit Span Test
2. Digit Vigilance Test
3. Sentence Completion Test
4. NIMHANS Battery

Recommended Readings:

- Kolb, B., Whisaw, I. Q. (1990). **Fundamentals of Neuropsychology**. New York: Freeman, W.H.
- Naatanen, R. (1992). **Attention and brain function**. Hillsdale: LEA.
- Parasuraman, R. (1998). **Attentive brain**. London: MIT Press.
- Boller, F. & Grafman, J. (1988) **Handbook of neuropsychology**. New York: Elsevier.
- Rapp, B. (Ed.) (2001). **The handbook of cognitive neuropsychology**. Chestnut Street: Psychology Press.
- Gazzaniga, M. S. (2002). **Cognitive neuroscience: The biology of mind**(2ndEd.). New York: W. W.Norton & Company.



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BAHN803	Minor	Data Analysis with R	60	20	20	30	20	2	1	2	4

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C – Credit.

*Teacher Assessment shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks

Course Educational Objectives:

CEO1: To introduce R and RStudio IDE to the students.

CEO2: To transmit knowledge of basic operations in R.

CEO3: To make the students use R graphics.

CEO4: To understand graphical representation using R.

CEO5: To classify and illustrate various descriptive statistics using R.

Course Outcomes: Students shall be able to:

CO1: Infer a sound understanding basics of R and RStudio.

CO2: Exemplify the fundamental concepts of R.

CO3: Use R graphics for programming.

CO4: Predict general data analysis using R.

CO5: Compare and calculate various methods of descriptive statistics.

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BAHN803	Minor	Data Analysis with R	60	20	20	30	20	2	1	2	4	

Contents

UNIT I: Introduction to R and R Studio

Introduction to R: Features, Variables, Constants, Operators, Functions, Datatypes and Objects; Installation of R and RStudio; User Interface of RStudio IDE, Packages in R.

UNIT II: Basics of R Programming

Data Structures; Lists; Arrays; Classes; Viewing and Manipulating Data; Plotting Data; Reading Data; Reshaping Data

UNIT III: The Basics of Graphing

The Basics of R Syntax; Matrices and Lists; Sub-setting; System-Defined Functions; The Help Function; Errors and Warnings, Parentheses and Brackets; =, and <–

UNIT IV: Exploring Data Analysis

Range, Summary, Mean, Variance, Median, Mode, Standard Deviation, Histogram, Scatterplot

UNIT V: Basic Statistical Analysis

Summaries of Numerical Data, Correlation and Covariance, Student's T-Test, One Way ANOVA

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BAHN803	Minor	Data Analysis with R	60	20	20	30	20	2	1	2	4

Suggested Readings:

1. Maltoff, N. (2011). *The Art of R Programming*. San Francisco: No Starch Press
2. Lander, J. P. (2017). *R For Everyone*. Pearson Education Inc.
3. Long, J. D., Teitor, Paul (2019). *R Cookbook*. O'Reilly Media, Inc.
4. Dalgaard, P. (2002). *Introductory Statistics with R*. Springer

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BAHN804	Project	Dissertation II	-	-	-	60	40	0	4	12	10

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Teacher Assessment shall be based on following components: Quiz/Assignment/

Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives:

CEO1: Organize with the ability to apply systematic research using qualitative and quantitative methodologies.

CEO2: Equip students with the ability to collect and manage data.

CEO3: Encourage integration of knowledge for primary and/or secondary data using suitable statistical, qualitative, or mixed-method approaches

CEO4: Capacity building to critically evaluate findings, interpret results meaningfully

CEO5: Integrating descriptive statistics with inferential statistics.

Course Outcome:

CO1: The students will be able to finalize research projects with qualitative and quantitative data analysis.

CO2: The students will be able to comprehend and conclude with data towards societal development.

CO3: Instill a sense of research ethics, plagiarism awareness, and responsibility toward societal development using primary and secondary data.

CO4: Hypothesize with a strong foundation for pursuing higher education in research study, industry roles, or entrepreneurial ventures.

CO5: Students will be able to translate research findings into practical implications, policy recommendations, or further research directions.

CO6: Students will be able to present and defend research findings effectively through oral, visual, and written presentations.

At the end of VIII Semester the student will submit Project Report of his/her project on the following guidelines:

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BAHN804	Project	Dissertation II	-	-	-	60	40	0	4	12	10

The students will submit the Research Dissertation; a duly constituted committee will take the decision regarding the relevance and authenticity of research dissertation.

The decision about the suitability of the Research Dissertation will be taken after the submission of synopsis. The student will be required to submit the final report in the hard-bound form in three copies.

1. Each student undergoing research dissertation will be assigned a faculty member.
2. The student will have to provide contact details (if any) of the field authority to the assigned faculty members.
3. Research Dissertation will carry a maximum of 100 marks - out of which 40 marks will be for the Internal evaluation and External will be 60 marks.
4. A panel of external and internal examiners will jointly award External and Internal marks.
5. Report submitted by the student after successful completion of the research study will be considered for the internal evaluation.
6. The students will have to include plagiarism reports in their research dissertation.

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