Maulana Azad National Institute of Technology Bhopal
Department of Humanities & Social Sciences

Name of Program	B.Tech	Semester/I/II	Year 1
Name of Course	Indian Knowledge System and Cognitive Well-being		
Course Code	HS-		
Core/Elective	Core		

Course Objectives

This course aims to provide a foundational understanding of IKS. It examines the historical development and practical applications of Indian sciences, engineering, and technological innovations in contemporary world. The course also explores wellness, ethical frameworks, character formation, and practical wisdom derived from classical Indian literature and philosophical traditions. In addition, it investigates traditional wellness practices and their cognitive and neurological foundations through modern scientific approaches (Brain-Mapping through Cognitive Lab).

Instructions for Examiner

The number of questions to be set will be five, at least one from each unit. The examinees will be required to attempt all five questions. All questions shall carry equal marks.

Module 1: Indian Knowledge System and its utility.

Gain foundational insights into the Indian Knowledge System (IKS), Vedic corpus, structural organization, scope and contemporary relevance including patenting and startup of Indigenous wisdom. Understand how the Vedas, Vedāṅgas, and early scriptures shaped ancient Indian life, business, practices making India a key player in Global scale, world's GDP.

Module 2: Indian Sciences, Engineering and Technologies

Explores the intellectual foundations and practical achievements of **Indian scientific and technological traditions**. It examines developments in Sciences, Engineering, Business/Trade/Commerce **like mathematics, astronomy, metallurgy, civil, chemical, medical, mechanical, architecture, agriculture etc.**, highlighting the integration of theoretical inquiry, empirical observation, and skilled practice. The module emphasizes how Indian traditions developed **context-sensitive, sustainable, and socially embedded technological systems**

Module 3: Virtues, Ethics, Character build up and Practical Wisdom from Ancient Indian Texts and Literatures

This module introduces virtues, ethics, and character formation through classical Indian literature. Drawing from texts it explores values such as empathy, humility, compassion, discernment, and ethical conduct. The module highlights the relevance of these teachings for leadership, personal growth, responsible decision-making, and social harmony in contemporary life.

Module 4: Wellness & healing through Yoga, Meditation, Raga (Music) Practices and Cognitive Biomarker through Cognitive instruments (Lab).

This module explores indigenous practices such as **Yoga, pranayama, and meditation** as tools for self-discipline, mental clarity, and stress reduction. It introduces **Ashtanga Yoga, cleansing kriyas, and Pancha kosha-based practices** for enhancing attention and well-being. The module further

examines **biological and cognitive markers**, helping students understand how traditional wellness practices influence brain activity and physiological responses within the framework of modern cognitive neuroscience.

Students would be assigned a project as a part of their activity-based task to experience IKS in practical application. Some of the examples of the project that can be undertaken are as follows

Activity 1 – Case Analysis
Case: Turmeric Patent, Neem Patent, Yoga Intellectual Property Debate etc

Or
Activity 2: Innovation Challenge
Design **an innovation inspired by Indian traditional knowledge**.
Start-up ideas students may propose: Herbal skincare products, Sustainable farming technologies, Ayurvedic wellness apps, Eco-friendly architecture etc.

Or
Activity 3
Research **an example from the field of Indian science/engineering /technology/business**
And **develop a model/presentation based upon the theme.**

Eg: Astronomical instrument at Jantar and Mantar, the Iron Pillar of Delhi, Musical Pillar at Hampi

Or
Activity 4: Brain–Body Response to Yoga, Meditation, Raga, and other wellness Practices.
Students are required to report describing Cognitive markers' (EEG, ECG, HRV, Temperature etc.) observations, physiological changes, and reflections describing the impact of traditional practices on Human body.

Suggested Readings

1. Mahadevan, B., Bhat, V. R., & NAGENDRA, P. R. (2022). Introduction to Indian knowledge system: concepts and applications.
2. Kapur K and Singh A.K (Eds) 2005). Indian Knowledge Systems, Vol. 1. Indian Institute of Advanced Study, Shimla. Tatvabodh of sankaracharya, Central chinmay mission trust, Bombay, 1995.
3. R P Kulkarni, Glimpese of Indian Engineering and Technology (Ancient & Medieval period) Munshiram Manoharlal Publishers Pvt. Ltd. 2018.
4. AK Pathak, Science and Technology in India, Anshika prakashan pratapgarh, 2016.
5. PB Sharma, S. Narain, Doctors Scientists and Engineers of Ancient India, Kalpaz Publications 2017.
6. Gaur, R. R., Sangal, R., & Bagaria, G. P. (2010). *A Foundation Course in Human Values and Professionals Ethics*. Excel Books India.
7. BKS Iyengar, Light on Yoga: The Classic Guide to Yoga by the World's Foremost Authority, thronson publication, 2006
8. Swamy Satyananda Saraswati, Asana, Pranayama, Mudra and Bandha, Bihar School of Yoga, 2002.

Maulana Azad National Institute of Technology Bhopal
Department of Humanities & Social Sciences

Name of Programme	B.Tech	Semester I/II	Year 1st
Name of Course	Life Skills Management		
Course Code	SA 1141		
Core/Elective	Elective		

Course Objectives

This course introduces students to essential life skills through the cultivation of core human virtues such as self-awareness, emotional balance, discipline, empathy, and resilience. Using simple insights from cognitive science and supported by practical wisdom traditions, the course focuses on building daily habits that improve focus, emotional stability, decision-making, and overall well-being. The emphasis is on *learning by doing*, helping students manage academic life, relationships, and personal growth more effectively.

Instructions for Examiner

The number of questions to be set will be five, at least one from each unit. The examinees will be required to attempt all five questions. All questions shall carry equal marks.

Module 1: The Ideal Student

This module focuses on the qualities expected in a responsible and mature learner. It emphasizes sincerity, humility, attentiveness, self-discipline, respect for knowledge, and readiness to learn with seriousness and purpose.

Module 2: Knowing Yourself – Building Self-Awareness

Virtues: Self-awareness, Clarity

This module helps students understand how their mind works in everyday situations—why attention drifts, why overthinking happens, and how habits form. Instead of theory-heavy explanations, students observe their own patterns through short daily exercises. Simple ideas from mindfulness and observation practices are introduced to help them "step back" and notice thoughts without getting overwhelmed.

Practices:

- 5-minute daily "attention check" exercise
- Mind-wandering observation task during study
- Daily reflection (What distracted me today?)

Module 4: Mindful Living

Virtues: Expanded Awareness, simplicity, presence

This module develops the quality of living with awareness in everyday activities. It focuses on mindful eating, mindful walking, mindful breathing, and mindful sitting as ways to cultivate presence, inner calm, and self-regulation. Students learn to bring attention and purpose into ordinary actions, so that daily life itself becomes a practice of character formation.

Practices:

- Mindful eating exercise: observe taste, texture, and pace without distraction.

- Mindful walking practice: walk slowly and notice movement, breath, and surroundings.
- Guided sitting meditation for attention and stillness.

Module 3: Managing Emotions – Staying Balanced Under Pressure
Virtues: Calmness, Patience, Emotional balance
Students learn why stress, anxiety, and mood swings happen—especially in academic life. The focus is on *simple techniques* to manage emotions in real time. Ideas like balance (*samatva*) are introduced practically—as staying steady during exams, peer pressure, or failure.
Practices:

- 4–5 minute breathing exercise before study
- Naming emotions ("What am I feeling right now?")
- Music-based mood regulation (guided listening)

Module 5: Staying Strong – Resilience & Positive Growth
Virtues: Resilience, Gratitude, Purpose
Students often struggle with failure, comparison, and uncertainty. This module teaches how to "bounce back" and stay mentally strong. Ideas like detachment are simplified as *not overthinking results* while continuing effort.
Practices:

- "Setback reflection" (What did I learn?)
- Gratitude journaling (3 things daily)
- Simple goal-setting (weekly targets)

LSM Project: Students will also perform and experience scientifically validation of virtue, meditation effects on brain states using portable EEG (alpha/theta/gamma waves), ECG etc. This will bridge classical wisdom with cognitive neuroscience.

Suggested Readings

1. Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.
2. Kahneman, D. (2011). *Thinking, fast and slow*. Farrar, Straus and Giroux.
3. Dweck, C. S. (2006). *Mindset: The new psychology of success*. Random House.
4. Clear, J. (2018). *Atomic habits: An easy & proven way to build good habits & break bad ones*. Avery.
5. Covey, S. R. (1989). *The 7 habits of highly effective people: Powerful lessons in personal change*. Free Press.
6. Newport, C. (2016). *Deep work: Rules for focused success in a distracted world*. Grand Central Publishing.
7. Kabat-Zinn, J. (1994). *Wherever you go, there you are: Mindfulness meditation in everyday life*. Hyperion.
8. Goleman, D., & Davidson, R. J. (2017). *Altered traits: Science reveals how meditation changes your mind, brain, and body*. Avery.
9. Easwaran, E. (2007). *The Bhagavad Gita* (2nd ed.). Nilgiri Press.
10. Haidt, J. (2006). *The happiness hypothesis: Finding modern truth in ancient wisdom*. Basic Books.

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Name of Programme	**B.Tech**	**Semester/VI/VII/VIII**	**Year**
Name of Course	**Kauṭilya's Niti & Arthaśastra**		
Course Code	**HUM 24507**		
Core/Elective	**Elective**		

Course Objectives

This course is aimed at comprehensive introduction to Kauṭilya's Arthaśāstra, one of the most influential treatises on politics, governance, economics, and strategy in ancient India. Students will explore the intellectual foundations of statecraft in the Indic tradition while engaging with practical frameworks for law, administration, military strategy, diplomacy, economic policy, and ethical leadership.

Instructions for Examiner

The number of questions to be set will be five, at least one from each unit. The examinees will be required to attempt all five questions. All questions shall carry equal marks.

Module 1: Introduction to the Arthaśāstra

This module situates the *Arthaśāstra* within the broader framework of Indian Knowledge Systems. It examines its origins, authorship, structure, and historical context, particularly in relation to the Mauryan period and classical Indian political thought.

Key Themes:

- Kauṭilya (Chanakya): life, authorship debates, and intellectual milieu
- The concept of *Artha* and its place within the *Puruṣārtha* framework
- The *Arthaśāstra* as *Daṇḍaśāstra* and its modern rediscovery
- Interrelations between *Dharma*, *Nīti*, and governance

Module 2: Kauṭilya's Nīti (Ethics and Practical Wisdom)

This module explores the ethical and practical dimensions of Kauṭilya's thought, with particular reference to *Chanakya Nīti*. It focuses on moral reasoning, interpersonal conduct, and pragmatic wisdom in everyday and political life.

Key Themes:

- Characteristics of a true friend: loyalty, integrity, and reliability
- Criteria for selecting trustworthy associates
- Self-discipline, prudence, and ethical decision-making
- Responsible and ethical use of wealth and power

Module 3: Diplomacy, Security, and Foreign Policy

This module examines Kauṭilya's theories of international relations, diplomacy, and state security. It introduces strategic frameworks that continue to resonate with modern geopolitical thought.

Key Themes:

- *Rājamandala* theory and models of interstate relations
- The four *Upāyas*: *Sāma*, *Dāna*, *Daṇḍa*, and *Bheda*
- Espionage systems, alliances, and war strategies
- Internal security and crisis management

Module 4: Economics, Resource Management, and State Welfare

This module focuses on the economic vision of the *Arthaśāstra*, emphasizing state responsibility in managing resources, regulating markets, and ensuring public welfare.

Key Themes:

- Economic principles and the role of the state
- Taxation systems, trade regulation, and market oversight
- Agriculture, mining, and resource administration
- Public welfare policies and crisis response mechanisms

Suggested Readings

1. Kauṭilya. (1992). *The Arthashastra* (L. N. Rangarajan, Ed. & Trans.). Penguin Books. (Original work published ca. 300 BCE)
2. Kangle, R. P. (2010). *The Kautilīya Arthaśāstra* (3rd ed., 3 vols.). Motilal Banarsidass. (Original work published 1960–1965)
3. Olivelle, P. (Trans.). (2013). *King, governance, and law in ancient India: Kauṭilya's Arthaśāstra*. Oxford University Press. (Original work published ca. 300 BCE)
4. Shamasastry, R. (Trans.). (1915). *Kautilya's Arthashastra*. Mysore Government Oriental Library.
5. Rangarajan, L. N. (Ed. & Trans.). (2016). *Kautilya: The Arthashastra* (3rd ed.). Penguin Random House India.

Maulana Azad National Institute of Technology Bhopal
Department of Humanities & Social Sciences

Name of Programme	Ph.D.
Name of Course	IKS: Bhartiya Nitishastra and Arthasastra
Course Code	HSPHD1128
Core/Elective	Ph.D. course work

Course Objectives

This course introduces foundational principles of Indian Knowledge Systems (IKS) in governance, statecraft, and political ethics through classical texts like *Arthaśāstra* and *Nītiśāstra*. Students explore indigenous frameworks of administration, diplomacy, and policy while connecting traditional wisdom to modern governance challenges.

Instructions for Examiners

The number of questions to be set will be five, with at least one question from each unit. The examinees will be required to attempt all five questions. All questions shall carry equal marks.

Module 1: Foundations of *Artha & Nīti*

Theme: Philosophical basis of governance

Content:

- *Arthaśāstra* scope: Statecraft as science of material prosperity (*artha*) within *Dharma*
- *Nītiśāstra* principles: Practical wisdom for rulers and administrators
- *Dharma-Artha* balance: Ethical limits of power; *Puruṣārtha* integration
- *Mahābhārata* case studies: Yudhiṣṭhira's governance vs. Duryodhana's tyranny

Examples: Kauṭilya's seven essential state elements; ethical taxation principles

Module 2: *Saptāṅga* Theory (Core State Limbs)

Theme: State structure and leadership

Content:

- *Svāmī* (ruler): Qualifications (self-control, intellect, courage); duties of protection/welfare
- *Amātya* (ministers): Selection tests, loyalty assessment, administrative competence
- *Janapada* (territory): Population productivity, agriculture, resource management
- *Durga* (fort): Types (water, mountain, forest); strategic defense architecture

Examples: Chandragupta Mauryan administration; Pāṭaliputra fort design; advisory councils

Module 3: *Kośa, Daṇḍa, Mitra & Upāyas*

Theme: Economic, coercive, and diplomatic power

Content:

- *Kośa* (treasury): Revenue sources (taxes, trade, mines); ethical spending priorities
- *Daṇḍa* (army/justice): Military organization, judicial restraint, punishment proportionality
- *Mitra* (allies): Alliance formation criteria, treaty obligations, betrayal prevention
- Four *Upāyas*: *Sāma* (conciliation), *Dāna* (gifts), *Bheda* (sowing discord), *Daṇḍa* (force)

Examples: Mauryan taxation systems; Ashokan diplomacy; *Upāyas* sequencing

Module 4: *Rājamāṇḍala* Geopolitical Framework
Theme: Circle of states and inter-state relations

Content:

- *Vijigīṣu* (conqueror king): Strategic positioning within enemy-ally circles
- Twelve Kings structure: *Ari* (enemy), *Mitra* (ally), *Arimitra* (enemy's enemy), *Madhyama* (middle king), *Udasīna* (neutral)
- *Dharma-vijaya* (righteous expansion) vs. *Asura-vijaya* (destructive conquest)
- Dynamic alliances: Temporary partnerships based on power balance

Examples: Rama-Sugriva alliance (*Rāmāyaṇa*); Krishna's neutral diplomacy (*Mahābhārata*)

Module 5: *Ṣaḍguṇya* & Intelligence Systems
Theme: Six-fold policy and espionage

Content:

- Policies: *Sandhi* (peace), *Vigraha* (war), *Āsana* (wait), *Yāna* (march), *Saṁśraya* (seek protection), *Dvaidhībhāva* (double policy)
- *Gūḍhapuruṣa* spies: Types (stationary, wandering, assassins); intelligence networks
- Espionage ethics: Information gathering vs. deception limits
- Crisis decision matrix: Policy selection based on relative power assessment

Examples: Mauryan expansion diplomacy; Chanakya's spy networks; *Rājamāṇḍala* monitoring

Suggested Readings

1. Kauṭilya. (1992). *The Arthashastra* (L. N. Rangarajan, Ed. & Trans.). Penguin Books. (Original work published ca. 300 BCE)
2. Shamasastry, R. (Trans.). (2012). *Kautilya's Arthashastra* (Reprint). Mysore Publications. (Original work published 1915)
3. Olivelle, P. (Trans.). (2013). *King, governance, and law in ancient India: Kauṭilya's Arthaśāstra*. Oxford University Press. (Original work published ca. 300 BCE)
4. Boesche, R. (2003). *The first great political realist: Kautilya and his Arthashastra*. University of Chicago Press.
5. Shahi, D. (2018). *Kautilya and non-Western IR theory*. Palgrave Macmillan.

Maulana Azad National Institute of Technology, Bhopal
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Name of Programme	Ph.D.
Name of Course	Integrative Cognitive Science: Brain, Bio-signal and Indigenous Perspectives.
Course Code	HSPHD1129
Core/Elective	Ph.D. course work

Course Objectives

This course aims to develop a comprehensive understanding of cognitive science. It introduces core cognitive processes and their neural mechanisms, along with bio-signal measurement and analysis techniques. The course incorporates indigenous theories to enrich perspectives on cognition and emotion. It further explores social cognition and brain–behavior relationships. The course provides hands-on research experience using EEG/fNIRS to study neural mechanisms of cognition. It develops skills in experimental design, data acquisition, and analysis, integrating theory with empirical investigation.

Instructions for Examiner

The number of questions to be set will be five, with at least one question from each unit. The examinees will be required to attempt all five questions. All questions shall carry equal marks.

Module 1: Foundations of Cognitive Science

Cognitive science: definition, scope, interdisciplinary nature, and historical evolution. Core frameworks include information/emotion processing, cognitive architecture, perception, attention, memory systems, language, decision-making, problem-solving, embodied/situated cognition.

Module 2: Indigenous Cognitive Theory

This module explores Indian aesthetic theories as cognitive frameworks: Bhartṛhari's *Sphoṭa* (holistic meaning perception), Ānandavardhana's *Dhūani* (suggestive cognition), and Bharata Muni's *Rasa* (emotional-aesthetic transformation). It integrates *Saṃskāra* (memory/learning), *Vāsanā* (subconscious drives), and *Triguna* theory for indigenous models of cognition and affect.

Module 3: Cognitive Neuroscience and Brain Mechanisms

Neural basis of cognition: brain structure/function, neuroplasticity, imaging techniques (fMRI, EEG, PET), neural correlates of cognitive processes, executive functions (prefrontal cortex), emotion-cognition interactions, neurobiology of disorders (depression, anxiety, schizophrenia, neurodegeneration).

Module 4: Bio-signals

Introduction to Bio-signals, Types: EEG, ECG, EOG, EMG, Electrodermal Activity (EDA), eye-tracking, Signal properties: temporal vs spatial resolution, Brain rhythms (alpha, beta, gamma, theta) , Event-Related Potentials (ERPs) , Experimental paradigms (attention, memory, language), Signal Processing and Analysis, Multimodal Integration, Behavioural and physiological data fusion.

Module 5: Social Neuroscience

Introduction to Social Cognition: neural basis of social behavior, Theory of Mind and Social Perception: Understanding intentions and beliefs, Mirror neuron systems, Empathy and Compassion: neural correlates of empathy and compassion training, Emotion and decision making.

Project:

As part of the course, students will also undertake a hands-on project to study the neural mechanisms underlying cognitive functions using bio-signal measurement techniques such as EEG or fNIRS. The project will involve experimental design, data acquisition, and basic analysis to explore relationships between cognitive processes (e.g., attention, emotion, or perception) and neural activity, thereby bridging theoretical concepts with empirical investigation.

Suggested Readings

1. American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). https://doi.org/10.1176/appi.books.9780890425787
2. Anderson, J. R. (2015). *Cognitive psychology and its implications* (8th ed.). Worth Publishers.
3. Beck, A. T. (1976). *Cognitive therapy and the emotional disorders*. International Universities Press.
4. Clark, D. A., & Beck, A. T. (2011). *Cognitive therapy of anxiety disorders: Science and practice* (2nd ed.). Guilford Press.
5. Gazzaniga, M. S., Ivry, R. B., & Mangun, G. R. (2019). *Cognitive neuroscience: The biology of the mind* (5th ed.). W.W. Norton & Company.
6. Hayes, S. C., Strosahl, K. D., & Wilson, K. G. (2016). *Acceptance and commitment therapy: The process and practice of mindful change* (2nd ed.). Guilford Press.
7. Kahneman, D. (2011). *Thinking, fast and slow*. Farrar, Straus and Giroux.
8. Neisser, U. (2014). *Cognitive psychology: Classic edition*. Psychology Press. (Original work published 1967)

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Name of Programme	Ph.D.
Name of Course	Mental Health: Indigenous Prospective, and Therapeutic Practices
Course Code	HSSPHD1130
Core/Elective	Ph.D. Course work

Course Objectives

This course introduces students to mental health through the framework of Indian Knowledge Systems and related therapeutic traditions. It examines classical Indian ideas of mind, consciousness, well-being, and healing in dialogue with contemporary psychology and psychiatry. The course aims to build critical understanding of indigenous, cognitive, and integrative approaches to mental health. It also encourages students to evaluate culturally rooted and evidence-based therapeutic models for application in academic, clinical, and social contexts.

Instructions for Examiner

The number of questions to be set will be five, with at least one question from each unit. The examinees will be required to attempt all five questions. All questions shall carry equal marks.

Module 1: Concepts of Mind & Mental Health

Theme: Core frameworks across traditions

Content:

- Western: Biomedical model, cognitive distortions, behavioral conditioning
- Indic: *Manas* (sensory processing), *Buddhi* (discernment), *Chitta* (memory/emotion), *Ahamkāra* (ego-identity), *Prāna* (vital energy), *Pancha Kośa* (five sheaths: physical, vital, mental, intellectual, bliss).
- Body-mind-consciousness continuum; holistic vs reductionist epistemologies.

Outcome: Compare frameworks; identify IKS distinctiveness

Module 2: Indian Philosophical Foundations

Theme: Holistic epistemology of mind

Content:

- *Sāṅkhya*: *Puruṣa-Prakṛti* dualism, 3 *guṇas* (sattva-rajas-tamas)
- *Yoga Sūtras*: 5 states of mind (*kṣipta, mūḍha, vikṣipta, ekāgra, niruddha*)
- *Āyurveda*: *Doṣa* balance (*vāta, pitta, kapha*), *Ojas* (vital essence)
- *Upaniṣads*: 4 states of consciousness (*jāgrat, svapna, suṣupti, turīya*)
- *Bhagavad Gītā*: Equanimity (*samatva*) in success/failure

Outcome: Articulate IKS mental architecture

Module 3: Stress, Anxiety & Emotional Regulation
Theme: Practical interventions

Content:
- Western: CBT techniques, mindfulness-based stress reduction (MBSR).
- Indic: *Prāṇāyāma* (alternate nostril breathing), *Trāṭaka* (gaze meditation), *Svadhyaya* (self-study)
- *Guṇa* diagnostics: Rajas (anxiety), Tamas (depression), Sattva (balance)
- *Yoga Nidrā* for subconscious reprogramming; habit loops (*saṁskāras*)
- Case studies: Arjuna's battlefield anxiety vs modern panic disorder etc.

Outcome: Apply integrative stress management techniques

Module 4: Well-being & Positive Consciousness
Theme: Purpose and self-awareness

Content:
- Western: PERMA model (positive emotion, engagement, relationships, meaning, accomplishment), flow states
- Indic: *Mokṣa* (liberation), *Dharma* (purposeful action), *Samādhi* (absorption states)
- *Antaḥkaraṇa* purification; *Sāttvika* lifestyle practices
- Meaning making: *Īśāvāsya Upaniṣad* ("all this is Brahman") vs logotherapy
- Leadership applications: Detached action (*niskāma karma*) for resilience

Outcome: Design evidence-based personal well-being plan

Module 5: Neuroscience, Technology & Modern Applications
Theme: Scientific bridges between practices and contemporary brain science
Content:

- Neurobiology of meditation: Prefrontal cortex activation, vagus nerve stimulation via *Prāṇāyāma*
- *Guna* neuroscience: Sattva, Rajas, Tamas and brain waves (alpha, Beta, Gamma, etc) interrelation.
- Technology integration: Wearables for *doṣa* tracking, VR *Yoga Nidrā*, AI-guided *Svadhyaya*
- Workplace applications: Corporate *Dhyāna* programs, leadership resilience training

Outcome: Design technology-enhanced interventions for modern mental health challenges

Suggested Readings

1. Sinha, J. (1958). *Indian psychology: Cognition* (Vol. 1-3). Motilal Banarsidass
2. Paranjpe, A. C., & Rao, K. R. (2015). *Psychology in the Indian tradition*. Springer.
3. Prakash, V. (n.d.). *Indian system of psychotherapy*.
4. Rajam Shanker. (n.d.). *The healing power of Indian ragas: Personal experiences of ragas applied in music therapy*.
5. Sharma, N., & Verma, U. P. (n.d.). *Indian knowledge system: Linkage between Bharatiya Jnana Parampara and psychology*.
6. Shaw, S. (2023). *Mindfulness: Where it comes from and what it means*. Windhorse

Publications.
7. Knapp, S. (n.d.). *The power of the Maha-Mantra: What is so special about chanting Hare Krishna*.

Maulana Azad National Institute of Technology Bhopal
Department of Humanities & Social Sciences
(PhD Course Work Papers with New Codes)

Sr. No	Paper Code	Paper Name	Credits
1	HSPhD1101	Research Methodology & Scientific Techniques for Social Sciences	3
2	HSPhD1102	Rural & Urban Administration in India	3
3	HSPhD1103	Social Welfare Administration	3
4	HSPhD1104	Human Resource Administration	3
5	HSPhD1105	Public Policy	3
6	HSPhD1106	Economics of Microfinance	3
7	HSPhD1107	Macro Economics	3
8	HSPhD1108	Microeconomics	3
9	HSPhD1109	Growth and Development	3
10	HSPhD1110	Business Communication	3
11	HSPhD1111	Digital Humanities	3
12	HSPhD1112	Feminist Theories and Criticism	3
13	HSPhD1113	Methodology of TESOL	3
14	HSPhD1114	Curriculum and Material Production	3
15	HSPhD1115	Theoretical Foundation of Language Teaching	3
16	HSPhD1116	Post-Colonial Literary Criticism	3
17	HSPhD1117	Development & Health	3
18	HSPhD1118	Applied Social Psychology	3
19	HSPhD1119	Development & Gender	3
20	H/PhD1120	Psychology & Development	3
21	HSPhD1121	Contemporary Fiction in English	3
22	HSPhD1122	Development & Mental Health	3
23	HSPhD1123	Personalities and Individual Differences	3
24	HSPhD1124	Humanities, Science Technology and Society	3
25	HSPhD1125	Psychological Aspects of Mental Health	3
26	HSPhD1126	International Finance	3
27	HSPhD1127	Community Mental Health	3
28	HSPhD1128	IKS: Bhartiya Niti shastra and Arthasashtra	3
29	HSPhD1129	Integrative Cognitive Science: Brain, Bio-signal and Indigenous Perspectives.	3
30	HSPhD1130	Mental Health: Indigenous Prospective, and Therapeutic Practices	3