

PSY-OE-226	Positive Psychology	2
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Objectives and Teaching Methods

The course of Positive Psychology aims to make familiar the students with the new field of psychological inquiry which focuses on the scientific study of the nature and dynamics of human potentials as a significant aspect of human Personality and functioning as well as the multifarious implications of techniques based on the assumptions of positive Psychology. The lecture, demonstration, tutorial, home assignment and group discussion methods will be the used for teaching and learning.

Unit I: The discipline of Positive Psychology

05 Hours

Past, present and future of Positive Psychology,
Classifying strengths of character,
Positive Psychology Applications

Unit II: Identifying Strengths

05 Hours

Positive Psychology and deconstructing the illness ideology and the DSM: Illness ideology of DSM, the social deconstruction of DSM, The Intellectual Deconstruction of the DSM: An Examination of Faulty Assumptions, Beyond the Illness Ideology and the DSM,
Widening the diagnostic focus: Labeling, Distinctiveness, and Deindividuation, Basic Proposition, Labeling and the Fundamental Negative Bias

Unit III: Positive Psychology across the Life Span

05 Hours

Positive Psychology for children and adolescents: Development, prevention and promotion,
Positive Youth Development: Components and methods

Unit IV: Emotional Approach in Positive Psychology

05 Hours

Subjective Well-Being: Meaning, theoretical approaches, measurement and correlates,
The Positive Psychology of emotional intelligence: Current Model of Emotional Intelligence, Measuring Emotional Intelligence,

Unit V: Cognitive and Interpersonal Approaches in Positive Psychology

05 Hours

Cognitive Approach: Optimism and self-efficacy,
Interpersonal Approach: Empathy and altruism

Essential Reading:

1. Snyder, C. R. & Lopez, S. J. (2009). Oxford Handbook of Positive Psychology (Eds.), Oxford University Press, New York

Suggested Reading:

1. Baumgardner, S. & Crothers, M. (2014). Positive Psychology. Pearson Educating Limited, Edinburg Gate Harlow.

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HOD/विभागाध्यक्ष
Dept. of Psychology/मनोविज्ञान विभाग

Objectives and Teaching Methods

This course's main objective is to enable students to understand and make the dream interpretation, which is a process of assigning meaning to dreams. People appear to believe dreams are particularly meaningful. They assign more meaning to dreams than to similar waking thoughts. However, people do not attribute equal importance to all dreams. In modern times, various schools of psychology have offered theories about the meaning and purpose of dreams. Most people currently interpret dream contents according to Freudian psychoanalysis, especially in the United States, India, and South Korea. Lecture, sharing of dreams, discussion based on case conferences, etc., would be adapted as the teaching methods.

Unit I: Overview of Freudian Perspective of Psychoanalysis**05 Hours**

1. Historical Antecedents of the Freudian Perspective of Psychoanalysis
2. Structure of Mind: Conscious, Subconscious, Unconscious
3. Structure of Personality: Id, Ego, Super-Ego
4. Psychosexual Stages of Development: Oral, Anal, Phallic, Genital, Latency
5. Role of Defense Mechanism: Repression, Regression, Reaction Formation, Denial, Displacement etc.

Unit II: Dream Analysis Techniques**05 Hours**

1. The Methods of Dream Interpretation
2. The Analysis of a Specimen Dream
3. Preliminary Statement, Analysis
4. Distortion in Dreams
5. The Dream as Wish-Fulfilment

Unit III: The Material and Sources of Dreams**05 Hours**

1. Recent and Indifferent Impressions in the Dream
2. Infantile Experiences as the Source of Dreams
3. The Somatic Sources of Dreams
4. Typical Dreams: The Embarrassment-Dream of Nakedness
5. Dreams of the Death of Beloved Persons, The Examination-Dream, The Affects in Dreams

Unit IV: The Dream-Work and Types of Dreams**05 Hours**

1. Condensation, The Work of Displacement
2. The Means of Representation in Dreams
3. Regard for Representability, Examples - Arithmetic and Speech in Dreams
4. Representation in Dreams by Symbols: Some Further Typical Dreams
5. Absurd Dreams - Intellectual Performances in Dreams

Unit V: The Psychology of the Dream Processes**05 Hours**

1. The Forgetting of Dreams
2. Regression
3. The Wish-Fulfilment
4. Waking Caused by Dreams - The Function of Dreams - The Anxiety Dream
5. The Primary and Secondary Processes. Repression, The Unconscious and Consciousness. Reality.

Essential Reading:

1. Freud, S. (1900). The Interpretation of Dreams, Third Edition
2. Miltenberger, R. G., (2008). Behavior Modification: Principles and Procedures, Fourth Edition, Thompson Wordsworth
3. Coery, C. (2013). Case Approach to Counselling and Psychotherapy, Nelson Education, Ltd.

Suggested Readings

1. Casey, P., & Kelly, B. (1985). Fish's clinical psychopathology, signs, and symptoms in psychiatry, 3rd Edition.

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 DEPT. OF PSYCHOLOGY
 DEPT. of Psychology/समसिद्धान्त विभाग

PSY-OE-334	Life Skills and Personality Development	Credits 2
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Objectives and Teaching Methods

The course of Life skills and personality development has been framed in consonance with the recent emphasis to identify and foster human skills pertinent to the development and growth leading to all round progress of the individuals. This course aims to familiarize the students with the basic life skills essential for personality development and effective adjustment. The lecture, demonstration, tutorial, home assignment and group discussion methods will be the used for teaching and learning.

Unit I: Introduction

05 Hours

Life Skills: Meaning and scope of life skills,

Managing Life skills; Communication, emotional intelligence, Problem solving, Assertiveness, coping stress, social and emotional skills

Unit II: Personality Development

05 Hours

Meaning of Personality, the markers of good personality development, the issues of personality development,

Effective Personality: Concept, indices and methods of effective personality development

Unit III: Human Communication

05 Hours

Communication: Meaning, components, importance and process of communication, Channels of communication

Verbal Communication: meaning and scope, methods to enhance verbal communication,

Non-verbal Communication: Basic components of non-verbal communication: Gesture, facial expression, posture, Importance of non-verbal communication

Unit IV: Emotional Intelligence and Human Life

05 Hours

Emotional Intelligence: Meaning, components, Models and role of emotional intelligence in human performance and functioning

Emotional intelligence and various aspects of human functioning: Health, Job performance, Coping through emotional approach

Unit V: Life Skills and Areas of Human Functioning

05 Hours

1. Methods of developing Life skills: Role-playing and rehearsal, Social Learning
2. Role of life skills in school, work place, family and community

Essential Readings:

1. Glencoe (2010). Managing life skills. McGraw Hill USA
2. Life skills. (2012). NCERT Books, New Delhi
3. Clayton, E. & Tucker-Ladd (2004). Psychological self-help. Self Help Foundation.

Suggested Reading:

1. Wadkar, Alka (2016). Life Skills of Success. Sage Texts

PSY-OE-335	Prevention and Management of Depression for Professional Excellence	Credits 2
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Objectives and Teaching Methods

This course's foremost objective is to acquaint people with psychological techniques to prevent and manage depression in their day-to-day life. These days, depression has become a common mental disorder that presents with depressed mood, loss of interest or pleasure, decreased energy, feelings of guilt or low self-worth, disturbed sleep or appetite, and poor concentration. Moreover, depression often comes with symptoms of anxiety. These problems can become chronic or recurrent and lead to substantial impairments in an individual's ability to take care of their everyday responsibilities. Many times, depression may lead to suicide, which translates to 3000 suicide deaths every day across the globe, including India. Lecture, interaction with patients with depressive disorders, discussion based on case conferences, etc., would be adapted as the teaching methods.

Section A: Understanding Depressive Disorders

Unit I: Introduction to Depressive Disorders (05 Hours)

1. General and specific definitions of depression
2. Signs and symptoms of depressive disorders
3. Diagnostic criteria of depressive disorders
4. Types of depressive disorders
5. Prevalence of depressive disorders in professional set-ups

Section B: Preventive Techniques for Depressive Disorders

Unit II: Assertiveness Technique (05 Hours)

1. Basic understanding of assertive behavior
2. Identification and management of aggressive behavior
3. Understanding and dealing with submissive behavior
4. Assertive practices in everyday life
5. Assertiveness and professional excellence

Unit III: Mindfulness Technique (05 Hours)

1. The foundations of mindfulness practices
2. Steps in the mindfulness practices
3. Regulation of the mind and breath in mindfulness
4. Mindfulness practices in everyday life
5. Mindfulness and professional excellence

Section C: Management Techniques for Depressive Disorders

Unit IV: Cognitive Behavior Therapy (CBT) (05 Hours)

1. Basic concepts of Cognitive Behavior Therapy
2. Understanding of cognitive distortions
3. Importance of cognitive restructuring
4. Practicing Cognitive Behavior Therapy in everyday life
5. Cognitive Behavior Therapy and professional excellence

Unit V: Rational Emotive Behavior Therapy (REBT) (05 Hours)

1. Basic concepts of Rational Emotive Behavior Therapy
2. Identification of irrational beliefs
3. Importance of disputing and changing irrational beliefs
4. Practicing Rational Emotive Behavior Therapy in everyday life
5. Rational Emotive Behavior Therapy and professional excellence

Essential Readings:

1. Diagnostic and Statistical Manual of Mental Disorders Fifth Edition (DSM-5).
2. Miltenberger, R. G., (2008). Behavior Modification: Principles and Procedures, Fourth Edition, Thompson Wordsworth
3. Fensterheim, H., & Baer, J. (1975). Don't say yes when you want to say no, Self-help book.
4. Coery, C. (2013). Case Approach to Counselling and Psychotherapy, Nelson Education, Ltd.

Suggested Readings

1. Casey, P., & Kelly, B. (1985). Fish's clinical psychopathology, signs, and symptoms in psychiatry, 3rd Edition.
2. Ting, C. (1999). The Fundamentals of Meditation Practice, Buddha Dharma Education Association Inc.

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HOD, DEPT. OF PSYCHOLOGY
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Department of Psychology
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6.	Y20291030	Sameer Rigri
7.	Y20242001	Aakash Yadav
8.	Y20242004	Ankit Kumar Das
9.	Y20242015	Chinmay
10.	Y20242011	Prerna Chand Padeliya
11.	Y20231007	Anmol Jain
12.	Y20231013	Mahima Moses
13.	Y20231019	Prakriti Pateriya
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20.	Y20266051	Gajalakshmi Roda
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23.	Y20266031	Rakhi Namdeo

24.	Y20266037	Sandhya Kushwaha
25.	Y20266042	Shivam Kahar
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27.	Y20251003	Awanish Yadav
28.	Y20251010	Kaberi Swain
29.	Y20251012	Naveen Balmeek
30.	Y20251017	Priyanka Priyadarshini Mangaraj
31.	Y20251018	Sachin Trivedi
32.	Y20251019	Sangeeta Sahoo
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PSY-OE-326 (Life Skills & Personality Development), 2020-21

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12	Y19251017	Mahima Awasthi
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36	Y19281015	Neeraj Patel
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50	Y19242515	Niral Patel
51	Y19251013	Divya Nand Dubey
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53	Y19251021	Prakhar Srivastava
54	Y19251027	Rahul Karmali
55	Y19251030	Ramraj Patel
56	Y19251031	Ravikant Sinha
57	Y19265008	Ankita Dwivedi
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59	Y19265021	Matru Prasad Badamali
60	Y19265030	Shweta Dongre
61	Y19265031	Sneha Bibyan
62	Y19281005	Anupreksha Shrivastava
63	Y19281022	Rashmi Singh
64	Y19281027	Shubham Singh
65	Y19281028	Shweta Singh
66	Y19281029	Simi Jain
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PSY-OE-326 (Life Skills & Personality Development), 2020-21

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6	Y18271026	Vishal Singh
7	Y18271028	Shivani Chourasiya
8	Y18271030	Ankita Vaidya
9	Y18271031	Arvind Vishwakarma
10	Y18271032	Shrikant Dwivedi
11	Y18271034	Shivam Seth


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