

DEPARTMENT OF PSYCHOLOGY

P.G. First Year (for Two-year P.G. program)
(From batches 2026-28 and onwards)

First Semester

Course category	Semester-I	Credits
Discipline Specific Core (DSC)	DSC-1 Cognitive Psychology-I	5
	DSC-2 Perspectives on Human Behaviour	5
	DSC-3 Practical	5
SEC/Vocational	SEC-1 Psychological Statistics-I	5
Discipline Specific Elective (DSE)	DSE-1 a(i) Psychopathology-I Or b(i) Counselling Processes	4
Or		
Multidisciplinary Elective (M.D.E)	M.D.E-1 a (i) SWAYAM Course Or b (i) Positive Psychology-I	4
A student may opt for either one Discipline Specific Elective (DSE) or one Multidisciplinary Elective (MDE) as an elective course.		
AEC (Non-CGPA Course)	Indian Knowledge System	1
Total Credits		24

Note:

1. In lieu of DSE the departments may offer any one course i.e. Field work based/Swayam Course work of 5 credits.
2. Departments are suggested to offer Swayam courses under DSE/MDE.
3. In cases where an elective course includes both theory and practical components, the concerned Department may bifurcate the total of four (4) credits appropriately between the theory and practical components, as per the course requirements and approved curriculum structure.
4. If a department intends to introduce any DSC without a practical component or solely with a practical component, it may do so; in such cases, the entire course shall carry 5 credits.
5. The Departments may revise the credit allocation between theory and practical components in accordance with the requirements of the respective courses.
6. The Departments must ensure the provision of a diverse range of skill-based courses (SEC) that can lead to vocations, professions, or employment opportunities, in accordance with students' aspirations. Such skill-based courses shall include competencies relevant to the local context and shall be aligned with the principles of 'Vocal for Local'. Entrepreneurship development-related courses may also be included.
7. Internship may be offered either under the Skill Enhancement Course (SEC) category or in lieu of other Discipline Specific Courses (DSC), subject to the following provisions: a three-month internship shall carry 10 credits, equivalent to 3.33 credits per month. Accordingly, a 45-day internship shall carry 5 credits within a semester.
8. IKS-Departments may develop and offer a discipline-specific Indian Knowledge Systems (IKS) course or, alternatively, adopt the IKS course prescribed by the University.

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Second Semester

Course category	Semester-II	Credits
Discipline Specific Core (DSC)	DSC-4 Cognitive Psychology-II	5
	DSC-5 Physiological Psychology	5
	DSC-6 Practical	5
SEC/Vocational	SEC-2 Psychological Statistics-II	5
Discipline Specific Elective (DSE)	DSE-2 a (ii) Psychopathology-II Or b (ii) Counselling Skills and Approaches	4
Multidisciplinary Elective (M.D.E)	or	
	M.D.E-2 a (ii) SWAYAM Course Or b (ii) Positive Psychology-II	4
<i>A student may opt for either one Discipline Specific Elective (DSE) or one Multidisciplinary Elective (MDE) as an elective course.</i>		
VAC (Non-CGPA Course)	Constitutional, ethical, and moral values	1
Total Credits		24

Note:

1. In lieu of DSE/MDE the departments may offer any one course i.e. Field work based/Swayam, Course work of 4 credits.
2. Departments are suggested to offer Swayam courses under DSE/MDE.
3. In cases where an elective course includes both theory and practical components, the concerned Department may bifurcate the total of four (4) credits appropriately between the theory and practical components, as per the course requirements and approved curriculum structure.
4. If a department intends to introduce any DSC without a practical component or solely with a practical component, it may do so; in such cases, the entire course shall carry 5 credits.
5. The Departments may revise the credit allocation between theory and practical components in accordance with the requirements of the respective courses.
6. The Departments must ensure the provision of a diverse range of skill-based courses (SEC) that can lead to vocations, professions, or employment opportunities, in accordance with students' aspirations. Such skill-based courses shall include competencies relevant to the local context and shall be aligned with the principles of 'Vocal for Local'. Entrepreneurship development-related courses may also be included.
7. A Summer Internship may be offered either under the Skill Enhancement Course (SEC) category or in lieu of other Discipline Specific Courses (DSC), subject to the following provisions: a three-month internship shall carry 10 credits, equivalent to 3.33 credits per month. Accordingly, a 45-day internship shall carry 5 credits within a semester.
8. The University shall provide a common syllabus for the course titled "Constitution, Ethical and Moral Values."

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2-Year P.G. Program (2026-28 Batch)

First Semester

DSC-1: COGNITIVE PSYCHOLOGY-I

(Credits: 5)

Course Outcomes:

CO1: Define the basic concepts, emergence, paradigms, and research methods of Cognitive Psychology.

CO2: Explain the processes and theories of sensation, attention, perception, and learning in cognitive psychology.

CO3: Apply cognitive psychology principles to analyze sensory, attentional, perceptual, and learning-related behaviors in everyday life.

CO4: Differentiate between major cognitive approaches and theories such as information processing, connectionist, Gestalt, and conditioning theories.

CO5: Evaluate the applications of cognitive psychology and neuropsychological mechanisms in learning, perception, and behavior modification.

UNITS:

1. Introduction to Cognitive Psychology:

i. Concept of Cognitive Psychology.

ii. Emergence of Cognitive Psychology.

a) Early role of Psychology

b) The Early Twentieth Century.

iii. Research Methods in Cognitive Psychology

a) Laboratory or other controlled experiments

b) Psychological Research

c) Self report, Case Study & Naturalistic Observation.

iv. Applications of cognitive Psychology

v. Paradigms of Cognitive Psychology

a) Information Processing

b) Connectionist Approach

2. Sensation: Nature of sensation, Sensory Processes: Vision, Hearing, Olfactory, Gustatory and Tactile, Neuropsychological Approaches to Sensation.

3. Attention:

a) Divided and Selective attention (Theories)

b) Vigilance.

c) Signal Detection.

4. Perception:

i. Approaches to the study of Perception:

a) Gestalt

b) Bottom-up and Top-down approaches

ii. Applications of:

a) Subliminal Perception.

b) Perceptual defense.

c) Extra Sensory Perception.

5. Learning:

i. Nature and Paradigms (Classical conditioning and Operant conditioning)

ii. Theories (Thorndike, Kurt Lewin, Tolman)

iii. Transfer of Learning (Meaning and types)

iv. Neuropsychology of Learning (Brain mechanisms and Neuroplasticity)

References:

1. Stenberg.R.J.(2007). Cognitive Psychology. Australia : Thompson Wadsworth.
2. Solso,R.L. (2004) Cognitive Psychology(6th ed.) Delhi: Pearson Education.
3. Matlin,M. (1994) Cognition. Prism India Books .
4. A.K singh {2006} Cognitive Psychology ; Motilal Banarsidas.
5. Galloti, K.M. (2004) Cognitive Psychology in and out of Laboratory. USA: Thompson Wadsworth.

DSC -2: PERSPECTIVES ON HUMAN BEHAVIOUR

(Credits: 5)

Course Outcomes:

CO1: Define the basic concepts, goals, areas, and major perspectives of Psychology.

CO2: Explain Indian paradigms of psychological knowledge including Yoga, Bhagavad Gita, Buddhism, and Integral Yoga.

CO3: Differentiate between major schools and perspectives of psychology such as Structuralism, Functionalism, Psychoanalytic, Gestalt, Behaviorism, Humanistic, and Cognitive approaches.

CO4: Apply psychological perspectives including psychobiological, cultural, and evolutionary viewpoints to understand human behavior.

CO5: Evaluate the paradigms of psychological research with reference to ontology, epistemology, axiology, methodology, positivism, and post-positivism.

UNITS:

1. Introduction: Understanding Psychology, Goals and areas of Psychology

2. Indian Paradigms on Psychological Knowledge (Yoga, Bhagavad Gita, Buddhism and Integral Yoga).

3. Perspectives of Behavior: Structuralism, functionalism, Psychoanalytic, Gestalt, and Behaviorism.
4. Humanistic, Cognitive, Psychobiology, Culture and Evolutionary view points.
5. Paradigms: Structure (Ontology, Epistemology, Axiology, Methodology), Positivism and Post-Positivism.

References:

1. Karen Huffman (2000) Psychology in Action, N.Y.: Wiley
2. Atkinson et al (1983) : Introduction to Psychology. N.Y.: HBJ
3. Dennis Coon: Introduction To Psychology_ Exploration and Application (8th ed.)
4. Patricia H. Miller: Theories of Developmental Psychology.
5. Brennan James : Readings in the history and Systems of Psychology.
6. Marx and Hillex: Systems and Theories.
7. Chaplin, J.P. & Karwie, T.S.: systems Theories of Psychology.
8. Wolman: Historical Roots of Contemporary Psychology.
9. Ojha, R.K: Manovigyan ke Sampradaya.

DSC -3: PRACTICAL (5 Experiments/ Tests)

(Credits: 5)

SEC/Vocational-1: PSYCHOLOGICAL STATISTICS-I

(Credits: 5)

Course Outcomes:

- CO1: Define the basic concepts and applications of statistics in Psychology, including descriptive and inferential statistics.
- CO2: Explain measures of variability and their significance in psychological data analysis.
- CO3: Apply concepts of probability and the normal distribution curve in interpreting psychological data.
- CO4: Analyze relationships between variables using correlation methods such as Pearson's Product Moment, Biserial, Point Biserial, Phi Coefficient, and Tetrachoric correlation.
- CO5: Evaluate and apply regression analysis techniques, including simple linear regression and multiple linear regression, for prediction in psychological research.

UNITS:

1. Applications of Statistics in Psychology; Descriptive statistics and inferential Statistics.
2. Measures of Variability.
3. Concept and significance of Probability-Normal Distribution; Curve & its application.
4. Correlation: Pearsons' Product Moment method, Biserial and Point Biserial correlation, Phi Coefficient and Tetra choric.
5. Regression Analysis: Simple Linear Regression and Multiple Linear Regression.

References:

1. Mangal, S.K.(2002).Statistics in Psychology and Education (2nd). New Delhi: Prentic Hall.
2. Garrett-Statistics in Education and Psychology.
3. Ferguson- Statistical Analysis in Psychology and Education.
4. King, B.M. & Minium, E.W., (2007). Statistical Reasoning in the Behavioral Sciences (5th Ed.). New York: John Wiley & Sons.

DSE-1: a (i) PSYCHOPATHOLOGY-I**(Credits: 4)****Course Outcomes:**

- CO1: Define the concept, historical development, and classification systems of Psychopathology including DSM-5 and ICD-11 frameworks.
- CO2: Explain the symptoms, diagnostic features, and clinical characteristics of schizophrenia spectrum and other psychotic disorders.
- CO3: Describe and interpret mood disorders such as bipolar disorder, cyclothymia, major depressive disorder, and persistent depressive disorder.
- CO4: Analyze anxiety disorders including panic disorder, phobias, agoraphobia, and generalized anxiety disorder with respect to their symptoms and patterns.
- CO5: Apply and differentiate various psychopathological classifications to understand and identify mental disorders in clinical and real-life contexts.

UNITS:

1. Introduction to Psychopathology:
 - a) Concept and brief history of Psychopathology
 - b) Classification of DSM- 5 and ICD-11.
2. Schizophrenia Spectrum & Other Psychotic Disorders:

Schizotypal (Personality Disorder), Delusional Disorder, Brief Psychotic Disorder, Schizophreniform Disorder, Schizophrenia, Schizoaffective Disorder, and Catatonia.

3. Mood Disorders:

Bipolar I Disorder, Bipolar II Disorder, Cyclothymic Disorder, Major Depressive Disorder, Persistent Depressive Disorder (Dysthymia).

4. Anxiety Disorders:

Separation Anxiety Disorder, Selective Mutism, Specific Phobia, Social Anxiety Disorder (Social Phobia), Panic Disorder, Panic Attack (Specifier), Agoraphobia, Generalized Anxiety Disorder.

References:

1. Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2007). *Abnormal Psychology*, 13th ed. Pearson Education, India.
2. Sarason, I.G. & Sarason, R.B. (2002). *Abnormal Psychology: The problem of maladaptive behavior* (10th ed). Delhi: Pearson Education. Colman Scattt foresman and company
3. Barlow, D.H. Durand V.M. (1999). *Abnormal Psychology* (2nd ed.). Pacific Grove: Books/cole.
4. Nolen-Hoeksema, S. (2004). *Abnormal Psychology* 3rd ed. McGraw Hill: New York, USA.
5. Alloy L.B. Riskind, J.H. & Manos M.J. (2005). *Abnormal Psychology: Current Perspectives*. 9th ed. Tata McGraw-Hill New Delhi, India.

OR

b (i) COUNSELLING PROCESSES

(Credits:

4)

Course Outcomes:

CO1: Define the nature, goals, stages, and professional roles of counseling within the field of Counseling Psychology.

CO2: Explain the process of building counseling relationships including communication skills, core conditions, and advanced therapeutic techniques such as empathy, immediacy, confrontation, interpretation, and role play.

CO3: Apply non-standardized and standardized psychological assessment techniques such as observation, rating scales, interviews, intelligence tests, and aptitude tests in counseling contexts.

CO4: Analyze the components of effective psychological assessment and diagnostic practices used in counseling settings.

CO5: Evaluate ethical issues in counseling including confidentiality, informed consent, professional competence, cultural sensitivity, beneficence, and challenges in online counseling.

UNITS:

1. Nature and Goals of Counseling:

- i. Definition and goals of counseling
- ii. Training, job setting and activities of counselor
- iii. Stages of Counseling Process

2. Building the Relationship and In-Depth Exploration:

- i. Communication and building the counseling relationship
- ii. The Core Conditions of Counseling:
- iii. Counselor's actions that impede communication
- iv. In depth exploration:
 - a) Goals and methods
 - b) Advanced empathy
 - c) Immediacy
 - d) Confrontation
 - e) Interpretation
 - f) Role playing

3. Psychological Assessment and Diagnosis in Counseling:

- i. Components of effective assessment
- ii. Non-standardized techniques for human assessment
 - a) Observation
 - b) Rating scale
 - c) Anecdotal Report
 - d) Autobiography
 - e) Questionnaire
 - f) Structural interview and intake interview
- iii. Standardized techniques for human assessment
 - a) Intelligence Test
 - b) Aptitude Test.

4. Ethical Issues:

Confidentiality, Informed Consent, Professional Competence, Beneficence, Cultural and Gender Sensitivity, Ethical Issues in Online Counselling.

References:

1. Feltham, C. & Horton, I.E. ed (2006). The sage handbook of counseling and psychotherapy (2nd ed). London: sage Publication
2. Gibson, R.L. Mitchell, M.H. (2005). Introduction to counseling and guidance (6th ed). Delhi: Pearson education Pvt. Ltd

MDE-1: a (i) SWAYAM Course

(Credits: 4)

OR

b (i) POSITIVE PSYCHOLOGY-I

(Credits: 4)

Course Outcomes:

CO1: Define the concept, nature, goals, scope, and historical development of Positive Psychology including Indian perspectives.

CO2: Explain positive emotional states and processes such as hope, wisdom, flow, emotional intelligence, and the influence of positive emotions on wellbeing.

CO3: Describe the concepts of happiness and wellbeing including types, measures, contributing factors, hedonic and eudaimonic perspectives

CO4: Analyze character strengths and virtues using the VIA Classification System, including empathy, altruism, and forgiveness.

CO5: Apply principles of positive psychology to understand and enhance individual wellbeing, emotional functioning, and character development in real-life contexts.

UNITS:

1. Introduction to Positive Psychology:

Positive Psychology: Concept, history, nature, goals and scope, Indian concept of Positive Psychology

2. Positive Emotional States and Processes:

Positive Emotions and Wellbeing: Hope, Wisdom and Flow

The Positive Psychology of Emotional Intelligence

Influence of Positive Emotions

3. Happiness and Wellbeing:

Happiness: Meaning and measures of happiness, types of happiness, effect of happiness, factors contributing to happiness

Wellbeing: subjective and psychological wellbeing, hedonic and eudemoniac basis of wellbeing.

Broaden and built theory, PERMA model

4. Character Strengths and Virtues:

Character Strengths and Virtues- VIA Classification System

Empathy, altruism, forgiveness

References:

1. Seligman, M. E. P. (2002). *Authentic happiness: Using the new Positive Psychology to realize your potential for lasting fulfillment*. Free Press.
2. Carr, A. (2019). *Positive psychology: The science of happiness and human strengths* (3rd ed.). Routledge.
3. Lopez, S. J., & Snyder, C. R. (Eds.). (2021). *The Oxford handbook of Positive Psychology* (3rd ed.). Oxford University Press.

Second Semester

DSC- 4: COGNITIVE PSYCHOLOGY-II

(Credits: 5)

Course Outcomes:

CO1: Define memory processes and stages including encoding, storage, retrieval, sensory, short-term, and long-term memory in Cognitive Psychology.

CO2: Explain intelligence and creativity, including their nature, major theories, and key factors affecting creative thinking.

CO3: Describe problem solving, thinking, and metacognition along with key processes, strategies, and major theories of thought.

CO4: Explain emotions, their nature, development, theories, and recognition indicators.

CO5: Summarize major theories of motivation including cognitive, field, instinct, drive-reduction, arousal, and hierarchy of needs theories.

UNITS:

1. Memory:

i. Memory Processes-

- a) Encoding. b) Storage. c) Retrieval

ii. Stages of Memory-

- a) Sensory Memory b) Short Term Memory (STM) c) Long Term Memory (LTM)

iii. Episodic and Semantic Memory.

iv. Theories of forgetting-

- a) Interference. b) Decay

2. Intelligence and Creativity:

i. Intelligence: Nature, Types, Theories- Factor Analytic and Non-Factor Analytic

ii. Creativity: Nature, Theories, measurement & factors enhancing & affecting creativity.

3. Problem Solving, Thinking and Meta-cognition:

i. Types, processes and strategies of problem solving; Determinants and Obstacles of problem solving.

ii. Theories of thought processes- Associations, Gestalt & Feature Integration Model. Role of concepts in thinking.

iii. Meta cognitive Knowledge & Meta cognitive Regulation

4. Emotions:

i. Nature & development.

ii. Theories of Emotions- Psychological & Cognitive.

iii. Indicators of Emotions, recognition of emotions.

5. Motivation:

i. Cognitive basis of Motivation

ii. Theories of Motivation-

a) Field Theory: Kurt Lewin

b) Instinct Theory: Freud

c) Drive Reduction Theory: Clark Hull

d) Arousal: Yerkes Dodson Law

e) Hierarchy of Needs: Maslow

References:

1. Stenberg,R.J.(2007). Cognitive Psychology. Australia: Thompson Wadsworth.

2. Solso,R.L. (2004) Cognitive Psychology (6th ed.) Delhi:Pearson Education.

3. Kellogg,R.T. (2007) Fundamental of Cognitive Psychology .N.D. Sage Publication.

Wade, C. and Tavis ,C. (2007). Psychology. Pearson Education.

DSC- 5: PHYSIOLOGICAL PSYCHOLOGY

(Credits: 5)

Course Outcomes:

CO1: Define the structure, types, and functions of neurons along with neural conduction and transmission processes.

CO2: Explain the organization and functions of the central nervous system including spinal cord, hindbrain, midbrain, and forebrain.

CO3: Describe and summarize major methods of physiological psychology including invasive techniques, brain imaging methods, and psycho-physiological recording techniques.

CO4: Explain the role of hormones and the brain in behavior through endocrine and pheromone communication systems.

CO5: Summarize genetic influences on behavior including chromosomal anomalies.

UNITS:

1. Neurons: Structure, Functions, Types, Neural conduction and transmission: Resting membrane potential; Action potential; synaptic transmission; neuromuscular transmission: Information processing.

2. Organization and functions of the central nervous system: Spinal cord, hindbrain, midbrain and forebrain.

3. Methods of Physiological Psychology: Invasive physiological methods; methods of visualizing the living human brain; Recording human psycho physiological activity.

4. Hormones and the brain: Endocrine communication and pheromone communication.
5. Genetics and Behavior: Chromosomal Anomalies- Down Syndrome, Turner's Syndrome, Klinefelter Syndrome, Edward's Syndrome and Patau Syndrome

References:

1. Brodal P (1992). The Central Nervous System: Structure and Function. New York: Oxford University Press.
2. Carlson, N.R.(2000). Physiology of Behavior. Boston: Allyn & Bacon.
3. Ganong, W.F.(2002). Review of Medical Physiology. Norwalk, C.T. Appleton & Lange.
4. Guyton, A.C.(2000) Textbook of Medical Physiology. Philadelphia: W.B. Saunders.
5. Kalat, J.W.(2001) Biological Psychology. C.a. Woodsworth.
6. Nicholls, J.G. Martin, A.R. Wallace, B.G. & Fyfe, P.A. (2000) From Neuron to Brain. Sunderland, MA: Sinauer.

DSC -6: PRACTICAL: 5 Experiments/Tests

(Credits: 5)

SEC/Vocational-2: PSYCHOLOGICAL STATISTICS-II

(Credits: 5)

Course Outcomes:

- CO1: Define parametric and non-parametric statistical methods in Statistics in Psychology.
- CO2: Explain significance of difference between means and standard error of mean, median, SD, and correlation.
- CO3: Describe one-way and two-way analysis of variance (ANOVA).
- CO4: Explain non-parametric tests including Chi-square, Median, Sign, Wilcoxon, and Mann-Whitney U tests.
- CO5: Summarize non-parametric equivalents of ANOVA such as Friedman and Kruskal-Wallis tests.

UNITS:

1. Parametric and Non Parametric Statistics.
2. Significance difference Between Means. Standard error of Mean, Median, SD, and Correlation.
3. Analysis of Variance-One way, two way classification.
4. Non parametric test-Chi-square test, Median test, Sign-test, Wilcoxon Test, Mann Whitney U test.
5. Non Parametric Equivalents of ANOVA- Friedman test and Kruskal Wallis Test.

References:

1. Mangal, S.K. (2002). *Statistics in Psychology and Education* (2nd). New Delhi: Prentice-Hall.
2. Garrett-Statistics in Education and Psychology
3. Ferguson- Statistical Analysis in Psychology and Education.

DSE-2: a (ii) PSYCHOPATHOLOGY-II**(Credits: 4)****Course Outcomes:**

CO1: Describe the features of neurodevelopmental, somatic symptom, feeding/eating, and personality disorders.

CO2: Differentiate the symptoms and causes of various psychological disorders.

CO3: Apply diagnostic concepts to psychological case studies.

CO4: Analyze the clinical features and impacts of psychological disorders.

CO5: Evaluate assessment and intervention approaches for psychological disorders.

UNITS:**1. Neurodevelopmental Disorders:**

Intellectual Developmental Disorder, Autism Spectrum Disorder (ASD), Attention-Deficit/Hyperactivity Disorder (ADHD) and Specific Learning Disorder

2. Somatic Symptom and Related Disorders:

Somatic Symptom Disorder, Illness Anxiety Disorder, Conversion Disorder (Functional Neurological Symptom Disorder), Psychological Factors Affecting Other Medical Conditions and Factitious Disorder.

3. Feeding and Eating Disorders:

Rumination Disorder, Anorexia Nervosa, Bulimia Nervosa and Binge-Eating Disorder.

4. Personality Disorders:

Cluster A, Cluster B and Cluster C Personality Disorders.

References:

1. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). [American Psychiatric Association Publishing](#)
2. Barlow, D. H., Durand, V. M., Hofmann, S. G., & Lalumière, M. L. (2022). *Abnormal Psychology: An integrative approach* (9th ed.). [Cengage Learning](#)
3. Comer, R. J., & Comer, J. S. (2021). *Abnormal Psychology* (11th ed.). [Macmillan Learning](#)

4. Kring, A. M., Johnson, S. L., Davison, G. C., & Neale, J. M. (2021). *Abnormal Psychology* (14th ed.). [Wiley](#)
5. Butcher, J. N., Mineka, S., Hooley, J. M., & Nock, M. K. (2022). *Abnormal Psychology* (18th ed.). [Pearson](#)

OR

b (ii) COUNSELLING SKILLS AND APPROACHES (Credits: 4)

Course Outcomes:

CO1: Define basic concepts of helpers, counseling skills, and communication processes in Counseling Psychology.

CO2: Explain core counseling skills including listening, questioning, challenging, and monitoring techniques.

CO3: Describe major counseling approaches such as Psychoanalytic, Person-Centered, Existential, and Cognitive Behavioral Therapy.

CO4: Apply counseling skills and approaches in areas like child counseling, family therapy, and career counseling.

CO5: Apply counseling interventions in crisis situations including suicidal counseling, grief (PTSD), and sexual abuse cases.

UNITS:

1. Introduction To Counseling Skills:

- i. Helpers and counseling skills
- ii. Creating mind skills
- iii. Creating communication and feelings

2. Counseling Skills:

- i. Listening skills- Active listening, Paraphrasing skills, reflecting-feeling skills, listening mistakes.
- ii. Questioning skills- Types of question, areas of questions, information.
- iii. Challenging skills- Feedback skills, disclosing skills.
- iv. Monitoring skills- Referral skills, identifying unhelpful thinking.

3. Counseling Approaches:

Psychoanalytic, Person Centered, Existential, Cognitive Behavioral

4. Application:

- | | | |
|-------------------------|------------------------|------------------------------------|
| i .Child Counseling | ii. Family Therapy | iii. Career Counseling |
| iv .Crisis Intervention | v. Suicidal Counseling | vi. Grief (PTSD) vii. Sexual Abuse |

References:

1. Felham, C. & Horton, I.E. (ed). (2006). The sage handbook of counseling and psychotherapy (2nd ed). London: sage Publication.
2. Gibson, R.L. Mitchell, M.H. (2005). Introduction to counseling and guidance (6th ed). Delhi: Pearson education Pte. Ltd.
3. Gelso, C.J. Fretz B.R. (1995). counseling psychology. Bangalore: Prism books Pvt. Ltd.
4. Gregory, R.J. (2005). psychological Testing (4th ed. Delhi: Pearson education Pte. Ltd.

MDE-2: a (ii) SWAYAM Course**(Credits: 4)****OR****b (ii) POSITIVE PSYCHOLOGY-II****(Credits: 4)****Course Outcomes:**

CO1: Define optimism, hope theory, self-esteem, self-efficacy, and wellbeing in Positive Psychology.

CO2: Explain applications of positive psychology in work, health, education, life coaching, and stress management.

CO3: Describe mindfulness, its neuroscience basis, interventions, and role in mental and emotional wellbeing.

CO4: Explain subjective wellbeing, resilience, and community-based approaches to promoting wellness.

CO5: Apply positive psychology concepts to enhance optimism, mental health, and human flourishing in daily life.

UNITS:**1. Optimism and Psychological Health:**

- i. Hope theory
- ii. Self Esteem and Self Efficacy
- iii. Optimism and Quality of Life
- iv. Wellbeing Therapy
- v. From Positive Potential to Positive Excellence- Steps to be Optimistic

2. Positive Psychology in Practice:

- i. Promoting Human Flourishing in Work, Health, Education, and Everyday life
- ii. Positive Psychology and Life Coach
- iii. Integrating Positive Psychology in Practice

iv. Stress Management

3. Mindfulness and Wellbeing:

- i. Neuroscience of Wellbeing, Social and Emotional wellbeing
- ii. Mindfulness-Based intervention, mindfulness and mental health
- iii. Mindfulness and Positive Thinking

4. Subjective Wellbeing:

- i. Promoting Wellness: Integrating Community and Positive Psychology
- ii. Building Resilience and Wellbeing

References:

1. Seligman, M. E. P. (1990). *Learned optimism: How to change your mind and your life*. Vintage Books.
2. Seligman, M. E. P. (2002). *Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment*. Free Press.
3. Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. Harper & Row.
4. Peterson, C., & Seligman, M. E. P. (2004). *Character strengths and virtues: A handbook and classification*. Oxford University Press.
5. Snyder, C. R., & Lopez, S. J. (Eds.). (2002). *Handbook of positive psychology*. Oxford University Press.