B.Sc. Psychology
(Choice Based Credit System)

Syllabus

2017-18 onwards
Preamble

Psychology as an academic discipline that has bright prospect in the contemporary world and is emerging as a discipline of excellence. The need for Psychological help in various walks of life especially from the qualified fraternity is increasing as never before.

The new syllabi for B.Sc. Psychology based on Choice Based Credit System (CBCS) have been prepared strictly in accordance with guidelines given by UGC. It is designed in such a manner to encourage students with aptitude, interest and skills to join for graduate programs in Psychology and to build up a work force of competent psychologist within the public reach. This system will provide an opportunity to students to design curriculum to suit their individual needs, mobility across related disciplines and institutions in both horizontal and vertical manner. The syllabi provide space for students from other disciplines to explore selected courses which will enable them to deal effectively with demands and challenges of everyday life.

The eligibility criteria for admission, evaluation part and other examination and administrative related aspects will be in accordance with norms and guidelines of the Pondicherry University.
## Distribution of Credits

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<th>Course</th>
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## Semester-wise distribution of Course / Papers and Credits

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**Total No. of Course / Papers = 30**  
**Total Credits = 120**
## SCHEME FOR CHOICE BASED CREDIT SYSTEM IN B.A./B.Sc./B.Com/BBA PROGRAMME

To be implemented from 2017-18 onwards

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<tr>
<th>SEMESTER – I (20 Credits)</th>
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Total Number of Credits 120
SEMESTER - I
DSE – 1A PSYC 111: FOUNDATIONS OF PSYCHOLOGY – I

Objectives

➢ To introduce the students to the subject of psychology, nature, scope and schools of psychology.
➢ To familiarize the methods used in psychology and to facilitate their knowledge about causes of behaviour.
➢ To understand the basic psychological processes and their applications in everyday life

Unit - I: Introduction

Unit - II: Foundations of Behaviour

Unit - III: Methods of Assessment
Observation, Experimentation, Case Study, Interview, Survey, Rating Scales, Questionnaire, Cross Cultural Methods.

Unit – IV: States of Consciousness
Stimulus Response Mechanism (SOR), States of Consciousness, Sleep (physiology and sleep disorders). Altered states of consciousness

Unit – V: Attention and Perception
Attention: definition, characteristics, types, determinants of attention. Perception; meaning, Principles of Perceptual Organization, Constancy, Size, Shape, and Space, Depth Perception, Psychophysics, ESP, Errors in Perception.

Reference

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DSC – 2A PSYC : 112 : BIOLOGICAL BASIS OF BEHAVIOUR

Objectives

➢ To develop an awareness about the biological basis of behavior.
➢ To acquaint students with physiology nervous system and endocrine system.
➢ To develop an understanding of sensory processes and muscles
➢ To promote the understanding of the physiology of learning, memory, motivation emotion, etc.

Unit I Nature, Scope and Methods

Neuroanatomical and Neurochemical techniques, Experimental Ablation, Recording the Electrical Activity in the Brain, Stimulating and Inhibiting Neural Activity

Unit II Nervous System

Neuron: Structure and Function, Communication within a Neuron, Neural Communication, Synaptic Transmission, Neurotransmitters,
Basic Features of Nervous System, Central Nervous System; brain and spinal cord Peripheral Nervous System, Role of Nervous Systems in Controlling Behaviour

Unit III Sensory Processing


Unit IV-Physiology of Motivation and Emotion

Unit V-Physiology of Learning and Memory

Synapse and Learning, Cortex and Learning, Memory Consolidation Theory, Chemical Coding Long Term Memory, RNA as a Memory Code, Protein as a Memory Code.

Reference


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SEMESTER - II
DSC – 1B PSYC 121: FOUNDATIONS OF PSYCHOLOGY – II

Objectives

- To enable students have a strong foundational course in psychology.
- To develop interest among students in psychological concepts of learning, memory and forgetting, thinking, motivation and personality.

Unit - I Learning
Definition, types of learning, transfer of learning, biological factors in learning.

Unit - II: Memory and Forgetting:
Memory – process of memorization, types, and efficient methods of remembering.
Forgetting – meaning, theories, factors affecting remembering, memory disorders

Unit - III: Thinking
Basic elements of thought – concepts, types of concepts, concept formation,
Reasoning, creative thinking. Intelligence – nature and definition, theories, assessment intelligence, classification of Intelligence. Language – nature and development of language, biological foundations of language, language in other species.

Unit - IV Motivation
Basic concepts, types, theories, frustration and conflict. Emotion – meaning, kinds of emotion; positive, negative. Theories of emotion: Control of emotion.

Unit - V Personality

References


DSC – 2B PSYC 122 : SOCIAL PSYCHOLOGY

Objectives

➢ To enable students to appreciate the influence of social and cultural factors on individual behavior.

➢ To understand the social problems in terms of various social psychological theories.

➢ To understand the unique features of the students’ socio-cultural contexts with respect to India and other countries.

Unit I Introduction


Unit II Social Perception


Unit III Social Cognition


Unit IV Attitudes

Attitude Formation, Attitude Behaviour Link, Attitude Change, The Art of Persuasion, Resistance to Persuasion, Cognitive Dissonance

Unit V Interpersonal Relationship

Interpersonal Attraction: Proximity, Affective Basis of Attraction, Immediate Determinants of Likes and Dislikes.
Interdependent relationship: Family, Relationship beyond the Family, Adult Relationship and Attachment Style, Romance, Marriage, Relationship problems, Reaction to the Problems, Effect of Relationship Failure.

References


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SEMESTER - III
DSC – 1C PSYC 231 : Developmental Psychology I

Objectives

➢ To acquaint students with the knowledge of human development and developmental processes along with theories.

➢ To facilitate awareness of the methods of study to understand child development.

➢ To provide students with an awareness about the various stages in physical, cognitive, emotional and social development in infancy and childhood.

(1) Introduction

a) Human Development: Early Approaches to the Study of Human Development.

b) Developmental Processes and Periods: Biological, Cognitive and Socio-Emotional Processes.

c) Influences on Development: Heredity, Environment and Maturation, Major Contextual Influences, Basic Theoretical Issues

(2) Perspectives and Methods of Studies in Child Development

(a) Perspectives: Psychoanalytic, Learning, Cognitive, Evolutionary/Socio-Biological, Ethological.

(b) Methods: Observational Studies, Interview, Experimental Studies, Correlational Studies, Developmental Studies, Psycho-physiological Studies, Standardised Tests.

(3) Biological Beginnings and Infancy


(4) Early Childhood

(a) Physical Development: Aspects of Physical Development, Health and Safety

(b) Cognitive Development: Piagetian Approach, Language and Other Cognitive Abilities, Early Childhood Education.

(c) Psychosocial Development: Developing Self, Gender, Relationship with Other Children.

(d) Emotional development.

(5) Middle Childhood

(a) Physical Development: Aspects of Physical Development, Health and Safety.

(b) Psycho Social Development: The Developing Self, the Child in the Family, The Child in the Peer Group.

(c) Developmental Disorders: Behavioral Problems During Childhood, Learning Disabilities, Dyslexia, Mental Retardation, Autism and Attention Deficit Disorder.

References


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Objectives
To create interest in the subject matter of psychology
To develop scientific and experimental attitudes in the student
To facilitate comprehension of the theoretical concepts through experiments
To develop the skills of observation and scientific reporting in psychology
To provide basic training in planning and conducting a psychological experiment
To familiarize the student with psychological instruments and tools.

Sensory Process
Two Point Threshold
Localisation of Sound
Kinaesthetic Sensitivity

Attention
Span of Attention
Division of Attention
Distraction of Attention
Oscillation of Attention
Set in Attention

Perceptual Process
Muller-Lyer Illusion
Size-weight Illusion
Depth Perception
Colour Blindness

Learning
Relational Learning
Habit Interference
Insight Learning
Trial and Error Learning
Transfer of Learning
Paired Associate Learning

Motivation
Level of Aspiration
Knowledge of Results

Memory
Immediate Memory Span
Retroactive and Proactive Inhibition
Memory for Meaningful and Meaningless Stimuli

Intelligence
Differential Aptitude Tests
Standard Progressive Matrices
Bhatia’s Battery of Intelligences
Each student is required to conduct a minimum of 10 experiments and submit the record of experiments for evaluation at the end of the semester (Demonstration experiments need not be reported)

References.

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Unit- I Introduction
Need for personality development.

Unit II – Positive thinking and Time Management
Meaning. Techniques of positive thinking – helpful and unhelpful pattern, developing positive thinking, handling negative thinking. Time management – identifying difficulties (time wasters), planning, prioritizing, organizing. Time management tips and strategies.

References


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SEMESTER - IV
DSC – 1D PSYC 241 : Developmental Psychology II

Objectives
1) To provide an overview of the role of physical, cognitive and psycho-social development of adolescents.
2) To facilitate understanding the developmental changes in various stages of adulthood.

1 Adolescence
   (a) Physical and Cognitive Development: Defining Adolescence, Theories of Adolescence, Physical Development, Cognitive Development.
   (b) Psychosocial Development: Peer Relations, Sexual orientation, Sexual behaviour - Risky behaviours.

2 Early Adulthood
   (a) Physical and Cognitive Development: Initiation into Adulthood, Physical Development, Cognitive Development, Patterns of Work
   (b) Psycho-Social Development: Marriage and the Family, Personal Development, work, and career, gender roles.

3. Middle Adulthood
   (a) Physical and Cognitive Development: Physical and Cognitive changes.
   (b) Psycho-Social Development: Dealing with Stresses of Adulthood, Marriage and Family Relations, Sex and Love in Middle Adulthood.

4. Late Adulthood
   (a) Physical and Cognitive Development: Aging, Physical and Cognitive changes.
   (b) Psycho-Social Development: Social Development, Personal Development.

5. Old Age
   Personal, Social and family adjustments, health problems, challenges faced during old age, Government policy for protection of safety of older people; The Role of spirituality in later life.

References:

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DSC – 2D PSYC 242: PSYCHOLOGICAL ASSESSMENT

Objectives:
To nurture the ability in students to understand himself/herself and other persons
To develop the skills of testing and scientific reporting in psychology
To familiarize the students to various psychological tests and assessment tools
To generate an interest in working of the community with a psychological outlook

1. Achievement Motivation
2. Self-Concept
3. State-Trait Anxiety
4. Aggression
5. Frustration
6. Emotional Maturity
7. Social Maturity
8. Locus of Control
9. Personal Values
10. Parent-Child Relationships
11. Social Intelligence
12. Big Five Personality
13. Mental Health
14. Mental Abilities
15. Type A Type B Behaviour
16. Personality Inventory
17. Extroversion-Introversion Inventory
18. MMPI
19. Children's Memory Scale
20. Wechsler Memory Scale
21. Academic Stress Scale
22. Adjustment Inventory
23. Verbal test of Creative Thinking
24. Depression Scale
25. Study Habit Inventory

Each student is required to conduct a minimum of 10 tests and submit the record for evaluation at the end of the semester. Some of the tests may be performed in any educational, occupational or clinical areas.

References

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SEC – 2 PSYC 243 : LIFE SKILLS

Objectives

3) To encourage and motivate students about the larger issues of life and living
4) To introduce various skills needed by an Individual to deal effectively with the demands and challenges of everyday life

Unit I : Understanding self and others: Need for life skills training.

Coping with stress: Recognizing the sources of stress in our lives, Controlling our levels of stress, Relaxation techniques
Self-Awareness: Recognition of self, Strength and weaknesses
Coping with Emotions: Recognizing emotions within us and in others, How emotions influence our behaviour, Negative effects of Intense emotions like anger or sadness
Empathy: Successful relationship, Social Interaction, in situations of ethnic or cultural diversity.
Interpersonal skills: Maintaining positivity in relationships we maintain with others

Unit II: Skills for healthy living

Problem solving: How to deal constructively with problems in our life, consequences of unresolved problems in our lives

Effective communication: Expressing ourselves- Verbally and Non-Verbally
Critical Thinking: Steps involved in critical thinking, Models of critical thinking
Creative thinking: Fluency (generating new ideas), Flexibility (shifting perspective easily), Originality (conceiving of something new), and Elaboration (building on other ideas).
Decision making: How to deal constructively with decisions about our lives

References:
(1) Life Skills for Success by Alka Wadkar Sage Publications India Private Limited
SEMESTER - V
**Objective:**

To understand the main symptoms and sources of stress
To learn ways of coping with stress.

**Unit 1: Stress:** Nature of stress, symptoms of stress, sources of stress, consequences of stress – depression, anxiety and suicide.

**Unit 2: Managing stress:** Methods - yoga, meditation, relaxation techniques, problem focused and emotion focused approaches

**References:**

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Learning Outcomes
To enable the students to understand
- The fundamental questions and findings of cognitive psychology.
- Explore the ways in which psychologists go about studying these questions.

UNIT-I: The Foundations of Cognitive Psychology:
The Science of the Mind – scope of cognitive psychology, A Brief History, the emergence of modern cognitive psychology. Research in cognitive psychology.

UNIT-II: Attention and Perception:

UNIT-III: Memory: meaning, types of memory, working memory, long term memory. Memory Acquisition; Retrieval; Encoding Specificity; Implicit Memory. Forgetting. Techniques of enhancing memory.

UNIT-IV: Language:

UNIT-V: Thinking, Problem Solving, Reasoning
Definition, concept formation, types of concept. Problem solving – approaches, Reasoning – definition, types.

References

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DSE – 1A, 2A, 3A PSYC 353: Psychopathology

Objectives

- To create an interest in students to know and understand the causes, signs, and symptoms of various mental disorders.
- To facilitate the development of scientific outlook in contrasting normality and abnormality and to classify mental disorders according to the latest classification criteria.
- To make students understand the nature and course of development of various abnormal conditions.

1. The Science of Psychopathology
   Definition and Scope
   Historical Conceptions of Abnormal Behaviour: The Supernatural Tradition, The Biological Tradition, The Psychological Tradition, Approaches to Psychopathology:

2. Anxiety Disorders and Somatoform Disorders
   DSM IV and ICD Classification.
   (a) Anxiety Disorders: The experience of Anxiety, Generalized Anxiety Disorder, Panic Disorder, Phobias, Obsessive Compulsive Disorder, Post Traumatic Stress Disorder, Interpretation and Treatment.
   (b) Somatoform Disorders: Pain Disorders, Somatisation Disorders, Conversion Disorders, Hypochondriasis, Body Dysmorphic Disorders.

3. Mood Disorders and Suicide
   (a) Mood Disorders: Depression, Depressive Disorders, Dysthymic Disorder, Major Depressive Disorder.
   (b) Bipolar Disorder: Bipolar I Disorder, Bipolar II Disorder, Cyclothymic Disorder
   (c) Suicide: Concept, Theories, Causes, Mental Illness and Suicide, Prevention of Suicide.

4. Psychotic Disorders
   Symptoms, Factors, Vulnerability, Schizophrenia, Schizoaffective Disorders, Delusional Disorders, Shared Psychotic Disorder.

5. Substance Related Disorders
   Substance Dependence, Substance Abuse, Alcoholism, Drug Abuse, Different Drugs.

References

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Objective: To understand the relationship between psychological factors and physical health
To enable students to understand the methods of health enhancement

UNIT 1: Introduction: Introduction to Health Psychology; components of health: social, emotional, cognitive and physical aspects; mind-body relationship; goals of health psychology, Bio-psychosocial model of health.

UNIT 2: Foundational System:
Systems of the body: Circulatory; Nervous; Digestive; Immune System

UNIT 3: Behavior and health: Lifestyle and its impact on health; Characteristics of health behaviour; Barriers to health behaviour; Theories of health behaviour and their implications.

UNIT 4: Stress: Nature, Sources, Effects of stress on physical and mental health; Coping and stress management.

UNIT 5: Health Management: Health-enhancing behaviors: Exercise, Nutrition, safety. Health Protective Behaviours, Pain management

References:

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Objectives:
1. To develop an understanding about the basic concepts, processes and areas of counselling.
2. To acquaint the learner with the issues and challenges involved in counselling.

Unit I Introduction:
Meaning and goals; counselling as a profession. The effective counsellor, counselling in Indian context. Ethics in counseling.

Unit II Approaches to counselling:
Psychodynamic, behavioural, person centred, cognitive.

Unit III Counselling Process:
Stages of the counselling process, basic skills for counselling, communication and relationships skills.

Unit IV Areas of counselling:
Group counselling, family counselling, child counselling, premarital counselling, marriage, counselling for drug addicts, crisis intervention counselling, career counselling.

Unit V Techniques in Counselling:
Yoga and Meditation, relaxation techniques, mindfulness, cognitive techniques.

References:


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Objective

To enable the students to understand the behavior of individuals in an organizational context
To understand the scope of psychologists in an organization

Unit 1: Organizational Psychology: Definition; History of Organizational Psychology as a discipline; Scope of Organizational Psychology; Role of psychologists in an organization.

Unit 2: Individual in Organizations: Personality determinants- Heredity and environment; Personality and Behavior; Big Five Personality factors; Attitudes- Definition, components, links to behavior.

Unit 3: Perception- Perceptual process- perceptual selection; person perception and perceptual errors; Attribution- Attribution process; Internal vs external causes of behavior; attribution of success and failure.

Unit 4: Motivation: Motivational processes; Needs hierarchy model; Achievement motivation model

Unit 5: Groups and Teams: definition of groups and teams; difference between groups and teams; Types of teams; Stages of team development.

References


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UNIT-II: Taking Charge - Mastery and Personal Control: Perceived Control, Consequences of Perceived Control, Misperception and Maladjustment, Learned Optimism; Personal Resolve and Decision Making: The Process of Decision Making, Decisions and Personal Growth:


UNIT-IV: Making and Keeping Friends - Impression formation, Mistaken Impressions, difficulty in making and maintaining friends, Self-Disclosure.

UNIT-V: Stress - Managing Stress: Modifying Your Environment, Altering Your Life Style; Using Stress for Personal Growth.

References:

SEMESTER - VI
Objective:
To help the students learn how to understand and manage their emotions
To develop emotional competencies.

Unit 1: Introduction: importance of recognizing and understanding emotions in oneself and others, importance of managing one’s emotions.

Unit 2: Emotional competence: self-awareness, self-regulation, motivation, empathy, and interpersonal skills, Relaxation technique, auto suggestion.

References:


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Objectives

To understand the meaning of statistics along with different types of statistical analyses.
To get acquainted with elementary statistics and their place of application.

Unit I  Introduction:
Meaning of statistics, Classification of statistics, Levels of Measurement, Frequency Distribution, Graph, percentage, percentile.

Unit II:  Measures of central tendency
Mean, median, Mode.

Unit III:  Measures of variability
Range, average deviation, quartile deviation, standard deviation.

Unit IV : Parametric Analysis:
Normal probability distribution, Mean difference – t test, z test.  product moment correlation

Unit V  Non parametric tests
Cchi-square, Mann Whitney U-test, Rank order Correlation

References:


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Objectives

1. To acquire knowledge about basic skills in counselling

2. To enrich the learner with effective counselling techniques derived from sound theoretical bases

Unit I Skills in counselling
Counsellors as helpers, communication skills in counselling, micro skills in counselling.

Unit II Psychodynamic techniques
Free association, therapeutic transferece, dream analysis, word association, creative activities, short term psychodynamic technique.

Unit III Humanistic Techniques
Transactional analysis, reality therapy, logo therapy,

Unit IV Cognitive Behavioural Technique
Rational emotive technique, Cognitivebehavioural technique, multimodal technique

Unit V Expressive Techniques
Art, Music, Dance, Role play

References


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OBJECTIVES OF THE COURSE:

- To enable the students to understand the rationale behind ‘How and Why’ Consumers behave.
- To understand the internal and external influences that impels individuals to act in Consumption-Related ways.

Unit 1

Introduction to Consumer Psychology

The Science of Consumer Behavior: (Definition and meaning of Consumer Behavior) (Nature of Consumer Behavior), (Scope of Consumer Behavior), (Importance of Consumer Behavior)

Unit 2

Consumer Motivation

Meaning of Motivation, Types of Motives, Dynamic Nature of Motives – Needs and Goals of Consumers

Consumer Personality (Meaning of Personality, Facets of Personality, Personality Traits and Consumer Behavior)

Unit 3

Consumer in the Social and Cultural Settings

Family and Consumer Related Roles, (Social standing and Consumer Behavior), (Culture’s Influences on Consumer Behavior), (Reference Groups), (Psychographics), (Indian Context)

Unit 4

Consumer Communication Process

Definition of Communication, (Communication Process- Traditional Media and New Media), (Designing Persuasive Communication Messages), (The Indian Context)

Unit 5

Consumer Decision Making Process

Stages of Decision Making, (Types of Decision Making), (Consumer Decision Making Model – EKB Model), (Consumer Rights)
Reference:-


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Objectives:
1. To acquaint the students with the nature of human abilities and its implications for school education.
2. To acquaint the students with the nature of exceptionality and its consequences.
3. To acquaint the students with the contribution of heredity and environment on school performance.
4. To help students understand the theoretical and professional aspects of school psychology.
5. To help students to get acquainted with various applications of School Psychology.
6. To equip the students with assessment and guidance know how in school set up.

Unit I: Nature, History and Scope of School Psychology
Historical background, Definition, Educational Psychology and School Psychology, Nature and Scope of School Psychology, Role of a School Psychologist as a Professional, Skills of school psychologists, Services of school psychologists-Consultation, evaluation, intervention, Prevention, Research and planning

Unit II: Psychology of human differences and Nurture of the abilities
Individual differences: Aptitudes and talents, Personality, Intelligence (Giftedness Vs. Intellectually disable) Cognitive styles, Interests and Values, Varieties of Group differences: Sex, Age, Race, Social class, etc., Factors producing differences: Heredity, Environment

Unit III: Human Exceptionality
Conception of exceptional people, Current notion of exceptionality, giftedness, Children with special needs: Physical, Intellectual, Emotional, Family and personal problems of exceptional people, Special services: Day care centres, Rehabilitation centres, self-help groups, Learning difficulties and disabilities, Gifted children

Unit IV: Identifying problems of school children
Problems of Children-family, reading, potential for dropout, Anger/compliance problems, Attendance problems, Anxiety-related problems, Study habit deficiencies, Relational aggression and bullying, Grief and loss, Separation and divorce, ADHD, Other problems.

Unit V: Helping children to achieve their Best
Intervention for Learning Difficulties, ADHD, Aggression and Bullying, Educational practices: Inclusive education, Segregation, Enrichment, Educational policies, Out-of-school programs: Summer Training, Activity centres, Hobby groups, etc.
References:


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**DSE – 1B, 2B, 3B PSYC:366: BEHAVIOUR MODIFICATION**

**Unit : I**

What is behaviour? What is behaviour modification? Some misconceptions about behaviour modification; Basic learning principles - Classical, Operant and Social learning theory.

**Unit : II**

Behaviour assessment - Various phases of a program; Sources of information - Indirect, Direct or Computer Assisted data collection; Comparing behaviour assessment with traditional assessment.

**Unit : III**


**Unit : IV**

Reinforcement and Punishment: Types of reinforcement, Schedules of reinforcement, Types of punishment, (Type I and Type II), Physical, Reprimands, Time out and Response cost.

**Unit : V**

Techniques to develop or teach new behaviours Shaping, Chaining, Fading and Prompting. A brief overview of Systematic Desensitization General procedure and variants; Anxiety induction therapies - Implosion and flooding; Cognitive behaviour therapy.

**Reference**


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GE – 2 PSYC 367 : POSITIVE PSYCHOLOGY

To enable the learner to

- Understand the role Psychology for positive behavioural outcomes
- Know the factors and mechanism in fostering positive behaviour

Unit I: Introduction

Goals and Assumptions of positive psychology, Happiness, Subjective Wellbeing and Psychological Wellbeing

Unit II: Positive Cognitive States:
Optimism; Mindfulness; Flow; Courage; Resilience

Unit III: Positive Social Behaviour:
Altruism; Gratitude; Forgiveness

Unit IV: Positive Behaviour in different Contexts
Positive Schooling, Positive Behaviour at Workplace, Successful Aging

References

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