TAMIL NADU OPEN UNIVERSITY
Regulations and Overview for
M.Sc., Psychology(Semester)
in Distance Mode

[W.e.f Academic Year 2020-2021]

Tamil Nadu Open University
Department of Psychology
School of Social Sciences
Chennai- 600015

MASTER OF SCIENCE IN
PSYCHOLOGY
REGULATIONS

INTRODUCTION

The recent developments in Psychology, has been included in the enriched M.Sc., (Psychology) Syllabus to meet out the present day needs of academia Institutions and the community. This will help the learners cap able to design and conduct both qualitative and quantitative ethical research studies in the applied areas of Psychology.

1. PROGRAMME OBJECTIVES

The major objectives of the programme are to:

PO1 Enrich the students with the contemporary issues in human life and to arrive at plausible explanation for the human behaviour in the basic, applied and functional areas of psychology,

PO2 Create a strong research oriented theoretical foundation and psychometry in consonance with recent advances in the discipline of psychology that combines conceptual repertoire and research practices in both quantitative and qualitative traditions.

PO3 Enable students to take a creative, empirical and ethical approach to the psychology program

PO4 Provide an opportunity to extend the knowledge base to the world of practice with a view to promote healthy interface between academia and society.

PO 5 Relate empathetically to people of diverse groups to ensure equity in providing psychological services.

2. PROGRAMME LEARNING OUTCOMES

PLO 1 Critical Thinking: Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.

PLO 2 Social Interaction: Elicit views of others, mediate disagreements and help reach conclusions in group settings.

PLO 3 Effective Citizenship: Demonstrate empathetic social concern and equity-centered national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

PLO 4 Ethics: Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.

PLO 5 Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context of socio-technological changes.

3. PROGRAMME SPECIFIC OUTCOMES

PSO 1 Develop a committed and academically engaged learner community with the scientific acumen to study the issues related to social, developmental, personality aspects, sports areas.

PSO 2 Develop a strong theoretical foundation of psychological knowledge in the applied areas of psychopathology and therapy, cognition, learning disability, cyber psychology, and organisational issues namely human resource management, training, consumer behaviour, etc.

PSO 3 Integrate psychological knowledge for developing a student with adaptability, feasibility and self-regulation and conduct research projects in response to emerging needs of the community

PSO 4 Manage scientific information from various sources and conduct psychological assessment to meet the requirement for the training and effective interventions in institutional settings.

PSO 5 Support employability through professional training and organizational collaboration.

PSO 6 Apply the skills gained during study at clinical / industrial areas and analyze the causes behind the major psychological issues seen with people in the society today

ELIGIBILITY

A candidate who has passed any Degree or an examination of some other university accepted by the syndicate as equivalent thereto shall be permitted to appear and qualify for the M.Sc. Psychology Degree Examination of this University after a course of two academic years. Admissions performed in both Academic and Calendar year batches.

4. DURATION OF THE COURSE AND MEDIUM

The course for the degree of Master of Science (Psychology) shall consist of two academic years (Four Semester) and the medium of instruction is English only.

5. COURSE OF STUDY

The course of study shall comprise instruction in the following subjects according to thesyllabus

Course	Course Code	Course Title	Evaluation			Credits
			CIA	TEE	Total	
I Year - Semester I						
Core I	MSYS-11	Advanced General Psychology	30	70	100	4
Core II	MSYS-12	Advanced Social Psychology	30	70	100	3
Core III	MSYS-13	Life Span Psychology	30	70	100	3
Core IV	MSYS-14	Research Methods & Statistics	30	70	100	4
Elective -1	MSYS-15	Theories of Personality	30	70	100	3
I Year -Semester II						
Core V	MSYS-21	Psychopathology & Mental health	30	70	100	4

			CIA	TEE	Total	Credits
Core VI	MSYS-22	Counselling Skills & Techniques	30	70	100	3
Core VII	MSYS-23	Psychometry	30	70	100	3
Core VIII	MSYS-24	Sports Psychology	30	70	100	3
Elective-2	MSYS-25	Psychological Assessment	30	70	100	4
II Year - Semester III						
Core IX	MSYS-31	Principles and techniques of Psychotherapy	30	70	100	4
Core X	MSYS-32	Behaviour Modification	30	70	100	4
Core XI	MSYS-33	Cognitive Psychology	30	70	100	3
Core XII	MSYS-34	Learning Disability	30	70	100	3
Elective-3	MSYS-35	Cyber Psychology	30	70	100	3
II Year - Semester IV						
Core XIII	MSYS-41	Organizational Behaviour	30	70	100	4
Core XIV	MSYS-42	Marketing Psychology & Consumer Behaviour	30	70	100	4
Core XV	MSYS-43	Human Resource Management	30	70	100	3
Core XVI	MSYS-44	Training and Development	30	70	100	3
Elective-4	MSYS-45	Organizational change & Development	30	70	100	3
Total			**600**	**1400**	**2000**	**68**

CIA- Continuous Internal Assessment   **TEE-** Term End Examination

6.   EXAMINATIONS

The examination for the M.Sc. Degree shall consist of theory and practical papers.

(i)   Theory Examinations: The theory examination shall be of three hours duration to each paper and conducted at the end of each year. The candidates who failing in any subject(s) will be permitted to appear for each failed subject(s) in the subsequent examinations.

Sec- A	Answer any Five of the questions not exceeding 300 wordsout of three questions.	5 x 5 = 25 Marks
Sec B	Answer any Three of the questions not exceeding 1000 wordsout of three questions.	3 x 15 = 45 Marks

(ii) **Practical Examinations:** The practical examinations shall be of three hours duration to each practical and conducted at the end of each year. The candidates who failing in any practical(s) will be permitted to appear for each failed practical(s) in the subsequent examinations.

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TAMIL NADU OPEN UNIVERSITY

Scheme of Examinations

Question Paper Pattern

M.Sc - Psychology

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Max. Marks: 70   Time: 3 hours

Course Title: Course Code: XXXX

 Time: 3 hours   Maximum marks: 70

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PART - A (5 X 5 = 25 marks)

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Answer any FIVE questions out of Eight Questions in 300 words
All questions carry equal marks

1. From Block - I

2. From Block - II

3. From Block - III

4. From Block - IV

5. From Block - V

6. From any Block

7. From any Block

8. From any Block

PART - B (3 X 15 = 45 marks)
Answer any THREE questions out of Five Questions in 1000 words.
All questions carry equal marks.

1. From Block - I

2. From Block - II

3. From Block - III

4. From Block – IV

5. From Block – V

7. PASSING MINIMUM

For theory examination: The candidate shall be declared to have passed the examination if the candidate secures not less than 32 marks in the Term End Examinations (TEE) of each theory paper and secures not less than 13 marks in the Continuous Internal Assessment (CIA) and overall aggregated marks is 50 in both the external and internal taken together.

Continuous Internal Assessment (CIA)		Term End Examination (TEE)		Overall Aggregated Marks	Maximum Marks
Minimum Pass Mark	Maximum Mark	Minimum Pass Mark	Maximum Mark	CIA + TEE	
13	30	32	70	50	100

For Practical examination: The candidate shall be declared to have passed the examination if the candidate secures not less than 30 marks in the External Practical Examinations and secures not less than 10 marks in the Continuous Internal Assessment (CIA) (Record Marks + Practical Counselling Class Attendance) and overall aggregated marks is 40 marks in both external and internal taken together. However, submission of record notebook is a must.

8. CLASSIFICATION OF SUCCESSFUL CANDIDATES

Candidates who pass all the courses prescribed and who secure 60% and above in the aggregate of marks in Core courses will be placed in the First Class. Those securing 50% and above but below 60% in the aggregated will be placed in the Second Class. All other successful candidates will be placed in the Third Class.

TAMIL NADU OPEN UNIVERSITY
School of Social Sciences
Chennai – 15
M. Sc Psychology- Syllabus – Semester I

Course Title   **: ADVANCED GENERAL PSYCHOLOGY**

Course Code   **: MSYS 11**

Course Credits   **: 4**

COURSE OBJECTIVES

While studying this course, the Learner will be able to:

CO 1 Explain the various schools of psychology. Discuss the application of psychology in the import fields such as health, education, human relations, and self-development.

CO 2 Describe the Sensory Process, methods of conditioning, different learning principles and methods.

CO 3 Comprehend the Motivation and Emotion. Analyse the physiological basis of motivation, and discuss motivational factors in aggression and emotional expression

CO 4 Enumerate the process of memory and forgetting. Recognize the process, theories and formation of language and thought.

CO 5 Explain Intelligence, Ability and Personality. Discuss theories associated with it and Identify formation aptitude and attitude.

BLOCK – I Schools of Psychology and Sensory Process

Basic concepts– Definition of Psychology – Schools of Psychology – Behaviorist – Gestalt – Psychoanalysis – Humanistic - Scientific methods in Psychology– Application of Psychology – Psychology in Industry, community, family, education, health, self development –

Human relations - sensory process – Some general characteristic of senses – Five senses – Perception: Organization – The role of learning in perception – Perception and attention – Perceptual process.

BLOCK – II Learning

Learning – Definition - Principles and Methods – Classical conditioning – Operant Conditioning – The principle of reinforcement – Multiple response learning – Cognitive learning – Observational learning - Optimizing learning: Programmed learning and automated instruction – Transfer of learning – Role of Reward and punishment in learning.

BLOCK – III Motivation and Emotion

Motivation and emotion – Physiological basis of motivation – Types of motives - Current status of motivational concepts – Theories of motivation – Motivational factors in aggression – Emotion- Achievement motives and its effects– Emotional expression – Theories of emotions.

BLOCK – IV Memory, Forgetting & Language

Memory and forgetting – Kinds of remembering – Retrieval processes – The nature of forgetting – Two process theories of memory – Improving memory – Language and thought – Symbols and concepts – Structure – Forms of thought - Thinking and reasoning – Concept formation.

BLOCK – V Intelligence and Personality

Intelligence – Theories of intelligence – Measuring Intelligence – Kinds of intelligence tests – Ability - Artificial intelligence – Formation of aptitude and attitude – Aptitude tests – Creativity and its tests - Personality – Definition of Personality – Theories of Personality – Assessment of Personality.

REFERENCES:

- Baron, R. A. (2010). Psychology (5th Ed.). New Delhi, India: Pearson India Education Services Pvt Ltd.

- Ciccarelli, S.K. & Meyer, G.E. (2008). *Psychology*. South Asian Edition.NewDelhi: Dorling Kindersley India Pvt. Limited.
- Fernald, L.D., & Fernald, P.S. (2007). *Introduction to Psychology*. 5th Ed. AITBSPublishers.
- Haggard, E.R., Atkinson, C.R., & Atkinson, R.L. (2011). *Introduction to Psychology.*New Delhi: Oxford and IBH Publishing Company Pvt. Ltd.
- Hillgard, E. R., Atkinson, R. C., & Atkinson, R. L. (1975). *Introduction to Psychology.* 6th Edition, New Delhi: Oxford IBH publishing Co. Pvt. Ltd.
- Kalia, H. L. (2008). *Introduction to Psychology.* India: AITBS Publishers.
- Morgan, C. T., King, R. A., Weisy, J. R., Schopler, J. (1993). *Introduction toPsychology*. 7th Ed. New Delhi: Tata McGraw Hill Publishers.
- Venkattammal, P. *General Psychology*. (2011). Tamilnadu state higher educationDepartment. Chennai

WEB RESOURCES.

- https://www.studysmarter.us/explanations/psychology/basic-psychology/
- http://www.blackwellpublishing.com/intropsych/pdf/chapter7.pdf
- https://opentextbc.ca/introductiontopsychology/chapter/chapter-10-emotions-and-motivations/
- https://www.simplypsychology.org/forgetting.html
- https://www.simplypsychology.org/intelligence.html

COURSE LEARNING OUTCOMES

After completion of this course, the Learner will be able to:

   CLO 1 Critically analyse the key issues with each school of

psychology. Recognizing the key role played by psychological concepts plays in our every sphere of life.

CLO 2 Interpret the learning process and analyse diverse types of learning, the role of learning in perception and attention as well as apprising the role of reward and punishment in learning.

CLO 3 Conception of motivation, emotion, Analyse the physiological basis of motivation and aggression, social motive, and emotional expression.

CLO 4 Summarize the process of Memory, Forgetting and the components of language and concept formation.

CLO 5 Comprehend human personality and intelligence. Examine the tests for their measurement as well as creativity and Aptitude.

TAMIL NADU OPEN UNIVERSITY

School of Social Sciences
Chennai – 15
M. Sc Psychology- Syllabus – Semester I

Course Title	: ADVANCED SOCIAL PSYCHOLOGY
Course Code	: MSYS-12
Course Credits	: 3

COURSE OBJECTIVES

CO 1 Express the nature of social psychological nature and causes of behaviour in a range of complex social situations and to familiarize demonstrate the various types of Research in Social Psychology

CO 2 Describe Social Perception, Nonverbal Communications, explain the theories of attribution, the causes of others Behaviour and Discuss the concepts relating to aspects of Attribution, and Social Cognition such as Heuristics, automated processing, and groups.

CO 3 Explain how we get attracted, to whom, our motives and others influence, why we help others, how we do form opinion about others and how it can be changed.

CO 4 Analyse the types of aggression and apprise one 'self on how to control and prevent aggression.

CO 5 Deliberate the impact of Environmental Stress and its impact on behaviour.

BLOCK –I - Introduction

Definition of Social Psychology and Applied Social Psychology, Historical Context of Applied Social Psychology, Theories- Cognitive dissonance Theory, Groupthink theory, Research Methods in Applied Social Psychology, Role of Applied Social Psychologists.

BLOCK -II Understanding Others & Social Cognition

Nonverbal Communication: Basic Channels, Recognizing Deception. Attribution: Theories, Basic sources of error, Applications. Impression Formation & Impression Management: Asch's Research, Cognitive perspective. Social Cognition- Schemas, sources of error in social cognition

BLOCK -III Attitudes & Interpersonal Attraction

Attitude: Meaning – three components – Attitude Formation: Social Learning, Genetic Factors, Attitude Functions, Attitude- Behavior link - Persuasion: The Early Approach & the Cognitive Approach. Attitude Change – Attitude scales - Prejudice - Discrimination in Action - Origin - Methods to reduce it - Interpersonal attraction – Factors determining Attraction – Sociometry

BLOCK - IV Leadership & Helping Behaviour

Leadership: Meaning – three major types – functions – theories – Nature and impact in groups, Leader effectiveness, Transformational, transactional and other types of leadership - Prosocial Behaviour- Why do we help others- Situational Factors- Individual characteristics - Empathy – Altruism

BLOCK - V: Applications of Social Psychology

Applying Social psychology: In Media, Legal System, Politics, Work settings, Community, Health, Coping with the new realities and Environmental Psychology.

REFERENCES

- Branscombe, N.R., Baron, R.A., & Kapur, P. (2017). *Social Psychology* (14th Ed.). Chennai, India: Pearson India Education Services Private Limited.

- Myers, D.G., & Twenge, J.M. (2017). *Social Psychology*. (12th Ed.). New York, NY: McGraw – Hill Education.

- Feldman, R. S. (2001). *Social Psychology* (3rd Ed.) New Delhi, India: Pearson India Education Services Private Limited.

- Schultz, W., & Oskamp, S. (2000). *Social Psychology: An Applied Perspective*. Upper Saddle River, NJ: Prentice Hall.
- Schneider, F.W., Gruman, J.A., & Coutts, L.M. (2005) *Applied Social Psychology- understanding and addressing social and practical problems.* New York, NY: Sage publications.

WEB RESOURCES

- https://www.verywellmind.com/social-psychology-4157177
- https://www.thoughtco.com/what-is-nonverbal-communication-1691351
- https://opentext.wsu.edu/social-psychology/chapter/module-5-attitudes/
- https://www.psychologytoday.com/us/basics/leadership
- https://www.sagepub.com/sites/default/files/upm-binaries/16245_02_Buunk_Ch_01.pdf

COURSE LEARNING OUTCOMES

CLO 1 Discuss the basic concepts of social psychology including the individual, Society, and culture and enumerate the Research Methods in Social Psychology.

CLO 2 Summarize the concepts relating to aspects of Attribution, and Social Cognition, Demonstrate the group formation, its influences on behaviour and interpret the theories of attribution.

CLO 3 Articulate the formation of attraction, social motives and its fluence. Exhibit the factors involved in attitude formation, empathy, and its behavioral influence.

CLO 4 Indicate types of aggression and discrimination in action. Point out Prejudice and Aggression, its origins, theories, types, determinants, methods to control it.

CLO 5 Summarize the impact of Environmental Stress and crowding on behaviour.

TAMIL NADU OPEN UNIVERSITY
School of Social Sciences
Chennai – 15
M. Sc Psychology- Syllabus – Semester I

Course Title	**: LIFE SPAN PSYCHOLOGY**
Course Code	**: MSYS-13**
Course Credits	**: 3**

COURSE OBJECTIVES

While studying this course, the Learner will be able to:

CO 1 Recite the aspects of development and life span period. Discuss the stages of development from birth to old age.

CO 2 Present a comprehensive overview of contemporary developmental psychology. Explain the lifespan perspective in terms of physical, cognitive, emotional, and social changes

CO 3 Identify personality and emotions, discuss the emergence of self, influence of family and peer group.

CO 4 Familiarize with the personality and social issues in adulthood. Discuss the various phases of adulthood such as career, relationship and work life.

CO 5 Identify the issues of old age in correlations to physical and mental health. Discuss the adjustment to retied life, their life's meaning, purpose and grief.

BLOCK – I Basic Concepts and Stages of Development

Basic Concepts – Aspects of Development, Life Span periods – Methods – Non-Experimental, Experimental - Stages of Development – Principles of Development – Prenatal period – Birth – Neonatal stage – First year of Life – Early childhood, Middle childhood – Adolescence, Adulthood and old age.

BLOCK – II Physical and Intellectual Development

Physical Development – Motor Skills – Growth rate – Physical health during Adulthood, Physical fitness & energy – Motor functions - Intellectual Development – Approaches: Psychometric, Piagetian and Information processing approach – Cognitive Development – Piaget's model – Language Acquisition and Development of language, Memory, Intelligence and Moral Development.

BLOCK – III Personality and Social Development

Personality and Social Development – Emotions – Emergence of Self – Role of parents and siblings – Peer group influence – Psychoanalytic, social learning and cognitive perspectives in the personality development – Emotional problems of childhood – identity crisis in adolescence, relationship with parents and peers, sexual identity- teenage problems.

BLOCK – IV Social Issues in Adulthood

Personality and Social issues in adulthood - Parenthood – Career planning – Intimate relationship and personal lifestyles – Work life – Personal relationship in family and work life

BLOCK – V Issues in Old age

Old age – Physical changes - Psychomotor functioning – Health & fitness – Health problems – Memory changes – Work and Retirement – Adjustment to Old age - Personal Relations in Late life – Death Bereavement – Purpose and meaning of life.

REFERENCES

- Elizabeth B. Hurlock (1996) Developmental Psychology – A Life Span Approach,Fifth Edition, Tata McGraw Hill Publishing Co. Ltd.

- Papalia, Diane E and Old. (1992). Human Development V Ed. Tata McGrawMill Publishing Co., Ltd.
- Zubek J.P. and Solberg, P.A. (1954). Human Development, New

York, McGrawHill Book Co. Ltd.

WEB RESOURCES

- https://online.maryville.edu/online-bachelors-degrees/human-development-and-family-studies/resources/stages-of-human-development/
- https://pressbooks.online.ucf.edu/lumenpsychology/chapter/reading-childhood/
- https://nobaproject.com/modules/social-and-personality-development-in-childhood
- https://www.who.int/news-room/fact-sheets/detail/ageing-and-health

COURSE LEARNING OUTCOMES

After completion of this course, the Learner will be able to:

CLO 1 State the principles of development and identify the stages of development from prenatal period to old age.

CLO 2 Analyse the physical development in association with cognitive, emotional and social changes.

CLO 3 Analyse the problems in childhood, identity crisis in adolescences, and its association with relationship among family and peer groups.

CLO 4 Infer the social issues among the various stages of adulthood and devise a plan for balanced work and family life.
CLO 5 Articulate the physical and mental health aliment in old age along with shedding light on the various social and psychological adjustments made during the old age.

TAMIL NADU OPEN UNIVERSITY
School of Social Sciences
Chennai – 15
M. Sc Psychology- Syllabus – Semester I

Course Title	: RESEARCH METHODS AND APPLIED STATISTICS
Course Code	: MSYS-14
Course Credits	: 4

COURSE OBJECTIVES

While studying this course, the Learner will be able to:

CO 1 Explain some basic concepts of research and its methodologies.

CO 2 Develop appropriate research topics and hypothesis. Fix the suitable sampling and data collection methods.

CO 3 Define appropriate research problem and parameters. Express about the various research designs to be adopted to conduct research

CO 4 Interpret the applications of statistical procedures and recognition of various stlta techniques through Data Analysis software package.

CO 5 Synthesize a good research report/proposal by taking into consideration the guidelines and other presentation techniques. How to effectively use internet and computer in resource generation.

BLOCK I: Foundations of Research

Meaning – Objectives of science – Need for research – Research approaches – Steps in research - Method Vs Methodology. General Principles – Ethical issues: Children, Adults, Animal - Research problem – Sources – Criteria of good problem- Reviewing the literature – Research article.

BLOCK II: Hypothesis, Variables and Sampling

Hypothesis: Meaning – Types – Basic concepts related to hypothesis testing - Variables

– Definition – Ways of asking questions – measuring observed variables

– Scales of measurement –Sampling – Meaning – Probability and Non-probability sampling – Sample & effect size. Data collection methods: Observational research – Survey research.

BLOCK III: Research Designs

Experimental design: Independent groups designs – Completely randomized groups designs, randomized factorial groups design. Dependent group's designs: Within- participants design, matched groups design – Mixed Designs – Single-participant design – Baseline designs - Non-experimental designs: Quasi-experiments – Time-series design, nonequivalent groups designs, longitudinal research, Cross-sectional research, Case-studies, Correlational research.

BLOCK IV: Statistics

Organizing data: Frequency distribution – Graphs – Descriptive statistics: Measures of central tendency – Measures of variation – Types of distributions. Inferential statistics: ztest – t test – Analysis of Variance – Correlation– Concepts related to correlation – Correlation coefficient – Regression.

Non-parametric statistics: Mann-Whitney test – Wilcoxon Chi-square – Spearman Rank correlation – Kruskal-Wallis's test. Analysis of data using SPSS

BLOCK V: Report Writing and Computers in Research

Writing Proposal – Plagiarism – References and In-text citation –

APA primer -Presenting research: Research report – Typing guidelines

– Oral and Poster presentation

– Role of Computers in research – Internet and research.

REFERENCES:

- Coaley, K. (2009). *An introduction to psychological assessment and psychometrics.*New Delhi, India: Sage Publications India Pvt. Ltd.

- Coolican, H. (2009). *Research methods in statistics in psychology.* New Delhi,India: Rawat Publications.

- Evans, A.N., & Rooney, B. J. (2008). *Methods in psychological research.* NewDelhi, India: Sage Publications India Pvt. Ltd.

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- Singh, A.K. (2006). *Tests, measurements and research methods in behaviouralsciences.* Patna, India: Bharati Bhavan Publishers.

WEB RESOURCES

- https://onlinecourses.nptel.ac.in/noc22_ge15/preview
- https://study.com/learn/lesson/research-purpose-examples.html
- https://lotusarise.com/variables-sampling-hypothesis-reliability-and-validity-upsc/
- https://www.questionpro.com/blog/research-design/
- https://www.britannica.com/science/statistics

- https://www.questionpro.com/blog/research-reports/

COURSE LEARNING OUTCOMES

After completion of this course, the Learner will be able to:

CLO 1 Apprise themselves on various aspects of Research such as its concepts, methods, methodologies, general principles, and ethical standards.

CLO 2 Extrapolate research results by employing suitable variables, sampling, data collection methods.

CLO 3 Able to orchestrate the research by selecting from various Research Designs such as Experimental, Dependent group, mixed group and non-experimental research designs.

CLO 4 Perform numerous statistical analysis and interpret its results.

CLO 5 Identify, explain, compare, and prepare the key elements of a researchproposal/report.

TAMIL NADU OPEN UNIVERSITY
School of Social Sciences
Chennai – 15
M. Sc Psychology- Syllabus – Semester I

Course Title   : THEORIES OF PERSONALITY

Course Code   : MSYS-15

Course Credits   :3

COURSE OBJECTIVES

While studying this course, the Learner will be able to:

CO 1 Examine the major models, determinants of personality and personalitystructure**.**

CO 2 Determine the socio-psychological and personological approach to personality

CO 3 Construct the existential and trait approach to personality

CO 4 State the social learning and cognitive approach to personality

CO 5 Explain the interaction of situational and individual characteristics on thedevelopment of personality

BLOCK I Introduction

Definition, Brief history of personality, Personality, the internet and social networking, types of personality – determinants of personality – Varieties of personality measures: Objective tests – projective tests – Situational tests.

BLOCK II Socio- Psychological and Personology Approach

Erich Fromm (Freedom Theory): Nature of human beings, Structure of personality,Development of Personality, application and evaluation. Harry Stack Sullivan (Interpersonal Theory): Nature of human beings, Structure ofpersonality, Development of personality, Application and evaluation.

Henry Murray (Personology): Structure of personality, Development

of personality,Current status and evaluation.

BLOCK III Existential and Trait Approach

Rollo May: Nature of human beings, Structure of personality, Development of personality, Application and evaluation.

Victor Frankl: View of Human Nature, Key Concepts: Phenomenology, Death and Non- Being, Freedom, Responsibility, Isolation, Meaninglessness, Anxiety, Guilt, Will to Meaning and Authenticity.

Gordon Allport: Nature of human beings, Structure of personality, Development of personality, Assessment in Allport's theory, Application and evaluation.

Raymond Cattell: Nature of human beings, Structure of personality, Development of personality, Assessment in Cattell's theory, Application and evaluation.

BLOCK IV: Social Learning and Cognitive Approach

George Kelley (Personal construct theory): Nature of human beings, Structure of personality, Development of personality, Assessment in George Kelley's theory, Application and evaluation.

McClelland: Theory of motivation: Need for achievement, Power and Affiliation

Eric Berne: Basic Assumptions, Theoretical Principles, Eight Fundamental TA "Therapeutic Operations".

BLOCK V: Other Approaches to Personality

Kurt Lewin (Field Theory): Structure of Personality: Psychological environment, Life space, differentiated person and environment, Connections between regions, Number of regions, Person in Environment, Locomotion and Communication, Restructuring of Life space, Levels of Reality, Time dimension, Development of Personality.

Julian Rotter: Locus of Control: Internal vs External control of Reinforcement, Age, Cultural, Behavioural and Physical Health Differences, Developing Locus of Control in Childhood and Reflections on Locus of Control.

Marvin Zuckerman: Sensation Seeking: Characteristics of sensation

seekers, Behavioral and Personality differences, Cognitive process, Occupational preferences, Heredity vs Environment, Reflections on Sensation seeking.

Martin E.P. Seligman: Learned Helplessness in Elderly person, learned helplessness and Emotional Health; Explanatory Style: optimism and pessimism, Pessimism and depression, Development of learned helplessness in childhood, Reflections on learned helplessness

REFERENCES
- Albert, B. Even (2010). An introduction to theories of personality (7th Ed.). NewYork, NY: Psychology Press.
- Bishop, L.J. (1970) Interpreting personality theories. (2nd Ed.). New York, NY:Harper International.
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- Felltham, C., Hanley, T., Winter, L.A. (2017). The SAGE handbook of counselling and psychotherapy. (4th Ed.). London, England: SAGE Publications Ltd.
- Forager, R & Fadiman, J. (2009). Personality and personal growth (6th Ed.). Noida, India: Dorling Kindersley India Pvt. Ltd.
- Friedman, H.S., & Schustack, M.W. (2009). Personality: Classic theories and modern research (3rd Ed.). Noida, India: Dorling Kindersley India Pvt. Ltd.
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psychotherapy: From theory to practice. (1st Ed.). London, England: SAGE Publications Ltd.

- Schultz, D.P., & Schultz, S.E. (2013). Theories of personality (10th Ed.). New Delhi, India: Cengage Learning India Pvt. Ltd.
- Shaffer, D.V. (2009). Social and personality development. (6th Ed.). Belmont, MA: Wadsworth Cengage Learning.

WEB RESOURCES

- https://www.simplypsychology.org/personality-theories.html
- https://study.com/academy/lesson/major-perspectives-of-social-psychology.html
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- https://www.simplypsychology.org/bandura.html
- https://study.com/academy/lesson/cognitive-approaches-to-personality-development.html
- https://www.britannica.com/science/field-theory-psychology
- https://www.simplypsychology.org/locus-of-control.html
- https://www.simplypsychology.org/learned-helplessness.html

COURSE LEARNING OUTCOMES

After completion of this course, the Learner will be able to:

CLO 1 Analyze the indicator of personality characteristics to better grasp their effects on cognitions, emotions, and behaviour.

CLO 2 Examine the major concepts, dynamics and structure

quoted in Erich Fromm, Harry Stack Sullivan and Henry Murray's theories

CLO 3 Comprehend the major concepts, dynamics and structure quoted by Rollo May, Victor Frankl, Allport and Cattell

CLO 4 Apply the major personality domains and theories to better comprehend one's own behaviour and the behaviour of others.

CLO 5 Label the concepts quoted by Kurt Lewin, Julian Rotter, Marvin Zucker, and Seligman

TAMIL NADU OPEN UNIVERSITY
School of Social Sciences
Chennai – 15
M.Sc Psychology- Syllabus – Semester II

Course Title : PSYCHOPATHOLOGY & MENTAL HEALTH

Course Code   : MSYS-21

Course Credits   : 4

Course Objectives

While studying this course, the Learner will be able to:

CO 1 Define the key elements in the current conceptualization of abnormality or psychological disorder.

CO 2 Familiarize with mood and personality disorders.

CO 3 Elucidate the Organic and Psychosomatic Disorders. Classify somatoform disorders, mood disorders, Personality disorders and other disorders due to organic brain damage

CO 4 Keep tabs with the prevailing scientific developments in the field. Implement most current diagnostic and treatment procedure.

CO 5 Cognizance of Mental health, its importance and model. Detail the ethical issues involved in treatment and prevention

BLOCK – I Classification and Disorders in Early ages

Psychopathology: Historical views, Causal factors and viewpoints-concept of abnormality - Classification of mental disorders - Disorders in infancy, Childhood, Adolescence – Delirium - Anxiety and panic disorders.

BLOCK – II Mood and Personality Disorders

Mood disorders and suicide, Somatoform and dissociative disorders, Personality disorders, Substance related disorders - Manic Depressive Psychosis - Schizophrenia and Delusional disorders- Different types - Symptomatology and Treatment.

BLOCK – III Organic and Psychosomatic Disorders

Organic Disorders: Brain disorders and other cognitive impairments - Eating and Sleep disorders - Dementia - Sexual and Gender Identity disorders – adjustment disorders – Problems related to abuse and neglect- Psycho – somatic disorders.

BLOCK – IV Diagnostic Methods

Diagnostic Methods: Differential diagnosis – Types of tests - Inventories, Projective tests - Clinical Assessment: The information, DXPLAIN, clinical audit - various types of assessment, rapport, physical assessment, Neurological examination, and Neuropsychological assessment.

BLOCK – V Mental Health and Ethical issues

Mental Health: Factors that contribute to mental health - Importance of mental health – Mental health Model: Prevention, Primary, Secondary and tertiary - Characteristics of mentally healthy person - Ethical issues: Contemporary issues, need for planning, challenges and legal issues.

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- https://www.britannica.com/summary/mental-disorder
- https://www.mentalhealthtoday.co.uk/innovations/an-introduction-to-the-classification-of-mental-disorders-the-dsm-and-the-icd
- https://my.clevelandclinic.org/health/diseases/17843-mood-disorders
- https://www.verywellmind.com/mood-disorder-1067175
- https://www.mayoclinic.org/diseases-conditions/personality-disorders/symptoms-causes/syc-20354463
- https://www.psychiatry.org/patients-families/personality-disorders/what-are-personality-disorders
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- https://www.verywellmind.com/depression-can-be-a-real-pain-1065455
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- https://psychcentral.com/lib/types-of-psychological-testing#types-of-tests
- https://study.com/academy/lesson/ethical-issues-mental-health-right-to-treatment-informed-consent-confidentiality.html

COURSE LEARNING OUTCOMES

After completion of this course, the Learner will be able to:

CLO 1 Enumerate basic etiological theories, the diagnostic process, and nomenclature of mental and emotional disorders

CLO 2 State the symptoms and treatments for mood and personality disorders.

CLO 3 Differentiate the Mood, Personality, Organic and Psychosomatic Disorders

CLO 4 Identify the proper diagnostic methods. Comprehension of the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools.

CLO 5 Grasp the importance of mental health. Application of the ethical principles in prevention and treatment of disorders.

TAMIL NADU OPEN UNIVERSITY
School of Social Sciences
Chennai – 15
M. Sc Psychology- Syllabus – Semester II

Course Title	: COUNSELLING SKILLS & TECHNIQUES
Course Code	: MSYS-22
Course Credits	: 3

COURSE OBJECTIVES

While studying this course, the Learner will be able to:

CO 1 Articulate about counselling skills and models of counselling. Infer the facilitation role invoked by Counselling.

CO 2 Identify and construct the model of skill-based counselling.

CO 3 Express the effective listening and empathy building skills.
CO 4 Enlist stage wise important activities in counselling

CO 5 Discuss the current ethical and legal considerations, relevant to counselling. Illustrate the current trends in school counselling and educational systems.

BLOCK I Counselling Skills and Ethical Issues

The Helping relationship and process - Specific Counselling skills: Understanding the internal frame of reference, showing attention and interest, paraphrasing and reflecting feelings, structuring, probing, monitoring, challenging, self-disclosing. Managing resistances and making referral - Facilitating problem solving - Improving client's perceptions, negotiating homework, conducting middle sessions and terminating helping. Ethical and Legal Issues in Counselling

BLOCK II Two Skill Based Models of Counselling

Egan's problem management approach to helping- Stage I Problem clarification, Stage IISetting goals based on dynamic understanding,

Stage III Facilitating action - Ivey and Ivey's Step by Step Micro skills model- Towards Intentional interviewing and Counselling - The Micro skills hierarchy - Drawing out client stories. Relationship- Story and Strengths-Goals- Restory–Action- Increasing skills and flexibility-Theory and Micro skills.

BLOCK III: Listening & Empathy Building

Qualities of the Effective Listener: Positive & Negative Listening – Proximity in Listening – Using Silence – Head nodding – Facial Expressions – Active Listening – Distraction – Assessing your own Listening. Clarifying empathy – Empathy building Statements – People who empathize – Simple reflection of content – Simple reflection of feeling – Selective reflection – Putting it all together – Using Empathy in everyday life – Empathy in difficult situations – Ethical issues

BLOCK IV: Activities in Counselling

Information Activities: Types of information – Pros and cons of advice-giving – Breaking bad news – Confrontation I – Confrontation II – Checking for understanding. Facilitation Activities: Exploring facilitation – Types of facilitation – Learning to facilitate – Group facilitation – Limits to facilitation – Dealing with contingencies. Problem Solving Activities: Types of problem – Identifying problems – Problem-Solving Cycle – Clarifying Problems – Dealing with problems – Planning – Evaluation of Problem solving. Coping with Feelings: Types of feelings – Feeling words – Expressing feelings – Dealing with Paradox - Focusing – Preventing Burnout – Coping with stress

BLOCK V Counselling Applied to Educational Setting

Counselling students-children and adolescents, relationship problems and career counselling - Counselling applied to health settings-Counselling for eating problems, psychosomatic problems, drugs and alcohol abuse, HIV/AIDS. Counselling for emotional management-Anger control, anxiety and panic, depression, post-traumatic stress disorder.

REFERENCES

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- Ivey, A.E., Ivey, M.B., & Zalaquett, C.P. (2007). *Intentional interviewing and counselling.* Belmont, CA: Brooks/Cole Cengage learning Pub. Co.

- Nelson –Jones, R. (2011). *Basic counselling skills: A helper's manual* (2nd Ed.).Chennai, India: Sage Publications India Pvt. Ltd.

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- https://onlinecounselingprograms.com/become-a-counselor/resources/counseling-skills-techniques/

- https://arttherapyresources.com.au/skilled-helper/

- https://teach.com/online-ed/counseling-degrees/counseling-techniques/

- https://thriveworks.com/blog/empathic-responding-active-listening-counseling/

- https://www.mindtools.com/a8l9j08/empathic-listening

- https://positivepsychology.com/counseling-activities/

- https://leverageedu.com/blog/educational-counselling/

COURSE LEARNING OUTCOMES

After completion of this course, the Learner will be able to:

CLO 1 Demonstrate professional counselling skills and follow ethics while counselling.

CLO 2 Assist clients to get to know themselves better and find effective solutions to their daily problems.

CLO 3 Organize a counselling session professionally till the termination of counselling

CLO 4 Relate to adults, peers in positive ways and encourage them to express themselves better during the counselling session(s).

CLO 5 Exhibit capability in handling school students and their presenting problems in an effective way along with handling counselling for people with various emotional and mental distress.

TAMIL NADU OPEN UNIVERSITY
School of Social Sciences
Chennai – 15
M. Sc Psychology- Syllabus – Semester II

Course Title	**: PSYCHOMETRY**
Course Code	**: MSYS-23**
Course Credits	**: 3**

COURSE OBJECTIVES

While studying this course, the Learner will be able to:

CO 1 Enumerate the various concepts regarding psychometric tests, its classification and construction. Outline the different ways that psychological tests can be classified.

CO 2 Classify the stages involved in construction of Intelligence Tests and Personality Inventory.

CO 3 Compile and contemplate the statistical procedures for construction of a test

CO 4 Conception of the variables, item selection, item selection for analysis and ability to formulate/reformulate variables / items in case of failure in formation of a test.

CO 5 Recognize the steps involved in standardization of test along with comprehending the factors such as Reliability, validity, and other prevalent statistical tests/scales (scoring),

BLOCK I - INTRODUCTION

Definition of Psychometry and Psychological Test – Characteristics of Standardized Test – Brief History of Psychological Testing - Classification of Psychological Tests – Types of Scales – Theoretical View Points: Classical Test Theory and Item Response Theory

BLOCK II – CONSTRUCTION OF PSYCHOLOGICAL TESTS

Defining the Testing Universe and Purpose, Developing a Test Plan, Item Generation and Item Preparation for Tests of Intelligence: Analogies, Odd Item Out, Multiple Choice Items, True – False Items, Matching Items. Construction of Tests of Personality, Motivation,

Temperament and Emotions: Objective and Projective Tests. Surveys and Attitude Measurement: Types of Attitude Scales.

BLOCK III - ITEM ANALYSIS AND VALIDATION, METHODS OF ESTABLISHING RELIABILITY

Conducting the Pilot Test, Item Analysis, Item difficulty and Validation – Face Validity – Content Validity – Construct Validity - Criterion Validity – Discriminant Validity – Factorial Validity – Predictive Validity, Conditions Affecting Validity Coefficient, Concept of Reliability and Reliability Index, Test – Retest Method, Split – Half Method, Parallel or Alternate Forms Method, Method of Rational Equivalence – Cronbach's Alpha Coefficient Factors Affecting Reliability Estimates, Interpretation of Reliability Coefficient, Conducting Qualitative Item Analysis and Finalization of the Test

BLOCK IV - TEST STANDARDIZATION

Sampling Specific Groups – Rules for Sampling Special Groups – Meaning and Purpose of Norms - Preparation of Norms – Transformation of Raw Scores to Standard Scores – Percentile and Percentile Ranks, Normalizing Standard Scores – T Scores – Stanines and Sten Scores – Selecting a Norm Group – Age and Grade Norms, Local and Subgroup Norms – Criterion Referenced Tests and Norm Referenced Tests. Compiling the Test Manual and Publishing the Test – Test Publisher Responsibility – Marketing of Psychological Tests- Availability of Comprehensive Test Manuals

BLOCK V – COMPUTERIZED PSYCHOLOGICAL TESTING AND APPLIED PSYCHOMETRY

Test Development, Administration, Scoring and Interpretation, Advantages and Disadvantages of Computerized Testing, Computerized Adaptive Testing, Web-Based Assessment, Administering Surveys Online, New Challenges, Implications for the Future and Ethical Standards for Psychological Testing and Computer Based Testing. Application of Psychometry through Use of Psychological Tests in Clinical, Corporate and Educational Settings.

REFERENCES

- Miller, L.A., Lovler, R.L. and McIntire, S.A. (2013). Psychological Testing – A Practical Approach. New Delhi: Sage Publications India Private Limited.

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WEB RESOURCES

- https://www.britannica.com/science/psychological-testing

- https://study.com/academy/lesson/test-construction-item-writing-item-analysis.html

- https://www.psychologydiscussion.net/notes/developing-psychological-tests-5-principles/736

- https://opentextbc.ca/researchmethods/chapter/reliability-and-validity-of-measurement/

- https://www.studysmarter.co.uk/explanations/psychology/scientific-investigation/standardization-and-norms/

- https://www.sciencedirect.com/topics/psychology/computerized-assessment

COURSE LEARNING OUTCOMES

After completion of this course, the Learner will be able to:

CLO 1 State the characteristics of psychological tests and list the steps in construction of a test.

CLO 2 Illustrate steps to construct Intelligence Test and Personality Inventory.

CLO 3 Initiate a Plan to construct intelligence and personality tests.

CLO 4 Compute the Item analysis for selection items in an inventory/questionnaire

CLO 5 Device a Plan to construct a standardized Psychometric tool scientifically.

TAMIL NADU OPEN UNIVERSITY
School of Social Sciences
Chennai – 15
M. Sc Psychology- Syllabus – Semester II

Course Title : SPORTS PSYCHOLOGY

Course Code : MSYS-24

Course Credits : 3

COURSE OBJECTIVES

While studying this course, the Learner will be able to:

CO 1 Analyse its scope and relationship with other sports sciences

CO 2 Explain the differential Influence of emotions on performance

CO 3 Define, distinguish, and assess physiological principles relevant to the effect of exercise on human functioning and performance.

CO 4 Write about the role of personality in sport, Examine the ways in which concepts and principles of motivation can be used to enhance sport performance.

CO 5 Explain the psychological theories and research methodologies for the enhancement of performance in sports, e.g., personality, motivation andemotion, physiology, and socio-cultural factors.

BLOCK – I Nature and Ethics in Sports Psychology

Introduction to Sport Psychology: Meaning and scope, Importance, relationship with other sport sciences, development of sport psychology in India and worldwide - sports psychology for physical educators, coaches and athletes – ethics in sports psychology.

BLOCK - II Cognition, Attention and Flow

Cognition – characteristics and cognitive process in sports – sensation and perception – Attention - strategies to develop attention – Reaction Time, Movement Time, Reflex time, Response Time - Flow – Experience of Flow- Dimension of flow – Flow in Sport – Measuring Flow.

BLOCK - III Emotions and Motivation in Sport

Emotions – concepts - Influence of emotions on performance - Motivation in Sport: definition, (drive, need and motives, instinct, attitude, achievement motivation) Techniques of motivating the Athletes.

BLOCK – IV Personality in Sport

Personality in Sport: Concept and definition, Modern perspective, (trait, humanistic, social cognitive and biological), Dynamics of personality in sport – Sports and Personality.

BLOCK – V Psychological Preparation and Competition

Psychological Preparation and Competition: Phenomenon of competitive sport, long term psychological preparation for competition (arousal regulation, imagery, self- confidence, goal setting, concentration.), short term psychological preparation (upcoming competition).

REFERENCES

- Gangopadhyay, S.R. (2008) – Sports Psychology, Sports Publications, New Delhi
- Gurbakhsh S. Sandhu (2002) - Psychology in Sports – A Contemporary Approach,Friends publications, New Delhi.
- Weinberg RS and Gould D (2003), Foundations of Sport and ExercisePsychology. Human Kinetics, US.
- https://www.verywellmind.com/what-is-sports-psychology-2794906

WEB RESOURCES

- https://mybrainware.com/cognitive-skills/athletics-cognitive-skills-development-cognitive-literacy-solutions/
- https://www.sportsperformancebulletin.com/endurance-psychology/coping-with-emotions/motivation-sports-psychology/
- https://www.gloveworx.com/blog/power-emotions-sports/
- https://believeperform.com/personality-in-sport-everyone-is-different/

- https://www.preservearticles.com/education/what-is-the-importance-of-psychological-preparation-in-sports/21355

COURSE LEARNING OUTCOMES

After completion of this course, the Learner will be able to:

CLO 1 Comprehend the relationship between Sports psychology with other sports sciences.

CLO 2 Explain the characteristics and cognitive process in sports.

CLO 3 Identify and apply psychological techniques and strategies to enhanceperformance in sport and other domains

CLO 4 Identify the Influence of emotions and Psychological Preparation on performance. Evaluate the needs of clients and plan interventions based on this evaluation.

CLO 5 Integrate the Physical and Psychological component in games

TAMIL NADU OPEN UNIVERSITY
School of Social Sciences
Chennai – 15
M. Sc Psychology- Syllabus – Semester II

Course Title	**: PSYCHOLOGICAL ASSESSMENT**
Course Code	**: MSYS-25**
Course Credits	**: 4**

Course Objectives

While studying this course, the Learner will be able to:

CO 1 Explain the nature of psychological testing and assessment of intelligence,
CO 2 Discuss the wide variety of assessments for school children and children withspecific disabilities,
CO 3 Enumerate the various method of assessments namely, the objective, projective andbehavioural.
CO 4 List the assessments used in career and business.

CO 5 Describe the application of clinical, counselling and Neuro-

Psychologicalassessments.

Ten tests from the following areas will be selected by the University and conductedduring the Ist year of the course.

- ❖ Intelligence
- ❖ Memory
- ❖ Creativity
- ❖ Aptitude
- ❖ Interest
- ❖ Personality
- ❖ Stress
- ❖ Study Skills
- ❖ Interpersonal relations
- ❖ Anger
- ❖ Organizational Climate
- ❖ Job involvement
- ❖ Job satisfaction
- ❖ Leadership

- ❖ Self esteem
- ❖ Assertiveness
- ❖ Anxiety
- ❖ Attitude
- ❖ Perception and attention
- ❖ Motivation

REFERENCES

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- https://lindnercenterofhope.org/blog/psychological-assessment-what-is-it-and-how-can-it-help/
- https://www.apa.org/topics/testing-assessment-measurement/understanding
- https://leverageedu.com/blog/types-of-psychological-tests/

COURSE LEARNING OUTCOMES

After completion of this course, the Learner will be able to:

CLO 1 Demonstrate competence in the selection, administration, and scoring ofassessment measures

CLO 2 Demonstrate competence in drawing inferences from the results within a hypothesis generating and hypothesis testing framework

CLO 3 Demonstrate competence in writing a report of a professional standard.

CLO 4 Administer specific test for assessment of specific dimensions.

CLO 5 Develop strategies on how questionnaires are formed.

TAMIL NADU OPEN UNIVERSITY
School of Social Sciences
Chennai – 15
M.Sc Psychology- Syllabus – Semester III

Course Title	**: PRINCIPLES AND TECHNIQUES OF PSYCHOTHERAPY**
Course Code	**: MSYS-31**
Course Credits	**: 4**

COURSE OBJECTIVES

While studying this course, the Learner will be able to:

CO 1 Define the concept of psychotherapy, its objectives and Therapeutic process.

CO 2 Enumerate various therapeutic techniques.

CO 3 Synthesize the process of psychotherapy in association with other related techniques. List the responsibilities of therapist.

CO 4 Outline the therapeutic skills to be possessed by the therapist and apprise themselves with other approaches to therapy such as NLP.

CO 5 Stay informed with current trends and challenges in psychotherapy and adhere to the ethical practices.

BLOCK – I Objectives and therapeutic Process

Introduction to Psychotherapy – Main features – Objectives of Psychotherapy - Therapeutic process – Effectiveness of Psychotherapy – negative beliefs vs self attitudes

BLOCK – II Therapies

Therapies: Psychodynamic therapy, Behaviour therapy, Cognitive Behaviour therapy, Humanistic – Experiential therapies, drug therapies.

BLOCK – III Psychotherapy and Related techniques

Psychotherapy and Related techniques – Psychotherapy and counseling – Psychotherapy and social case work – Psychotherapy and culture – Psychotherapy and values and the therapist's responsibility - Psychotherapeutic devices – Catharsis, suggestions, persuasion, reeducation, distributive analysis and synthesis

BLOCK – IV Therapeutic Skills

Therapeutic Skills – Preliminary considerations – the setting – Phases of the session – Some problems – Mental Status Examination - Other approaches to Psychotherapy – Supportive therapy Psychobiology – Zen Psychology - NLP.

BLOCK – V Issues in Psychotherapy

Current issues in Psychotherapy – Case studies in Psychotherapy - Professional and Ethical issues in Psychotherapy - Ethical issues in Practice.

REFERENCES

- Fox L.J., Psychology as Philosophy, Science and Art –Goodyear Publishing Inc.,California, 1972.
- Hadfield.J.A. Introduction of Psychotherapy – its History and Modern Schools –
- George Allen and Unwin Ltd., London, 1970.
- Malan D.H., Individual Psychotherapy and the Sciences of Psychodynamics –
- Butter worth & Co. Ltd., London, 1979.
- Sheldon J.K., Modern Clinical Psychology –Basic Books Inc. Publishers, NewYork, 1976.
- Walker .C.E., Clinical Practice of Psychology –Pergamon Press, New York, 1981.

WEB RESOURCES
- https://www.apa.org/topics/psychotherapy/understanding
- https://www.apa.org/topics/psychotherapy/approaches

- https://www.webmd.com/a-to-z-guides/what-is-psychotherapist
- https://www.indeed.com/career-advice/resumes-cover-letters/therapist-skills
- https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9122134/

COURSE LEARNING OUTCOMES

CLO 1 Define Psychotherapy, Objectives, Therapeutic process, Phases, Therapeutic Skills, Effectiveness

CLO 2 Critically evaluate the application of various therapies namely Psychodynamic therapy, Behaviour therapy, Cognitive Behaviour therapy, Humanistic, Experiential therapies, drug therapies.

CLO 3 Describe the effectiveness of process involving psychotherapy coupled with other techniques.

CLO 4 Illustrate the mental status examination process and other therapeutic skills

CLO 5 Stay Informed about the current trends in psychotherapy. Discuss and provide concise feedback on enhancing the ethical standards by ironing out the ethical issues in practice**.**

TAMIL NADU OPEN UNIVERSITY
School of Social Sciences
Chennai – 15
M. Sc Psychology- Syllabus – Semester III

Course Title	: BEHAVIOUR MODIFICATION
Course Code	: MSYS-32
Course Credits	: 3

COURSE OBJECTIVES

While studying this course, the Learner will be able to:

CO 1 Explain Behaviourism, assumptions, theories, effects, and modalities that contribute towards the association of human behaviour.

CO 2 Describe stimulus control, shaping and chaining procedures to establish the significance of behaviour on environment.

CO 3 State the Procedures to Increase Desirable Behaviour and DecreaseUndesirable Behaviour.

CO 4 Extensively detail the other procedures for behaviour change. Extrapolate the training process of other significant procedure for behaviour change.

CO 5 Outline the Overview of Assessment, Formulation, and Intervention in Clinical Conditions. Evaluate the application of aversive therapies, Classical and operant conditioning practices, systematic desensitization, Jacobson's relaxation, and Extinction

BLOCK – I Basic Concepts

Introduction to Behaviourism – Historical Overview– Major theories and experiments – Assumptions – Effects of Behaviour Therapy -Punishment - positive and negative punishment - Factors that influence

the effectiveness of punishment- Respondent conditioning, timing of neutral and unconditioned stimulus, higher order conditioning, conditioned emotional responses, extinction of conditioned responses, discrimination and generalization of respondent behavior, Influential factors of respondent conditioning - Introduction to a functional behavioural analysis - Basic behavioural principles of the A-B-C contingency - Formal behavioural assessment.

BLOCK – II Procedures to Establish New Behavior

Stimulus control: discrimination and generalization - Defining stimulus control, stimulus discrimination training, the three-term contingency - Generalization.

Shaping and its applications - shaping of problem behaviors - Prompting and fading techniques - Types of prompts- using prompting and transfer of stimulus control (for example in autism).

Chaining: Examples of behavioral chains, analyzing stimulus-response chains, task analysis, backward chaining, forward chaining, total task presentation - Components of behavioral skills training procedures: Modeling, instructions, rehearsal, feedback.

BLOCK - III Procedures to Increase Desirable Behavior and Decrease Undesirable Behavior

Differential reinforcement of alternative behavior, differential reinforcement of other behavior - Differential reinforcement of low rates of responding Antecedent control procedures - Using antecedent control strategies - Using punishment, Time out, response cost.

BLOCK - IV Other Behavior Change Procedures

Token economy, practical considerations, implementing a token economy, applications of token economy, advantages and disadvantages of a token economy.

Behavioral contract, components of a behavioral contract - Cognitive

behavior change procedures – assertiveness training - Assertive Training – Method of A.T. and procedures –Assertive Training in groups., thought stopping - Introduction to third wave therapies – Dialectical behavior therapy, metacognitive therapy.

BLOCK - V Overview of Assessment, Formulation and Intervention in Clinical Conditions

Clinical Conditions – Depression, panic, OCD, GAD, and eating disorders - Anxiety reduction procedures – Defining fear and anxiety problems, procedures to reduce fear and anxiety – relaxation, systematic desensitization, in vivo desensitization - Anxiety induction procedures – implosive therapy, flooding, aversive, counter conditioning – use of electric shock, covert sensitization.

REFERENCES

- Kanfer, F.H., &Sallow, G. (1965). Behavioral analysis: An alternative to diagnostic classification. *Archives of General Psychiatry*, *12*(6), 529-538.

- Masters, J. C., Burish, T. G., Hollon, S. D., & Rimm, D. C. (1987). *Behaviourtherapy: Techniques and empirical findings.* (3rd Ed.). New York, NY: Harcourt Brace Jovanovich College Publishers.

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- Simos, G. (2002). *Cognitive behavior therapy: A guide for the practicing clinician* (Vol1) London, England: Brunner- Routledge.

WEB RESOURCES

- https://www.verywellmind.com/behavioral-psychology-4157183

- https://www.coursehero.com/file/66669206/PROCEDURES-TO-ESTABLISH-NEW-BEHAVIORdocx/
- https://opentextbc.ca/introductiontopsychology/chapter/7-2-changing-behavior-through-reinforcement-and-punishment-operant-conditioning/
- https://opentext.wsu.edu/ldaffin/chapter/module-7-advanced-operant-conditioning-procedures-antecedent-focused/
- https://www.encyclopedia.com/medicine/encyclopedias-almanacs-transcripts-and-maps/token-economy-system
- https://study.com/learn/lesson/clinical-assessment-types-importance.html

COURSE LEARNING OUTCOMES

After completion of this course, the Learner will be able to:

CLO 1 Examine various theoretical background of behaviour modification

CLO 2 Clarify and critically analyse how behavior modification fits into the larger context of the field ofpsychology.

CLO 3 Determine the procedures to increase desirable behavior and decrease undesirable behavior using antecedent control procedure and strategies, reinforcement of alternative behaviour.

CLO 4 Enumerate various approaches to Assertion Training, Social Skill Training, Behaviour Modification, Relaxation Techniques.

CLO 5 Relate to the assessment, formulation, and interventions in clinical conditions for various psychological distress.

TAMIL NADU OPEN UNIVERSITY
School of Social Sciences
Chennai – 15
M. Sc Psychology- Syllabus – Semester III

Course Title	: COGNITIVE PSYCHOLOGY
Course Code	: MSYS-33
Course Credits	: 3

COURSE OBJECTIVES

While studying this course, the Learner will be able to:

CO 1 Comprehend cognitive psychology and its concepts.

CO 2 Describe attention perception, consciousness and theories associated with it.

CO 3 Distinguish short term and long-term memory. Enumerate the process of memory and language.

CO 4 Identify problem solving techniques and steps involved in creative thinking.

CO 5 Enumerate the process of reasoning and decision making.

UNIT 1 – INTRODUCTION

Definition and Scope of Cognitive Psychology – History and Development of Cognitive Psychology – Intelligence – Definition – Theories of Intelligence – Emotional Intelligence – Definition and its components – Artificial Intelligence – Definition and its applications.

UNIT 2 – ATTENTION, PERCEPTION AND CONSCIOUSNESS

The nature and definition of attention, perception and consciousness – selective attrition and division of attention – theories of attention – filter theory, attenuation theory, late selection theory – theories of perception – bottom up and top-down process – Gestalt approaches to perception – Disruptions of perception – subliminal perception – Consciousness of complex mental process.

UNIT 3 – MEMORY AND LANGUAGE

Short term vs long term memory – types of long-term memory – encoding, storage, and retrieval – working memory – definition and model – process of forgetting – memory distortions – reconstructive retrieval – eyewitness testimony – Language – properties of language- process of language comprehension- language and thought – language in social context.

UNIT 4 – PROBLEM SOLVING AND CREATIVITY

Problem solving: Meaning – Problem Solving cycle – types of problems – Problem Solving techniques – obstacles and aids in problem solving – knowledge and Problem Solving – Creativity – definition – Divergent Thinking – steps in creative thinking – nature of creative people – blocks to creative thinking – Promoting Creativity.

UNIT 5 – REASONING AND DECISION MAKING

Types of thinking – Reasoning: Meaning – categorical syllogisms – conditional syllogism – syllogistic reasoning – inductive reasoning – heuristics and biases and its types – Decision making: Meaning – types of decision making.

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COURSE LEARNING OUTCOMES

After completion of this course, the Learner will be able to:

CLO 1 Define Cognitive psychology and enlist the theories associated with it.

CLO 2 Enumerate theories associated with Attention, perception, and consciousness.

CLO 3 Analyze the process of memory and language and compare short term and long-term memory.

CLO 4 Infer the problem-solving cycles, its types, and techniques along with comprehend the process involved in creative thinking.

CLO 5 Indicate the types and process of Reasoning and Decision making.

TAMIL NADU OPEN UNIVERSITY
School of Social Sciences
Chennai – 15
M. Sc Psychology- Syllabus – Semester III

Course Title	: LEARNING DISABILITY
Course Code	: MSYS- 34
Course Credits	: 3

COURSE OBJECTIVES

While studying this course, the Learner will be able to:

CO 1 Describe the historical perspectives and theories of learning disability,

CO 2 Identify the characteristics of adolescents and adults with learning disability,

CO 3 Demonstrate the educational and alternative interventions for specific learningdisability,

CO 4 Distinguish the nature, characteristics and interventions of Language andMathematics

CO 5 Explain the emerging issues in the field of learning disability

BLOCK- I Concept, Nature and Early Intervention

Learning Disability – Concepts – Meaning and Definitions - Nature and Characteristics of learning Disabled – Causes of learning Disability - Importance of Early identification and Intervention – Identification of learning-Disabled children- Methods / needs - Screening Tests- Informal and Formal assessment

BLOCK –II Types of Disability

Types of Disability- Dyslexia: Definition, Types of Dyslexia, Causes and signs andSpecific Oral reading Difficulties – Dysgraphia: Causes and signs - errors inhandwriting – Dyscalculia: Causes and signs – Numerical ability - Dyspraxia (Motor Planning Disorder)

BLOCK- III Learning Process

Learning Process – Generic Factors – Reading Process – Word analysis – Motor coordination – (Gross / Neuro / Fine Motor/ laterality /Directionality / Memory) Information Processing Disorder - Visual, Auditory and Spatial Processing Disorder /Perceptual disorder- Developmental disorders- delayed milestones- Developmental Screening checklist - Poor Academic Performance. Causes and signs - Associated Disorders (ADD / ADHD / ODD/ CD) – Causes and Signs.

BLOCK- IV Intervention Strategies for LD

Intervention Strategies- for Dyslexia, Dysgraphia, dyscalculia -Reading – Reading Process – Reading stages – Skill Development Strategies for word recognition, Sight words - Reading fluency types –Reading and word attack strategies: Syllabification, Morphology, Phonology, Spelling Rules and Reading Comprehension Strategies - Handwriting - Strategies for writing: Writing expression, Spelling rules, Syllabification, and Sentence writing strategies - Learning disabilities in mathematics – Types of Dyscalculia
– Signs and symptoms – Strategies for Mathematics.

BLOCK –V Support systems for Education of learning disability

Support systems for Education of learning disability –Inclusive Education –Meaningand scope – Accommodation and provisions across Examination –Management of LD with associated disorders in the classroom.

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  disabilities/helping-children-with-learning-disabilities.htm

COURSE LEARNING OUTCOMES

After completion of this course, the Learner will be able to:

CLO 1 Review the historical perspectives and theories of
learning disability

CLO 2 Classify types of learning disability and assess the
prevalence of learning disabilities.

CLO 3 Implement the behavioural, educational, and alternative
interventions forlearning disability

CLO 4 Evaluate the teaching strategies for oral language,
reading, writing andmathematics

CLO 5 Describe the educational placement, resources room,
support systems for the Learning Disabled.

TAMIL NADU OPEN UNIVERSITY
School of Social Sciences
Chennai – 15
M. Sc Psychology- Syllabus – Semester III

Course Title : CYBER PSYCHOLOGY

Course Code : MSYS-35

Course Credits : 3

COURSE OBJECTIVES

While studying this course, the Learner will be able to:

CO 1 Describe Cyber psychology models and explain its applications.

CO 2 Recognize the effects of the Internet on our brain functioning, our relationships, and our sense of self.

CO 3 Analyse the psychological phenomena related to emerging technology, such as the curated self of social media,

CO 4 Explain the technology-mediated communication and interaction, techno-anxiety and cyber bullying. Demonstrate the impact of internet addiction on behavior and emotional states

CO 5 Define cybercrime and elucidate its types and prevention.

BLOCK – I Nature and Applications

Cyber Psychology – Cybernetics – cyberspace as psychological space- Psychology in cyberspace – Psychological qualities of Cyberspace – Model of Cyber Psychology- online Disinhibition effect – coping with spam - Applications of Cyber Psychology.

BLOCK – II Cyberspace

On- line identity management – types of personality in cyberspace – Transferencereactions to computers- computer and Internet Addiction – Signs and symptoms of Internet Addiction – treatment – Adolescents in Cyberspace – Media Transitions

BLOCK – III In-Person and Cyberspace

Relationships between in-person and Cyberspace – Transient and long- t e r m online relationships- Psychology of Text relationships – Hypotheses about online text relationships – transference among people- online conflict in Cyberspace: Resolution of conflict – cyberspace romances – communication through multimedia chat

BLOCK – IV Group Dynamics in Cyberspace

Group Dynamics in Cyberspace – Online Groups – Making virtual communities work – Unique groups in cyberspace – Extending Work group into Cyberspace – Extending the classroom into cyberspace – online photo sharing communities – Establishing a cyber psychological niche and equilibrium – the image as an expression of self.

BLOCK – V Types of Cyber Crimes

Typology – Reasons for Cyber Crime – Cyber Criminals – Types of Cyber Crime – Prevention of Crimes- Cyber Bullying – forms of cyber bullying – history – signs of cyber bullying – types of cyber bullying – tips for prevention – Cyber Terrorism – definition – History – effects – Cyber terrorism against the Government Organization.

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COURSE LEARNING OUTCOMES

After completion of this course, the Learner will be able to:

CLO 1 Critically evaluate the cyber space as psychological space.

CLO 2 Assess how technology is shaped by and shapes human being.

CLO 3 Distinguish between in-person and cyberspace relationships.

CLO 4 Illustrate the Group dynamics in the cyber space.

CLO 5 Enumerate the types of cybercrimes and tips for prevention.

TAMIL NADU OPEN UNIVERSITY
School of Social Sciences
Chennai – 15
M. Sc Psychology- Syllabus – Semester IV

Course Title	**: ORGANIZATIONAL BEHAVIOUR**
Course Code	**: MSYS-41**
Course Credits	**: 4**

COURSE OBJECTIVES

While studying this course, the Learner will be able to:

CO 1 Describe the nature and challenges of organizational behaviour

CO 2 Explain the role of motivation, job satisfaction, a n d o r g a n i z a t i o n a l c o m m i t m e n t i n t h e employee behaviour.

CO 3 Discuss the nature of groups and group behavior within organizations

CO 4 Describe the organizational structure, design and reward systems.

CO 5 State the concept of positive organizational behaviour and participation andorganization development.

BLOCK – I Introduction to Organizational Behavior

Organizational Behaviour– Definitions - introduction– Theoretic Frameworks - Models and Approaches of organizational behavior, Limitations of Organizational Behaviour, Challenges of Organizational Behaviour

BLOCK – II Individual Related Components and Processes in Organizational Behavior

Perception: Selectivity and Organization – Personality: Meaning and Determinants of Personality- its influence on Organization- .Attribution –

Motivation: Types of Motives – theories of Motivation- Content and Process –Attitude- Components, Functions and Changing – Job Satisfaction: Determinants and Effects – Job Involvement – Organizational commitment - organizational citizenship behavior – Meaning – Application.

BLOCK – III Group related components and processes in Organizational behavior Group Dynamics: Group Cohesiveness - Groups: Meaning, Formation, Types – TeamBuilding – Leadership: Styles, Power and politics Theories of Leadership – Traditionaland Modern. Communication: Meaning, Types – Upward, Downward, and Interactive-process - Conflict Resolution and Cooperation

BLOCK – IV Organization Related Processes and Outcomes

Organizational structure, Organizational designs - Organizational Justice, Ethics and Corporate Social Responsibility, Creativity in organizations, Reward systems.

BLOCK – V Contemporary Trends in Organizational Behavior

Positive Organizational Behaviour and Psychological Capital, Empowerment andParticipation, Managing an international workforce

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COURSE LEARNING OUTCOMES

After completion of this course, the Learner will be able to:

CLO 1 Analyse and compare different models used to explain individual behaviourrelated to motivation and rewards

CLO 2 Identify the processes used in developing communication and resolving conflicts

CLO 3 Explain group dynamics and demonstrate skills required for working in groups(team building)

CLO 4 Identify the various leadership styles and the role of leaders in a decision-makingprocess

CLO 5 Discuss the implementation of organizational change and analyse the contemporary trends in organizational behaviour

TAMIL NADU OPEN UNIVERSITY
School of Social Sciences
Chennai – 15
M. Sc Psychology- Syllabus – Semester IV

Course Title	**: MARKETING PSYCHOLOGY & CONSUMER BEHAVIOUR**
Course Code	**: MSYS-42**
Course Credits	**: 4**

COURSE OBJECTIVES

While studying this course, the Learner will be able to:

CO 1 Explain the basic concepts of Marketing and competitions. Develop a market research activity for framing effective marketing strategies

CO 2 Plan an effective communication programme or advertisement programme

CO 3 Analyse the consumer behaviour in the marketplace and their impact onmarketing strategy in an informed and systematic way

CO 4 Investigate personal, socio-cultural, and environmental dimensions thatinfluence consumer decisions making.

CO 5 Address the importance of designing and evaluating the marketing strategiesbased on fundamentals of consumer buying behaviour.

BLOCK – I Marketing Management and Planning

Understanding Marketing Management – Basic concepts of marketing – – Market oriented strategic planning – Corporate and Division Strategic Planning – Identifying and Analyzing competitors.

BLOCK – II Marketing Strategies and Research

Developing Market Strategies – Differentiating and positioning – Challenges in New Product Development – Market testing – Customer Adoption Process. Components of Marketing Information System – Marketing Intelligence System - Marketing Research – Marketing Decision Support System - Marketing research program for a new product - common errors.

BLOCK – III Marketing communications and Advertising

Managing marketing communications – Developing Effective Communications – Developing and Managing an Advertising Program – Media Decisions - Sales Promotion and Public Relations.

BLOCK – IV Consumer Buying Behaviour

Understanding Consumer Behaviour – Definition – Influencers Building customer satisfaction– Attracting and Retaining Customers - Analyzing consumer markets buying behaviour – Buying Decision Process – Stages in the process- Marketing strategies – Market segmentation- Levels and patterns of Market Segmentation.

BLOCK – V Environmental and Individual Determinants

Influences on Consumer Behaviour – Environmental influences: culture – subcultures – Social class – Social groups – Family – Personal influence and diffusion of Innovations – Individual determinants of consumer behaviour – Personality and self concept – Motivation and Involvement – Information processing – Learning and memory attitudes.

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COURSE LEARNING OUTCOMES

After completion of this course, the Learner will be able to:

CLO 1 Identify the dynamics of human behaviour and the basic factors that influencethe consumers decision process

CLO 2 Demonstrate how the psychological concepts may be applied to marketingstrategy

CLO 3 Evaluate the Influencers of customer satisfaction, Attracting and RetainingCustomers

CLO 4 Formulate an advertisement program utilizing effective media for salespromotion.

CLO 5 Predict consumer buyingbehaviour, Buying Decision Process, Marketsegmentation- Levels and patterns of Market Segmentation. Evaluate personal, social and environmental influences on Consumer behaviour.

TAMIL NADU OPEN UNIVERSITY

School of Social Sciences
Chennai – 15
M. Sc Psychology- Syllabus – Semester IV

Course Title	**: HUMAN RESOURCE MANAGEMENT**
Course Code	**: MSYS- 43**
Course Credits	**: 3**

COURSE OBJECTIVES

While studying this course, the Learner will be able to:

CO 1 Explain the HR Management system at various levels in general and incertain specific industries or organizations.

CO 2 Develop an HR Plan considering the manpower requirements of an organization. Illustrate the key concepts of performance appraisal

CO 3 Select appropriate motivation and reward system and elaborate the compensation system.

CO 4 Plan an ideal work environment embedded with suitable welfare interventions programme.

CO 5 Integrate the understanding of various HR concepts along with the domain concept in order to take correct business decisions

BLOCK – I Human Resource Management and Planning

Introduction - Nature and scope of Human Resource Management- objectives, structure, functions and models of human resource management -role of HRM, HRM at work, handling human relation problems, – Human Resource Planning –Contemporary perspectives - Job Analysis - Job description- Job specification - Recruitment and Selection – Types – Interview types and selection process.

BLOCK – II Employee Testing, Development and Performance Appraisal

Employee testing – Importance of Selection – Psychological tests – Other information's- placement, orientation - Development of Human Resources - Types of training and Executive Development -Performance appraisal – Methods and uses.

BLOCK – III Maintenance of Human Resource

Maintenance of Human Resource – Motivation and Reward System - Job evaluation - Compensation – Wage and salary, Incentive patterns - Collective Bargaining – Typesand process - Importance.

BLOCK – IV Employee issues, welfare and Intervention Programmes

Employee problems – Disciplining, Promotion, Transfer and Separations - Employee welfare safety health benefits and services - Industrial Counseling and Intervention Programmes- Leadership - managing careers, decision making.

BLOCK – V Human Relations and Work Environment

Human relations – Participative management – Quality circles – Total quality management – Industrial relations – Employee communication – Human Engineering – Working conditions – Improvement in work environment – Work from Home: Implications on individuals and teams in organizations - International Human Resource Management.

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COURSE LEARNING OUTCOMES

After completion of this course, the Learner will be able to:

CLO 1 Enumerate strategies for Human Resource Planning.

CLO 2 Contribute to the development, implementation, and evaluation of employeerecruitment, selection, and retention plans and processes.

CLO 3 Develop an action plan for the effective Maintenance of Human Resource

CLO 4 Facilitate Intervention programs for employee welfare.

CLO 5 Formulate an ideal human relations program for the improvement in the workenvironment.

TAMIL NADU OPEN UNIVERSITY
School of Social Sciences
Chennai – 15
M. Sc Psychology- Syllabus – Semester IV

Course Title   **: TRAINING AND DEVELOPMENT**

Course Code   **: MSYS-44**

Course Credits   **: 3**

COURSE OBJECTIVES

While studying the Course, the Learner shall be able to:

CO 1 Develop an understanding of the learning process in
training

CO 2 Compile the need assessment and stating the objectives of
learning

CO 3 Provide an insight into what motivates adults to learn and
the most appropriatemethodologies to impart training.

CO 4 Discuss about the various methods of training.

CO 5 Analyze the concept of training audit & explore the return
on investment through training.

BLOCK-I   Nature and meaning of training and development

Training: Definition, Development: definition - Nature & Scope; Reasons
for Training; Skills and Qualities of a trainer – Learning Process in
Training

BLOCK-II   Assessing Needs and Developing Learning Objectives

Need Assessment: Reasons, methods of data collection, criteria to be
used to select a data gathering method - General Features of adult
learners; basic learning styles of participants; factors influencing the
learning process - Writing objectives: SMART objectives, ideas for writing
objectives, task analysis.

BLOCK-III Training Methods

On-the-job and off-the-job technical training - Principles of learning and the choice of methods - Lecture method, the case method, syndicate method, Group discussion, Brainstorming, Simulation, business game, role play, programmed learning, in basket exercise - Experiential learning techniques, audio visual aids - Training approaches to improve Productivity and quality - TQM, Quality Circles, KAIZEN.

BLOCK-IV Designing and Conducting Training Programmes

Conducting training programmes, Explaining the four training styles, Gauging group dynamics, Training like a professional: presentation skills, participation materials, asking and answering questions, smooth transitions, wrap up and effective training sessions - Management Development: nature of the Managerial job- Knowledge and Skills requirements of managers - Management Development Programs and Techniques; Career Planning and Development.

BLOCK-V Evaluation of the Training

Purpose, Kirkpatrick's four levels of evaluation - guidelines for measuring the four levels, Evaluation methods - ROI – process and benefits.

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COURSE LEARNING OUTCOMES

CLO 1 Review the importance of training and development of employees

CLO 2 Illustrate the reasons and skills set requirement for a training programme

CLO 3 Develop and design and organize a training and development program for productivity improvement.

CLO 4 Design a training module plan and execute it

CLO 5 Evaluate the progress of the training module

TAMIL NADU OPEN UNIVERSITY
School of Social Sciences
Chennai – 15
M. Sc Psychology- Syllabus – Semester IV

Course Title   : ORGANIZATIONAL CHANGE & DEVELOPMENT

Course Code   : MSYS-45

Course Credits   : 3

COURSE OBJECTIVES

While studying this course, the Learner will be able to:

CO 1 Explain the basic approaches of "Organizational Development" and its theories

CO 2 Demonstrate the management of OD Process

CO 3 Express about the Team Interventions

CO 4 Analyze the Comprehensive and Structural OD Interventions

CO 5 Discuss the applications of some of the key concepts organizational change.

BLOCK – I Nature and Research in OD

The Nature of Organization Development: Overview of the Field of Organization Development: Laboratory Training, Survey Research and Feedback, Action Research, Socio-technical and Socio-clinical approaches

BLOCK- II Theory and Management of OD

Theory and Management of OD: Foundations of Organization Development: Models and Theories of Planned Change, Systems Theory, Participation and Empowerment, Teams and Teamwork, Managing the OD Process: Diagnosis, Action Component – OD Interventions,

BLOCK- III Team Interventions

Team, Intergroup and Third-Party Peacemaking Interventions: Overview of OD Interventions: Classifying OD Interventions - Team Interventions: Teams and Work Groups, Broad Team-Building Interventions, Process Consultation Interventions

BLOCK - IV OD Interventions

Comprehensive OD Interventions and Structural Interventions: Survey Feedback, Grid Organization Development, Schein Cultural System, Trans-organizational Development, Structural Interventions: MBO, Quality Circles, TQM, -T-Groups, Behaviour Modeling, Life and Career Planning. Coaching and Mentoring

BLOCK - V Future of OD

Future and Organizational Development - Organizational Change and its effects Managing Change - Resistance to change

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COURSE LEARNING OUTCOMES

CLO 1 Evaluate the various approaches of Organizational Development.

CLO 2 Describe the foundations of Organizational Development

CLO 3 Summarize various Team Interventions

CLO 4 Categorize the various OD interventions

CLO 5 Discuss organizational change and its effectiveness. Demonstrate why people resist change and strategies to reduce resistance.

M.Sc Psychology

Table 1 Foundation courses Programme outcomes	MSYS-11	MSYS-12	MSYS-13	MSYS-14	MSYS-21	MSYS-22	MSYS-23	MSYS-24	MSYS-31	MSYS-32	MSYS-33	MSYS-34	MSYS-41	MSYS-42	MSYS-43	MSYS-44
Academic Competence																
Disciplinary Knowledge	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Professional Skills				✓	✓	✓	✓	✓		✓		✓			✓	✓
Application of Skills to chosen specialization	✓	✓	✓	✓	✓	✓		✓		✓		✓		✓	✓	✓
Experiential Learning &Critical Thinking	✓	✓	✓			✓		✓		✓			✓			✓
Application to Psychology related Problems	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓			
Critical evaluation of theoretical approaches	✓	✓	✓								✓		✓	✓		
Personal & Behavioural Competence																
Self-development & self-regulation skills	✓	✓	✓		✓					✓	✓		✓		✓	✓
Social skills (empathy) & accountability		✓	✓		✓	✓				✓		✓				
Cultural and historical sensibility		✓	✓		✓	✓										
Conversational Competence & Communication skills						✓			✓	✓						✓
Appreciating Diverse perspectives	✓	✓	✓		✓	✓			✓							
Ability to work in groups & teams (negotiation						✓			✓	✓					✓	✓
Social Competence																

Ethical, Social & Ecological responsibility		✓		✓	✓	✓	✓			✓			✓		✓	
Moral & Ethical Awareness & reasoning		✓		✓	✓	✓	✓			✓			✓		✓	
Multilevel Commitment to health & wellbeing					✓	✓	✓			✓		✓				

Table 2 Elective courses Programme outcomes	MSYS-15	MSYS-25	MSYS-35	MSYS-45
Academic Competence				
Disciplinary Knowledge	✓	✓	✓	✓
Professional Skills	✓	✓		✓
Application of Skills to chosen specialization	✓	✓		✓
Experiential Learning &Critical Thinking	✓		✓	
Personal & Behavioural Competence				
Self-development & self-regulation skills	✓		✓	
Ability to work in groups & teams (negotiation)				✓
Social Competence				
Understanding social dynamics & social problems			✓	
Ethical, Social & Ecological responsibility		✓	✓	
Moral & Ethical Awareness & reasoning		✓	✓	

Relevance	MSYS-11	MSYS-12	MSYS-13	MSYS-14	MSYS-21	MSYS-22	MSYS-23	MSYS-24	MSYS-31	MSYS-32	MSYS-33	MSYS-34	MSYS-41	MSYS-42	MSYS-43	MSYS-44
Local	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
National				✓	✓	✓	✓	✓		✓		✓			✓	✓
Regional	✓	✓	✓	✓	✓	✓		✓		✓		✓		✓	✓	✓
International	✓	✓	✓			✓		✓		✓			✓			✓

Elective Courses

Relevance	MSYS-15	MSYS-25	MSYS-35	MSYS-45
Local	✓	✓	✓	✓
National				✓
Regional	✓	✓	✓	✓
International	✓	✓	✓	