M.SC., PSYCHOLOGY

(From the Calendar Year 2021 onwards)

தமிழ்நாடு திறந்தநிலைப் பல்கலைக்கழகம்
Tamil Nadu Open University

School of Social Sciences
Department of Psychology

தமிழ்நாடு திறந்தநிலைப் பல்கலைக்கழகம்
Tamil Nadu Open University, Chennai
சென்னை – 15

School of Social Sciences

Department of Psychology

M.Sc. Psychology

(Semester - Distance Mode)
(From the Calendar Year 2021 onwards)

பாடத்திட்ட அறிக்கை & விரிவான பாடத்திட்டம்

Programme Project Report (PPR) & Detailed Syllabus

NOVEMBER 2020

Tamil Nadu Open University

[A State Open University established by Government of Tamil Nadu, Recognized by UGC-DEB, Member in Asian Association of Open Universities and Association of Commonwealth Universities]

No- 577, Anna Salai, Saidapet, Chennai -600015, Tamil Nadu, India

Prof. K.Parthasarathy
Vice-Chancellor

FOREWORD

My dear Learners,

Vanakkam,

I deem it a great privilege to extend a hearty welcome to you to the Post Graduate Programme being offered by the Tamil Nadu Open University (TNOU). I also appreciate your keen interest to know about the curriculum of the Programme, in which you shall gain an enthralling experience, and pleasurable and beneficial learning.

With passing a specific act in the Tamil Nadu Legislative Assembly (TNLA) in 2002, the TNOU came into existence as a Sate Open University (SOU). It has been offering the socially-relevant academic Programmes in diverse disciplines with due approval of the University Grants Commission (UGC) and the Distance Education Bureau (DEB), New Delhi since its inception. This Undergraduate Programme is one among the approved Programmes.

The Board of Studies, a statutory academic body of the University, consisting of the versatile scholars, eminent teachers including both internal and external, well- acclaimed industrialists, outstanding alumni, and prospective learners as members, has designed the robust curriculum of this Programme. The curriculum is overhauled to be more suitable to the socio-economic and scientific needs in the modern era based on the emerging trends in the discipline at State and National as well as International level and accordingly, modified to our local context. Moreover, the whole syllabi of this Programme have special focuses on promoting the learners to the modern learning environment.

With a Credit System / Choice Based Credit System (CBCS), this Programme is offered in semester/ non-semester pattern. The Self-Learning Materials that are the mainstay of pedagogy in the Open and Distance Learning (ODL) have been developed incorporating both the traditional and the modern learning tools, like web-resources, multi-media contents, text books and reference books with a view to providing ample opportunities for sharpening your knowledge in the discipline.

At this juncture, I wish to place on record my deepest appreciations and congratulations to the Chairperson and the Members of the Board of Studies concerned for having framed the curriculum of high standard.

I would also like to acknowledge the Director, the Programme Co-Ordinator and the members of staff of the respective School of Studies for their irrevocable contributions towards designing the curriculum of this Programme.

Last but not least, I register my profuse appreciation to Prof. S. Balasubramanian, the Director (i/c), Curriculum Development Centre (CDC), TNOU, who have compiled this comprehensive Programme Project Report (PPR) that includes the regulations and syllabi of the Programme, and also facilitated the designing in the form of e-book as well printed book.

I am immensely hopeful that your learning at TNOU shall be stupendous, gratifying, and prosperous.

Wish you all success in your future endeavours!

Date: 05.9.2020

[K.PARTHASARATHY]

MEMBERS OF BOARD OF STUDIES

Chairperson

Dr. M.V. Sudhakaran
Professor in Psychology,
School of Social Sciences, TNOU,
Ph: 9444170925
drmvsudhakaran@yahoo.com

External Subject Experts

Dr. A. Velayutham
Professor & Head,
Department of Psychology
Bharathiar University,
Coimbatore.   avelayudham@rediffmail.com
Ph: 9443428948

Prof. Shahin Ahmed
Professor
Department of Psychology
Tamil Nadu Physical Education and Sports University,
Melakottaiyur, Chennai – 600 127,
khanshahinkhan@yahoo.co.in
Ph: 98412 46509

Mr. S.Karthikeyan
Lecturer in Rehabilitation Psychology
National Institute for Empowerment of Persons
with Multiple Disabilities (Divyangjan) (NIEPMD)
East Coast Road, Muttukadu, Kovalam Post
Chennai - 603112, Tamil Nadu, India.
karthikeyan.clinpsy@gmail.com
9884182257 / 9445122678

Mrs. A.G.Shanthi,
Assistant Professor cum Clinical Psychologist,
Institute of Mental Health,
Medavakkam Tank Road, Ayanavaram,
Chennai – 10.
9380583159/82484 71161

Expert from Field

Dr. Rajini Sriraman,
Head – Learning and Development,
Pfizer India Ltd/ Esskay Design and Structures Pvt Ltd,
F3/2/5, Chidambaram Flats, Rangarajapuram,
3rd Street, Kodambakkam, Chenna-24
rajini_ram@yahoo.com, Chennai, 9840812769

Dr.G.Rajamohan,
Consultant Psychologist,
Vidya Educational Trust, 15, Beach Home Avenue,
Besant Nagar, Chennai-90.
rajamohang@gmail.com/tnou2013@hotmail.com
9840194489

Alumni

Monarch Limayi
Enrl.No. 16123300239
11131. Prestige Shanthiniketan
Near ITPL White Field, Bangalore,
Karnataka – 560048, Ph. 099 80166480

Sunitha. A
B-2 Chaturbuja, 4/5 Cross Street,
United India colony, kodambakkam,
Chennai – 600024.
Email. Suntharaj28@gmail.com
Ph. 8754478777

Student on Roll

Mrs.Selvarani. R
Enrl. No: 18123300110
No.1, 2ndKargil Street, Dhanalakshmi Nager
Puthur Village, Mappedu.
Email.selvarani.rsr@gmail.com
Ph. 9791033671.

TAMIL NADU OPEN UNIVERSITY
SCHOOL OF SOCIAL SCIENCES
DEPARTMENT OF PSYCHOLOGY
(From the Calendar Year 2021 onwards)

Master of Science in Psychology

Programme Project Report (PPR)
(DISTANCE MODE -SEMESTER)

Programme's mission and Objectives: Psychology is a discipline that is firstly concerned with the normal functioning of the mind and has explored areas such as learning, remembering and the normal psychological development of children. Psychology is one of the fastest growing university subjects and is becoming more and more available in schools and colleges. The Knowledge of Psychology provides a basic understanding about Human Behaviour in general, and the exceptional/deviant behaviour at specific context. This promotes the professional Assessment, Psychometry, Counselling (including remedial counselling) to help the people to enhance the overall quality of life in all the spheres of life. The knowledge of Psychology is needed to all the individuals and communities over the world to bring about developmental changes in individual/ group as well as in the Society.

Relevance of the Programme with HEI's Mission and Goals: The Programme on Psychology is offered to reach the rural communities through ODL mode for livelihood improvement. This Programme aims at creating equity in education by providing opportunity to all the aspirants for whom Higher Education is unreachable.

Nature of prospective target group of Learners: The Master of Psychology Programme has been designed for those who are very much interested in understanding the human nature scientifically and serve the society through caring for the individuals and groups with problem, or affected through disease/ disorder as well as withdisability.

This Master"s Degree programme will provide adequate knowledge of Psychology which will help to develop professionals in Psychology as well as the following manpower: Teachers and Counselors in Schools, colleges, Employment in Hospitals, Homes for the aged/Women/Children, Prisons, TNPSC recruitments and to become to Counsellors in IT & Corporate Sectors. This will pave way to develop professional Psychologists as well as a foundation for higher studies, who want to practicepsychology.

Instructional Design:

The Curriculum and the Syllabus for Master of Science in Psychology Programme has been designed to provide the recent developments in Psychology, has been included in the enriched M.Sc., (Psychology) Syllabus to meet out the present day needs of academic and Research, Institutions and Industries. The course for the degree of Master of Science in Psychology shall consist of two years (Four Semester) and the medium of instruction is English.

The Master of Science in Psychology Programmeis offered through the Learner Support Centres established by TNOU in the affiliated Arts and Science College, where the same Programme is offered through Conventional Mode.

The Faculty Members available at Department of Psychology, School of Social Science of Tamil Nadu Open University and the faculties approved as Academic Counselors of TNOU at Learner Support Centres will be used for delivering the Master of Science Degree Programme in Psychology.

The credits systems suggested as per UGC-ODL Regulations-2020 have been assigned to The Master of Science in PsychologyProgramme. The total number of credit assigned for the Programme is 64. The Self Learning Materials in the form of print, e-content and audio/video materials wherever required has also been developed for the Programme.

Procedure for admissions, curriculum transaction andevaluation:

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.

The Programme Fee is Rs.12000/- for two years, plus Registration and other Charges. The admission are carried out by Tamil Nadu Open University and through its Regional Centres located within the State of Tamil Nadu. The Theory

Counselling and the Practical Counselling will be conducted through the Learners Support Centres of Tamil Nadu Open University. The evaluation will be carried by Tamil Nadu Open University consists of Continuous Internal Assessment through Assignment and External Assessment through Term End Examination.

Financial Assistance: SC/ST Scholarship available as per the norms of the State Government of Tamil Nadu. Complete Admission fee waiver for the physically challenged/ differently abled persons.

Policy of Programme delivery: The Academic Calendar for the Programme will be available for the learners to track down the chronological events/ happenings. The Counselling schedule will be uploaded in the TNOU website and the same will be intimated to the students through SMS.

Evaluation System: Examination to Master Degree Programme in Psychology is designed to maintain quality of standard. Theory examinations/ Term End examinations will be conducted by the University in the identified Examination Centres. Forthe Assignment students maybe permitted to write with the help of books/ materials for each Course, which will be evaluated by the Evaluators appointed by the University.

Continuous Internal Assessment (CIA): Assignment: 1 assignment for every 2 credits is to be prepared by the learners. E.g. If a Course is of Credit 6, then 3 number of Assignments are to be written by the learner to complete the continuous assessment of the course. Assignment carries 30 Marks (Average of Total no of Assignment), consists of Long Answer Questions (1000 words) for each Course.

Sec- A	Answer any one of the question not exceeding 1000 words out of three questions.	1 x 30 = 30 Marks

Theory Examination: Students shall normally be allowed to appear for theory examination by completing Practical and Assignment. The Term -End Examination shall Carry 70 marks and has PART: A, andB will be of duration 3 hours.

Question Pattern for Theory Examinations

M.Sc- Psychology Examination

Course :XXXX   Course Code: XXXX

Time : 3 hours   Maximum marks : 70

PART - A (5 × 5 = 25 marks)

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 × 15 = 45 marks)

Answer any Three questions out of Five Questions in 1000 words.

All questions carry equal marks.

9.   From Block - I
10.   From Block - II
11.   From Block - III
12.   From Block – IV
13.   From Block – V

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 University examination in each theory paper and overall 50 percent in both Term End Examination and Continuous Internal Assessment (Assignment) 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 50 marks in both external and internal taken together. However submission of record notebook is a must.

Classification of Successful Candidate: Candidates who pass all the Courses and who secure 60 per cent and above in the aggregate of marks will be placed in the First Class. Those securing 50 per cent and above but below 60 per cent in the aggregate will be placed in the Second Class.

Requirement of laboratory: Laboratory not required

Library Resources:

A well-equipped Library is available in the University Headquarters with about 24,000 books and lot of research journals. The Learners Support Centre through which the Degree Programme is to be offered is also equipped will a full-fledged library having books and journals related Psychology.

Cost estimate of the Programme and theprovisions:

S.No	Details	Amount in Rs.
1	Programme development and launching cost (Expenditure)	**7512600**
2	Programme Fee charged for 2 years per student (Income)	**12000**
3	Examination Fee charged for 2 years (Income) per student	**6000**
4	Examination expenses per student for 2 years per student (Expenditure)	**12000**

Quality Assurance Mechanism and Programme Outcomes: The Quality of the Master's degree Programme in Psychology is maintained by adopting the curriculum suggested by the UGC. As per UGC guidelines the core courses, subject specific elective courses and practical courses are included in the Programme. The Curriculum of Master DegreeProgramme in Psychology was approved by the Board of Studies on 22.06.2020. It will be placed for approval forthcoming Academic Council and Syndicate of our University subsequently. As a part of Quality assurance, the curriculum for the Programme will be updated once in three years. Necessary steps will be taken to obtain feedback from the students and the Academic Counsellors who are part of the Programme for effective delivery of the Programme.

Programme Outcomes:

- 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.

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

- 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.

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

- Environment and Sustainability: Understand the issues of environmental contexts and sustainable development.

- 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.

Structure of the M.Sc., Psychology Programme

Course	Course Code	Course Title	Evaluation			Credits	Pass Mark
			CIA	TEE	Total		
I Year-Semester I							
Core I	MSYS-11	Advanced General Psychology	30	70	100	4	50
Core II	MSYS-12	Advanced Social Psychology	30	70	100	3	50
Core III	MSYS-13	Life Span Psychology	30	70	100	3	50
Core IV	MSYS-14	Research Methods & Statistics	30	70	100	3	50
Elective -1	MSYS-15	Theories of Personality	30	70	100	3	50
I Year-Semester II							
Core V	MSYS-21	Psychopathology & Mental health	30	70	100	4	50
Core VI	MSYS-22	Counselling Skills& Techniques	30	70	100	3	50
Core VII	MSYS-23	Sports Psychology	30	70	100	3	50
Core VIII	MSYS-24	Psychometry	30	70	100	3	50
Elective-2	MSYS-25	Psychological Assessment	30	70	100	3	50
II Year-Semester III							
Core IX	MSYS-31	Principles and techniques of Psychotherapy	30	70	100	4	50
Core X	MSYS-32	Behaviour Modification	30	70	100	3	50
Core XI	MSYS-33	Geriatric Challenges & Management	30	70	100	3	50
Core XII	MSYS-34	Learning Disability	30	70	100	3	50
Elective-3	MSYS-35	Cyber Psychology	30	70	100	3	50
II Year-Semester IV							
Core XIII	MSYS-41	Organizational Behaviour	30	70	100	4	50
Core XIV	MSYS-42	Marketing Psychology& Consumer Behaviour	30	70	100	3	50
Core XV	MSYS-43	Human Resource Management	30	70	100	3	50
Core XVI	MSYS-44	Training and Development	30	70	100	3	50
Elective-4	MSYS-45	Organizational change & Development	30	70	100	3	50
	Total		**600**	**1400**	**2000**	**64**	

TAMIL NADU OPEN UNIVERSITY
School of Social Sciences
Department of Psychology
Chennai-15

First Year - Semester - I

Course Title	ADVANCED GENERAL PSYCHOLOGY
Course Code	MSYS-11
Course Credit	4

Course Objectives

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

- Explain the various schools of psychology namely Behaviorist, Gestalt, Psychoanalysis and Humanistic approach

- Discuss the Application of psychology in the fields of education, health, Industry, community as well asself-development.

- Analyze the principles and theories of Motivation and Emotion

- Demonstrate the Principles of learning by Classical conditioning, Operantconditioning,programmedlearningandautomatedinstruction.

- Describe the processes and theories involved in Memory, Forgetting and the components oflanguage

- Explain the types and structure of Intelligence and personality and their assessment.

Course Outcomes

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

- Critically analyze the major issues and schools of psychology.

- Recognize the key role that psychological concepts plays in our everyday lives and apply them practically to handle people in a better way

- Analyze the Learning principles and the different types of learning.

- Explain the Physiological basis of motivation, emotion and its

theoretical approaches.

- State the process of memory, forgetting and the components of language
- Comprehend human behavior in relation to their personality, intelligence

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 andthought – 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:

1. Baron, R. A. (2010). Psychology (5th Ed.). New Delhi, India: Pearson India Education Services PvtLtd.

2. Ciccarelli, S.K. & Meyer, G.E. (2008). Psychology. South Asian Edition. New Delhi: Dorling Kindersley India Pvt. Limited.

3. Fernald, L.D., & Fernald, P.S. (2007). Introduction to Psychology.5thEd. AITBS Publishers.

4. Haggard, E.R., Atkinson, C.R., & Atkinson, R.L. (2011). Introduction to Psychology. New Delhi: Oxford and IBH Publishing Company Pvt.Ltd.

5. Hillgard, E. R., Atkinson, R. C., & Atkinson, R. L. (1975). Introduction to Psychology. 6thEdition, New Delhi: Oxford IBH publishing Co. Pvt.Ltd.

6. Kalia, H. L. (2008). Introduction to Psychology. India: AITBSPublishers.

7. Morgan, C. T., King, R. A., Weisy, J. R., Schopler, J. (1993). Introduction to Psychology. 7th Ed. New Delhi: Tata McGraw Hill Publishers.

8. Venkattammal, P. General Psychology. (2011). Tamilnadu state higher education Department. Chennai.

First Year - Semester - I

Course Title	ADVANCED SOCIAL PSYCHOLOGY
Course Code	MSYS-12
Course Credit	3

Course Objectives

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

- Express the social psychological nature and causes of behaviour in a range of complex social situations.

- Demonstrate the various types of Researches in Social Psychology and its application

- Discuss the concepts relating to aspects of Attribution, and Social Cognition

- Demonstrate the group formation, and its influences andbehaviour

- Write about the factors determining Attraction and the pro-socialbehaviour

- Analyze the various types of Aggression, determinants and its prevention and control

- Deliberate the impact of Environmental Stress and crowding onbehaviour.

Course Outcomes

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

- Explain the Researches methods in Social Psychology and its application

- Examine the impact of actual or implied social influences (persuasion,

group processes & intergroup relations) on human thoughts, feelings and behaviour.

- Discuss the concepts relating to aspects of Attribution, and Social Cognition

- Demonstrate the group formation, and its influences onbehaviour

- Write about the factors determining Attraction and the pro- social behaviour

- Analyze the prejudice and various types of Aggression, determinants and its prevention and control

- Critically evaluate the impact of Environmental Stress and crowding on behaviour.

BLOCK – I Social Psychology: Nature and Research Methods

Basic concept of social psychology – scope – individual, society and culture - Social Psychology in the new millennium - Research Methods in Social Psychology: Systematic, Correlation and Experimental Methods.

BLOCK - II Social Perception & Cognition

Social Perception - Nonverbal Communications - Attribution: Understanding the causes of others Behaviour - Theories of Attribution- Kelley's model - Impression Formation and Management - Social Cognition: Social Information- Heuristics and Automated Processing - Sources of Error. Groups: Types and formation - Theories of Group Formation - Co-ordination - Group Decision making - Group Think.

BLOCK – III Interpersonal Attraction and ProsaicallyBehaviour

Interpersonal attraction – Factors determining Attraction - Sociometry - Social Motives - types - Social Influences – Conformity- Compliance - Obedience - Prosocial Behaviour- Reason to help others - Situational Factors- Individual characteristics - Empathy – Altruism- Attitude: Components, Formation - influence on Behaviour - Changing the Attitudes - Persuasion - Cognitive Dissonance.

BLOCK - IV Prejudice and Aggression

Prejudice -Discrimination in Action - Origin - Methods to reduce it - Aggression - Theories of Aggression - Types of Aggression - Determinants of Aggression - Environmental causes - Prevention and control of Aggression.

BLOCK – V Environmental Influences on Human Behaviour

Environmental Influences: The urban environment and social behaviour - Environmental Stress: The hazards of a noisy environment - Temperature and weather as environmental stressors - Temperature and aggression - Air pollution – Effects of negative ions - Personal space – Territorial behaviour – Territorial dominance – Architectural designs - Crowding - The effects of too many people and too little space.

References:

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

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

3. Myers, D.G., &Twenge, J.M. (2017). Social psychology. (12th Ed.). New York, NY: McGraw – HillEducation.

4. Schneider, F.W., Grumman, J.A., & Coutts, L.M. (2005) Applied social psychology- understanding and addressing social and practical problems. New York, NY: Sage publications.

5. Schultz, W., &Oskamp, S. (2000). Social psychology: An applied perspective. Upper Saddle River, NJ: Prentice Hall.

TAMIL NADU OPEN UNIVERSITY
School of Social Sciences
Department of Psychology
Chennai-15

First Year - Semester - I

Course Title	LIFE SPAN PSYCHOLOGY
Course Code	MSYS-13
Course Credit	3

Course Objectives

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

- Present a comprehensive overview of contemporary developmental psychology

- Explain the lifespan perspective in terms of physical, cognitive, emotional and social changes

- Analyze the basics of Personality and social development

- Apply lifespan psychological concepts to the solutions of current issues and problems, such as, ethics, parenting, discipline, divorce, midlife crisis, dual- income families during middle age.

- Organize list of physical and psychological issues in Old age.

Course Outcomes

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

- Demonstrate a broad working knowledge of developmental psychology by providing an overview of basic principles related to biosocial, cognitive and psychosocial changes throughout the entire lifespan.

- Analyze physical development, Language Acquisition, Intellectual and moral Development during childhood stages

- Explain the emotional problems at childhood and adolescence.

- Describe Parenthood, Career planning, Intimate relationship and personal life styles, various Personality and Social issues during young adulthood

- Discuss the Physical changes and adjustment aspects during the old age.

- Identify and apply issues in everyday life across the different life stages

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 life styles – 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:

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

2. Papalia, Diane andOld. (1992).HumanDevelopmentVEd.Tata McGraw Mill Publishing Co.,Ltd.

3. Zubek J.P. and Solberg, P.A. (1954). Human Development, New York, McGraw Hill Book Co.Ltd.

TAMIL NADU OPEN UNIVERSITY
School of Social Sciences
Department of Psychology
Chennai-15

First Year - Semester - I

Course Title	RESEARCH METHODS AND APPLIED STATISTICS
Course Code	MSYS-14
Course Credit	3

Course Objectives

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

- Explain some basic concepts of research and its methodologies

- Develop appropriate research topics, hypothesis and fix the suitable sampling methods

- Define appropriate research problem and parameters

- Express about the various research designs to be adopted to conduct research

- Discuss the applications of statistical procedures and understanding of various statistical techniques

- Prepare a project proposal (to undertake a project) and write a research report

Course Outcomes

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

- Discuss the meaning of the research, review of literature and various methods of data collections.

- Explain the population, sampling and research hypothesis.

- Able to conductresearchusing experimental and non-experimental research designs

- Describe sampling methods, measurement scales and instruments, and appropriate uses of each

- Discuss the various statistical analysis of the collected data and its interpretation
- Identify, explain, compare, and prepare the key elements of aresearch proposal/report;

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, Correlationalresearch.

BLOCK IV: Statistics

Organizing data: Frequency distribution – Graphs – Descriptive statistics: Measures of central tendency – Measures of variation – Types of distributions. Inferential statistics: z test – 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 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 presentationRole of Computers in research – Internet and research.

References:

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

2. Coolican, H. (2009). Research methods in statistics in psychology. New Delhi, India: RawatPublications.

3. Evans, A.N., & Rooney, B. J. (2008). Methods in psychological research. New Delhi, India: Sage Publications India Pvt.Ltd.

4. Gravette, F.J., &Forzana, L.A.B. (2009). Research methods for behavioral sciences. Boston, MA: Wadsworth Cengagelearning.

5. Jackson, S.L. (2010). Research methods and statistics. New Delhi, India: Cengage Learning India Pvt.Ltd.

6. Mohanty, B., &Misra, S. (2019). Statistics for behavioural and social sciences.

   New Delhi, India: Sage Publications.
7. Myers, J. (2008). Methods in psychological research. New Delhi, India: Sage Publications.

8. Rayon, R.P, Haber, A, Pittenger, D.J., & Coleman, K.A. (2010). Fundamentals of behavioural statistics. New York, NY: McGraw-Hill.

9. Singh, A.K. (2006). Tests, measurements and research methods in behavioural sciences. Patna, India: BahrainBhavanPublishers.

First Year - Semester - I

Course Title	THEORIES OF PERSONALITY
Course Code	MSYS-15
Course Credit	3

Course Objectives

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

- Examine the major models and determinants of personality and personality structure**.**

- Demonstrate the socio-psychological and personological approach to personality

- Construct the existential and trait approach to personality

- Demonstrate the social learning and cognitive approach to personality

- Analyze the other approaches to personality

- Explain the interaction of situational and individual characteristics on the development of personality

Course Outcomes

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

- Analyze the determinants of personality characteristics to better understand their effects on cognitions, emotions, andbehaviour.

- Critically recognize and analyze the complexity of human behaviour, thought, and emotion.

- Analyze the major concepts, dynamics and structure quoted in Erich From, Harry Stack Sullivan and Henry Murray's theories

- Examine the major concepts, dynamics and structure quoted by Rollo May, Victor Frankl, Allport nd Cattellajor personality domainsandtheoriestobetterunderstandone'sown behaviour and the behaviour of others.
- Label the concepts quoted by Kurt Lewin, Julian Rotter, Marvin Zucker, and Seligman

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 of personality, 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.

BLOCKIV: 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 FundamentalTA "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:

1. Albert, B. Even (2010). An introduction to theories of personality (7th Ed.). New York, NY: Psychology Press.

2. Bishop, L.J. (1970) Interpreting personality theories. (2nd Ed.). New York, NY: Harper International.

3. Byrne, D. (1966). An introduction to personality. (2nd Ed.). Upper Saddle River: NY: Prentice Hall.

4. Felltham, C., Hanley, T., Winter, L.A. (2017). The SAGE handbook of counselling and psychotherapy. (4th Ed.). London, England: SAGE Publications Ltd.

5. Forager, R & Fadiman, J. (2009). Personality and personal growth (6th Ed.). Noida, India: Dorling Kindersley India Pvt. Ltd.

6. Friedman, H.S., &Schustack, M.W. (2009). Personality: Classic theories and modern research (3rd Ed.). Noida, India: Dorling Kindersley India Pvt.Ltd.

7. Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). Theories of personality (4th Ed.). New Delhi, India: Wiley India Pvt.Ltd.

8. McClelland, D.C. (1988). Human motivation. London, England: Cambridge University Press.

9.   Neukrug, E.S. (2012). Counselling theory and practice. (1st Ed.). Delhi, India: Thomson Press (India) Ltd.

10.   Reeves, A (2012). An Introduction to counselling and psychotherapy: From theory to practice. (1st Ed.). London, England: SAGE Publications Ltd.

11.   Schultz, D.P., & Schultz, S.E. (2013). Theories of personality (10th Ed.). New Delhi, India: Cengage Learning India Pvt.Ltd.

12.   Shaffer, D.V. (2009). Social and personality development. (6th Ed.). Belmont, MA: Wadsworth CengageLearning.

TAMIL NADU OPEN UNIVERSITY
School of Social Sciences
Department of Psychology
Chennai-15

First Year - Semester - II

Course Title	PSYCHOPATHOLOGY & MENTAL HEALTH
Course Code	MSYS-21
Course Credit	4

Course Objectives

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

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

- Organize the Mood and Personality disorders

- Write about the Organic and Psychosomatic Disorders

- Keep up with the latest scientific developments in the field-use most current diagnostic and treatment procedure

- Write about somatoform disorders, mood disorders, Personality disorders and other disorders due to organic brain damage

- Apply the ethical issues involved in treatment and prevention

Course Outcomes

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

- Discuss basic etiological theories, the diagnostic process, and nomenclature of mental and emotional disorders

- Understanding the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools,

- Differentiate the Mood, Personality, Organic and Psychosomatic Disorders

- Identify the proper diagnostic methods

- Able to comprehend the importance of mental health
- Apply the ethical principles in prevention and treatment of disorders.

BLOCK – I Classification and Disorders in Early ages

Psychopathology: Historical views, Causal factors and view points- 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.

References:

1. Barlow, D. (2017). Abnormal Psychology and Casebook in Abnormal Psychology, (5th Ed.). Belmont, CA: Wadsworth.

2. Butcher, J.N., Hooley, J.M., Mineka, S., & Dwivedi, C.B. (2017). Abnormal Psychology (16th Ed.). New Delhi, India: Pearson Publication.

3. Comer, R. (2018). Fundamentals of Abnormal Psychology. New York, NY: Worth Publishers.

4. Benjamin B Wolman, Handbook of clinical Psychology, McGraw Hill Book Co 1965.

5. Robert C Carson, James N Butcher and Susan Mineka, Abnormal Psychology and Modern Life, 10 Ed, Harper Collins1996.

6. Weiner Charles, Developmental Psychopathology, McGraw Hill1994.

TAMIL NADU OPEN UNIVERSITY
School of Social Sciences
Department of Psychology
Chennai-15

First Year - Semester - II

Course Title	COUNSELLING SKILLS & TECHNIQUES
Course Code	MSYS-22
Course Credit	3

Course Objectives

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

- Explain basic counselling skills and models ofcounselling

- Demonstrate the skill based model of counsellingskills

- Express the effective listening and empathy building skills

- Organize the salient activities i counselling

- Discuss the current ethical and legal considerations, relevant tocounselling.

- Illustrate the current trends in school counselling and educational systems.

Course Outcomes

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

- Demonstrate professional counselling skills and follow ethics while counselling people.

- Help clients get to know themselves better and find effective solutions to their daily problems.

- Organise a counselling sessions professionally till the termination of counselling

- Relate to adults and peers in positive ways.

- Demonstrate capability in handling school students and their presenting problems in an effective way

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 II Setting 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:

1. Brown, S.D., & Lent, R.W. (2008). Handbook of counselling psychology (4th Ed.) Edison, NJ: John Wiley &Sons, Inc.

2. Burnard, P. (1995). Counselling skills training: A sourcebook of activities for trainers. London, England: Kogan Page Ltd.

3. Egan, G. (2013). The skilled helper: A problem-management and opportunity-development approach to helping. Pacific Grove, CA:Brooks/Cole

4. Felltham, C., & Horton, I. (2006). The SAGE handbook of counselling and psychotherapy (3rd Ed.). Los Angeles, CA: Sage Publications Pub. Co.

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

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

First Year - Semester - II

Course Title	SPORTS PSYCHOLOGY
Course Code	MSYS-23
Course Credit	3

Course Objectives

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

- Analyze its scope and relationship with other sports sciences

- Explain the differential Influence of emotions on performance

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

- 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.

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

Course Outcomes

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

- Comprehend the relationship between Sports psychology with other sports sciences

- Explain the characteristics and cognitive process in sports.

- Identify and apply psychological techniques and strategies to enhance performance in sport and other domains

- Identify the Influence of emotions and Psychological Preparation on performance

- Evaluate the needs of clients and plan interventions based on this evaluation.

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:

1. Gangopadhyay, S.R. (2008) – Sports Psychology, Sports Publications, New Delhi

2. GurbakhshS.Sandhu (2002) - Psychology in Sports – A Contemporary Approach, Friends publications, New Delhi.

3. Weinberg RS and Gould D (2003), Foundations of Sport and Exercise Psychology. Human Kinetics, US.

First Year - Semester - II

Course Title	PSYCHOMETRY
Course Code	MSYS-24
Course Credit	3

Course Objectives

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

- Explain the various concepts regarding psychometric tests, its classification and construction.

- Describe the different ways that psychological tests can be classified.

- Discuss the stages involved in construction of Intelligence Tests and Personality Inventory.

- Compile the statistical procedures for construction of atoll

- Explain the fundamental concepts of standardization of the tool

Course Outcomes

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

- Demonstrate the characteristics of a psychological tests

- Plan to construct a standardized Psychometric tool scientifically.

- Demonstrate that standardization is a key aspect of professional psychometrics.

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

- Construct and standardize Psychometric tool scientifically

BLOCK I Test Construction

Defining the test – Classification of tests – Characteristics of standardized test – Brief history of testing – Scaling – Selecting a scaling method - Representative scaling methods - Constructing the items - Testing the items - Revising the test - Publishing the test.

BLOCK II Construction of Intelligence Tests and Personality Inventory

Item writing for Intelligence tests: Analogies, odd-man-out, sequences- Tests of ability and attainment: Content of items, multiple choice items - Advantages of multiple choice items - True-false items, matching items, choosing the item type - Constructing Personality Inventories- Problems in constructing personality Inventories. Writing items for personality Inventories: item forms, guidelines for item writing. Eliminating response sets - Item content.

BLOCK III Construction of Other Types of Tests

Objective tests: Advantages, principles, stimulus-instruction situation, and response scoring parameters- Distinction between objective tests of ability, temperament and dynamics - Practical hints for objective test construction in personality and motivation - Differential motivation of different subjects- The influence of ability and achievement on objective test scores - Group vs Individual tests- Objective test dimensions- Projective tests-construction of projective tests - Item writing for mood and state scales. Attitude measurement: types of attitude scales.

BLOCK IV Item Analysis

Important variables for item analysis -Two indices in item analysis-correlations of items and the total score, choice of item –analytic statistics - Item scoring and item analysis- Item difficulty, Item discrimination, Item response theory - Selection of items after item analysis - Rewriting items - Failure to form a test.

BLOCK V Test Standardization

The different types of reliability -Factors affecting reliability and validity - Generalizability of test scores - Using reliability information- Factors affecting reliability estimates - Special issues in reliability. Interpretation of reliability coefficient – Validity: different types - Validity coefficient and error of estimate- conditions affecting validity coefficient- Sampling specific groups - Rules for sampling special groups - Norms -Meaning and purpose of norms- Raw score transformation: Percentile and percentile ranks, standardized scores - Normalizing standard scores: T scores, stanines, sten scores and C scale. Selecting a norm

group-age and grade norms Local and sub group norms - Criterion referenced tests and norm referenced tests.

References:

1. Anastasi, A., &Urbina, S. (2017). **Psychological testing.** (7th Ed). Chennai, India: Pearson India Education Services Pvt.Ltd.

2. Gregory, R.J. (2017). **Psychological testing.** (7th Ed.). Chennai, India: Pearson India Education Services Pvt.Ltd.

3. Husain, A. (2012). **Psychological testing.** Noida, India: Dorling Kindersley (India) Pvt.Ltd.

4. Kline, P. (2015). **A hand book of test construction: Introduction to psychometric design.** New York, NY:Methuen.

First Year - Semester - II

Course Title	PSYCHOLOGICAL ASSESSMENT
Course Code	MSYS-25
Course Credit	3

Course Objectives

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

- Explain the nature of psychological testing and assessment of intelligence,

- Discuss the wide variety of assessments for school children and children with specific disabilities,

- Explain the various method of assessments namely, the objective, projective and behavioural.

- Explain the assessments used in career and business.

- Describe the application of clinical, counselling and Neuro-psychological assessments.

Course Outcomes

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

- Demonstrate competence in the selection, administration, and scoring of assessment measures

- Demonstrate competence in drawing inferences from the results with in a hypothesis generating and hypothesis testing framework

- Demonstrate competence in writing a report of a professional standard.

Ten tests from the following areas will be selected by the University and conducted during the I 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

TAMIL NADU OPEN UNIVERSITY
School of Social Sciences
Department of Psychology
Chennai-15

SECOND YEAR - Semester - III

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

Course Objectives

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

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

- Explain various therapeutic techniques

- Describe Rational Emotive Therapy, Child Psychoanalysis,

- Discuss recent trends and developments in Psychoanalytic Research

- Demonstrate the therapeutic skills required

- Discuss recent trends in psychotherapy and ethical considerations

Course Outcomes

- Define Psychotherapy, Objectives, Therapeutic process, Phases, Therapeutic Skills, Effectiveness

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

- Illustrate the mental status examination process and other therapeutic skills

- List out the Current trends and issues in Psychotherapy, ethical issues, analyze Case studies, Zen Psychology -NLP

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

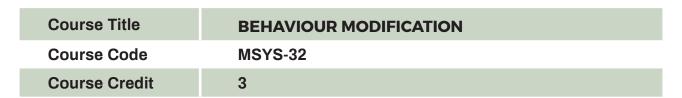Current issues in Psychotherapy – Case studies in Psychotherapy - Professional and Ethical issues in Psychotherapy - Ethical issues in Practice.

References:

1. Fox L.J., Psychology as Philosophy, Science and Art –Goodyear Publishing Inc., California, 1972.

2. Hadfield.J.A. Introduction of Psychotherapy – its History and Modern Schools–George Allen and Unwin Ltd., London, 1970.

3. Malan D.H., Individual Psychotherapy and the Sciences of Psychodynamics–Butter worth & Co. Ltd., London, 1979.

4. Sheldon J.K., Modern Clinical Psychology –Basic Books Inc. Publishers, New York, 1976.

5. Walker .C.E., Clinical Practice of Psychology –Pergamon Press, New York, 1981.

SECOND YEAR - Semester - III

Course Title	BEHAVIOUR MODIFICATION
Course Code	MSYS-32
Course Credit	3

Course Objectives

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

- Explain Behaviorism, assumptions, theories, modalities that contribute to understand human behavior

- Describe how behavior impacts the environment

- Demonstrate the Procedures to Increase Desirable Behavior and Decrease Undesirable Behavior.

- Describe 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

Course Outcomes

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

- Examine various theoretical background of behavior modification

- Clarify how behavior modification fits into the larger context of the field of psychology.

- Describe various approaches to Assertion Training, Social Skill Training, Behaviour Modification, Relaxation Techniques

- Review and apply the fundamental aspects of Cognitive BehaviourModification,

- Meichenbaum's Self Instructional training, Rational Emotive Therapy (Ellis), Beck's Model Thought Stopping and Variations and Problem Solving Techniques

- Apply the behavior modification principles in the real life settings to achieve a better quality of life of the population being served that also includehim/herself

BLOCK–I Basic Concepts

Introduction to Behaviorism – Historical Overview – Major theories and experiments – Assumptions – Effects of Behavior 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 - 1V 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, met cognitive 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:

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

2. Masters, J. C., Burish, T. G., Hollon, S. D., &Rimm, D. C. (1987). Behaviour therapy: Techniques and empirical findings. (3rd Ed.). New York, NY: Harcourt Brace Jovanovich CollegePublishers.

3. Miltenberger, R.G. (2012). Behaviour modification: Principles and procedures. (5thed.). Boston, MA: Wadsworth CengageLearning.

4. Simos, G. (2002). Cognitive behavior therapy: A guide for the practicing clinician(Vol London, England: Brunner-Rutledge.

TAMIL NADU OPEN UNIVERSITY
School of Social Sciences
Department of Psychology
Chennai-15

SECOND YEAR - Semester - III

Course Title	GERIATRIC CHALLENGES & MANAGEMENT
Course Code	MSYS-33
Course Credit	3

Course Objectives

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

- Acquire an insight about the aging process

- Envisage the physical and psychological changes of the aged people

- Identify the symptoms of mental illness in old age

- Express the issues of care giving, case management and long-term care regulations

Course Outcomes

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

- Attain a comprehensive and scientific knowledge base on various aspects relating to geriatric care.

- Analyze the health issues arising during old age.

- Illustrate the welfare needs of the aged.

- Demonstrate Skill development in managing elderly people in the family and community settings for the welfare of the alderpersons.

- Identify and promote support systems and networking for care of the older persons

BLOCK-I Physiological Condition of Old Age

Understanding the physiological condition of old age in context with, life style, socio economic condition, gender, Old age from an old age perspective, Old age from society's perspective, life expectancy in India and Abroad, sensory problems- vision and eye diseases- cataracts, glaucoma, Hearing loss , problem in movement and balance, Parkinson's disease .alcohol abuse, Dental Problems, Sexual activity, voice.

BLOCK-II Health Issues in Old Age

Heart diseases - BP and other cardiovascular problems, arthritis, diabetes, Osteoporosis, lung diseases, cancer, kidney or bladder damage, Incontinence, indigestion, urinary tract infections, Changes in nervous system, Immune system,

BLOCK-III Mental illness in Old Age

Symptoms of mental illness in old age-Stress- Different forms of stressors in old age, Depression, Alzheimer and dementia, confusions due to multiple medications, loneliness, panic disorder, fear of death, anxiety. Reduced mental and cognitive ability, Insomnia, substance abuse, suicidal tendency, falls,

BLOCK-IV Care and Welfare Needs of the Old Age

Care and welfare needs of the old age- physical needs, healthcare needs, psychological, social and economic needs, retirement, singleness, adjustment Problems of Aged- violence, neglect, abuse, crimes, empty nest syndrome, .

BLOCK-V Elderly Care and Management

Elderly care and management- knowledge and skills essential for old age care- planning-assessment-reviewing financial, legal and medical issues, referrals, advocacy, counselling and support .Finding the resources, human and material,

References:

1. Behr N.K. and R.P Mohanty, Ageing in Changing Social System-their Problems – New Delhi, Discovery Publishers House; 2005

2. Harridan, M., & Farmer, R. (1992). The myths and facts of aging. In R. L. Schneider & N. P. Knopf (Eds.), Gerontological social work: Knowledge, service settings, and special populations (pp. 29-67). Chicago, IL: Nelson Hall.

3. Ishwar Mode; Ageing Human Development. New Delhi, Rawat publications; 2001

4. John W Santrock; Life Span Development. New York. The McGraw- Hill Companies; 1999

5. Killable, T., & Spire, M. (2010). Domestic violence or elder abuse? Why it matters for older women. Families in society, 91(2), 165-170.

6. Laidlaw,K.,Thompson,L.W.,Thompson,D.,& Siskin, L. (2003). Cognitive behaviour therapy with older people. Chichester:Wiley.

7. Malcolm L. Johnson; The Cambridge Handbook of Age and Ageing, New York, Cambridge University Press; 2005.

8. McInnis - Dittrich, K. (2009). Social work with older adults: A biopsychosocial approach to assessment and intervention. Boston: Allyn&Bacon.

9. Pachana, N. A., Laidlaw, K., & Knight, B. (2011). Casebook of clinical Geropsychology: International perspectives on practice. Oxford: Oxford University Press. Knight, B. G. (2004). Psychotherapy with older adults (3rd Ed.). Thousand Oaks: Sage.

10. Subramanian,S.,&Surani,S.(2007).Sleep disorders in the elderly. Geriatrics, 62 (12), 10-32

TAMIL NADU OPEN UNIVERSITY
School of Social Sciences
Department of Psychology
Chennai-15

SECOND YEAR - Semester - III

Course Title	**LEARNING DISABILITY**
Course Code	**MSYS-34**
Course Credit	**3**

Course Objectives

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

- Describe the historical perspectives and theories of learning disability,

- Identify the characteristics of adolescents and adults with learning disability,

- Demonstrate the educational and alternative interventions for specific learning disability,

- Distinguish the nature, characteristics and interventions of Language and Mathematics

- Describe the emerging issues in the field of learning disability

Course Outcomes

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

- Review the historical perspectives and theories of learning disability

- Classify types of learning disability

- Summarize the types and prevalence of learning disabilities.

- Implement the behavioural, educational and alternative interventions for learning disability

- Evaluate the teaching strategies for oral language, reading, writing and mathematics

- Describe the educational placement, resources room, support systems for the Learning-disabled.

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 and Specific Oral reading Difficulties – Dysgraphia: Causes and signs - errors in handwriting – 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 - Hand writing - 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 – Meaning and scope – Accommodation and provisions across Examination – Management of LD with associated disorders in the classroom

References:

1. Harwell, J. M (1989), Complete Learning Disabilities Handbook, New York.

2. Narayan, J. (2003) Educating Children with Learning Problems in Primary Schools, Resource Book for Teachers: Secunderabad: NIMH.

3. Nakra, O (1996) Children and Learning Difficulties, New Delhi, AlliedPublishers.

4. Raj, F [2010] Breaking Through, A hand book for teachers and parents of Children with Specific Learning Disabilities, Secunderabad: VIFAPublications.

5. Richard A. Lougy, Silvia L. DeRuvo and David Rosenthal, MD [2007], Teaching Young children with ADHD. SAGE Publications. India.

6. Marie M, Mathematics for Special Children - A training Manual for Elementary Teachers, Unistar books Pvt. Ltd Clay,[1985]

7. The early Detection of Reading Difficulties, 3rd Edition. Athenaeum Press Ltd.

8. Janet W. Lerner, Learning Disabilities- Theories, Diagnosis and Teaching Strategies, Northeastern Illinois University.

9. Evelyn N.Deno Educating Children with Emotional, learning and Behavioral Problems

10. S. Krishna Babu, Vedantam Prasad, DigumartiBhaskara Rao, Reading Disabilities, SonaliPublications.

11. Paul H Wender, M.D. and Esther H Wender, M.D, The Hyperactive child and the Learning Disabled Child, Crown Publishers,New York.

15. Anita Woolfolk, Effective practice: Observation, Assessment and Planning- The early year's foundation stage Educational Psychology, Ninth edition, Pearson Education Inc., 2006.

TAMIL NADU OPEN UNIVERSITY
School of Social Sciences
Department of Psychology
Chennai-15

SECOND YEAR - Semester - III

Course Title	CYBER PSYCHOLOGY
Course Code	MSYS-35
Course Credit	3

Course Objectives

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

- Define Cyber psychology, models and applications of psychology init.

- Describe the effects of the Internet on our brain functioning, our relationships, and our sense ofself.

- Analyze the psychological phenomena related to emerging technology, such as the curate Self of social media,

- Explain the technology-mediated communication and interaction, techno-anxiety and cyber bullying.

- Demonstrate the impact of internet addiction on behavior and emotional states

- Define cyber crime , types and itsprevention

Course Outcomes

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

- Critically evaluate the relationship between humans and the technology they use.

- Assess how technology is shaped by and shapes being human.

- Illustrate the Group dynamics in the cyberspace.

- Assess the implications of research on technology for theories of human behaviour.

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 – Transference reactions 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 term 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.

References:

1. Raindrop Taker, (2011) Cyber Psychology, Global Vision Publishing House, New Delhi,

2. Suryanarayana, N.V.S, Himabindu, G and Neelima V. (2011) Cyber Psychology, Sonali Publications, New Delhi

3. Jayant Malik, (2011) Cyber Crime and Terrorism, Swastik Publications, New Delhi.

4. http:www.usr.rier.edu/suler/psycyber/psycyber.html.

SECOND YEAR - Semester - IV

Course Title	**ORGANIZATIONAL BEHAVIOUR**
Course Code	**MSYS-41**
Course Credit	**4**

Course Objectives

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

- Explain the nature and challenges of organizationalbehaviour

- Illustratetheimpactoflearningandperceptiononindividuals

- Demonstrate the role of Motivation, job satisfaction, commitment in the employeebehaviour.

- Discuss the nature of groups and group behavior within organizations

- Describe the motivation techniques and leadership styles and process

- Discuss the concept of organizational change, resistance to change and organization development.

Course Outcomes

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

- Analyze and compare different models used to explain individual behaviour related to motivation and rewards

- Identify the processes used in developing communication and resolving conflicts

- Explain group dynamics and demonstrate skills required for working in groups (teambuilding)

- Identify the various leadership styles and the role of leaders in a decision making process

- Discuss the implementation of organizational change
- Analyze the contemporary trends in organizational behaviour

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 – Team Building – Leadership: Styles, Power and politics Theories of Leadership – Traditional and 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 and Participation, Managing an International workforce

References:

1. Andre, R. (2009). Organisational Behaviour. New Delhi, India: Pearson Education

2. Fred Luthans. (2002). Organisational Behaviour, McGraw Hill- Irwin, 9thEd.2002.

3. Greenberg, J., & Baron, E.A. (2008). Behaviour in organizations (9th Ed.). New Delhi, India: PHI Learning Private Limited

4. Greenberg, J., & Baron, R.A. (2005). Behaviour in Organizations. (8thed.) India: Prentice Hall.

5. John W. Newstrom and Keith Davis. (2002). Organizational Behaviour – Human Behaviour at Work. 10thed. Tata McGraw Hill, 2002.

6. Luthans, F. (2013). Organisational Behaviour. (12th Ed.). New Delhi, India: McGraw Hill Education (India) Private Limited

7. Newstrom, J.W., & Davis, K. (2002). Organisational Behaviour. (11th Ed.). New Delhi, India: McGraw Hill Publishing Company Limited

8. Robbins, S.P., &Sanghi, S. (2006). Organisational Behaviour. (11th Ed.). New Delhi, India: Pearson Education

9. Robbins, S.P., Judge, T.A., & Vohra, N. (2011). Organisational Behaviour. (14th Ed.). New Delhi, India: Pearson Education

10. Stephen P. Robbins - Organisational Behaviour, Prentice Hall of India.

TAMIL NADU OPEN UNIVERSITY
School of Social Sciences
Department of Psychology
Chennai-15

SECOND YEAR - Semester - IV

Course Title	MARKETING PSYCHOLOGY & CONSUMER BEHAVIOUR
Course Code	MSYS-42
Course Credit	4

Course Objectives

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

- Explain the basic concepts of Marketing and competitions

- Develop a market research activity for framing effective marketing strategies

- Plan an effective communication programme or advertisementprogramme

- Analyze the consumer behavior in the market place and their impact on marketing strategy in an informed and systematic way

- Investigate personal, socio-cultural, and environmentaldimensions that influence consumer decisions making.

- Address the importance of designing and evaluating the marketing strategies based on fundamentals of consumer buyingbehaviour.

Course Outcomes

- Identify the dynamics of human behaviour and the basic factors that influence the consumers decision process

- Demonstrate how the psychological concepts may be applied to marketing strategy

- Evaluate the Influencers of customer satisfaction, Attracting and Retaining Customers

- Formulate an advertisement program utilizing effective media for sales promotion.

- Predict consumer buying behaviour, Buying Decision Process, Market segmentation- Levels and patterns of Market Segmentation.

- Evaluate personal, social and environmental influences on Consumer 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.

References:

1. Aaker & Myers, Batra. (1995), 5thEd. Advertising Management.

2. Kotler, P. (2003), Marketing Management, (Eleventh Edition). Prentice Hall.

3. Loudon, D.L. and Della Bitta, A.J. (2002) Consumer Behaviour (4thEd) Tata McGraw-Hill.

4. Mamoria, C.B. and Joshi, R.L. (1998), Marketing Management, Analysis, Planning, Implementation and control, (Ninth Edition) Prentice Hill.

TAMIL NADU OPEN UNIVERSITY
School of Social Sciences
Department of Psychology
Chennai-15

SECOND YEAR - Semester - IV

Course Title	HUMAN RESOURCE MANAGEMENT
Course Code	MSYS-43
Course Credit	3

Course Objectives

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

- Explain the HR Management and system at various levels in general and in certain specific industries or organizations.

- Develop an HR Plan considering the manpower requirements of anorganisation.

- Explain the key concepts of performance appraisal

- Organize a list of relevant skills necessary for application in HR related issues

- Plan an ideal work environment embedded with suitable welfare interventions relations.

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

Course Outcomes

- Compute a Job analysis program

- Analyze the issues and strategies required to select and develop manpower resources

- Develop performance appraisal and management program.

- Develop a action plan for the effective Maintenance of Human Resource

- Facilitate and support effective employer and employee relations through collective bargaining.

- Formulate an ideal human relations program for the improvement in the work environment.
- Contribute to the development, implementation, and evaluation of employee recruitment, selection, and retention plans and processes.

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 – Types and 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 – International Human Resource Management.

References:

1. Aswathappa, K. (2006) Human Resource and Personnel Management. (4thed.). New Delhi: Tata McGraw Hill Publications

2. David, A. D., &Robin, S.P. (2007). Personnel/Human Resource Management. (3rdEd.). New Delhi: Prentice Hall Private Limited.

3. Dressler, G., &Varkkey, B. (2011). Human Resource Management. (12thed.). New Delhi: Prentice Hall Private Limited.

SECOND YEAR - Semester - IV

Course Title	TRAINING AND DEVELOPMENT
Course Code	MSYS-44
Course Credit	3

Course Objectives

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

- Develop an understanding of the Learning process entraining

- Compile the need assessment and stating the objectives of learning

- Provide an insight into what motivates adults to learn and the most appropriate methodologies to impart training.

- Discuss about the various methods of training.

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

Course Outcomes

- Review the importance of training and development of employees

- Illustrate the reasons and skills set requirement for a trainingprogramme

- Develop and design a training and development program

- Organize the training programmes for productivity improvement.

- Design a training module plan and execute it

- Evaluate the progress of the training module

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 programmers, 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.

References:

1.   Agochiya, D.   (2002).   Every Trainer's Handbook. New Delhi, India:Sage Publications

2.   Biech, E. (2005). Training for dummies. Hoboken, NJ: Wiley PublishingInc.

3.   Blanchard, N. P., &Thacker, J. W. (2009). Effective training: systems, strategies and practices. New Delhi, India: Pearson Education

4.   Hardingham, A. (1998). Training essentials- psychology for trainers. London, England: Chartered Institute of Personnel &Development.

5.   Joyce P., & Sills, C. (2010). Skills in Gestalt counselling & Psychotherapy, (2nd Ed.). New Delhi, India: Sage Publications.

6.   Lynton, R. P., & Pareek, U. (2013). Training for Development. (3rd Ed.) New Delhi, India: Sage Publications

7.   Singh, P.N. (1996). Training management development. (4th Ed.). Mumbai, India: Suchandra Publications.

TAMIL NADU OPEN UNIVERSITY
School of Social Sciences
Department of Psychology
Chennai-15

SECOND YEAR - Semester - IV

Course Title	ORGANIZATIONAL CHANGE & DEVELOPMENT
Course Code	MSYS-45
Course Credit	3

Course Objectives

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

- Explain the basic approaches of "Organizational Development,"

- Explain the theories of planned change,

- Demonstrate the management of ODProcess

- Express about the Team Interventions

- Analyze the Comprehensive and Structural ODInterventions

- Discuss the applications of some of the key concepts organizationalchange.

Course Outcomes

- Define Organizational Development and evaluate the various approaches

- Describe the foundations of Organizational Development

- Categorize the various ODinterventions

- Discuss the Comprehensive ODinterventions

- Discuss the Structural ODinterventions

- Identify major types of organizational development interventions and Demonstrate how to evaluate organizational development interventions

- Discuss organizational change and its effectiveness

- Demonstrate why people resist change and strategies to reduce resistance.

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, 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

References:

1. French, W.L and Bell, Jr C.H. and Vohra V. Organization Development, Pearson Education,2006

2. Schien, Organizational Psychology, Tata McGraw Hill, New Delhi, 2005.