Shri Vile Parle Kelavani Mandal's

IITHIBAI COLLEGE OF ARTS, CHAUHAN INSTITUTE OF SCIENCE & AMRUTBE JIVANLAL COLLEGE OF COMMERCE AND ECONOMICS (AUTONOMOUS)

NAAC Reaccredited 'A' grade, CGPA: 3.57 (February 2016),

Granted under RUSA, FIST-DST & -Star College Scheme of DBT, Government of India,

Best College (2016-17), University of Mumbai

Affiliated to the

UNIVERSITY OF MUMBAI

Program: M.A. Psychology

Course: Personality Psychology

Semester: I

Choice Based Credit System (CBCS) with effect from the Academic Year 2019-20

PROGRAMME SPECIFIC OUTCOMES (PSO'S)

On completion of the M.A. Psychology, the learners should be enriched with knowledge and be able to-

PSO1: Students will have knowledge of essential and basic theories of psychology in-depth.
PSO2: They will have an in-depth understanding of models and theories relevant to the workplace.
PSO3: The students will be able to use the practical knowledge of psychology at the workplace.
PSO4: Students will be able to apply interventions at workplace.
PSO5: Students will be able to implement human resource management related functions at the workplace.
PSO6: They will have the knowledge required to design and implement research work.
PSO7: The students will have the ability to conduct research relevant to the industry.
PSO8: The students will be able to perform personnel and human resource management related function when they enter the workforce.
PSO9: They will be able to train and motivate the workforce.
PSO10: Students will be able to study consumer behavior.
PSO11: Students will also be able to assess job performance and increase business efficiency.

SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal College of Commerce & Economics (AUTONOMOUS)

Evaluation Pattern

The performance of the learner will be evaluated in two components. The first component will be a Continuous Assessment with a weightage of 25% of total marks per course. The second component will be a Semester end Examination with a weightage of 75% of the total marks per course. The allocation of marks for the Continuous Assessment and Semester end Examinations is as shown below:

a) **Details of Continuous Assessment (CA)**
25% of the total marks per course:

Continuous Assessment	Details	Marks
Component 1 (CA-1)	Application based assignment/presentation/ essay/review of literature/case analysis/other written assignments	15 marks
Component 2 (CA-2)	Objective/Subjective Class Test	10 marks

b) **Details of Semester End Examination**
75% of the total marks per course. Duration of examination will be two and half hours. Students must attempt any 4 out of the 7 questions asked.

Question Number	Description	Marks	Total Marks
1	Question from unit 1	15 marks	15 marks
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5	Question from unit 1/2/3/4	15 marks	15 marks
6	Question from unit 1/2/3/4	15 marks	15 marks
7	Question from unit 1/2/3/4	15 marks	15 marks
		Total Marks	**75**

Signature — HOD

Signature — Approved by Vice –Principal

Signature — Approved by Principal

SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal College of Commerce & Economics (AUTONOMOUS)

Program: M.A. Psychology	**Semester: I**
Course: Personality Psychology	**Course Code: PAMAPSY101**

Teaching Scheme				**Evaluation Scheme**	
Lecture (Hours per week)	**Practical (Hours per week)**	**Tutorial (Hours per week)**	**Credit**	**Continuous Assessment (CA) (Marks - 25)**	**Semester End Examinations (SEE) (Marks- 75 in Question Paper)**
4	NA	NA	4	25	75

Learning Objectives:

1. To introduce various theories of personality.
2. To help students evaluate personality theory and research.
3. To understand the modern approaches to understanding personality.
4. To understand applications of personality theory to various aspects of life.

Course Outcomes:

After completion of the course, learners would be able to:

CO1: Students will have the knowledge about the intrapsychic and biological domains associated to personality.

CO2: The students will be able to use and understand the cognitive, behavioral and experiential domain of personality.

CO3: Students will gain insight into the dispositional aspect of personality psychology and understand the theoretical and measurement issues associated with it.

The students will have an applied understanding of various contemporary aspects such as stress, gender and cultural elements.

Outline of Syllabus: (per session plan)

Module	Description	No of Hours
1	Intrapsychic and Biological domain	15 hours
2	Behavioural, Cognitive & Cognitive-Experiential Domain	15 hours
3	Dispositional Approach	15 hours
4	Contemporary Topics in Personality Psychology	15 hours
	Total	**60 hours**

SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal College of Commerce & Economics (AUTONOMOUS)

Unit	Topic	No. of Hours/Credits
Module 1	**Intrapsychic and Biological domain**	**15 hours**
	a. Freudian psychoanalytic aspects and psychodynamic perspective – Jung, Adler, Horney, Object-Relations, Erickson, Sullivan b. Motives & Personality – Murray, Three Motives c. Humanistic perspective – Maslow, Rogers d. Genetics and evolutionary approach to personality; Physiological approaches to personality – Neuroimaging & Personality Neuroscience	
Module 2	**Behavioural, Cognitive & Cognitive-Experiential Domain**	**15 hours**
	a. Behaviourist & learning aspects – Watson, Skinner, Tolman, Guthrie, Hull, Dollard-Miller, Bandura, Mischel b. Cognitive & Cognitive-experiential domain – Personality through perception, interpretation and goals; c. Cognitive & Cognitive-experiential domain - Emotions and personality; Approaches to self (self-concept, self-esteem, social identity) d. Personality and performance; Personality as a cognitive-affective processing System	
Module 3	**Dispositional Approach**	**15 hours**
	a. Trait approaches and taxonomies – Allport, Cattell, Eysenck, Temperament b. FFM & Big Five – theory, evidence, application, Circumplex model, HEXACO model c. Personality & Psychopathology d. Theoretical and measurement issues; personality dispositions over time	
Module 4	**Contemporary Topics in Personality Psychology**	**15 hours**
	a. Sex-gender and personality b. Culture and personality; Personality in a cross-cultural perspective c. Stress, Coping, Adjustment & Health d. Applied personality psychology	

To develop scientific temper and interest by exposure through industrial visits and study/educational tours is recommended in each semester.

Suggested Readings

Textbooks:

1. Hall, C. S., Lindzey, G., Campbell, J. B. (2007). Theories of Personality. ND: J. Wiley.

2. Buss D. M. & Larsen R. J. (2009). Personality Psychology: Domains of Knowledge about Human Nature. NJ: McGraw-Hill Humanities

3. Corr, P. J. & Gerald Matthews, G. (2009). The Cambridge Handbook of Personality Psychology. Cambridge: Cambridge University Press.

4. Dan P. McAdams D. P. (2008). The Person: An Introduction to the Science of Personality Psychology. Wiley

Reference Books:

1. Burger, J. M. (2010). Personality. Wadsworth Publishing

2. Pervin, L. A. (2002) Science of Personality (2nded.). USA: Oxford University Press.

3. Brody, N., & Ehrlichman, H. (1998). Personality Psychology: Science of Individuality. Englewood Cliffs, NJ: Prentice Hall.

4. McCrae, R. R., & Costa, Jr., P. T. (2002). Personality in Adulthood: A Five-Factor Theory Perspective (2nd ed.). New York: Guilford Publications.

5. Roberts, B.W., & Hogan R. (2001). Personality Psychology in the Workplace. Washington: American Psychological Association.

6. Weiner, I.B. (2007). Handbook of Personality Assessment. Wiley.

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UNIVERSITY OF MUMBAI

Program: M.A. Psychology

Course: Research Methodology for Psychology

Semester: I

Choice Based Credit System (CBCS) with effect from the Academic Year 2019-20

PROGRAMME SPECIFIC OUTCOMES (PSO'S)

On completion of the M.A. Psychology, the learners should be enriched with knowledge and be able to-

PSO1: Students will have knowledge of essential and basic theories of psychology in-depth.
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PSO5: Students will be able to implement human resource management related functions at the workplace.
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PSO7: The students will have the ability to conduct research relevant to the industry.
PSO8: The students will be able to perform personnel and human resource management related function when they enter the workforce.
PSO9: They will be able to train and motivate the workforce.
PSO10: Students will be able to study consumer behavior.
PSO11: Students will also be able to assess job performance and increase business efficiency.

SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal College of Commerce & Economics (AUTONOMOUS)

Evaluation Pattern

The performance of the learner will be evaluated in two components. The first component will be a Continuous Assessment with a weightage of 25% of total marks per course. The second component will be a Semester end Examination with a weightage of 75% of the total marks per course. The allocation of marks for the Continuous Assessment and Semester end Examinations is as shown below:

a) **Details of Continuous Assessment (CA)**
25% of the total marks per course:

Continuous Assessment	Details	Marks
Component 1 (CA-1)	Application based assignment/presentation/ essay/review of literature/case analysis/other written assignments	15 marks
Component 2 (CA-2)	Objective/Subjective Class Test	10 marks

b) **Details of Semester End Examination**
75% of the total marks per course. Duration of examination will be two and half hours. Students must attempt any 4 out of the 7 questions asked.

Question Number	Description	Marks	Total Marks
1	Question from unit 1	15 marks	15 marks
2	Question from unit 2	15 marks	15 marks
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5	Question from unit 1/2/3/4	15 marks	15 marks
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		Total Marks	**75**

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SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal College of Commerce & Economics (AUTONOMOUS)

Program: M.A. Psychology					**Semester: I**
Course: Research Methodology for Psychology					**Course Code: PAMAPSY102**
Teaching Scheme				**Evaluation Scheme**	
Lecture (Hours per week)	**Practical (Hours per week)**	**Tutorial (Hours per week)**	**Credit**	**Continuous Assessment (CA) (Marks - 25)**	**Semester End Examinations (SEE) (Marks- 75 in Question Paper)**
4	NA	NA	4	25	75

Learning Objectives:

1. To develop an understanding of psychological research.
2. To acquaint learners with philosophy, ethics, design, and evaluation of research in psychology.
3. To acquaint learners with methodology of quantitative and qualitative psychological research.
4. To enable learners to design research.

Course Outcomes:

After completion of the course, learners would be able to:

CO1: The course will enable students with knowledge about the philosophical and ethical aspect of research.

CO2: Students will be able to use the various research methods of data collection.

CO3: The students will have in-depth knowledge of the various experimental and quasi-experimental methods in research.

Students will have the theoretical understanding of the various qualitative research methodologies that are part psychological research.

Outline of Syllabus: (per session plan)

Module	**Description**	**No of Hours**
1	Philosophy and Ethics of Psychological Research	15 hours
2	Research Settings and Methods of Data collection	15 hours
3	Experimental and Quasi-Experimental Methods	15 hours
4	Qualitative Research	15 hours
	Total	**60 hours**

SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal College of Commerce & Economics (AUTONOMOUS)

Unit	Topic	No. of Hours/Credits
Module 1	**Philosophy and Ethics of Psychological Research**	**15 hours**
	a. Epistemological positions in psychological research: scientific realism, logical positivism; Ockham's razor; b. Popper and Kuhn's contribution: theory dependence of observation; understanding theory: components and connections – concepts, constructs, variables and hypothesis; Duhem–Quine thesis; Quine's critique of empiricism c. Ethical standards of psychological research: planning, conduction and reporting research d. Proposing and reporting quantitative research	
Module 2	**Research Settings and Methods of Data collection**	**15 hours**
	a. Quantitative research: variables, research questions, hypotheses b. Sampling, measurement and data collection c. Observation and Interview method d. Questionnaire and survey research, Other non-experimental methods	
Module 3	**Experimental and Quasi-Experimental Methods**	**15 hours**
	a. Independent groups designs b. Repeated measures designs c. Complex designs d. Quasi-experimental designs and program evaluation	
Module 4	**Qualitative Research**	**15 hours**
	a. Philosophy and conceptual foundations; evaluating and reporting qualitative research. b. Grounded theory c. Interpretive phenomenological analysis; discourse analysis d. Structured and semi-structured interviews; Narrative analysis and conversation analysis	

To develop scientific temper and interest by exposure through industrial visits and study/educational tours is recommended in each semester.

Suggested Readings:

Textbooks:

1. Shaughnessy, J. J., Zechmeister, E. B. &Zechmeister, J. (2012). *Research methods in psychology*. (9th ed.). NY: McGraw Hill.
2. Goodwin, J. (2009). *Research in Psychology: Methods in Design* (6thed.). Wiley.
3. Kenneth S. Bordens, Bruce B. Abbott. (2017) *Research Design and Methods: A Process Approach.* NY: McGraw-Hill.

References:

1. Elmes, D. G. (2011). *Research Methods in Psychology* (9thed.). Wadsworth Publishing.
2. Forrester, M. A. (2010). *Doing Qualitative Research in Psychology: A Practical Guide*. Sage.
3. Charmaz, K. (2006). *Constructing Grounded Theory: A Practical Guide through Qualitative Analysis (Introducing Qualitative Methods series)*. New Delhi: Sage Publications.
4. Smith, J. A. (2008). *Qualitative Psychology: A Practical Guide to Research Methods*. Sage.
5. Strauss A L and Glaser, B. G. (1967).*The Discovery of Grounded Theory: Strategies for Qualitative Research*. Aldine Transaction.
6. Wiling, C. (2008). *Introducing Qualitative Research in Psychology* (2nded). Open University Press.
7. American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6thed.). APA.
8. American Psychological Association. (2009). *Concise Rules of APA Style (Concise Rules of the American Psychological Association (APA) Style)*. APA.

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UNIVERSITY OF MUMBAI

Program: M.A. Psychology

Course: Statistics for Psychology

Semester: I

Choice Based Credit System (CBCS) with effect from the Academic Year 2019-20

PROGRAMME SPECIFIC OUTCOMES (PSO'S)

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		Total Marks	**75**

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SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal College of Commerce & Economics (AUTONOMOUS)

Program: M.A. Psychology					**Semester: I**
Course: Statistics for Psychology					**Course Code: PAMAPSY103**
Teaching Scheme				**Evaluation Scheme**	
Lecture (Hours per week)	**Practical (Hours per week)**	**Tutorial (Hours per week)**	**Credit**	**Continuous Assessment (CA) (Marks - 25)**	**Semester End Examinations (SEE) (Marks- 75 in Question Paper)**
4	NA	NA	4	25	75

Learning Objectives:

Outline of Syllabus: (per session plan)

Module	**Description**	**No of Hours**
1	Preliminary Concepts	15
2	Inferential Statistics	15
3	Association, Prediction and Other Methods	15
4	Factor Analysis and Software Packages	15
	Total	**60 hours**

SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal College of Commerce & Economics (AUTONOMOUS)

Unit	Topic	No. of Hours/Credits
Module 1	**Preliminary Concepts**	**15 hours**
	a. Probability: axioms, random variables, expected value, Central limit theorem b. Discrete distributions- Bernoulli, Binomial, Poisson c. Continuous Distributions: Normal, t, F, Chi square, Exponential d. Bayes theorem, Normality and tests of normality, Homogeneity of variance and tests for H.O.V	
Module 2	**Inferential Statistics**	**15 hours**
	a. Inference: estimation theory, statistical hypothesis testing, types of errors. Properties of estimators, methods of estimation: method of moments, least square, maximum likelihood. b. Descriptive statistics: central tendency and variability, power and effect size. c. Hypothesis testing applied to means: Single mean, Two means (independent and dependent) d. ANOVA- One-Way Independent ANOVA, One Way Repeated ANOVA, Two-Way Independent ANOVA, One Way MANOVA	
Module 3	**Association, Prediction and Other Methods**	**15 hours**
	a. Correlation: product moment, partial correlation, special correlations. b. Linear regression (OLS), Multiple Linear regression, Logistic Regression. c. Nonparametric correlations and tests: Kendall's tau; Spearman's rho, Mann Whitney U and Kruskal Wallis, Wilcoxon signed rank d. Chi square test for goodness of fit and test for independence	
Module 4	**Factor Analysis and Software Packages**	**15 hours**
	a. Factor analysis: basic concepts b. Methods of Extraction and Methods of Rotation c. Confirmatory Factor Analysis. d. R: syntax, data management, Descriptive; graphs; basic and multivariate statistics in R; R GUI.	

To develop scientific temper and interest by exposure through industrial visits and study/educational tours is recommended in each semester.

Suggested Readings:

Text Books:

1. Belhekar, V. M. (2016). Statistics for Psychology Using R. SAGE publications.
2. Howell, D. (2009).Statistical Methods for Psychology (7th ed.). Wadsworth.

Reference books:

1. Minium, E. W., King, B. M., & Bear, G. (2001). Statistical reasoning in psychology and education. Singapore: John-Wiley.
2. Aron & Aron (2008). Statistics for Psychology (5th ed). New Delhi: Pearson
3. Daniel, W. W. (1995). *Biostatistics*. (6th Ed.). N.Y.: John Wiely.
4. Field, A., Miles, J., and Field, Z. (2012). *Discovering Statistics Using R*. NY: Sage.
5. Gorsuch, R. L. (1983). *Factor Analysis*. Lorrence Erlbaum
6. Hair, J. F., Anderson, R. E., Tatham, R. L., & Black, W. C. (1998). *Mulivariate data analysis*. (5th Ed.). N.J.: Prentice-Hall Inc.
7. Loehlin, J. (1998). *Latent Variable Models: an introduction to factor, path, and structural analysis*. Hillsdale, N.J.: LEA.
8. Marcoulides, A. G. & Schumacker, E. R. (2001). *New developments and techniques in structural equation modeling*. Hilsdel, New Jersey: Lawrence Erlbaum.
9. R Development Core Team. (2011). *R: A Language and Environment for Statistical Computing*. Vienna, Austria:R Foundation for Statistical Computing. (http://www.R-project.org)
10. Sheskin, D. (2011).*Handbook of Parametric and Nonparametric Statistical Procedures*, (5th ed). Chapman and Hall/CRC.
11. Tabachnick, B. G. & Fidell, L. S. (2001). *Using multivariate statistics* (4th Ed.). Boston: Allyn and Bacon.

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UNIVERSITY OF MUMBAI

Program: M.A. Psychology

Course: Psychology of Cognition-Emotion

Semester: I

Choice Based Credit System (CBCS) with effect from the Academic Year 2019-20

PROGRAMME SPECIFIC OUTCOMES (PSO'S)

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Evaluation Pattern

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		Total Marks	**75**

Signature Signature Signature

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SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal College of Commerce & Economics (AUTONOMOUS)

Program: M.A. Psychology					Semester: I
Course: Psychology of Cognition-Emotion					Course Code: PAMAPSY104
Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
4	NA	NA	4	25	75

Learning Objectives:

1. Understanding advanced topics of cognitive science
2. Understanding the neuropsychological underpinnings of cognitive processes
3. Applying cognitive psychology knowledge to real-life problems.
4. Understanding theories, biological basis, and development of human emotions.

Course Outcomes:

After completion of the course, learners would be able to:

CO1: Understand basic concepts and principles of probability and use those principles to solve problems.
CO2: Identify several discrete and random probability distributions and their real-life application.
CO3: Understand and evaluate assumptions underlying parametric tests.
CO4: Understand estimation theory of statistical inference.
CO5: Calculate descriptive statistics on a data.
CO6: Conduct appropriate parametric tests such as t test and ANOVA.
CO7: Evaluate significance of statistical tests along with its theoretical understanding.
CO8: Analyse real life data using methods of correlation, regression and chi square.
CO9: Develop an understanding of when to use non-parametric tests and conduct non-parametric tests.
CO10: Understand basic concepts of Factor analysis method.

Use R software to analyse data.

Outline of Syllabus: (per session plan)

Module	Description	No of Hours
1	Cognitive Neuroscience, Attention and Perception	15 hours
2	Memory and Language	15 hours
3	Thinking and Intelligence	15 hours
4	Psychology of Emotion	15 hours
	Total	**60 hours**

SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal College of Commerce & Economics (AUTONOMOUS)

Unit	Topic	No. of Hours/Credits
Module 1	**Cognitive Neuroscience, Attention and Perception**	**15 hours**
	a. Cognitive Neuroscience: Neuronal Structure and Function; Intelligence and Neuroscience; Methods of cognitive neuroscience b. Visual Perception: Visual Object Recognition, Face perception c. Attention and Consciousness: Attention Processes, Theories of Attention, Consciousness of Mental Processes; Preconscious Processing d. Neuropsychological basis of Attention and Visual Perception	
Module 2	**Memory and Language**	**15 hours**
	a. Memory: Models and Research Methods; Metacognition b. Memory Processes; Mental Images, Maps, and Propositions c. Language and language in context d. Neuropsychological basis of Memory and language	
Module 3	**Thinking and Intelligence**	**15 hours**
	a. Problem Solving and Creativity b. Thinking, Decision Making and Reasoning c. Human Intelligence. Organization of Knowledge in the Mind d. Neuropsychological basis of executive functions	
Module 4	**Psychology of Emotion**	**15 hours**
	a. Theories of Emotions; Biological and Socio-cultural basis of human emotions b. Relation between cognition and emotions c. Emotional Development and Emotional Regulation d. Cognition, emotion and development	

To develop scientific temper and interest by exposure through industrial visits and study/educational tours is recommended in each semester.

Suggested Readings:

Textbooks:

1. Sternberg, R. J.; Sternberg, K, Mio, J. (2012). Cognitive Psychology. Wadsworth: Belmont, CA.
2. Matlin, M. W. (2009). Cognition. John Wiley & Sons: NJ.

Reference Books:

1. Bly, B.M. & Rumelhart, D. E. (1999). Cognitive Science. Academic Press: San Diego.
2. Lewis, M., Haviland-Jones, J. M., & Barrett, L. F. (Eds.). (2010). Handbook of emotions (3rd edition). New York, NY: Guilford.
3. Dalgleish, T. & Power, MJ. (2000). Handbook of Cognition and Emotion. John Wiley: Sussex. 6. Zilmer, E. A. & Spears, M. V. (2001). Principals of neuropsychology. Canada: Wadsworth
4. Books for Reference:
5. Anderson, V., Jacobs, R. & Anderson, P. (2008). Executive Functions and the Frontal Lobes: A Lifespan Perspective. NY: Psychology Press.
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8. Berry, J. W., Poortinga, Y. H., Segal, M. H., & Dason, P. R. (2002). Cross-cultural psychology: Research and perspective. Cambridge: CUP.
9. Carlson, N. (1999). Physiology of behaviour. Boston: Allyn & Bacon.
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12. Ekman, P. &Cordaro, D. (2011). What is meant by calling emotions basic? Emotion Review, 3, 364-370.
13. Finger, S. (1994). Origin of neuroscience: A history of explorations into brain function. N.Y.: GROUP.
14. Franken, R. E. (2002). Human motivation. Australia: Wadsworth.
15. Gazzaniga (Ed.), The New Cognitive Neurosciences, Second Edition. Cambridge, MA: MIT Press.
16. Green, D. W. (1996). Cognitive science: An introduction. Oxford: Blackwell.
17. Johnson, M. H. (1997). Developmental cognitive neuroscience. Blackwell Publishers.
18. Kellogg, R. T. (1997). Cognitive psychology. London: Sage.
19. Kolb B. & Whishaw I.Q. (2007). Fundamentals of human neuropsychology (6th ed). New York, NY: Worth Publishers.
20. Lewis, M. &Haviland-Jones, J. M (Ed.). (2000). Handbook of emotions. NY: The Guilford
21. Lezak, M. D. (1976). Neuropsychological assessment. NY: OUP.
22. Mauss, I. B. & Robinson, M. D. (2009). Measures of emotion: A review. Cognition and Emotion, 23, 209-237.
23. Mehu, M., Mortillaro, M., Banziger, T., & Scherer, K. R. (2012). Reliable facial muscle activation enhances recognizability and credibility of emotional expression. Emotion, 12,701 715.

24. Nelson, T. O. (1992). Metacognition: Core readings. Boston: Allyn & Bacon Press.
25. Simon-Thomas, E. R., Keltner, D. J., Sauter, D., Sinicropi-Yao, L., & Abramson, A. (2009).
26. The voice conveys specific emotions: Evidence from vocal burst displays. Emotion, 9, 838-846.
27. Walsh, K. (1994). Neuropsychology: A clinical approach. N.D.: Churchill Livingston

SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal College of Commerce & Economics (AUTONOMOUS)

Shri Vile Parle Kelavani Mandal's

MITHIBAI COLLEGE OF ARTS, CHAUHAN INSTITUTE OF SCIENCE & AMRUTBE JIVANLAL COLLEGE OF COMMERCE AND ECONOMICS (AUTONOMOUS)

NAAC Reaccredited 'A' grade, CGPA: 3.57 (February 2016),

Granted under RUSA, FIST-DST & -Star College Scheme of DBT, Government of India,

Best College (2016-17), University of Mumbai

Affiliated to the

UNIVERSITY OF MUMBAI

Program: M.A. Psychology

Course: Psychological Testing and Psychometrics

Semester: I

Choice Based Credit System (CBCS) with effect from the Academic Year 2019-20

PROGRAMME SPECIFIC OUTCOMES (PSO'S)

On completion of the M.A. Psychology, the learners should be enriched with knowledge and be able to-

PSO1: Students will have knowledge of essential and basic theories of psychology in-depth.

PSO2: They will have an in-depth understanding of models and theories relevant to the workplace.

PSO3: The students will be able to use the practical knowledge of psychology at the workplace.

PSO4: Students will be able to apply interventions at workplace.

PSO5: Students will be able to implement human resource management related functions at the workplace.

PSO6: They will have the knowledge required to design and implement research work.

PSO7: The students will have the ability to conduct research relevant to the industry.

PSO8: The students will be able to perform personnel and human resource management related function when they enter the workforce.

PSO9: They will be able to train and motivate the workforce.

PSO10: Students will be able to study consumer behavior.

PSO11: Students will also be able to assess job performance and increase business efficiency.

Evaluation Pattern

The performance of the learner will be evaluated as one whole component.

a) **Details of Continuous Assessment (CA)** – N/A (marks generated as overall 100 at the end of the semester)

b) **Details of Semester End Examination** –
Conduction (students to administer the scales designed) + report writing + viva voce.

Signature	Signature	Signature
HOD	Approved by Vice –Principal	Approved by Principal

SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal College of Commerce & Economics (AUTONOMOUS)

Program: M.A. Psychology					**Semester: I**
Course: Psychological Testing and Psychometrics					**Course Code: PAMAPSYP1**
Teaching Scheme				**Evaluation Scheme**	
Lecture (Hours per week)	**Practical (Hours per week)**	**Tutorial (Hours per week)**	**Credit**	**Continuous Assessment (CA)**	**Semester End Examinations (SEE) (Marks- 100)**
NA	8	NA	8	NA	100

Learning Objectives:

1. To be aware of the role of measurement in Psychology.
2. To appreciate the criteria of a good psychological test.
   To understand necessary steps involved in test construction.
4. To understand the value of ethical issues in psychological testing.

Course Outcomes:

After completion of the course, learners would be able to:

CO1: Students will have a theoretical understanding of the process of psychological testing.
CO2: The course will help understand aspects of psychometrics.
CO3: The students will gain insight into test administration and reporting.
CO4: They will be able to able to administer a psychological test and report its findings.
CO5: Students will be able to develop a psychological test.
Students will be able to report and evaluate the newly developed psychological test.

Outline of Syllabus: (per session plan)

Module	**Description**	**No of Hours**
1	Theoretical-Conceptual Orientation	30 hours
2	Test Administration and Reporting	30 hours
3	Test development	30 hours
4	Reporting of newly developed test	30 hours
	Total	**120 hours**

SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal College of Commerce & Economics (AUTONOMOUS)

Unit	Topic	No. of Hours/Credits
Module 1	**Theoretical-Conceptual Orientation**	**30 hours**
	a. Measurement in Psychology and in the natural sciences b. Measurement theories: Classical Test Theory, Modern Test Theory c. Test construction: item analysis, reliability, validity and norms d. Ethical issues in psychological testing	
Module 2	**Test Administration and Reporting**	**30 hours**
	At least two tests pertaining to Intelligence, Motivation, Emotion, Personality and/or Attitude to be administered, scored and interpreted & reported. For each administered test, item analysis, reliability and validity, and Group norms to be computed and reported in the file.	
Module 3	**Test Development**	**30 hours**
	Students will be divided into six groups. Each group has to choose an area by consensus or majority. Each student will have to develop a psychological test pertaining to the area chosen by the group. Every student in each group will present his or her ideas about developing a specific psychological test in the class. After these presentations, one specific psychological construct is selected as group's construct. In this way, six psychological tests revolving around six psychological constructs are to be developed.	
Module 4	**Reporting of newly developed test**	**30 hours**
	The newly developed tool must be administered on a group of at least 30 individuals. The item analysis, reliability and validity, norms are to be computed and reported in the journal.	

To develop scientific temper and interest by exposure through industrial visits and study/educational tours is recommended in each semester.

Suggested Readings:

Textbooks:

1. Kline, P. (1998). *The New Psychometrics: Science, psychology and measurement*. New York: Routledge.
2. Chadha, N. K. (2009). *Applied Psychometry*. New Delhi: Sage.
3. Anastasi, A., & Urbina, S. (1997). *Psychological Testing* (Seventh Ed.). New Delhi

SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal College of Commerce & Economics (AUTONOMOUS)

Shri Vile Parle Kelavani Mandal's

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Granted under RUSA, FIST-DST & -Star College Scheme of DBT, Government of India, Best College (2016-17), University of Mumbai

Affiliated to the

UNIVERSITY OF MUMBAI

Program: M.A. Psychology

Course: Workplace Counseling

Semester: II

Choice Based Credit System (CBCS) with effect from the Academic Year 2019-20

PROGRAMME SPECIFIC OUTCOMES (PSO'S)

On completion of the M.A. Psychology, the learners should be enriched with knowledge and be able to-

PSO1: Students will have knowledge of essential and basic theories of psychology in-depth.
PSO2: They will have an in-depth understanding of models and theories relevant to the workplace.
PSO3: The students will be able to use the practical knowledge of psychology at the workplace.
PSO4: Students will be able to apply interventions at workplace.
PSO5: Students will be able to implement human resource management related functions at the workplace.
PSO6: They will have the knowledge required to design and implement research work.
PSO7: The students will have the ability to conduct research relevant to the industry.
PSO8: The students will be able to perform personnel and human resource management related function when they enter the workforce.
PSO9: They will be able to train and motivate the workforce.
PSO10: Students will be able to study consumer behavior.
PSO11: Students will also be able to assess job performance and increase business efficiency.

SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal College of Commerce & Economics (AUTONOMOUS)

Evaluation Pattern

The performance of the learner will be evaluated in two components. The first component will be a Continuous Assessment with a weightage of 25% of total marks per course. The second component will be a Semester end Examination with a weightage of 75% of the total marks per course. The allocation of marks for the Continuous Assessment and Semester end Examinations is as shown below:

a) **Details of Continuous Assessment (CA)**

25% of the total marks per course:

Continuous Assessment	Details	Marks
Component 1 (CA-1)	Application based assignment/presentation/ essay/review of literature/case analysis/other written assignments	15 marks
Component 2 (CA-2)	Objective/Subjective Class Test	10 marks

b) **Details of Semester End Examination**

75% of the total marks per course. Duration of examination will be two and half hours. Students must attempt any 4 out of the 7 questions asked.

Question Number	Description	Marks	Total Marks
1	Question from unit 1	15 marks	15 marks
2	Question from unit 2	15 marks	15 marks
3	Question from unit 3	15 marks	15 marks
4	Question from unit 4	15 marks	15 marks
5	Question from unit 1/2/3/4	15 marks	15 marks
6	Question from unit 1/2/3/4	15 marks	15 marks
7	Question from unit 1/2/3/4	15 marks	15 marks
		Total Marks	**75**

Signature Signature Signature

HOD Approved by Vice –Principal Approved by Principal

SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal College of Commerce & Economics (AUTONOMOUS)

Program: M.A. Psychology				Semester: II	
Course: Workplace Counseling				Course Code: PAMAPSY201	
Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
4	NA	NA	4	25	75

Learning Objectives:

1. To acquaint the students with relevance of workplace counseling
2. To familiarize the students with models of workplace counseling
3. To help students understand the relevance of EAP programs.
4. To sensitize students towards workplace sexual harassment and workplace conflict.

Course Outcomes:

After completion of the course, learners would be able to:

CO1: Students will have knowledge of the current trends in workplace counselling and the models,
CO2: The students will gain insight into the ethical issues related to workplace counseling.
CO3: Students will have an understanding of the impact workplace counseling can have.
CO4: The students will know how to set up a workplace counseling setup.
CO5: Students will have an understanding of a key issue of workplace counseling i.e. sexual harassment at the workplace.

The students will be able to understand conflict at work and will understand the strategies that can be used to manage it.

Outline of Syllabus: (per session plan)

Module	Description	No of Hours
1	Understanding workplace counseling	15 hours
2	Impact of organizations on workplace counseling	15 hours
3	Sexual harassment at workplace	15 hours
4	Conflict at workplace	15 hours
	Total	**60 hours**

SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal College of Commerce & Economics (AUTONOMOUS)

Unit	Topic	No. of Hours/Credits
Module 1	**Understanding workplace counseling**	**15 hours**
	a. Current Trends in Workplace Counseling, Models of Workplace Counseling b. Workplace Counseling: Target Clients, Readiness for Employee Counseling, Counseling & Employees Growth c. Ethical Issues in Workplace Counseling d. Stress and Workplace Counseling, Work-Life Balance.	
Module 2	**Impact of organizations on workplace counseling**	**15 hours**
	a. Setting up counseling at workplace. b. Systemic approaches to organizations c. Organizational culture and counseling d. Employee assistance programs (EAP), Promotion counseling, Preretirement counseling. Counseling for displaced employees, lay offs	
Module 3	**Sexual harassment at workplace**	**15 hours**
	a. Dynamics of sexual harassment: why it occurs? b. Types of sexual harassment c. Impact of sexual harassment: emotional, physical and economic impact. d. Preventing sexual harassment.	
Module 4	**Conflict at workplace**	**15 hours**
	a. Nature of conflict b. Causes of workplace conflict: intrapersonal and interpersonal c. Violence at workplace d. Strategies to manage workplace conflict.	

To develop scientific temper and interest by exposure through industrial visits and study/educational tours is recommended in each semester.

Suggested Readings:
Textbooks:

1. Arnol J., & Robertson, I .T.,& Coopen, C. L. (1995). Work Psychology- Understanding human behaviour in workplace. London: Mcmillan.

2. Carrol,M & Walton,M.(1997). Handbook of counseling in organizations. New York: Sage Publications.

3. Carroll, M. (2002). *Work Place Counseling*. New Delhi: Sage Publications.

Reference Books:

1. Cartwright,S & Cooper,C.L.(1997).Managing Workplace Stress. New Delhi: Sage Publications.
2. Coles, A. (2003). Counselling in the workplace. Berkshire, England: Open University Press, McGraw Hill Education. Boland M. (2005). Sexual Harassment in the workplace (1st ed.). Naperville, IL: Sphinx Publishing, Inc..
3. Boland M.L. (2002). *Sexual Harassment: your guide to Legal Action: What you should know and what you can do*. Naperville, IL: Sphinx Publishing, Inc.
4. Collins, S.D. (2009). *Managing conflict and workplace relationship* (2nd ed.). Mason, OH: South Western Cengage Learning.
5. Edelmann, R. (2000). *Interpersonal conflicts at work*. Hyderabad: Universities Press (India) Limited.
6. Kao,H.S.R; Sinha,D & Wilpert,B (2007).Management and Cultural Values. New Delhi: Sage Publications.
7. Landy, F. J. & Conte, J.M. (2010). *Work in the 21st century: an introduction to Industrial and Organizational Psychology* (3rd ed.). Blackwell publishers.
8. Sonnentag, S. (2002). Psychological Management of Individual Performance. John Wiley & Sons Ltd.

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Affiliated to the

UNIVERSITY OF MUMBAI

Program: M.A. Psychology

Course: Intervention Systems in Psychology

Semester: II

Choice Based Credit System (CBCS) with effect from the Academic Year 2019-20

PROGRAMME SPECIFIC OUTCOMES (PSO'S)

On completion of the M.A. Psychology, the learners should be enriched with knowledge and be able to-

PSO1: Students will have knowledge of essential and basic theories of psychology in-depth.

PSO2: They will have an in-depth understanding of models and theories relevant to the workplace.

PSO3: The students will be able to use the practical knowledge of psychology at the workplace.

PSO4: Students will be able to apply interventions at workplace.

PSO5: Students will be able to implement human resource management related functions at the workplace.

PSO6: They will have the knowledge required to design and implement research work.

PSO7: The students will have the ability to conduct research relevant to the industry.

PSO8: The students will be able to perform personnel and human resource management related function when they enter the workforce.

PSO9: They will be able to train and motivate the workforce.

PSO10: Students will be able to study consumer behavior.

PSO11: Students will also be able to assess job performance and increase business efficiency.

SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal College of Commerce & Economics (AUTONOMOUS)

Evaluation Pattern

The performance of the learner will be evaluated in two components. The first component will be a Continuous Assessment with a weightage of 25% of total marks per course. The second component will be a Semester end Examination with a weightage of 75% of the total marks per course. The allocation of marks for the Continuous Assessment and Semester end Examinations is as shown below:

a) **Details of Continuous Assessment (CA)**
25% of the total marks per course:

Continuous Assessment	Details	Marks
Component 1 (CA-1)	Application based assignment/presentation/ essay/review of literature/case analysis/other written assignments	15 marks
Component 2 (CA-2)	Objective/Subjective Class Test	10 marks

b) **Details of Semester End Examination**
75% of the total marks per course. Duration of examination will be two and half hours. Students must attempt any 4 out of the 7 questions asked.

Question Number	Description	Marks	Total Marks
1	Question from unit 1	15 marks	15 marks
2	Question from unit 2	15 marks	15 marks
3	Question from unit 3	15 marks	15 marks
4	Question from unit 4	15 marks	15 marks
5	Question from unit 1/2/3/4	15 marks	15 marks
6	Question from unit 1/2/3/4	15 marks	15 marks
7	Question from unit 1/2/3/4	15 marks	15 marks
		Total Marks	**75**

Signature | Signature | Signature

HOD | Approved by Vice –Principal | Approved by Principal

SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal College of Commerce & Economics (AUTONOMOUS)

Program: M.A. Psychology					Semester: II
Course: Intervention Systems in Psychology					Course Code: PAMAPSY202
Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
4	NA	NA	4	25	75

Learning Objectives:

1. To acquaint students with various systems of psychological intervention.
2. To familiarize students with understanding of traditional intervention systems
3. To help students understand modern interventions.
4. To orient students with eclectic, integrated and multicultural approaches to interventions.

Course Outcomes:

After completion of the course, learners would be able to:

CO1: Students will gain an understanding into the background of the traditional intervention systems.
CO2: The students will have knowledge about the group based interventions in psychology.
CO3: Students will have insights into integrated, eclectic and multicultural approaches of interventions.
The students will be able to have an understanding of the postmodern approaches of interventions.

Outline of Syllabus: (per session plan)

Module	Description	No of Hours
1	Traditional intervention approach	15 hours
2	Group-based interventions	15 hours
3	Integration, eclecticism, and multicultural interventions	15 hours
4	Post-modern approaches to interventions	15 hours
	Total	**60 hours**

SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal College of Commerce & Economics (AUTONOMOUS)

Unit	Topic	No. of Hours/Credits
Module 1	**Traditional intervention approach**	**15 hours**
	a. Intervention systems emphasizing background – Freud, Jung, Adler b. Interventions based on humanistic approach – Rogers, Existentialism c. Interventions based on behavioural approach – Behaviour therapy d. Interventions based on cognitive-behavioural approach- CBT & REBT	
Module 2	**Group based interventions**	**15 hours**
	a. Fundamentals – Introduction to group work, group leadership b. Ethics of group leaders' actions c. Stages of group work – early and later stages d. Approaches – Existential, Gestalt, Person-centered, Behaviour Therapy	
Module 3	**Integration, eclecticism, and multicultural intervention**	**15 hours**
	a. The eclectic and integrative approach b. Multicultural interventions – Cultural clarifications & complications, principles c. Practice & competencies of multicultural interventions d. Psychoanalytic, person-centered and CBT from multicultural perspective	
Module 4	**Post-modern approaches to interventions**	**15 hours**
	a. Solution-focused brief therapy b. Transactional Analysis c. Narrative Therapy; Reality Therapy d. Coaching & Mentoring	

To develop scientific temper and interest by exposure through industrial visits and study/educational tours is recommended in each semester.

Suggested Readings:
Textbooks:

1. Seligman, L. & Reichenberg, L. W. (2010). *Theories of counseling and psychotherapy systems, strategies, and skills* (3rd ed.). Pearson education.

2. Corey, G. (2009). *Theory and Practice of Counseling and Psychotherapy* (8th ed.). CA: Thomson Brooks.

3. Flanagan, J.S. & Flanagan, R.S. (2004). *Counseling and Psychotherapy theories in context and practice: Skills Strategies and Techniques*. Hoboken, NJ: John Wiley & Sons, Inc.

4. Corey, G. (2004). *Theory & Practice of Group Counseling* (8th ed.) Thomson Brooks.

Reference Books:

1. McAculiffe, G.J. (2013). *Culturally Alert Counseling* (2nd ed.). Sage Publications.
2. Hawkins, P., & Smith, N. (2010). *Coaching, Mentoring & Organizational Consultancy.* New Delhi: Tata McGraw Hill.
3. Woolfe, R., Dryden, W., & Strawbridge, S. (2003). *Handbook of Counseling Psychology*. Sage Publications.
4. Capuzzi, D., & Gross, D. (2009). *Introduction to the Counseling Profession*. Pearson education.

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Shri Vile Parle Kelavani Mandal's

ITHIBAI COLLEGE OF ARTS, CHAUHAN INSTITUTE OF SCIENCE & AMRUTBE JIVANLAL COLLEGE OF COMMERCE AND ECONOMICS (AUTONOMOUS)

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Best College (2016-17), University of Mumbai

Affiliated to the

UNIVERSITY OF MUMBAI

Program: M.A. Psychology

Course: Multiculturalism: Theory and Practice

Semester: II

Choice Based Credit System (CBCS) with effect from the Academic Year 2019-20

PROGRAMME SPECIFIC OUTCOMES (PSO'S)

On completion of the M.A. Psychology, the learners should be enriched with knowledge and be able to-

PSO1: Students will have knowledge of essential and basic theories of psychology in-depth.

PSO2: They will have an in-depth understanding of models and theories relevant to the workplace.

PSO3: The students will be able to use the practical knowledge of psychology at the workplace.

PSO4: Students will be able to apply interventions at workplace.

PSO5: Students will be able to implement human resource management related functions at the workplace.

PSO6: They will have the knowledge required to design and implement research work.

PSO7: The students will have the ability to conduct research relevant to the industry.

PSO8: The students will be able to perform personnel and human resource management related function when they enter the workforce.

PSO9: They will be able to train and motivate the workforce.

PSO10: Students will be able to study consumer behavior.

PSO11: Students will also be able to assess job performance and increase business efficiency.

SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal College of Commerce & Economics (AUTONOMOUS)

Evaluation Pattern

The performance of the learner will be evaluated in two components. The first component will be a Continuous Assessment with a weightage of 25% of total marks per course. The second component will be a Semester end Examination with a weightage of 75% of the total marks per course. The allocation of marks for the Continuous Assessment and Semester end Examinations is as shown below:

a) **Details of Continuous Assessment (CA)**
25% of the total marks per course:

Continuous Assessment	Details	Marks
Component 1 (CA-1)	Application based assignment/presentation/ essay/review of literature/case analysis/other written assignments	15 marks
Component 2 (CA-2)	Objective/Subjective Class Test	10 marks

b) **Details of Semester End Examination**
75% of the total marks per course. Duration of examination will be two and half hours. Students must attempt any 4 out of the 7 questions asked.

Question Number	Description	Marks	Total Marks
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2	Question from unit 2	15 marks	15 marks
3	Question from unit 3	15 marks	15 marks
4	Question from unit 4	15 marks	15 marks
5	Question from unit 1/2/3/4	15 marks	15 marks
6	Question from unit 1/2/3/4	15 marks	15 marks
7	Question from unit 1/2/3/4	15 marks	15 marks
		Total Marks	**75**

Signature Signature Signature

HOD Approved by Vice –Principal Approved by Principal

SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal College of Commerce & Economics (AUTONOMOUS)

Program: M.A. Psychology					**Semester: II**
Course: Multiculturalism: Theory and Practice					**Course Code: PAMAPSY203**
Teaching Scheme				**Evaluation Scheme**	
Lecture (Hours per week)	**Practical (Hours per week)**	**Tutorial (Hours per week)**	**Credit**	**Continuous Assessment (CA) (Marks - 25)**	**Semester End Examinations (SEE) (Marks- 75 in Question Paper)**
4	NA	NA	4	25	75

Learning Objectives:

1. To understand issues of identity, stereotyping and discrimination in a multicultural society
2. To explore issues of diversity and conflict in organizations
3. To highlight theory and important considerations in Multicultural Assessment
4. To delineate specific multicultural competencies and interventions in an organization

Course Outcomes:

After completion of the course, learners would be able to:

CO1: The course will enable students to gain understanding of multiculturalism and its impact on society.
CO2: The students will be able to understand the rights-based approach to prejudice and discrimination.
CO3: Students will be able to conduct multicultural assessments.
The students will have an understanding of the significance of the multiculturalism at the workplace.

Outline of Syllabus: (per session plan)

Module	**Description**	**No of Hours**
1	Multiculturalism and Society	15 hours
2	Prejudice and discrimination	15 hours
3	Multicultural assessment	15 hours
4	Multiculturalism and organizations	15 hours
	Total	**60 hours**

SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal College of Commerce & Economics (AUTONOMOUS)

Unit	Topic	No. of Hours/Credits
Module 1	**Multiculturalism and Society**	**15 hours**
	a. Culture and cultural identity development. b. Understanding major cultural variables in Indian context: gender, religion, caste, social class, language and regionalism. c. Cultural transition and Acculturation.	
Module 2	**Prejudice and discrimination**	**15 hours**
	a. Understanding prejudice and discrimination. b. Rights – based approach. c. Equity and social justice.	
Module 3	**Multicultural assessment**	**15 hours**
	a. Cross cultural sensitivity in assessment: using tests in culturally appropriate ways. b. Ethical issues in multicultural assessment. c. Writing psychological and educational reports for culturally and linguistically diverse client.	
Module 4	**Multiculturalism and organizations**	**15 hours**
	a. Multicultural workplace setup. Organization's awareness of the world-view, developing multicultural competencies and culturally appropriate workplace environments. b. Barriers to multicultural set ups. c. Managing diversity and conflicts in organizations.	

To develop scientific temper and interest by exposure through industrial visits and study/educational tours is recommended in each semester.

Suggested Readings:

1. Cox, T., Jr. (2001). *University Of Michigan Business School Management Series. Creating The Multicultural Organization: A Strategy For Capturing The Power Of Diversity.* San Francisco, CA, US: Jossey-Bass.
2. Elrich, H. (2003). The Social Psychology of Prejudice: A systematic Theoretical Review and Propositional Inventory of the American. New York, Wiley.
3. 2. Gamst, G.C., Liang, C.T.H., Der-Karabetian, A. (2011). Handbook of Multicultural Measures, La Verne: SAGE
4. 3. Garrett McAulifee & Associates (2008). Culturally Alert Counselling: A Comprehensive Introduction, Sage Publications.
5. Nancy J. Adler, Allison Gundersen (2007). International Dimensions of Organizational Behavior. Cengage Learning.
6. Sue, D.W., Sue, D. (2012). Counselling The Culturally Diverse: Theory and Practice (6th Ed.). Hoboken, NJ: John Wiley & Sons, Inc.
7. Sue, Sue D.W. (2006) Multicultural Competencies: Individual and Organizational Development, Sage Publication, New Delhi.

SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal College of Commerce & Economics (AUTONOMOUS)

Shri Vile Parle Kelavani Mandal's

ITHIBAI COLLEGE OF ARTS, CHAUHAN INSTITUTE OF SCIENCE & AMRUTBE JIVANLAL COLLEGE OF COMMERCE AND ECONOMICS (AUTONOMOUS)

NAAC Reaccredited 'A' grade, CGPA: 3.57 (February 2016),

Granted under RUSA, FIST-DST & -Star College Scheme of DBT, Government of India, Best College (2016-17), University of Mumbai

Affiliated to the

UNIVERSITY OF MUMBAI

Program: M.A. Psychology

Course: Positive Psychology

Semester: II

Choice Based Credit System (CBCS) with effect from the Academic Year 2019-20

PROGRAMME SPECIFIC OUTCOMES (PSO'S)

On completion of the M.A. Psychology, the learners should be enriched with knowledge and be able to-

PSO1: Students will have knowledge of essential and basic theories of psychology in-depth.
PSO2: They will have an in-depth understanding of models and theories relevant to the workplace.
PSO3: The students will be able to use the practical knowledge of psychology at the workplace.
PSO4: Students will be able to apply interventions at workplace.
PSO5: Students will be able to implement human resource management related functions at the workplace.
PSO6: They will have the knowledge required to design and implement research work.
PSO7: The students will have the ability to conduct research relevant to the industry.
PSO8: The students will be able to perform personnel and human resource management related function when they enter the workforce.
PSO9: They will be able to train and motivate the workforce.
PSO10: Students will be able to study consumer behavior.
PSO11: Students will also be able to assess job performance and increase business efficiency.

SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal College of Commerce & Economics (AUTONOMOUS)

Evaluation Pattern

The performance of the learner will be evaluated in two components. The first component will be a Continuous Assessment with a weightage of 25% of total marks per course. The second component will be a Semester end Examination with a weightage of 75% of the total marks per course. The allocation of marks for the Continuous Assessment and Semester end Examinations is as shown below:

a) **Details of Continuous Assessment (CA)**

25% of the total marks per course:

Continuous Assessment	Details	Marks
Component 1 (CA-1)	Application based assignment/presentation/ essay/review of literature/case analysis/other written assignments	15 marks
Component 2 (CA-2)	Objective/Subjective Class Test	10 marks

b) **Details of Semester End Examination**

75% of the total marks per course. Duration of examination will be two and half hours. Students must attempt any 4 out of the 7 questions asked.

Question Number	Description	Marks	Total Marks
1	Question from unit 1	15 marks	15 marks
2	Question from unit 2	15 marks	15 marks
3	Question from unit 3	15 marks	15 marks
4	Question from unit 4	15 marks	15 marks
5	Question from unit 1/2/3/4	15 marks	15 marks
6	Question from unit 1/2/3/4	15 marks	15 marks
7	Question from unit 1/2/3/4	15 marks	15 marks
		Total Marks	**75**

Signature Signature Signature

HOD Approved by Vice –Principal Approved by Principal

SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal College of Commerce & Economics (AUTONOMOUS)

Program: M.A. Psychology					Semester: II
Course: Positive Psychology					Course Code: PAMAPSY204
Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
4	NA	NA	4	25	75

Learning Objectives:

1. To introduce concepts of positive psychology
2. To acquaint students with positive subjective states and processes
3. To enable students to appreciate importance of human strengths and virtues.

Course Outcomes:

After completion of the course, learners would be able to:

CO1: Become aware of the need for positive psychology.
CO2: Understand social and intellectual deconstruction of DMS'S clinical model.
CO3: Understand history of positive psychology along with its three pillars.
CO4: Understand models of well-being.
CO5: Develop greater understanding of positive emotions such as optimism and hope.
CO6: Study human strengths such as love, wisdom, creativity, courage, resiliency etc. from a positive stance
CO7: Understand the phenomenon of positive schooling.
CO8: Critically appreciate role of family and society in healthy development of an individual.

Hold better interpersonal conversations via Me/We balance.

Outline of Syllabus: (per session plan)

Module	Description	No of Hours
1	Introduction to Positive Psychology	15 hours
2	Positive Subjective States	15 hours
3	Positive Individual Traits	15 hours
4	Positive Individual Traits	15 hours
	Total	**60 hours**

SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal College of Commerce & Economics (AUTONOMOUS)

Unit	Topic	No. of Hours/Credits
Module 1	**Introduction to Positive Psychology**	**15 hours**
	a. Need for a science of human strengths and virtues. b. Deconstruction of illness ideology and inclusion of human strengths c. Positive Psychology: Assumptions, Goals and Definitions d. History of positive psychology; three pillars of positive psychology	
Module 2	**Positive Subjective States**	**15 hours**
	a. Model of well-being b. Subjective well-being and positive emotions c. The flow experience. d. Positive Emotions; Optimism and Hope	
Module 3	**Positive Individual Traits**	**15 hours**
	a. Love and self-compassion; self-efficacy b. Creativity &Wisdom c. Purpose, courage and resiliency d. Empathy and Altruism	
Module 4	**Positive Institutions**	**15 hours**
	a. Positive schooling b. Health and wellness; aging well and role of family. c. Psychology of forgiveness for healthy society d. The Me/We balance: Building better communities	

To develop scientific temper and interest by exposure through industrial visits and study/educational tours is recommended in each semester.

Suggested Readings:

Textbooks:

1. Snyder, C. R.; & Lopez, S. J. (2002). Handbook of Positive Psychology. New York: Oxford University Press.
2. Snyder, C. R.; Lopez, S. J.; & Pedrotti, J. T. (2011). Positive Psychology: The Scientific and Practical Explorations of Human Strengths. New Delhi: Sage South Asia Edition.
3. Compton, W. C., & Hoffman, E. (2012). Positive Psychology: The Science of Happiness and Flourishing (2nd ed.). Wadsworth Publishing.

Reference Books:

1. Seligman, M.E.P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. American Psychologist, 55, 5-14. Which Personality Traits Are Most Predictive of Well-Being? Scientific American
2. Baumeister, R.F. et al. (2013). Some key differences between a happy life and a meaningful life. Journal of Positive Psychology, 8, 505-516.
3. Ryff, C.., Keyes, C.L.M. (1995). The structure of psychological well-being revisited. Journal of Personality and Social Psychology, 69, 719-727.
4. Lyubomirsky, S., & Layous, K. (2013). How do simple positive activities increase well-being? Current Directions in Psychological Science, 22, 57-62.
5. Diener, E., & Seligman, M. E. P. (2002). Very happy people. Psychological Science, 13, 81-84

SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal College of Commerce & Economics (AUTONOMOUS)

Shri Vile Parle Kelavani Mandal's

ITHIBAI COLLEGE OF ARTS, CHAUHAN INSTITUTE OF SCIENCE & AMRUTBE JIVANLAL COLLEGE OF COMMERCE AND ECONOMICS (AUTONOMOUS)

NAAC Reaccredited 'A' grade, CGPA: 3.57 (February 2016),

Granted under RUSA, FIST-DST & -Star College Scheme of DBT, Government of India, Best College (2016-17), University of Mumbai

Affiliated to the

UNIVERSITY OF MUMBAI

Program: M.A. Psychology

Course: Practicum in Industrial Psychology

Semester: II

Choice Based Credit System (CBCS) with effect from the Academic Year 2019-20

PROGRAMME SPECIFIC OUTCOMES (PSO'S)

On completion of the M.A. Psychology, the learners should be enriched with knowledge and be able to-

PSO1: Students will have knowledge of essential and basic theories of psychology in-depth.
PSO2: They will have an in-depth understanding of models and theories relevant to the workplace.
PSO3: The students will be able to use the practical knowledge of psychology at the workplace.
PSO4: Students will be able to apply interventions at workplace.
PSO5: Students will be able to implement human resource management related functions at the workplace.
PSO6: They will have the knowledge required to design and implement research work.
PSO7: The students will have the ability to conduct research relevant to the industry.
PSO8: The students will be able to perform personnel and human resource management related function when they enter the workforce.
PSO9: They will be able to train and motivate the workforce.
PSO10: Students will be able to study consumer behavior.
PSO11: Students will also be able to assess job performance and increase business efficiency.

SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal College of Commerce & Economics (AUTONOMOUS)

Evaluation Pattern

The performance of the learner will be evaluated as one whole component.

a) **Details of Continuous Assessment (CA)** – N/A (marks generated as overall 100 at the end of the semester)
b) **Details of Semester End Examination** –
report writing and answering theory-based questions + viva voce.

Signature	Signature	Signature
HOD	Approved by Vice –Principal	Approved by Principal

SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal College of Commerce & Economics (AUTONOMOUS)

Program: M.A. Psychology				Semester: II	
Course: Practicum in Industrial Psychology				Course Code: PAMAPSYP2	
Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA)	Semester End Examinations (SEE) (Marks- 100)
NA	8	NA	8	NA	100

Learning Objectives:

1. To acquaint students with the applications of psychometric tools and inventories in organizations
2. To acquaint the students with the tools of behavioral and organizational interventions & develop the skills to analyze behavioral issues in organizations.
3. To gain an understanding of the functioning of an organizations through organized field visit.
4. To gain firsthand experience through focused group discussions.

Course Outcomes:

After completion of the course, learners would be able to:

CO1: The students will be able to conduct structured experiences at their place of work.
CO2: Students will have an in-depth theoretical and practical knowledge of HRD instruments.
CO3: Students will gain key industry specific insights from industrial visits that will be arranged.
CO4: Students will be able to conduct a force field analysis.
CO5: The students will be enabled at conducting appreciative enquiry.
The students can conduct focused group discussions.

Outline of Syllabus: (per session plan)

Module	Description	No of Hours
1	Structured experiences	24 hours
2	HRD instruments	24 hours
3	Field Visit	24 hours
4	Forced field analysis and appreciative inquiry	24 hours
5	Focused group discusson	
	Total	**120 hours**

SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal College of Commerce & Economics (AUTONOMOUS)

Unit	Topic	No. of Hours/Credits
Module 1	**Structured experiences**	**24 hours**
	Students need to learn to plan, design and conduct the structured exercises in any of the following areas under supervisor supervision: self-awareness, team building, interpersonal skills, leadership skills, perception, decision-making and problem solving, creativity, power and politics, communication skills, conflict, stress management, motivation and goal setting, or any recent developments.	
Module 2	**HRD instruments**	**24 hours**
	Any five: administered, scored, interpreted and discussed: Role efficacy, role stress, coping styles, HRD climate, TOBI, SPRIO, MAOB, emotional intelligence, ENNEAGRAM, conflict management styles, OCTAPACE, leadership, trust, life and goal planning or any recent developments.	
Module 3	**Field visit**	**24 hours**
	Students will get first-hand experience of the organization. Can take up any project given by the organization and write a report. A student can undertake specific or overall activity of the organizations in consultation with the supervisor. The student can choose any organization and write a report: education sector, government sector, health sector, banking sector, service industry, NGO, or any recent developments.	
Module 4	**Force field analysis and appreciative inquiry**	**24 hours**
	Students will conduct with the help of supervisor all the steps of force field analysis (identifying the problem and identifying the desired state; identifying the forces involved and determining the strengths of each force. Action plans for increasing driving forces and reducing restraining forces and appreciative inquiry (4 D approach: discovery, dreaming, designing and destiny) as an OD intervention. After conducting the same students will write the report of the same.	
Module 5	**Focused group discussion**	**24 hours**
	Either students conduct a focus group based on need diagnostic or problem focused group study in any area of consumer behavior (customers of sales, retail, banking, insurance, aviation etc) or industrial / organizational psychology/human resource and submit a report. a) Select the team b) Select the participants c) Decide on time and location d) Prepare for and conduct focus group discussion e) Submit a report	

To develop scientific temper and interest by exposure through industrial visits and study/educational tours is recommended in each semester.

Suggested Readings:

Reference Books:

1. Barbour, R. (2007). Doing Focus Groups. Los Angeles: Sage Publications.
2. Clark, A.W. (1976). Experimenting with organizational life: The action research approach. New York: Plenum Press.
3. Cooperrider, D.L., Whitney, D. &Stavros, J.M. (2008). Appreciative Inquiry Handbook: For Leaders of Change (2nd ed.). San Francisco, USA: Berrett – Koehler Publishers Inc.
4. French, W.L., Cecil, H.B., & Vohra, V. (2009). Organizational Development: Behavioral Science Interventions for Organization Improvement (6th ed.). New Delhi: Prentice Hall.
5. Krueger, R.A., Casey, M.A. (2009). Focus Groups: A practical guide for Applied Research (4th ed.). Los Angeles: Sage Publications, Los Angeles.
6. Litosselitti, L. (2003).Using Focus Groups in Research. New York, NY:Continuum.
7. Pareek, U. & Purhoit, S. (2010). Training Instruments in HRD and OD (3rd ed.). New Delhi: Tata McGraw Hill.
8. Pfeiffer, J.W. &Jones, J.E. (1973). A Handbook of structured Experiences for Human Relations Training. San Diego, CA: University Associates Inc.
9. Sayeed, O.B & Pareek, U. (2000). Actualizing Managerial Roles: Studies in Role Efficacy. New Delhi: Tata McGraw – Hill Publishing Company Limited.
10. Watkins, J.M., Bernard, J., Kelly, M.R. (2011). Appreciative Inquiry: Change at the Speed of Imagination (2nd ed.). USA: John Wiley and Sons Inc

Shri Vile Parle Kelavani Mandal's

ITHIBAI COLLEGE OF ARTS, CHAUHAN INSTITUTE OF SCIENCE & AMRUTBE JIVANLAL COLLEGE OF COMMERCE AND ECONOMICS (AUTONOMOUS)

NAAC Reaccredited 'A' grade, CGPA: 3.57 (February 2016),

Granted under RUSA, FIST-DST & -Star College Scheme of DBT, Government of India, Best College (2016-17), University of Mumbai

Affiliated to the

UNIVERSITY OF MUMBAI

Program: M.A. Psychology

Course: Performance Management, Competency Based Assessment and Career Management in Organizations

Semester: III

Choice Based Credit System (CBCS) with effect from the Academic Year 2021-22

PROGRAMME SPECIFIC OUTCOMES (PSO'S)

On completion of the M.A. Psychology, the learners should be enriched with knowledge and be able to-

PSO1: Students will have knowledge of essential and basic theories of psychology in-depth.
PSO2: They will have an in-depth understanding of models and theories relevant to the workplace.
PSO3: The students will be able to use the practical knowledge of psychology at the workplace.
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PSO11: Students will also be able to assess job performance and increase business efficiency.

SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal College of Commerce & Economics (AUTONOMOUS)

Evaluation Pattern

The performance of the learner will be evaluated in two components. The first component will be a Continuous Assessment with a weightage of 25% of total marks per course. The second component will be a Semester end Examination with a weightage of 75% of the total marks per course. The allocation of marks for the Continuous Assessment and Semester end Examinations is as shown below:

a) **Details of Continuous Assessment (CA)**
25% of the total marks per course:

Continuous Assessment	Details	Marks
Component 1 (CA-1)	Application based assignment/presentation/ essay/review of literature/case analysis/other written assignments	15 marks
Component 2 (CA-2)	Objective/Subjective Class Test	10 marks

b) **Details of Semester End Examination**
75% of the total marks per course. Duration of examination will be two and half hours. Students must attempt any 5 out of the 7 questions asked.

Question Number	Description	Marks	Total Marks
1	Question from unit 1	15 marks	15 marks
2	Question from unit 2	15 marks	15 marks
3	Question from unit 3	15 marks	15 marks
4	Question from unit 4	15 marks	15 marks
5	Question from unit 1/2/3/4	15 marks	15 marks
6	Question from unit 1/2/3/4	15 marks	15 marks
7	Question from unit 1/2/3/4	15 marks	15 marks
		Total Marks	**75**

Signature
HOD

Signature
Approved by Vice –Principal

Signature
Approved by Principal

SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal College of Commerce & Economics (AUTONOMOUS)

Program: M.A. Psychology (2021-22)					Semester: III
Course: Performance Management, Competency Based Assessment and Career Management in Organizations					Course Code: to be assigned
Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
04	NIL	NIL	4	25	75

Learning Objectives: To understand what the various approaches to appraisals are along with the understanding of competency based approaches to human resource management in organizations. The students will also study about career management and its components.

Course Outcomes:

After completion of the course, learners would be able to:

CO1: To acquaint students with concepts of performance management.

CO2: To help students understand the performance appraisal system and the methods therein.

CO3: To acquaint the students with the concept of competence and competency at work along with its applications.

CO4: To help understand the process of career management.

Outline of Syllabus: (per session plan)

Module	Description	No of Hours
1	Performance Appraisal System and Methods	15 hours
2	Concept, Principles, Contribution and Process of Performance Management	15 hours
3	Definition, Steps, Methods and Application of Competency	15 hours
4	Competency Based Career Management	15 hours
	Total	**60 hours**

Module 1	**Performance Appraisal System and Methods**	**15 hours**
	a. Concepts, objectives and factors affecting performance appraisal. b. Benefits and problems of performance appraisal c. Evaluating performance appraisal system. d. Performance appraisal methods.	
Module 2	**Concept, Principles, Contribution and Process of Performance Management**	**15 hours**
	a. The concept and principles of performance management. b. Contributions of performance management. c. Ethical considerations and legal issues in performance management. d. Models and process of performance management.	
Module 3	**Definition, Steps, Methods and Application of Competency**	**15 hours**
	a. Concept of competency at work, need and types of competency framework, contemporary approaches to assessment. b. Developing competency dictionary, steps in developing an organization wide competency model. c. Assessment Centre: benefits, process, exercises involved, feedback; Competency management method: critical incident interview method, behavioral event interview, expert panel, threshold scales & repertory grid. d. Competency based human resource management: Competency based HR Planning, Employee Recruitment and Selection, Competency based Employee Training, competency based compensation.	
Module 4	**Competency Based Career Management**	**15 hours**
	a. Competency driven careers b. Succession Planning c. Competency based development; development centres and managerial evaluations. d. Career Pathing	

To develop scientific temper and interest by exposure through industrial visits and study/educational tours is recommended in each semester.

Suggested Readings:

1. Boyatzis, R.E (1982).*The Competent Manager. A Model for Effective Performance*. New York , NY: John Wiley & Sons. Dubois, D.D and Rothwell, W.J, King D.J and Kemp, L.K (2004) Competency Based Human Resource Management. Davies-Black Publishing, California.
2. Lawler, E.E. III., Nadler, D.A. & Cammann, C. (1980). *Organizational Assessment*. New York , NY: John Wiley & Sons
3. Sanghi, S. (2004). *The Handbook of Competency Mapping.* New Delhi:Response Books, Sage Publications.
4. Sanghi, S. (2009). *The Handbook of Competency Mapping: Understanding Designing and Implementing Competency Models in Organizations*. New Delhi: Response Business Books, Sage Publications.
5. Sawardekar, N. (2002). *Assessment Centres: Identifying Potential and Developing Competency*. New Delhi: Response Books, Sage Publications.
6. Shermon, G. (2004). *Competency based HRM*. New Delhi:Tata-McGraw Hill.
7. Spencer, Jr. L.M. & Spencer, S.M. (1993). *Competence at Work*. New York, NY: Wiley & Sons Inc.
8. Thorton, III, G.C. & Rupp, D.E. (2006). *Assessment Centers in Human Resource Management: Strategies for Prediction, Diagnosis and Development.* London: Lawrence Erlbaum Associates Publishers.

SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal College of Commerce & Economics (AUTONOMOUS)

Shri Vile Parle Kelavani Mandal's

ITHIBAI COLLEGE OF ARTS, CHAUHAN INSTITUTE OF SCIENCE & AMRUTBE JIVANLAL COLLEGE OF COMMERCE AND ECONOMICS (AUTONOMOUS)

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Granted under RUSA, FIST-DST & -Star College Scheme of DBT, Government of India, Best College (2016-17), University of Mumbai

Affiliated to the

UNIVERSITY OF MUMBAI

Program: M.A. Psychology

Course: Organizational Behavior

Semester: III

Choice Based Credit System (CBCS) with effect from the Academic Year 2021-22

PROGRAMME SPECIFIC OUTCOMES (PSO'S)

On completion of the M.A. Psychology, the learners should be enriched with knowledge and be able to-

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PSO7: The students will have the ability to conduct research relevant to the industry.
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SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal College of Commerce & Economics (AUTONOMOUS)

Evaluation Pattern

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25% of the total marks per course:

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Question Number	Description	Marks	Total Marks
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3	Question from unit 3	15 marks	15 marks
4	Question from unit 4	15 marks	15 marks
5	Question from unit 1/2/3/4	15 marks	15 marks
6	Question from unit 1/2/3/4	15 marks	15 marks
7	Question from unit 1/2/3/4	15 marks	15 marks
		Total Marks	**75**

Signature
HOD

Signature
Approved by Vice –Principal

Signature
Approved by Principal

SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal College of Commerce & Economics (AUTONOMOUS)

Program: M.A. – II (Psychology)					Semester: III
Course: Organizational Behavior					Course Code: PAMAPSY302
Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
4	NIL	NIL	4	25	75

Learning Objectives:

1. To understand the behavioral underpinnings of work-related behavior.
2. Apply psychological principles / theoretical frameworks of organizational behavior.
   To comprehend individual process that function in the workplace
4. To understand group behvaiors and dynamics at the workplace.
5. Analyze and comprehend the organization as a system.

Course Outcomes:

After completion of the course, learners would be able to:

CO1: Scope, importance and disciplines contributing to organizational behavior.
CO2: Ability to understand and use research methods in organizational behavior.
CO3: Understand and use knowledge of positive psychology at workplace.
CO4: Able to understand the job attitudes and aspects of job performance.
CO5: Able to use motivation, emotion and personality related concepts.
CO6: Comprehend and apply knowledge of group process and behaviors like conflict resolution, leadership, power, politics.
CO7: Understand the organization as a system through the concepts of theory, design, change and development, goals and structure.

`utline of Syllabus: (per session plan)

Module	Description	No of Hours
1	Introduction: Concepts, Nature and Principles of Organizational Behavior	15 Hours
2	Individual Processes and Behavior	15 Hours
3	Group Processes and Behavior	15 Hours
4	The Organization System	15 Hours
	Total	**60 hours**
PRACTICALS		

Unit	Topic	No. of Hours/Credits
Module 1	**Introduction: Concepts, Nature and Principles of Organizational Behavior**	**15 hours**
	a. Introduction: Scope, importance, disciplines contributing to OB, challenges and opportunities of organizational behavior b. Research methods in organizational behavior c. Organizational Socialization and Diversity d. Positive organizational scholarship: Optimism, Resilience Hope, and Mindfulness in relation to the workplace, employee engagement.	
Module 2	**Individual Processes and Behavior**	**15 hours**
	a. Job attitudes and job performance: Organizational commitment, productive (job performance, Organizational Citizenship Behavior and innovation in organizations) and counterproductive work behavior b. Personality and Values c. Perception and individual decision making, creativity in organizations. d. Emotions and moods in organization, employee involvement.	
Module 3	**Group Processes and Behavior**	**15 hours**
	a. Work groups and work teams: Group behavior and group effectiveness and understanding work teams. b. Communication. c. Leadership; Power and Politics. d. Conflict and Negotiations	
Module 4	**The Organization System**	**15 hours**
	a. Organizational Culture and Innovation b. Organizational Theory and Design c. Organizational Change and Development d. Organizational goals and structure	

To develop scientific temper and interest by exposure through industrial visits and study/educational tours is recommended in each semester.

Suggested Readings:

1. Kreitner, R and Kinicki, A. (2008) Organizational Behavior, Tenth Edition, Tata McGraw Hill Publishing Company Limited, New Delhi, India
2. Luthans, F. (2011) Organizational Behavior: An Evidenced based approach. Thirteenth Edition. New York Nelson, D.L. & Cooper, C.L. (2007). Positive Organizational Behavior. Sage Publications New Delhi.
3. Pareek, U (2009). Understanding Organizational Behavior. Second Edition. Oxford University Press, New Delhi
4. Robbins, S.P, and Judge, T.A. (2016). Organizational Behavior, 17th Edition. Pearson Prentice Hall, New Delhi. India
5. Schultz, D and Schultz, S.E (2006).Psychology and Work Today. Pearson Education Inc. Tenth Edition, New Jersey, USA.
6. Anderson, N, Ones, D.S, Sinangil, H.K and Viswesvarana, C (Editors) (2005).Handbook of Industrial and Organizational Psychology. Vol 1 Personnel Psychology. Sage Publications, New Delhi.
7. Anderson, N, Ones, D.S, Sinangil, H.K and Viswesvarana, C (Editors) (2005) Handbook of Industrial and Organizational Psychology. Vol 2 Organizational Psychology, Sage Publications, New Delhi.
8. Ashkanasy, N.M; Wilderom, C.P. M and Peterson, M.F Editors (2000) Handbook of Organizational Culture and Climate. Sage Publications, New Delhi.
9. Butler, M and Rose, E (2011) Introduction to Organisational Behaviour. Jaico Publishing House, Mumbai. Clegg, S., Korberger, M and Pitsis, T (2012) Managing and Organizations: An Introduction to Theory and Practice. Sage Publications, New Delhi.
10. Cooper, C.L (2011) Organizational Health and Wellbeing. Vol 1, 2, 3. Sage Publications, New Delhi
11. Greenberg, J and Baron, R.A (2009) Behavior in Organizations. Ninth Editions. Prentice Hall India Learning Private Limited, New Delhi.
12. Janasz, S.C. de., Dowd, K.O and Schneider, B.Z (2012) Interpersonal Skills in Organizations. 3rd edition. Tata- McGraw Hill edition. New Delhi
13. Kreitner, R, Kinicki, A and Buelens, M (1999) Organizational Behaviour. McGraw Hill Publishing Co. England
14. McShane, S.L, Glinow, MAV and Sharma, R.R (2011) Organizational Behavior. 5th Edition, Tata McGraw Hill Education Private Limited, New Delhi.
15. Lamberton, L.H and Minor, L (2012) Human Relations: Strategies for Success. 4th Edition. Tata McGraw Hill Education Pvt Ltd, New Delhi.
16. Landy, F.J and Conte, J. M (2004) Work in the 21st Century: An Introduction to Industrial and Organizational Psychology, McGraw Hill. New York. USA
17. Lewis, Sarah (2011) Positive Psychology at Work. Wiley Blackwell, United Kingdom
18. Luthans, F (2008) Organizational Behavior. Eleventh Edition. McGraw Hill International Edition, New York.
19. Mamoria, C.B and Rao, V.S.P (2012) Personnel Management. Thirtieth Edition. Himalaya Publishing House, New Delhi. Pauchant, T. C (2002) Ethics and Spirituality at Work.
20. Quorum Books London Robbins, S.P., Judge, T.A., and Sanghi, S (2009) Organizational Behavior, 13th Edition, Pearson Prentice Hall, New Delhi, India.
21. Schermerhorn, J.R Jr., Hunt, J.G, Osborn, R.N (2001) Organizational behavior, Seventh Edition, John Wiley and Sons, Inc New York
22. Shani, A.B., Chandler, D,. Coget, H.F and Law, J.B (2009) Behavior in Organizations. An Experiential Approach. Ninth Edition. McGraw-Hill Irwin, New York, USA.
23. Sinha, J.B.P (2008) Culture and Organizational Behavior. Sage Publications, New Delhi, India.

SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal College of Commerce & Economics (AUTONOMOUS)

Shri Vile Parle Kelavani Mandal's

ITHIBAI COLLEGE OF ARTS, CHAUHAN INSTITUTE OF SCIENCE & AMRUTBE JIVANLAL COLLEGE OF COMMERCE AND ECONOMICS (AUTONOMOUS)

NAAC Reaccredited 'A' grade, CGPA: 3.57 (February 2016),

Granted under RUSA, FIST-DST & -Star College Scheme of DBT, Government of India,

Best College (2016-17), University of Mumbai

Affiliated to the

UNIVERSITY OF MUMBAI

Program: M.A. Psychology

Course: Organization Development

Semester: III

Choice Based Credit System (CBCS) with effect from the Academic Year 2021-22

PROGRAMME SPECIFIC OUTCOMES (PSO'S)

On completion of the M.A. Psychology, the learners should be enriched with knowledge and be able to-

PSO1: Students will have knowledge of essential and basic theories of psychology in-depth.
PSO2: They will have an in-depth understanding of models and theories relevant to the workplace.
PSO3: The students will be able to use the practical knowledge of psychology at the workplace.
PSO4: Students will be able to apply interventions at workplace.
PSO5: Students will be able to implement human resource management related functions at the workplace.
PSO6: They will have the knowledge required to design and implement research work.
PSO7: The students will have the ability to conduct research relevant to the industry.
PSO8: The students will be able to perform personnel and human resource management related function when they enter the workforce.
PSO9: They will be able to train and motivate the workforce.
PSO10: Students will be able to study consumer behavior.
PSO11: Students will also be able to assess job performance and increase business efficiency.

SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal College of Commerce & Economics (AUTONOMOUS)

Evaluation Pattern

The performance of the learner will be evaluated in two components. The first component will be a Continuous Assessment with a weightage of 25% of total marks per course. The second component will be a Semester end Examination with a weightage of 75% of the total marks per course. The allocation of marks for the Continuous Assessment and Semester end Examinations is as shown below:

a) **Details of Continuous Assessment (CA)**
25% of the total marks per course:

Continuous Assessment	Details	Marks
Component 1 (CA-1)	Application based assignment/presentation/ essay/review of literature/case analysis/other written assignments	15 marks
Component 2 (CA-2)	Objective/Subjective Class Test	10 marks

b) **Details of Semester End Examination**
75% of the total marks per course. Duration of examination will be two and half hours. Students must attempt any 5 out of the 7 questions asked.

Question Number	Description	Marks	Total Marks
1	Question from unit 1	15 marks	15 marks
2	Question from unit 2	15 marks	15 marks
3	Question from unit 3	15 marks	15 marks
4	Question from unit 4	15 marks	15 marks
5	Question from unit 1/2/3/4	15 marks	15 marks
6	Question from unit 1/2/3/4	15 marks	15 marks
7	Question from unit 1/2/3/4	15 marks	15 marks
		Total Marks	**75**

Signature | Signature | Signature

HOD | Approved by Vice –Principal | Approved by Principal

SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal College of Commerce & Economics (AUTONOMOUS)

Program: M.A. Psychology				Semester: III	
Course: Organization Development				Course Code: PAMAPSY303	
Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
4	NA	NA	4	25	75

Learning Objectives:

1. To acquaint the student with Nature, Foundations and Overview of Organization Development
2. To understand the Values, Assumptions and Beliefs in Organization Development
3. To help students understand the Process and Intervention in Organization Development
4. To acquaint students with the concept of Learning Organizations as a process of making the organization adaptable and change proof.

Course Outcomes:

After completion of the course, learners would be able to:

CO1: To Define and comprehend the concept of Organization Development, its theories and its evolution to its current form

CO2: To interpret the various approaches to Organization Development; its values, assumptions and beliefs

CO3: To analyze and prepare the OD process divided into diagnosis, action research and program management.

CO4: To learn, appreciate and integrate the concept of Building Learning Organizations in existing organisations

CO5: To evaluate various organizational development interventions.

utline of Syllabus: (per session plan)

Module	Description	No of Hours
1	Introduction to Organization Development	15 hours
2	Managing the Organization Development Process	15 hours
3	Building Learning Organization	15 hours
4	Organizational Development Interventions	15 hours
	Total	**60 hours**

Unit	Topic	No. of Hours/Credits
Module 1	**Introduction to Organization Development**	**15 hours**
	a. Definition, Nature and History of Organization Development b. Approaches to OD: Laboratory Training Stem, Survey Research and Feedback Stem, Action Research Stem and Sociotechnical Stem c. Values, Assumptions and Beliefs in Organization Development d. Competencies of an Effective Organization Development Practitioner	
Module 2	**Managing the Organization Development Process**	**15 hours**
	a. Models and Theories of Planned Change b. Diagnosis: Diagnose the State of the Systems, its Subunits and Organizational Processes c. Action Research and Organization Development d. The Program Management Component	
Module 3	**Building Learning Organization**	**15 hours**
	a. Meaning and Importance. b. The Five Disciplines c. The 7 Learning Disabilities d. The 11 Laws of the Fifth Discipline	
Module 4	**Organizational Development Interventions**	**15 hours**
	a. Team Interventions b. Intergroup and Third-Party Peace-making Interventions c. Structural Interventions d. Comprehensive OD Intervention	

To develop scientific temper and interest by exposure through industrial visits and study/educational tours is recommended in each semester.

Suggested Readings:

1. Cummings, T.G and Worley, C.G (2001) Organization Development and Change. Thomson Learning. USA
2. French, W.L., Bell,Jr, C.H and Vohra, V (2011) Organization Development. Sixth Edition. Eleventh Impressions. Pearson Prentice Hall, New Delhi
3. Ramnarayan, S and Rao, T.V (2011) Organization Development: Accelerating Learning and Transformation. Revised and Updated 2nd edition. Sage Publication. New Delhi.
4. Rothwell, W. J and Sullivan, R. L (Editors) (2005) Practicing Organization Development: A Guide for consultants Second Editor. Pfeiffer A Wiley Imprint. Sanfrancisco, California, USA
5. Seth Allcorn (2006) Organizational Dynamics and Intervention: Tools for Changing the Workplace. Prentice-Hall of India Private Limited, New Delhi
6. Sharma, R.R (2010) Change Management: Concepts and Applications. Tata McGraw Hill Education Private Limited. New Delhi
7. Senge, P.M (2006) The Fifth Discipline – the art of and practice of the learning organisation. Currency. USA

SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal College of Commerce & Economics (AUTONOMOUS)

Shri Vile Parle Kelavani Mandal's

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NAAC Reaccredited 'A' grade, CGPA: 3.57 (February 2016),

Granted under RUSA, FIST-DST & -Star College Scheme of DBT, Government of India, Best College (2016-17), University of Mumbai

Affiliated to the

UNIVERSITY OF MUMBAI

Program: M.A. Psychology

Course: Human Resource Management

Semester: III

Choice Based Credit System (CBCS) with effect from the Academic Year 2021-22

PROGRAMME SPECIFIC OUTCOMES (PSO'S)

On completion of the M.A. Psychology, the learners should be enriched with knowledge and be able to-

PSO1: Students will have knowledge of essential and basic theories of psychology in-depth.
PSO2: They will have an in-depth understanding of models and theories relevant to the workplace.
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SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal College of Commerce & Economics (AUTONOMOUS)

Evaluation Pattern

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a) **Details of Continuous Assessment (CA)**
25% of the total marks per course:

Continuous Assessment	Details	Marks
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b) **Details of Semester End Examination**
75% of the total marks per course. Duration of examination will be two and half hours. Students must attempt any 5 out of the 7 questions asked.

Question Number	Description	Marks	Total Marks
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2	Question from unit 2	15 marks	15 marks
3	Question from unit 3	15 marks	15 marks
4	Question from unit 4	15 marks	15 marks
5	Question from unit 1/2/3/4	15 marks	15 marks
6	Question from unit 1/2/3/4	15 marks	15 marks
7	Question from unit 1/2/3/4	15 marks	15 marks
		Total Marks	**75**

Signature
HOD

Signature
Approved by Vice –Principal

Signature
Approved by Principal

SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal College of Commerce & Economics (AUTONOMOUS)

Program: M.A. Psychology					Semester: III
Course: Human Resource Management					Course Code: PAMAPSY305
Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
4	NA	NA	4	25	75

Learning Objectives:

1. To acquaint the students with the concept and function of human resource management
2. To learn the various human resource systems and programme in an organization to achieve higher productivity.
3. To acquaint the students with knowledge of career planning and development, occupational safety, health and wellbeing and union management relationship.

Course Outcomes:

After completion of the course, learners would be able to:

CO1: Describe the key functions of Human Resource Management.
CO2: Understand the competitive challenges that Human Resource Managers must tackle today.
CO3: Understand the role of Human Resource Management in strategy formulation and implementation.
CO4: Understand the process of conducting a job analysis and its relation to other HR functions.
CO5: Differentiate between the recruitment and selection process and identify the steps involved in each.
CO6: Flesh out the objectives of a training program.
CO7: Understand the factors to be considered in the development of a training program.
CO8: Evaluate the various methods of conducting training programs.
CO9: Examine the various methods for appraising employee performance.
CO10: Identify ways to tackle accidents, workplace violence and workplace health hazards.
CO11: Distinguish between employee assistance programs and wellness programmes in tackling health issues among employees.
O12: Understand legal and ethical issues in Human Resource Management.
CO13: Understand industrial relations by examining the role of trade unions in collective bargaining and the grievance redressal procedure.
CO14: Describe the laws affecting labour relations.

Outline of Syllabus: (per session plan)

Module	Description	No of Hours
1	Introduction to Human Resource Management	15 hours
2	Job Analysis and Design Recruitment, Selection, Training and Performance Management	15 hours
3	Occupational Safety and Health and Well-Being	15 hours
4	Union Management Relations	15 hours
	Total	**60 hours**

Unit	Topic	No. of Hours/Credits
Module 1	**Introduction to Human Resource Management**	**15 hours**
	a. Concept and function of HRM, HR responsibility and roles, competitive challenges influencing HR. b. Concept of equal opportunity, types of discrimination c. Meeting competitive challenges via HRM practices d. HR strategy formulation and implementation, globalization and HR	
Module 2	**Job Analysis and Design Recruitment, Selection, Training and Performance Management**	**15 hours**
	a. Models and Theories of Planned Change b. Diagnosis: Diagnose the State of the Systems, its Subunits and Organizational Processes c. Action Research and Organization Development d. The Program Management Component	
Module 3	**Occupational Safety and Health and Well-Being**	**15 hours**
	a. Purpose and importance of organizational safety and health b. Hazards to occupational safety and health, causes of occupational accidents, accident cost and accidents prevention, occupational health and safety in developing countries. c. Occupational Safety and Health Administration (OSHA) d. Violence at workplace, Employee Assistance Programme (EAP), health promotion and wellness programme.	
Module 4	**Union Management Relations**	**15 hours**
	a. Legal and ethical issues in HRM b. Role of trade unions and collective bargaining in HRM c. Grievance redressal procedure in industrial relations d. Laws affecting labor relations.	

To develop scientific temper and interest by exposure through industrial visits and study/educational tours is recommended in each semester.

Suggested Readings:

1. Anderson, N. Ones, D. S., Sinangil, H. K &Viswesvaran, C. (Eds.) (2005).*Handbook of Industrial and Organizational Psychology: Personnel Psychology*(Vol. 1). New Delhi: Sage Publications, New Delhi.
2. Armstrong, M. (2005). *A Handbook of Human Resource Management Practice* (9th ed.). New Delh: Kogan Page India,
3. Aswathappa, K. (2010). *Human Resource Management: Text and Cases* (8th ed.). New Delhi: Tata McGraw- Hill Education Private Limited.
4. Blanchard, P.N. &Thacker, J.W. (2007) *Effective Training: Systems, Strategies, and Practices* (2nd ed.). New Delhi: Pearson Education, Inc.
5. Bohlander, G. &Snell, S (2004). *Managing Human Resources*. India: Thomson Asi Private Limited.
6. Bratton, J. & Gold, J. (2009). *Human Resource Management Theory and Practice* (4th ed.), New York, NY: Palgrave Macmillan.
7. Cascio, W.F. &Aguinis, H. (2005). *Applied Psychology in Human Resource Management* (6th ed.). New Jersey, NJ: Prentice Hall Inc.
8. Deb, T. (2006). *Strategic Approach to Human Resource Management: Concepts, Tools, & Application*. New Delhi: Atlantic Publishers.
9. Dessler, G. (2011). *A Framework for Human Resource Management* (6th ed.). New Delhi: Pearson Education Inc.
10. Dessler, G. & Varkkey, B. (2011). *Human Resource Management* (12th ed.). New Delhi:Pearson Education Inc.
11. Gomez-Mejia, L. R, Balkin, D.B. & Cardy, R.L. (2010). *Managing Human Resources* (6th ed.). New Delhi: PHI Learning.
12. Greer, C.R. (2009). *Strategic Human Resource Management* (2nd ed.) New Delhi: Pearson Education Inc.
13. Goldstein, I.L. &Ford, J.K (2002).*Training in Organization* (4th ed.). USA: Thomson Wadsworth.
14. Ivancevich, J.M. (2004). *Human Resource Management* (9th ed.). New Delhi: Tata McGraw Hill Edition.
15. Kandula, S.R (2004).*Human Resource Management in Practice* (2nd reprint).New Delhi: Prentice Hall of India.
16. Landy, F.J., & Conte, J.M. (2004). *Work in the 21st Century* (International ed.), New York, NY: McGraw-Hill.
17. Luthans, F. (2008). *Organizational Behavior* (11th ed.). New York, NY: McGraw Hill International Edition, New York, USA.
18. Mamoria, C.B. &Gankar, S.V. (2001). *Personnel Management* (21strevised ed.). Mumbai: Himalaya
19. Publishing House.
20. Pareek, U. & Rao, T.V. (2003). *Designing and Managing Human Resource System* (3rd ed.). New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.
21. Pattanayak, B. (2009). *Human Resource Management* (3rd ed.). New Delhi: PHI Learning Private Limited.
22. Rothwell, W. (2012). *The Encyclopedia of Human Resource Management* (Vol. 1, 2, 3). San Francisco, CA: John Wiley and Sons Inc.
23. Sharma, A. & Khandekar, A. (2006). *Strategic Human Resource Management. An Indian Perspective*. New Delhi: Response Books, A Division of Sage Publications.
24. Subba, R. P. (2009).*Personnel and Human Resource Management*: *Text & Cases*. Mumbai: Himalaya Publishing House.

SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal College of Commerce & Economics (AUTONOMOUS)

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Affiliated to the

UNIVERSITY OF MUMBAI

Program: M.A. Psychology

Course: Project Based Course

Semester: III

Choice Based Credit System (CBCS) with effect from the Academic Year 2021-22

PROGRAMME SPECIFIC OUTCOMES (PSO'S)

On completion of the M.A. Psychology, the learners should be enriched with knowledge and be able to-

PSO1: Students will have knowledge of essential and basic theories of psychology in-depth.
PSO2: They will have an in-depth understanding of models and theories relevant to the workplace.
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PSO6: They will have the knowledge required to design and implement research work.
PSO7: The students will have the ability to conduct research relevant to the industry.
PSO8: The students will be able to perform personnel and human resource management related function when they enter the workforce.
PSO9: They will be able to train and motivate the workforce.
PSO10: Students will be able to study consumer behavior.
PSO11: Students will also be able to assess job performance and increase business efficiency.

Evaluation Pattern

The performance of the learner will be evaluated as one whole component.

a) **Details of Continuous Assessment (CA) –** N/A (marks generated as overall 100 at the end of the semester)

b) **Details of Semester End Examination –**
Black book submission + presentation of the dissertation + viva voce.

Signature	Signature	Signature
HOD	Approved by Vice –Principal	Approved by Principal

SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal College of Commerce & Economics (AUTONOMOUS)

Program: M.A. Psychology				Semester: III	
Course: Project Based Course				Course Code: PAMAPSYPR3	
Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA)	Semester End Examinations (SEE) (Marks- 100)
NA	12	NA	12	NA	100

Learning Objectives:

1. To acquaint students with the basics of what is a research proposal and how to write one.
2. To acquaint students with the basics of research methodology.
3. To help students understand the basics of how to conduct a research.
4. To enable students to be able to conduct research.
5. To help students to collect and analyze data.
6. Students should be able to report the data in a dissertation format.

Course Outcomes:

After completion of the course, learners would be able to:

CO1: Students will gain in-depth understanding of the process of a dissertation.
CO2: Students will be able to propose a research plan.
CO3: The students will understand aspects of a literature review and how that must be incorporated in research.
CO4: The students will be able to propose methodologies relevant to the variables they intend to study through research.
CO5: The students will be able to collect data for their research.
CO6: Students can analyze and report the said data in a systematic manner.
CO7: The students can understand the importance of ethical guidelines to be followed while conducting a psychological research.

Outline of Syllabus: (per session plan)

The project based course will be in the form of a dissertation based on a live project or a research assignment.
The professors will announce several broad topics well in advance, reflecting degree of relevance and rigor suitable to a post graduate programme, along with an indicative reading list.
The student will submit a list of his/her three most preferred topics out of which one will be allotted to them.
The student will make a preliminary presentation to which their respective research guides will make necessary suggestions to improve the dissertation.
The student will then make a final presentation at the end of the semester, which will be evaluated by one internal examiner and one external examiner.
Dissertation Submission: The student will submit a hard bound copy of the dissertation to the Department by the end of the third semester, along with a soft copy on a CD/DVD.
The final dissertation will have a word limit of 5000- 8000 words and will be typed in one and a half spacing on one side of the paper.
The APA style shall be followed for the writing of dissertation.
The Dissertation Format:
Title Page
Abstract
Introduction (Contains literature review, concluded with Objectives and Hypothesis)
Method: (Includes Sample; Tools; Procedure; etc.)
Results and Discussion
References and Appendix.

	Total	180 hours

To develop scientific temper and interest by exposure through industrial visits and study/educational tours is recommended in each semester.

Suggested Readings:

1. Shaughnessy, J. J., Zechmeister, E. B. &Zechmeister, J. (2012). *Research methods in psychology*. (9th ed.). NY: McGraw Hill.
2. Elmes, D. G. (2011). *Research Methods in Psychology* (9thed.). Wadsworth Publishing.
3. Goodwin, J. (2009). *Research in Psychology: Methods in Design* (6thed.). Wiley.
4. Kenneth S. Bordens, Bruce B. Abbott. (2017) *Research Design and Methods: A Process Approach.* NY: McGraw-Hill.
5. American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6thed.). APA.
6. American Psychological Association. (2009). *Concise Rules of APA Style (Concise Rules of the American Psychological Association (APA) Style)*. APA.
7. Wilcox, R. R. (1996). *Statistics for social sciences*. San Diego: Academic Press.
8. Wilcox, R. R. (2011). Modern Statistics for the Social and Behavioral Sciences: A Practical Introduction. CRC Press.
9. Belhekar, V. M. (2016). *Statistics for Psychology Using R.* SAGE publications.
10. Howell, D. (2009). *Statistical Methods for Psychology* (7th ed.). Wadsworth.
11. Wilcox R. R. (2009). *Basic Statistics: Understanding Conventional Methods and Modern Insights*. NY: OUP.
12. Minium, E. W., King, B. M., & Bear, G. (2001). *Statistical reasoning in psychology and education*. Singapore: John-Wiley.
13. Aron & Aron (2008). *Statistics for Psychology* (5th ed). New Delhi: Pearson.

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Affiliated to the

UNIVERSITY OF MUMBAI

Program: M.A. Psychology

Course: Consumer Psychology

Semester: IV

Choice Based Credit System (CBCS) with effect from the Academic Year 2021-22

PROGRAMME SPECIFIC OUTCOMES (PSO'S)

On completion of the M.A. Psychology, the learners should be enriched with knowledge and be able to-

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SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal College of Commerce & Economics (AUTONOMOUS)

Evaluation Pattern

The performance of the learner will be evaluated in two components. The first component will be a Continuous Assessment with a weightage of 25% of total marks per course. The second component will be a Semester end Examination with a weightage of 75% of the total marks per course. The allocation of marks for the Continuous Assessment and Semester end Examinations is as shown below:

a) **Details of Continuous Assessment (CA)**
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Continuous Assessment	Details	Marks
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75% of the total marks per course. Duration of examination will be two and half hours. Students must attempt any 5 out of the 7 questions asked.

Question Number	Description	Marks	Total Marks
1	Question from unit 1	15 marks	15 marks
2	Question from unit 2	15 marks	15 marks
3	Question from unit 3	15 marks	15 marks
4	Question from unit 4	15 marks	15 marks
5	Question from unit 1/2/3/4	15 marks	15 marks
6	Question from unit 1/2/3/4	15 marks	15 marks
7	Question from unit 1/2/3/4	15 marks	15 marks
		Total Marks	**75**

Signature
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Approved by Principal

SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal College of Commerce & Economics (AUTONOMOUS)

Program: M.A. Psychology				Semester: IV	
Course: Consumer Psychology				Course Code: PAMAPSY403	
Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
4	NA	NA	4	25	75

Learning Objectives:

1. Introducing basic psychological principles so as to understand consumer behaviour.
2. Familiarizing how people's buying behaviour gets affected by self and social processes.
3. Acquainting advanced research methods to examine different aspects of consumer behavior.

Course Outcomes:

After completion of the course, learners would be able to:

CO1: The students will have insights into the theoretical aspects of consumer psychology.
CO2: Students will learn about the psychological constructs associated to consumer behavior.
CO3: The students will gain insights into the self and the social elements of consumer psychology.
CO4: Students will be able to understand the different research methods that can be used for the study of consumer behavior.

Outline of Syllabus: (per session plan)

Module	Description	No of Hours
1	Introducing Consumer Psychology	15 hours
2	Psychological Constructs and Consumer Behavior	15 hours
3	The Self and Social Aspects of Consumer Behaviour	15 hours
4	Advances in Research Methods	15 hours
	Total	**60 hours**

Unit	Topic	No. of Hours/Credits
Module 1	**Introducing Consumer Psychology**	**15 hours**
	a. Historical antecedents b. Understanding consumer behaviour: varied theoretical approaches. c. Methodological issues in understanding consumer behaviour d. Consumer behavior: buyers and users, organizations as buyers, bounded rationality and related consumer behavior.	
Module 2	**Psychological Constructs and Consumer Behavior**	**15 hours**
	a. The implicit consumer cognition b. The nature and role of affect in consumer behaviour c. Consumer Information Processing: The Role of Knowledge Accessibility in Cognition and Behavior: Implications for Consumer Information Processing; Consumer Memory, Fluency, and Familiarity d. Consumer Expectations & Perceptions: Satisfaction & Value; Post–Purchase Processes, Measuring satisfaction and value; Value/Satisfaction delivery process and programs; Satisfaction and retention; Quality and satisfaction	
Module 3	**The Self and Social Aspects of Consumer Behaviour**	**15 hours**
	a. Dynamics of relationship between Brands and identity b. How products prime social networks c. Family consumption decision making d. Aging and consumer behavior.	
Module 4	**Advances in Research Methods**	**15 hours**
	a. Online observation b. Netnography c. Self-report and consumer research; Online shopping d. Cross-cultural consumer psychology	

To develop scientific temper and interest by exposure through industrial visits and study/educational tours is recommended in each semester.

Suggested Readings:

1. Haugtvedt, C. P. & Herr, P.M. Kardes, F. R. (2008). (Eds). Handbook of Consumer Psychology. New York: Taylor & Francis Group.
2. Daniela, M. A. (2011). Fundamental Theories on Consumer Behaviour: An Overview of the Influences Impacting Consumer Behaviour. "Ovidius" University Annals, Economic Sciences Series, Volume XI, Issue 2, pp. 837-841.
3. Pham, M. T. (2013). The seven sins of consumer psychology. Journal of Consumer Psychology 23, 4, 411–423.
4. Priest, J., Carter, S., & Statt, D. A. (2013). Consumer Behaviour. UK: Edinburgh Business School.
5. Kopetz, C. E. et al. (2012). The dynamics of consumer behavior: A goal systemic perspective. Journal of Consumer Psychology 22, 208–223.
6. Kozinets, Robert V. (2010), Netnography: Doing Ethnographic Research Online, London: Sage. Howard, D. J., Kirmani, A., & Rajagopal, P. (Eds.) (2013). Social Influence and Consumer Behaviour. New York: The Psychology Press.
7. Belk, R. W., Fischer, E & Kozinets R. V. (2013). Qualitative Consumer and Marketing Research. Los Angeles: SAGE Publications Ltd.
8. Belk, R. W. (Ed.) (2006). Handbook of Qualitative Research Methods in Marketing. USA: Edward Elgar
9. Kirmani, A. (2009). The self and the brand. Journal of Consumer Psychology 19, 271–275. Oyserman, D. (2009). Identity-based motivation and consumer behavior. Journal of Consumer Psychology 19, 276–279.
10. Oyserman, D. (2009). Identity-based motivation and consumer behavior. Journal of Consumer Psychology 19, 276–279
11. Schiffman, L. G., Kanuk, L. L., & Wisenblit, J. (2009). Consumer Behaviour. Global Tenth Ed. USA: Pearson.
12. K. Dill (Ed.) The Oxford Handbook of Media Psychology. New York:Oxford University Press.
13. 33
14. Kimmel, A. J. (2012). Psychological Foundations of Marketing. USA: The Psychology Press.
15. Heath, R. (2012). Seducing the Subconscious; The Psychology of Emotional Influence in Advertising. West Sussex: Wiley-Blackwell.
16. Close, A. G. (2012) (Ed.) Online Consumer Behaviour: Theory and Research in Social Media, Advertising and E-tail. New York: Routledge.

SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal College of Commerce & Economics (AUTONOMOUS)

Shri Vile Parle Kelavani Mandal's

ITHIBAI COLLEGE OF ARTS, CHAUHAN INSTITUTE OF SCIENCE & AMRUTBE JIVANLAL COLLEGE OF COMMERCE AND ECONOMICS (AUTONOMOUS)

NAAC Reaccredited 'A' grade, CGPA: 3.57 (February 2016),

Granted under RUSA, FIST-DST & -Star College Scheme of DBT, Government of India, Best College (2016-17), University of Mumbai

Affiliated to the

UNIVERSITY OF MUMBAI

Program: M.A. Psychology

Course: Occupational Health Psychology

Semester: IV

Choice Based Credit System (CBCS) with effect from the Academic Year 2021-22

PROGRAMME SPECIFIC OUTCOMES (PSO'S)

On completion of the M.A. Psychology, the learners should be enriched with knowledge and be able to-

PSO1: Students will have knowledge of essential and basic theories of psychology in-depth.
PSO2: They will have an in-depth understanding of models and theories relevant to the workplace.
PSO3: The students will be able to use the practical knowledge of psychology at the workplace.
PSO4: Students will be able to apply interventions at workplace.
PSO5: Students will be able to implement human resource management related functions at the workplace.
PSO6: They will have the knowledge required to design and implement research work.
PSO7: The students will have the ability to conduct research relevant to the industry.
PSO8: The students will be able to perform personnel and human resource management related function when they enter the workforce.
PSO9: They will be able to train and motivate the workforce.
PSO10: Students will be able to study consumer behavior.
PSO11: Students will also be able to assess job performance and increase business efficiency.

SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal College of Commerce & Economics (AUTONOMOUS)

Evaluation Pattern

The performance of the learner will be evaluated in two components. The first component will be a Continuous Assessment with a weightage of 25% of total marks per course. The second component will be a Semester end Examination with a weightage of 75% of the total marks per course. The allocation of marks for the Continuous Assessment and Semester end Examinations is as shown below:

a) **Details of Continuous Assessment (CA)**
25% of the total marks per course:

Continuous Assessment	Details	Marks
Component 1 (CA-1)	Application based assignment/presentation/ essay/review of literature/case analysis/other written assignments	15 marks
Component 2 (CA-2)	Objective/Subjective Class Test	10 marks

b) **Details of Semester End Examination**
75% of the total marks per course. Duration of examination will be two and half hours. Students must attempt any 5 out of the 7 questions asked.

Question Number	Description	Marks	Total Marks
1	Question from unit 1	15 marks	15 marks
2	Question from unit 2	15 marks	15 marks
3	Question from unit 3	15 marks	15 marks
4	Question from unit 4	15 marks	15 marks
5	Question from unit 1/2/3/4	15 marks	15 marks
6	Question from unit 1/2/3/4	15 marks	15 marks
7	Question from unit 1/2/3/4	15 marks	15 marks
		Total Marks	**75**

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SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal College of Commerce & Economics (AUTONOMOUS)

Program: M.A. Psychology				Semester: IV	
Course: Occupational Health Psychology				Course Code: to be assigned	
Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
4	NIL	NIL	4	25	75

Learning Objectives: To understand what the various aspects associated to the health of individuals in the workplace setting. The objective is also to highlight the importance of factors such as stress, safety, and workplace well-being.

Course Outcomes:

After completion of the course, learners would be able to:

CO1: To acquaint students with the basic concepts of occupational health psychology.

CO2: To help students understand how workplace stress impacts employees and how they can manage it.

CO3: To acquaint the students with the importance of different factors that play a role in the workspace in an organization along with understanding the aspects of workplace safety.

CO4: To help understand the importance of work-life balance as well as workplace well-being.

Outline of Syllabus: (per session plan)

Module	Description	No of Hours
1	Introduction, History and Theory	15 hours
2	Workplace Stress	15 hours
3	Safety and Workspace Related Concepts	15 hours
4	Work-Family Life and Workplace Well-Being	15 hours
	Total	60 hours

Unit	Topic	No. of Hours/Credits
Module 1	**Introduction, History and Theory**	**15 hours**
	a. Introduction to occupational health psychology. b. History of occupational health psychology. c. Prevention and public health model in occupational settings. d. Psycho-social risk management at workplace.	
Module 2	**Workplace Stress**	**15 hours**
	a. Work-related stress: a theoretical perspective. b. Occupational stress: job pressures and lack of support, job related/employee burnout. c. Health psychology and work stress: a more positive approach. d. Job stress interventions and stress management at work.	
Module 3	**Safety and Workspace Related Concepts**	**15 hours**
	a. Controlling occupational safety and health hazards b. Shift work and working hours, individual adaptation to changing workplace. c. Technology and workplace health. d. Employee Assistance Programs (EAP) & peer assistance programs.	
Module 4	**Work-Family Life and Workplace Well-Being**	**15 hours**
	e. Work-family balance; work-family positive spill-over. f. Workplace health promotion, interventions to promote well-being at work. g. Positive occupational health psychology. h. Individual adaptation to the changing workplace; personal resources and work engagement in the face of change.	

To develop scientific temper and interest by exposure through industrial visits and study/educational tours is recommended in each semester

Suggested Readings:

1. Houdmont, J., & Leka, S. (2010). *Contemporary Occupational Health Psychology: Global Perspectives on Research and Practice* (Volume 1 ed.). Wiley.
2. Leka, S., & Houdmont, J. (2010). *Occupational Health Psychology* (1st ed.). Wiley-Blackwell.
3. Quick, J. C. (2010). *Handbook of Occupational Health Psychology* (2nd ed.). American Psychological Association.
4. *The Wiley Blackwell Handbook of the Psychology of Occupational Safety and Workplace Health*. (2015). Wiley-Blackwell.

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Affiliated to the

UNIVERSITY OF MUMBAI

Program: M.A. Psychology

Course: Training and Development

Semester: IV

Choice Based Credit System (CBCS) with effect from the Academic Year 2021-22

PROGRAMME SPECIFIC OUTCOMES (PSO'S)

On completion of the M.A. Psychology, the learners should be enriched with knowledge and be able to-

PSO1: Students will have knowledge of essential and basic theories of psychology in-depth.
PSO2: They will have an in-depth understanding of models and theories relevant to the workplace.
PSO3: The students will be able to use the practical knowledge of psychology at the workplace.
PSO4: Students will be able to apply interventions at workplace.
PSO5: Students will be able to implement human resource management related functions at the workplace.
PSO6: They will have the knowledge required to design and implement research work.
PSO7: The students will have the ability to conduct research relevant to the industry.
PSO8: The students will be able to perform personnel and human resource management related function when they enter the workforce.
PSO9: They will be able to train and motivate the workforce.
PSO10: Students will be able to study consumer behavior.
PSO11: Students will also be able to assess job performance and increase business efficiency.

SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal College of Commerce & Economics (AUTONOMOUS)

Evaluation Pattern

The performance of the learner will be evaluated in two components. The first component will be a Continuous Assessment with a weightage of 25% of total marks per course. The second component will be a Semester end Examination with a weightage of 75% of the total marks per course. The allocation of marks for the Continuous Assessment and Semester end Examinations is as shown below:

a) **Details of Continuous Assessment (CA)**
25% of the total marks per course:

Continuous Assessment	Details	Marks
Component 1 (CA-1)	Application based assignment/presentation/ essay/review of literature/case analysis/other written assignments	15 marks
Component 2 (CA-2)	Objective/Subjective Class Test	10 marks

b) **Details of Semester End Examination**
75% of the total marks per course. Duration of examination will be two and half hours. Students must attempt any 5 out of the 7 questions asked.

Question Number	Description	Marks	Total Marks
1	Question from unit 1	15 marks	15 marks
2	Question from unit 2	15 marks	15 marks
3	Question from unit 3	15 marks	15 marks
4	Question from unit 4	15 marks	15 marks
5	Question from unit 1/2/3/4	15 marks	15 marks
6	Question from unit 1/2/3/4	15 marks	15 marks
7	Question from unit 1/2/3/4	15 marks	15 marks
		Total Marks	**75**

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SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal College of Commerce & Economics (AUTONOMOUS)

Program: M.A. – II (Psychology)					Semester: IV
Course: Training and Development					Course Code: to be assigned
Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
4	NIL	NIL	4	25	75

Learning Objectives:

1. Understand the changes and challenges in the field of training and development.
2. Apply psychological principles / theoretical frameworks to enhance the effectiveness of training programs.
3. Devise training programs to ensure effective transfer of training.
4. Understand the nuances behind effective implementation of a training programme.
5. Understand the appropriateness of different training methods depending on learning objectives.
6. Evaluate training programs using models and frameworks.

Course Outcomes:

After completion of the course, learners would be able to:

CO1: Define key terms used in the training literature.
CO2: Describe the challenges and opportunities facing training.
CO3: Understand the various steps in the development of a training program from assessing training needs to evaluation of training.
CO4: List and explain the steps in conducting a needs analysis.
CO5: Flesh out the objectives of a training program and formulate criteria to evaluate the learning objectives.
CO6: Apply theoretical frameworks and principles in the development of training programs.
CO7: Identify what to include into a training program to ensure effective transfer of training.
CO8: Understand the elements of instructional design.
CO9: Understand the factors to be considered in the development of a training program – such as the trainee, trainer, training environment, the material to be learnt.
CO10: Evaluate the various methods of conducting training programs and their suitability depending on learning objectives.
CO11: Identify the factors that will determine if an electronic training program is appropriate.
CO12: Evaluate the alternatives to in-house training programs.
CO13: Understand the key areas of training in organizations.
CO14: Examine the importance of employee development in effective organizational functioning.
CO15: Understand how to deal with issues in training such as trainee resistance, lack of motivation, issues in instructional design.
CO16: Use frameworks, models and research designs to evaluate training programs.

SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal College of Commerce & Economics (AUTONOMOUS)

Outline of Syllabus: (per session plan)		
Module	**Description**	**No of Hours**
1	The Context for Training and Development	15 Hours
2	Designing and Conducting Training Programs	15 Hours
3	Training and Development Methods And Key Areas Of Organizational Training	15 Hours
4	Evaluating Training Programs	15 Hours
	Total	**60 hours**

Unit	Topic	No. of Hours/Credits
Module 1	**The Context for Training and Development**	**15 hours**
	a. Overview of training - Key concepts and historical landmarks b. Need, purpose and importance of training and development. c. The training process model d. Trends in training and challenges and opportunities facing training	
Module 2	**Designing and Conducting Training Programs**	**15 hours**
	a. Conducting a needs analysis - Need, scope, framework for, approaches to and outcomes of training needs analysis b. Training Design - Introduction, organizational constraints, development of and need for training objectives, design theory, outcome of design. c. Facilitating learning and transfer of training - Learner characteristics, application of learning and motivation theories and learning principles to training, learning strategies/styles, training older workers, resistance to learning d. Training development and implementation - Instructional strategy, choosing a trainer, materials and equipment, alternatives to development, implementation, ensuring transfer, dealing with difficult trainees and implementation issues	
Module 3	**Training and Development Methods and Key Areas of Organizational Training**	**15 Hours**
	a. Traditional training methods b. E-learning and the use of technology in training c. Employee development and career management d. Key areas of organizational training - Team training, orientation, diversity training, sexual harassment awareness training, ethics training, cross-cultural training	
Module 4	**Evaluating Training Programs**	**15 Hours**
	a. Rationale for evaluation and frequency of evaluation b. Resistance to training evaluation c. Evaluation data - Methods for collecting data, types of data, and their usage. d. Models and frameworks for the evaluation of training – descriptions and comparisons, return on investment and the utilization of research designs in the evaluation process	

To develop scientific temper and interest by exposure through industrial visits and study/educational tours is recommended in each semester

Suggested Readings

1. Aamodt, Michael. G. (2015) Industrial/ Organizational psychology. An applied approach (8th ed.) Delhi. Cengage Learning India Private Limited
2. Blanchard, P.N and Thacker, J.W (2012) Effective Training: Systems, Strategies, and Practices. 5th Edition, New Delhi
3. Bohlander, G. and Snell, S (2004). Managing Human Resources. India: Thomson Asi Private Limited.
4. Dessler, G. (2011). A Framework for Human Resource Management (6th ed.). New Delhi: Pearson Education Inc.
5. Dessler, G. & Varkkey, B. (2011). Human Resource Management (12th ed.). New Delhi:Pearson Education Inc.
6. Goldstein, I.L and Ford J.K (2002) Training in Organization. Fourth Edition. Thomson wadsworth, U SA.
7. Kirkpatrick, D.L and Kirkpatrick, J.D (2008) Evaluating Training Programs. Tata McGraw-Hill Publishing Company Limited, New-Delhi.
8. Landy, F.J., & Conte, J.M.(2004).Work in the 21st Century (International ed.), New York, NY: McGraw-Hill.
9. Noe, R.A (2016) Employee Training and Development.7th Edition. Tata McGraw Hill Publishing Company Limited. New Delhi
10. Werner, Jon M., & DeSimone, Randy L. (2012). Human Resource Development, Sixth Edition. Cincinnati: South-Western/Cengage Learning. Available at the Moraine Bookstore.
11. Gomez-Mejia, L. R, Balkin, D.B. & Cardy, R.L. (2010). Managing Human Resources (6th ed.). New Delhi: PHI Learning.

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Shri Vile Parle Kelavani Mandal's

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Affiliated to the

UNIVERSITY OF MUMBAI

Program: M.A. Psychology

Course: Internship

Semester: IV

Choice Based Credit System (CBCS) with effect from the Academic Year 2021-22

PROGRAMME SPECIFIC OUTCOMES (PSO'S)

On completion of the M.A. Psychology, the learners should be enriched with knowledge and be able to-

PSO1: Students will have knowledge of essential and basic theories of psychology in-depth.
PSO2: They will have an in-depth understanding of models and theories relevant to the workplace.
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PSO4: Students will be able to apply interventions at workplace.
PSO5: Students will be able to implement human resource management related functions at the workplace.
PSO6: They will have the knowledge required to design and implement research work.
PSO7: The students will have the ability to conduct research relevant to the industry.
PSO8: The students will be able to perform personnel and human resource management related function when they enter the workforce.
PSO9: They will be able to train and motivate the workforce.
PSO10: Students will be able to study consumer behavior.
PSO11: Students will also be able to assess job performance and increase business efficiency.

Evaluation Pattern

The performance of the learner will be evaluated as one whole component.

c) **Details of Continuous Assessment (CA)** – N/A (marks generated as overall 100 at the end of the semester)

d) **Details of Semester End Examination** –
Journal submission + presentation of the research and industrial psychology tools + viva voce.

Signature	Signature	Signature
HOD	Approved by Vice –Principal	Approved by Principal

SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal College of Commerce & Economics (AUTONOMOUS)

Program: M.A. Psychology					Semester: IV
Course: Internship					Course Code: PAMAPSYPR4
Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA)	Semester End Examinations (SEE) (Marks- 100)
NA	12	NA	12	NA	100

Learning Objectives:

1. To gain first-hand experience into the working of an organization
2. To apply the theoretical understanding from classroom setting to on the job situations

Course Outcomes:

After completion of the course, learners would be able to:

CO1: The students will have the ability to understand the importance of all the theoretical knowledge gained across the course.

CO2: The students will be able to see the link between theory and real-world work scenarios.

CO3: Students will gain an understanding of how to implement theory at the workplace.

CO4: Students will gain skill set and more knowledge from the industry experience that they will gain.

Outline of Syllabus: (per session plan)

The students will undergo internship in an organization for a duration of three months, during which they will try to apply the theoretical knowledge gained throughout the previous semesters.

They will have to conduct questionnaires or some supervised activities (any questionnaire, structured experiences, HRD instruments, etc.) during the internship.

They will conduct the following throughout the semester:

i. research project at the workplace

ii. administration of industrial psychology related instruments/tools taught to the students in semester II practical (practicum in industrial psychology) like conducting workshops, using HRD instruments based on topics such as Role efficacy, role stress, coping styles, HRD climate, emotional intelligence, conflict management styles, leadership, trust, life and goal planning, conducting appreciative enquiry and forced field analysis, or conducting focused group discussions.

They will attend lectures thrice a week and the remaining three days of the week are for the internship.

	Total	180 hours

Suggested Readings:

1. Shaughnessy, J. J., Zechmeister, E. B. &Zechmeister, J. (2012). *Research methods in psychology*. (9th ed.). NY: McGraw Hill.
2. Elmes, D. G. (2011). *Research Methods in Psychology* (9thed.). Wadsworth Publishing.
3. Goodwin, J. (2009). *Research in Psychology: Methods in Design* (6thed.). Wiley.
4. Kenneth S. Bordens, Bruce B. Abbott. (2017) *Research Design and Methods: A Process Approach.* NY: McGraw-Hill.
5. American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6thed.). APA.
6. American Psychological Association. (2009). *Concise Rules of APA Style (Concise Rules of the American Psychological Association (APA) Style)*. APA.
7. Wilcox, R. R. (1996). *Statistics for social sciences*. San Diego: Academic Press.
8. Wilcox, R. R. (2011). Modern Statistics for the Social and Behavioral Sciences: A Practical Introduction. CRC Press.
9. Belhekar, V. M. (2016). *Statistics for Psychology Using R.* SAGE publications.
10. Howell, D. (2009). *Statistical Methods for Psychology* (7th ed.). Wadsworth.
11. Wilcox R. R. (2009). *Basic Statistics: Understanding Conventional Methods and Modern Insights*. NY: OUP.
12. Minium, E. W., King, B. M., & Bear, G. (2001). *Statistical reasoning in psychology and education*. Singapore: John-Wiley.
13. Aron & Aron (2008). *Statistics for Psychology* (5th ed). New Delhi: Pearson.
14. Barbour, R. (2007). Doing Focus Groups. Los Angeles: Sage Publications.
15. Clark, A.W. (1976). Experimenting with organizational life: The action research approach. New York: Plenum Press.
16. Cooperrider, D.L., Whitney, D. &Stavros, J.M. (2008). Appreciative Inquiry Handbook: For Leaders of Change (2nd ed.). San Francisco, USA: Berrett – Koehler Publishers Inc.
17. French, W.L., Cecil, H.B., & Vohra, V. (2009). Organizational Development: Behavioral Science Interventions for Organization Improvement (6th ed.). New Delhi: Prentice Hall.
18. Krueger, R.A., Casey, M.A. (2009). Focus Groups: A practical guide for Applied Research (4th ed.). Los Angeles: Sage Publications, Los Angeles.
19. Litosselitti, L. (2003). Using Focus Groups in Research. New York, NY:Continuum.
20. Pareek, U. & Purhoit, S. (2010). Training Instruments in HRD and OD (3rd ed.). New Delhi: Tata McGraw Hill.
21. Pfeiffer, J.W. &Jones, J.E. (1973). A Handbook of structured Experiences for Human Relations Training. San Diego, CA: University Associates Inc.
22. Sayeed, O.B & Pareek, U. (2000). Actualizing Managerial Roles: Studies in Role Efficacy. New Delhi: Tata McGraw – Hill Publishing Company Limited.
23. Watkins, J.M., Bernard, J., Kelly, M.R. (2011). Appreciative Inquiry: Change at the Speed of Imagination (2nd ed.). USA: John Wiley and Sons Inc.