

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

Semester: III

**Choice Based Credit System (CBCS) with effect from the
Academic Year 2022-23**

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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.

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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

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Approved by Vice –Principal

Signature

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**SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben
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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

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Module 1	Performance Appraisal System and Methods	15 hours
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> a. Competency driven careers b. Succession Planning c. Competency based development; development centres and managerial evaluations. d. Career Pathing 	

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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. Shermom, 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.

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**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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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
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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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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:					
<ol style="list-style-type: none"> 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 behaviors 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.					
Outline 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					

**SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben
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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:

**SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben
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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. Lambertson, 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.

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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.
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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
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Total Marks			75

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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:					
<ol style="list-style-type: none"> 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:					
<p>CO1: To Define and comprehend the concept of Organization Development, its theories and its evolution to its current form</p> <p>CO2: To interpret the various approaches to Organization Development; its values, assumptions and beliefs</p> <p>CO3: To analyze and prepare the OD process divided into diagnosis, action research and program management.</p> <p>CO4: To learn, appreciate and integrate the concept of Building Learning Organizations in existing organisations</p> <p>CO5: To evaluate various organizational development interventions.</p>					
Outline 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

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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	

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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

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Course: Human Resource Management

Semester: III

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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)	Tutori al (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.
- CO12:** 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

**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 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.

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

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* (21st revised ed.). Mumbai: Himalaya Publishing House.
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)**



**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: 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.
- 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** –
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)	Tutori al (Hours per week)	Credit	Continuous Assessment (CA)	Semester End Examinations (SEE) (Marks- 100)
NA	12	NA	12	NA	100
Learning Objectives:					
<ol style="list-style-type: none"> 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* (9th ed.). Wadsworth Publishing.
3. Goodwin, J. (2009). *Research in Psychology: Methods in Design* (6th ed.). 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* (6th ed.). 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.

**SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben
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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: 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-

- 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

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: 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

**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	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	

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

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
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**Shri Vile Parle Kelavani Mandal's
MITHIBAI COLLEGE OF ARTS, CHAUHAN INSTITUTE OF SCIENCE & AMRUTBEN
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

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: IV	
Course: Occupational Health Psychology				Course Code: to be assigned	
Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutori al (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

**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, History and Theory	15 hours
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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.

**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: 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.

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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

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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)	Tutori al (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.

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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

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Unit	Topic	No. of Hours/Credits
Module 1	The Context for Training and Development	15 hours
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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 	

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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
MITHIBAI COLLEGE OF ARTS, CHAUHAN INSTITUTE OF SCIENCE & AMRUTBEN
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: 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-

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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

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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

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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* (9th ed.). Wadsworth Publishing.
3. Goodwin, J. (2009). *Research in Psychology: Methods in Design* (6th ed.). 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* (6th ed.). 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.