



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: Personality Psychology

Semester: I

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

**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: I	
Course: Personality Psychology				Course Code: PAMAPSY101	
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 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.					
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

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. Burger, J. M. (2010). *Personality*. Wadsworth Publishing
5. Pervin, L. A. (2002) *Science of Personality* (2nd ed.). USA: Oxford University Press.
6. Brody, N., & Ehrlichman, H. (1998). *Personality Psychology: Science of Individuality*. Englewood Cliffs, NJ: Prentice Hall.
7. Costa, P.T., & Widiger, T.A. (2002). *Personality disorders and the five factor model of personality* (2nd ed.). Washington, DC: American Psychological Association.
8. Cervone, D., & Pervin, L. A. (2009). *Personality: Theory and Research* (11th ed.). New York: John Wiley & Sons.
9. Chamorro-Premuzic, T., & Furnham, A. (2005). *Personality and Intellectual Competence*. Mahwah, NJ: Lawrence Erlbaum Associates.
10. Dan P. McAdams D. P. (2008). *The Person: An Introduction to the Science of Personality Psychology*. Wiley.
11. Friedman, H. S. & Schustack, M. W. (2009). *Personality: Classic Theories and Modern Research*. 4/E. NY: Pearson.
12. Friedman, H. S., & Schustack, M. W. (Eds.). (2008). *The Personality Reader* (2nd ed.). Boston, MA: Allyn and Bacon.
13. Haslam, N. (2007). *Introduction to Personality and Intelligence*. London: Sage Publications.
14. Hogan R. & John W.H.(Eds.) (1985), *Perspectives in Personality*. Greenwich: JAI Press.
15. Hogan, R. Johnson, J. Briggs S. (Eds.) (1997). *Handbook of Personality Psychology*. San Diego: Academic Press.
16. John, O.P., Robins, R.W., & Pervin, LA. (Eds.) (2010). *Handbook of Personality Theory and Research* (3rd ed.). New York, NY: Guilford.
17. Larsen, R. J. (2010). *Clashing Views in Personality Psychology*. Dushkin/mcgraw-hill.
18. Mayer, J. & Mayer J. D. (2006). *Readings in Personality Psychology*. Allyn & Bacon.
19. McCrae, R.R. & Allik J. (Eds). (2002), *The Five Factor model of Personality across cultures*. N.Y.: Kluwer Academic Publisher.
20. McCrae, R. R., & Costa, Jr., P. T. (2002). *Personality in Adulthood: A Five-Factor Theory Perspective* (2nd ed.). New York: Guilford Publications.
21. Mroczek, D. K., & Little, T. D. (Eds.). (2006). *Handbook of Personality Development*. Mahwah, NJ: Lawrence Erlbaum Associates
22. Miserandino, M (2011). *Personality Psychology: Foundations and Findings*. Pearson Education.
23. Plutchik, R., & Conte, H. R. (Eds.). (1997). *Circumplex Models of Personality and Emotions*. Washington, DC: American Psychological Association.
24. Roberts, B.W., & Hogan R. (2001). *Personality Psychology in the Workplace*. Washington: American Psychological Association.
25. Rudman L. A. (2011). *Implicit Measures for Social and Personality Psychology*. LA: Sage Publication.
26. Weiner, I.B. (2007). *Handbook of Personality Assessment*. Wiley.



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: Research Methodology for Psychology

Semester: I

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

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: I	
Course: Research Methodology for Psychology				Course Code: PAMAPSY102	
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 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.					
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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> a. Independent groups designs b. Repeated measures designs c. Complex designs d. Quasi-experimental designs and program evaluation 	
Module 4	Qualitative Research	15 hours
	<ul style="list-style-type: none"> 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

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. Forrester, M. A. (2010). *Doing Qualitative Research in Psychology: A Practical Guide*. Sage.
4. Gliner, Jeffrey A. Leech, Nancy L. Morgan, George Arthur. (2017). *Research Methods in Applied Settings: An Integrated Approach to Design And Analysis*. Routledge
5. Goodwin, J. (2009). *Research in Psychology: Methods in Design* (6th ed.). Wiley.
6. Kenneth S. Bordens, Bruce B. Abbott. (2017) *Research Design and Methods: A Process Approach*. NY: McGraw-Hill.
7. McBurney, D. H. (2009). *Research methods*. (8th Ed.). Wadsworth Publishing.
1. Charmaz, K. (2006). *Constructing Grounded Theory: A Practical Guide through Qualitative Analysis (Introducing Qualitative Methods series)*. New Delhi: Sage Publications.
2. Dominowski, R. L. (1980). *Research methods*. N.J.: Engelwood Cliffs, Prentice-Hall.
3. Embreston, S. E., & Rouse, S. P. (2000). *Item response theory for psychologists*. Mahwah, NJ: Lawrence Erlbaum
4. Hambleton, R. K., & Swaminathan H. (1985). *Item Response theory: Principles and Applications*. Boston: Kluwer
5. Hoyle, R. (1995). *Structural equation modeling: concepts, issues and applications*. Thousand Oaks, CA: Sage.
6. Hulin, C. L., Drasgow, F. & Parsons, C.K. (1983). *Item response theory: application to psychological measurement*. Homewood, IL: Dow Jones-Irwin.
7. Kerlinger, F. N. (1995). *Foundations of behavioural research*. New Delhi: Surjeet Publication.
8. Lewis-Beck, M. S. (1994). *International handbook of quantitative applications of social sciences*. Sage: Topan/London.
9. McBurney, D. H. (2001). *How to Think Like a Psychologist: Critical Thinking in Psychology* (2nd Edition). Prentice Hall.
10. Monette, D. R., Sullivan, T. J., & DeJong, C. R. (1994). *Applied psychological research: Tools for human services*. (3rd ed.). California: Harcourt Brace College Publisher.
11. Morse, J. M. (1994). *Critical issues in qualitative research methods*. Sage Publications.
12. Nunnally, J. & Bernstein, I. (1994). *Psychometric Theory* (3rd ed.). New York: McGraw Hill.
13. Robinson, P. W. (1976). *Fundamentals of experimental designs: A comparative approach*. Engelwood-Cliff: Prentice Hall.
14. Smith, J. A. (2008). *Qualitative Psychology: A Practical Guide to Research Methods*. Sage.
15. Strauss A L and Glaser, B. G. (1967). *The Discovery of Grounded Theory: Strategies for Qualitative Research*. Aldine Transaction.
16. Wiling, C. (2008). *Introducing Qualitative Research in Psychology* (2nd ed.). Open University Press.
17. American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). APA.
18. American Psychological Association. (2009). *Concise Rules of APA Style (Concise Rules of the American Psychological Association (APA) Style)*. APA.



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: Statistics for Psychology

Semester: I

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

**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)	Objective/Subjective Class Test	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: I	
Course: Statistics for Psychology				Course Code: PAMAPSY103	
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:					
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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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:

1. Belhekar, V. M. (2016). *Statistics for Psychology Using R*. SAGE publications.
2. Howell, D. (2009). *Statistical Methods for Psychology* (7th ed.). Wadsworth.
3. Wilcox R. R. (2009). *Basic Statistics: Understanding Conventional Methods and Modern Insights*. NY: OUP.
4. Minium, E. W., King, B. M., & Bear, G. (2001). *Statistical reasoning in psychology and education*. Singapore: John-Wiley.
5. Aron & Aron (2008). *Statistics for Psychology* (5th ed). New Delhi: Pearson
6. Daniel, W. W. (1995). *Biostatistics*. (6th Ed.). N.Y.: John Wiely.
7. Field, A., Miles, J., and Field, Z. (2012). *Discovering Statistics Using R*. NY: Sage.
8. Gorsuch, R. L. (1983). *Factor Analysis*. Lorrence Erlbaum
9. Guilford, J. P., & Fructore, B. (1978). *Fundamental statistics for psychology and education*. N.Y.: McGraw-Hill.
10. Hair, J. F., Anderson, R. E., Tatham, R. L., & Black, W. C. (1998). *Multivariate data analysis*. (5th Ed.). N.J.: Prentice-Hall Inc.
11. Loehlin, J. (1998). *Latent Variable Models: an introduction to factor, path, and structural analysis*. Hillsdale, N.J.: LEA.
12. Marcoulides, A. G. & Schumacker, E. R. (2001). *New developments and techniques in structural equation modeling*. Hilsdel, New Jersey: Lawrence Erlbaum.
13. 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>)
14. Sheskin, D. (2011). *Handbook of Parametric and Nonparametric Statistical Procedures*, (5th ed). Chapman and Hall/CRC.
15. Tabachnick, B. G. & Fidell, L. S. (2001). *Using multivariate statistics* (4th Ed.). Boston: Allyn and Bacon.
16. Wilcox, R. R. (1996). *Statistics for social sciences*. San Diego: Academic Press.
17. Wilcox, R. R. (2011). *Modern Statistics for the Social and Behavioral Sciences: A Practical Introduction*. CRC Press.



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: Psychology of Cognition-Emotion

Semester: I

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

**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: I	
Course: Psychology of Cognition-Emotion				Course Code: PAMAPSY104	
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. 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.					
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:

1. Sternberg, R. J.; Sternberg, K., Mio, J. (2012). Cognitive Psychology. Wadsworth: Belmont, CA.
2. Matlin, M. W. (2009). Cognition. John Wiley & Sons: NJ.
3. Bly, B.M. & Rumelhart, D. E. (1999). Cognitive Science. Academic Press: San Diego.
4. Lewis, M., Haviland-Jones, J. M., & Barrett, L. F. (Eds.). (2010). Handbook of emotions (3rd edition). New York, NY: Guilford.
5. 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 Books for Reference:
 1. Anderson, V., Jacobs, R. & Anderson, P. (2008). Executive Functions and the Frontal Lobes: A Lifespan Perspective. NY: Psychology Press.
 2. Baddeley, A. (1990). Human memory: Theory and practice. Boston: Allyn & Bacon.
 3. Beaumont, J. G., Kenealy, P. M., & Rogers, M. J. C. (Ed.). (1999). The Blackwell dictionary of neuropsychology. Oxford: Blackwell Publishers.
 4. Berry, J. W., Poortinga, Y. H., Segal, M. H., & Dason, P. R. (2002). Cross-cultural psychology: Research and perspective. Cambridge: CUP.
 5. Carlson, N. (1999). Physiology of behaviour. Boston: Allyn & Bacon.
 6. Jurado, M. B. & Rosselli, M. (2007). The Elusive Nature of Executive Functions: A Review of our Current Understanding. Neuropsychol Rev, 17:213–233.
 7. Carruther, P. & Chamberlain, A. (Ed.). (2000). Evolution and the human mind: modularity, language and meta-cognition.
 8. Ekman, P. & Cordaro, D. (2011). What is meant by calling emotions basic? Emotion Review, 3, 364-370.
 9. Finger, S. (1994). Origin of neuroscience: A history of explorations into brain function. N.Y.: GROUP.
 10. Franken, R. E. (2002). Human motivation. Australia: Wadsworth.
 11. Gazzaniga (Ed.), The New Cognitive Neurosciences, Second Edition. Cambridge, MA: MIT Press.
 12. Green, D. W. (1996). Cognitive science: An introduction. Oxford: Blackwell.
 13. Johnson, M. H. (1997). Developmental cognitive neuroscience. Blackwell Publishers.
 14. Kellogg, R. T. (1997). Cognitive psychology. London: Sage.
 15. Kolb B. & Whishaw I.Q. (2007). Fundamentals of human neuropsychology (6th ed). New York, NY: Worth Publishers.
 16. Lewis, M. & Haviland-Jones, J. M (Ed.). (2000). Handbook of emotions. NY: The Guilford
 17. Lezak, M. D. (1976). Neuropsychological assessment. NY: OUP.
 18. Mauss, I. B. & Robinson, M. D. (2009). Measures of emotion: A review. Cognition and Emotion, 23, 209-237.
 19. 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.
 20. Nelson, T. O. (1992). Metacognition: Core readings. Boston: Allyn & Bacon Press.
 21. Simon-Thomas, E. R., Keltner, D. J., Sauter, D., Sinicropi-Yao, L., & Abramson, A. (2009).
 22. The voice conveys specific emotions: Evidence from vocal burst displays. Emotion, 9, 838-846.
 23. Walsh, K. (1994). Neuropsychology: A clinical approach. N.D.: Churchill Livingston



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**

**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 –

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: PAMAPSYPI	
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	8	NA	8	NA	100
Learning Objectives:					
<ol style="list-style-type: none"> 1. To be aware of the role of measurement in Psychology. 2. To appreciate the criteria of a good psychological test. 3. To understand necessary steps involved in test construction. 4. To understand the value of ethical issues in psychological testing. 					
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:

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: Pren



**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: Workplace Counseling
Semester: II**

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

**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)	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:					
<ol style="list-style-type: none"> 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. 					
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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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:

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.
4. Cartwright,S & Cooper,C.L.(1997).*Managing Workplace Stress*. New Delhi: Sage Publications.
5. 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..
6. 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.
7. Collins, S.D. (2009). *Managing conflict and workplace relationship*(2nded.). Mason, OH: South Western Cengage Learning.
8. Edelman, R. (2000). *Interpersonal conflicts at work*. Hyderabad: Universities Press (India) Limited.
9. Kao,H.S.R; Sinha,D & Wilpert,B (2007).*Management and Cultural Values*. New Delhi: Sage Publications.
10. Landy, F. J. & Conte, J.M. (2010). *Work in the 21st century: an introduction to Industrial and Organizational Psychology* (3rd ed.). Blackwell publishers.
11. Sonnentag, S. (2002). *Psychological Management of Individual Performance*. John Wiley & Sons Ltd.



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: Intervention Systems in Psychology

Semester: II

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

**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)	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:					
<ol style="list-style-type: none"> 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. 					
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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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:

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.
4. Cartwright, S & Cooper, C.L. (1997). *Managing Workplace Stress*. New Delhi: Sage Publications.
5. 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..
6. 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.
7. Collins, S.D. (2009). *Managing conflict and workplace relationship (2nd ed.)*. Mason, OH: South Western Cengage Learning.
8. Edelman, R. (2000). *Interpersonal conflicts at work*. Hyderabad: Universities Press (India) Limited.
9. Kao, H.S.R; Sinha, D & Wilpert, B (2007). *Management and Cultural Values*. New Delhi: Sage Publications.
10. Landy, F. J. & Conte, J.M. (2010). *Work in the 21st century: an introduction to Industrial and Organizational Psychology (3rd ed.)*. Blackwell publishers.
11. Sonnentag, S. (2002). *Psychological Management of Individual Performance*. John Wiley & Sons Ltd.
 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.
 5. McAculiffe, G.J. (2013). *Culturally Alert Counseling (2nd ed.)*. Sage Publications.
 6. Hawkins, P., & Smith, N. (2010). *Coaching, Mentoring & Organizational Consultancy*. New Delhi: Tata McGraw Hill.
 7. Woolfe, R., Dryden, W., & Strawbridge, S. (2003). *Handbook of Counseling Psychology*. Sage Publications.
 8. Capuzzi, D., & Gross, D. (2009). *Introduction to the Counseling Profession*. Pearson education.



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: Multiculturalism: Theory and Practice

Semester: II

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

**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: Multiculturalism: Theory and Practice				Course Code: PAMAPSY203	
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:					
<ol style="list-style-type: none"> 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 					
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.



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: Positive Psychology

Semester: II

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

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

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)	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 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.					
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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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:

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. Maslow, Introduction: Toward a Psychology of Health
4. 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
5. Baumeister, R.F. et al. (2013). Some key differences between a happy life and a meaningful life. Journal of Positive Psychology, 8, 505-516.
6. The Differences Between Happiness and Meaning in Life.
7. Ryff, C., Keyes, C.L.M. (1995). The structure of psychological well-being revisited. Journal of Personality and Social Psychology, 69, 719-727.
8. Lyubomirsky, S., & Layous, K. (2013). How do simple positive activities increase well-being? Current Directions in Psychological Science, 22, 57-62.
9. Diener, E., & Seligman, M. E. P. (2002). Very happy people. Psychological Science, 13, 81-84



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: Practicum in Industrial Psychology

Semester: II

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

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: PAMAPSY2	
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	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.					
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:

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
**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 and Competency Based
Assessment in Organizations**

Semester: III

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

**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: III	
Course: Performance Management and Competency Based Assessment in Organizations				Course Code: PAMAPSY306	
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 concepts of performance management					
2. To help students understand the performance appraisal system and the methods therein.					
3. To acquaint the students with the concept of competence and competency at work					
4. To gain an understanding of competency based application in HR Planning, Recruitment and Selection, Employee Training, Performance Management, Employee Development, Career Pathing and Compensation					
Outline of Syllabus: (per session plan)					
Module	Description				No of Hours
1	Concept, Principles, Contribution and Process of Performance Management				15 hours
2	Performance Appraisal System and Methods				15 hours
3	Definition, Steps, Methods and Application of Competency				15 hours
4	Competency Based Applications				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	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 2	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 a performance appraisal system. d. Performance appraisal methods. 	
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 Center: benefits, process, exercises involved, feedback. d. Competency management method: critical incident interview method, behavioral event interview, expert panel, threshold scales & repertory grid. 	
Module 4	Competency Based Application	15 hours
	<ul style="list-style-type: none"> a. Competency based HR Planning, Employee Recruitment and Selection b. Competency based Employee Training, Performance Management and Succession Planning c. Competency based Development and Career Pathing d. Competency based Compensation. 	

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.



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: Organizational Behavior

Semester: III

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

**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: III	
Course: Organizational Behavior				Course Code: PAMAPSY302	
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:					
<ol style="list-style-type: none"> 1. To understand the concepts, nature and principles of Organizational Behavior and Positive Psychology at Work. 2. To introduce applied behavioral science principles and practices into the ongoing organization towards the goal of improving organizational effectiveness. 3. To develop an understanding of Motivation, Leadership, Organizational Culture and to become an Organizational Behavior Practitioner. 4. To grasp an understanding of the basic organizational behavior. 					
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	Positive Organizational Behavior				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: Concepts, Nature and Principles of Organizational Behavior	15 hours
	<ul style="list-style-type: none"> a. Scope of organizational behavior, organizational processes, importance of organizational behavior b. Disciplines that contribute to organizational behavior field, challenges and opportunities for organizational behavior. c. Foundations of individual behavior, globalization and organizational behavior, limitations of organizational behavior d. Introduction to management, importance of management, management functions. 	
Module 2	Individual Processes and Behavior	15 hours
	<ul style="list-style-type: none"> a. Attitudes and Job Satisfaction, Emotions and Moods in organization b. Personality and Values c. Perception and Individual Decision Making d. Motivation: Concepts and Applications. 	
Module 3	Group Processes and Behavior	15 hours
	<ul style="list-style-type: none"> a. Foundations of Group Behavior and Understanding Work Teams. b. Communication. c. Leadership; Power and Politics. d. Conflict and Negotiations 	
Module 4	Positive Organizational Behavior	15 hours
	<ul style="list-style-type: none"> a. Positive organizational behavior scholarship b. Optimism and hope in the workplace c. Resiliency in the workplace d. Mindfulness and gratitude at workplace 	

**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. 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

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

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.



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: Organization Development
Semester: III

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

**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: III	
Course: Organization Development				Course Code: PAMAPSY303	
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:					
<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. 					
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

**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 Organization Development	15 hours
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> a. Team Interventions b. Intergroup and Third Party Peacemaking Interventions c. Structural Interventions d. Comprehensive OD Intervention 	

**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. 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



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: Human Resource Management

Semester: III

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

**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: 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:					
<ol style="list-style-type: none"> 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. 					
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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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 Delhi : 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. Matoria, 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.



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 2019-20**

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** –
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	2	NA	12	NA	100
Learning Objectives:					
<ol style="list-style-type: none"> 1. To acquaint students 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. 					
Outline of Syllabus: (per session plan)					
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>The APA style shall be followed for the writing of dissertation.</p> <p>The Dissertation Format:</p> <p>Title Page Abstract Introduction (Contains literature review, concluded with Objectives and Hypothesis) Method: (Includes Sample; Tools; Procedure; etc.) Results and Discussion References Appendix</p>					
Total					120 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.



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: Consumer Psychology

Semester: IV

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

**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: IV	
Course: Consumer Psychology				Course Code: PAMAPSY403	
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. 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.					
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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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.



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: Innovation and Change Management

Semester: IV

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

**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: IV	
Course: Innovation and Change Management				Course Code: PAMAPSY404	
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:					
<ol style="list-style-type: none"> 1. To understand importance of creativity and innovation in an organization. 2. To acquaint the students with pressures and forces of organizational change. 3. To familiarize the students with interventions in organizational change. 4. To understand how a change is implemented. 					
Outline of Syllabus: (per session plan)					
Module	Description				No of Hours
1	Creativity, Innovation & Change in the Workplace				15 hours
2	Organizational Change: An Overview				15 hours
3	Organizational Change Interventions				15 hours
4	Implementing Change				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	Creativity, Innovation & Change in the Workplace	15 hours
	<ul style="list-style-type: none"> a. Creativity in the workplace. b. Processes of innovation and change c. Ingredients for innovation d. Leading innovation and change 	
Module 2	Organizational Change: An Overview	15 hours
	<ul style="list-style-type: none"> a. Overview and understanding process of change. b. External and organizational pressures for change c. Resistance to change. d. Models of change 	
Module 3	Organizational Change Intervention	15 hours
	<ul style="list-style-type: none"> a. Human Process Intervention b. Techno-structural intervention c. Human Resource Intervention d. Strategic Intervention 	
Module 4	Implementing Change	15 hours
	<ul style="list-style-type: none"> a. Images of Managing Change b. Appreciative Inquiry Approaches & Sense Making Approaches c. Change management and Contingency Approaches d. The Hard Side of Change Management 	

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

Suggested Readings:

1. Fisher, D (1999) Communication in Organizations. Second Edition. Jaico Publishing House, Mumbai Harvard Business Review (2002) on Culture and Change. Harvard Business School Press, Boston, USA
2. Harvard Business Review (2006) On Leading through Change. Harvard Business School Publishing Corporation, Boston, USA.
3. McNamara, C (2006) Field Guide to Consulting and Organizational Development: A Collaborative and Systems Approach to Performance, Change and Learning Authenticity – Consulting, New York, USA.
4. Palmer, I., Dunford, R., Akin, G (2007) Managing Organizational Change: A Multiple Perspectives Approach. Tata-McGraw Hill Edition. New Delhi
5. Sharma, R.R (2010) Change Management: Concepts and Applications. Tata McGraw Hill, New Delhi.
6. Sharma, R. R (2012) Change management and Organizational Transformation. Second Edition. New Delhi. Tata McGraw Hill Education, New Delhi.
7. Shani, A.B, Chandler, D., Coget, J.F and Law, J.B (2009) Behavior in Organizations. An Experiential Approach. Ninth Edition. McGraw-Hill Irwin. New York, USA.



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: Personnel Psychology

Semester: IV

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

**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: IV	
Course: Personnel Psychology				Course Code: PAMAPSY405	
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 understand the basic concepts of personnel management and its needs					
2. To understand the relation between employment and development of personnel					
3. To gain an understanding into wages, trade unions and related concepts					
Outline of Syllabus: (per session plan)					
Module	Description				No of Hours
1	Personnel Management: An Introduction and Functions				15 hours
2	Employment and Development of Personnel				15 hours
3	Wage and Salary Administration				15 hours
4	Employee Safety and Industrial Health and Labour 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	Personnel Management: An Introduction and Functions	15 hours
	<ul style="list-style-type: none"> a. Definition, concept and objectives of personnel management b. Pre-requisites, tools, techniques and methods needed to achieve the objectives. c. Functions of personnel management d. Personnel management in India 	
Module 2	Employment and Development of Personnel	15 hours
	<ul style="list-style-type: none"> a. Human resource planning – need, benefits, process and responsibility for human resource planning b. Recruitment and selection process c. Promotions, transfers, separation, absenteeism and turnover d. Executive development 	
Module 3	Wage and Salary Administration	15 hours
	<ul style="list-style-type: none"> a. Job evaluation techniques b. Wage and salary administration c. Rewards and incentives d. Employee benefits and employee services 	
Module 4	Employee Safety and Industrial Health and Labour Management Relations	15 hours
	<ul style="list-style-type: none"> a. Employee safety and health b. Industrial disputes c. Industrial relations d. Trade unions 	

**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. C.B. Mamoria & S. V. Gnakar, Personnel Management, 29th edition (2009), Himalaya Publishing House
2. C.B. Mamoria, Personnel Management, 25th Edition (2009), Himalaya Publishing House.
3. Stephen P Robbins & T. A. Judge, Organizational Behaviour, 12th edition, Printice Hall India
4. Fred Luthans, Organizational Behavior, 10th edition, Tata McGraw Hill
5. Schultz & Schultz, Psychology and Work Today, 6th Edition, MacMilan Publishing Co., New York



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: Internship

Semester: IV

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

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** –
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)	Tutori al (Hours per week)	Credit	Continuous Assessment (CA)	Semester End Examinations (SEE) (Marks- 100)
NA	4	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					
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					120 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* (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.

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

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.