



Malad Kandivli Education Society's

NAGINDAS KHANDWALA COLLEGE

OF COMMERCE, ARTS & MANAGEMENT STUDIES
AND SHANTABEN NAGINDAS KHANDWALA COLLEGE OF SCIENCE

(Re-accredited (3rd cycle) by NAAC with 'A' Grade)
ISO 9001 : 2015 Certified

Autonomous (2016-17)

Educational Excellence Award By Indus Foundation, U.S.A.
IMC Ramkrishna Bajaj National Quality Commendation Certificate

Providing Syllabus copy of the courses highlighting the focus on employability/
entrepreneurship/ skill development along with their course outcomes.

| Sr. No. | Courses | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | Total |
|---------|---|---------|---------|---------|---------|---------|-------|
| 1 | Bachelor of Commerce (B.COM) | ✓ | ✓ | ✓ | ✓ | ✓ | 5 |
| 2 | Bachelor of Arts (B.A) | ✓ | ✓ | ✓ | ✓ | ✓ | 5 |
| 3 | Bachelor in Management Studies- (BMS) | ✓ | ✓ | ✓ | ✓ | ✓ | 5 |
| 4 | Bachelor of Commerce (Accounts and Finance)- BAF | ✓ | ✓ | ✓ | ✓ | ✓ | 5 |
| 5 | Bachelor of Commerce (Banking and Insurance)-BBI | ✓ | ✓ | ✓ | ✓ | ✓ | 5 |
| 6 | Bachelor of Commerce (Financial Markets)- BFM | ✓ | ✓ | ✓ | ✓ | ✓ | 5 |
| 7 | Bachelor of Science - Information Technology (B.Sc IT) | ✓ | ✓ | ✓ | ✓ | ✓ | 5 |
| 8 | Bachelor of Science- Computer Science(B.Sc CS) | ✓ | ✓ | ✓ | ✓ | ✓ | 5 |
| 9 | Bachelor of Arts- Multimedia and Mass Communication (B.A.MMC) | ✓ | ✓ | ✓ | ✓ | ✓ | 5 |
| 10 | Bachelor of Management Studies- Sports Management (BMS-SM) | X | X | ✓ | ✓ | ✓ | 3 |
| 11 | B. Com. Honours in Actuarial Studies | X | X | X | ✓ | ✓ | 2 |
| 12 | B.A. Honours in Apparel Design and Construction | X | X | X | ✓ | ✓ | 2 |
| 13 | B. Com. Honours in International Accounting | X | X | X | ✓ | ✓ | 2 |
| 14 | Bachelor of Management Studies- E commerce operations | X | X | X | X | ✓ | 1 |
| 15 | B.Sc. (Honours) in Integrative Nutrition & Dietetics | X | X | X | X | ✓ | 1 |
| 16 | BBA in Tourism and Travel Management | X | X | X | X | ✓ | 1 |
| 17 | B.Sc. in Interior Design | X | X | X | X | ✓ | 1 |
| 18 | Master Of Commerce-(M.COM)- Accountancy | ✓ | ✓ | ✓ | ✓ | ✓ | 5 |
| 19 | Master Of Commerce-(M.COM)- Management | ✓ | ✓ | ✓ | ✓ | ✓ | 5 |
| 20 | Master of Arts (Economics) | ✓ | ✓ | ✓ | ✓ | ✓ | 5 |
| 21 | Master of Arts (Geography) | ✓ | ✓ | ✓ | ✓ | ✓ | 5 |
| 22 | Master of Arts (Psychology) | X | X | X | ✓ | ✓ | 2 |
| 23 | Master of Science (Information Technology) (M.Sc IT) | ✓ | ✓ | ✓ | ✓ | ✓ | 5 |
| 24 | Master's Degree - Sports Management (MSM) | X | X | ✓ | ✓ | ✓ | 3 |
| 25 | Master of Science (Geo-informatics) (M.Sc GeoInformatics) | X | X | X | X | ✓ | 1 |
| | | | | | | | 84 |

Matta

Prof. (Dr.) Moushumi Datta
I/c. Principal

Master of Arts (MA) Programme in Psychology

Semester-II

Applied Cognitive Psychology

(With effect from Academic Year 2019-20)

| SN | Objectives |
|----|--|
| 1 | To introduce students to the application of cognitive methods, theories and models |
| 2 | Application of knowledge of Cognitive Psychology to real-world scenarios and everyday life |
| 3 | Create awareness of the latest research and findings of Cognitive Psychologists. |

Course Outcome:

On successful completion of this course, learners should be able to:

CO1: Learn the historical background and application of cognitive methods, theories and models in dealing with everyday life problems (Level - Remember)

CO2: Apply principles of perception and attention in driving and failure of perception in everyday life (Level - Apply)

CO3: Know how to apply principles of cognitive psychology to issues related to face identification (Level - Apply)

CO4: Know how to apply principles of cognitive psychology to issues related sound, hearing and auditory perception and decision making (Level - Understand)

CO5: Identify cognitive factors in memory and performance and use of technology to improve memory performance (Level - Analyze)

CO6: Estimate research on autobiographic memory, flashbulb memories, and eyewitness testimony in the legal system (Level - Understand)

CO7: Learn about the effect of drugs circadian rhythms, menstrual cycle on cognitive processes (Level - Understand)

CO8: Recognize the role of thinking and feeling in emotions and the role of music in emotion and cognition (Level - Understand)

CO9: Apply cognitive psychology in improving sporting performance (Level - Apply)

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NAGINDAS KHANDWALA COLLEGE OF SCIENCE
(AUTONOMOUS)
BUND (W), Mumbai - 400 024

Modules at a Glance

| SN | Modules | No. Of Lectures |
|----|--|-----------------|
| 1 | Introduction To Applied Cognitive Psychology | 06 |
| 2 | Face Identification | 06 |
| 3 | Auditory Perception | 06 |
| 4 | Memory | 06 |
| 5 | Everyday Memory | 06 |
| 6 | Witness Interviews And Crime Investigation | 06 |
| 7 | Decision Making | 06 |
| 8 | The Effect Of Drugs And Biological Cycles On Cognition | 06 |
| 9 | Emotion, Music And Cognition | 06 |
| 10 | Sporting Performance, Pressure And Cognition | 06 |
| | Total | 60 |

| SN | Modules |
|----|--|
| 1 | Introduction To Applied Cognitive Psychology |
| | <ul style="list-style-type: none"> ● Applied Cognitive Psychology; Early Cognitive Research, Post-War Developments in Applied Cognitive Psychology, Laboratory Versus Field Experiments, The Aims of Applied Cognitive Psychology ● Perception and Attention - Introduction; Driving a Risky Business; From the Eye to the Brain; Gibson's Ecological Approach to Perception ● Brake or Break - A failure of Perception; A Constructionist Approach to Perception; Two Approaches, Two Streams ● Paying Attention; Driven to Distraction; Trouble on my Mind; Perception and Attention in Aviation; Can Psychology help? |
| 2 | Face Identification (Skill development) |
| | <ul style="list-style-type: none"> ● Eyewitness Identification ● Making Faces: Facial Composite System |

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|----------|--|
| | <ul style="list-style-type: none"> • Unfamiliar Face Matching; • Face Identification in Modern Society |
| 3 | Auditory Perception (Employment) |
| | <ul style="list-style-type: none"> • Sound, Hearing and Auditory Perception • Approaches to Studying Auditory Perception • Areas of Research • Applications of Auditory Perception in Research |
| 4 | Memory (Skill development) |
| | <ul style="list-style-type: none"> • Working Memory and Performance Limitations - Working Memory and Ageing; Individual Differences in Working Memory Capacity; • Working Memory and Software Development; Working Memory in Air Traffic Control; Working Memory and Mental Calculation; Working Memory and Human-Computer Interaction. • Memory Improvement - Learning and Input Processing; Mnemonics; Retrieval and Retrieval Cues; Retrieval Practice and Testing • The Spacing of Learning Sessions; Sleep and Memory Consolidation |
| 5 | Everyday Memory |
| | <ul style="list-style-type: none"> • Memory in the Laboratory and in Real Life; • Autobiographic memory • Flashbulb memories • Eyewitness Testimony |
| 6 | Witness Interviews and Crime Investigation (Entrepreneurship) |
| | <ul style="list-style-type: none"> • The Critical Call; At the Scene - Initial Accounts and Interviews • The Cognitive Interview • Vulnerable Interviewees • Cognitive Approaches To Interviewing To Detect Deceit |
| 7 | Decision Making |
| | <ul style="list-style-type: none"> • Making Decisions • Naturalistic Decision Making • Heuristics and Biases • Learning to Make Good Decisions; Rationality under Risk? (Skill development) |
| 8 | The Effect of Drugs and Biological Cycles on Cognition |
| | <ul style="list-style-type: none"> • Caffeine; Alcohol; Nicotine; Interactive Effects of the Social Drugs on Cognition. • Interactive Effects of the Social Drugs on Cognition; Cannabis; Cocaine; Ecstasy • Circadian Rhythms; The Circadian Rhythm and Performance; Jet Lag; Shift-Work; Fatigue and Performance • The Menstrual Cycle; Studying the Menstrual Cycle; The Menstrual Cycle and Performance, Gonadal Hormones and Cognitive Function, Skilled Performance in the Real World |


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| 9 | Emotion, Music and Cognition |
| | <ul style="list-style-type: none"> • Thinking and Feeling; How Emotions affect Cognition; Memory and Emotion • Attention and Emotion; Interpretation and Emotion; Cognitive Bias Interventions for Psychological Disorders • Making Sense of Music; Development of Musical Skill (Skill development) • Music and Language; Music and Long Tern Memory |
| 10 | Sporting Performance, Pressure and Cognition (Entrepreneurship) |
| | <ul style="list-style-type: none"> • Common Assumptions about Sporting Performance • Attention Control Theory • Attentional Control Theory: Sport (Acts); • Acts: Differences from Act |

References

Books for Study

- Groome, D., Eysenck, M.W., Baker, K., et al., (2016). An Introduction to Applied Cognitive Psychology (2nd Ed). New York: Routledge

Reference Books

- Ashcraft, M. H. & Radvansky, G. A. (2009). Cognition. (5th ed), Prentice Hall, Pearson education
- Francis, G., Neath, I., & VanHorn, D. (2008). Coglab 2.0 on a CD. Wadsworth Cengage Learning, international student edition
- Galotti, K.M. (2008). Cognitive Psychology: Perception, Attention, and Memory. Wadsworth New Delhi: Cengage Learning
- Goldstein, E. B. (2007). Psychology of sensation and perception. New Delhi: Cengage learning India, Indian reprint 2008
- Goldstein, E. B. (2005). Cognitive Psychology: Connecting Mind, Research, and Everyday Experience. Wadsworth/ Thomson Learning
- Matlin, M.W. (1995). Cognition. 3rd ed., Bangalore: Prism Books pvt.ltd.
- Matlin, M.W. (2013). Cognitive Psychology, 8th ed., international student version, John Wiley & sons
- Reed, S. K. (2004). Cognition: Theory and Applications. (6th ed.), Wadsworth/ Thomson Learning
- Robinson-Riegler, B., & Robinson-Riegler, G. L. (2008). Cognitive Psychology – Applying the science of the Mind. (2nd Ed.). Pearson Education. New Delhi: Indian edition by Dorling Kindersley India pvt ltd.
- Srinivasan, N., Gupta, A.K., & Pandey, J. (Eds). (2008). Advances in Cognitive Science. Volume 1, New Delhi, Sage publications
- Sternberg, R.J. (2009). Applied Cognitive Psychology: Perceivnig, Learning, and Remembering. New Delhi: Cengage learning India, Indian reprint 2009
- Solso, R.L., Maclin, O.H., & Maclin, M.K. (2013). Cognitive Psychology. Pearson education, New Delhi,

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- Surprenant, A.M., Francis, G., & Neath, I. (2005). Coglab Reader. Thomson Wadsworth



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(AUTONOMOUS)
MALAD (W), MUMBAI - 400 064

Master of Arts (MA) Programme in Psychology

Semester-II

Child Psychology

(With effect from Academic Year 2019-20)

| SN | Objectives |
|----|--|
| 1 | Create awareness of the scientific study of children's behavior and development. |
| 2 | To gain objective knowledge base that can provide insight into both the nature of childhood generally as well as the distinctive characteristics of individual children. |

Course Outcome:

On successful completion of this course, learners should be able to:

CO1: Describe the scientific study of children's behavior and development (Level - Understand)

CO2: Identify genetic factors influencing child development (Level - Remember)

CO3: Learn about forming relationships with families, peers and childhood disorders (Level - Understand)

CO4: Analyze the emotional, cognitive and language development in children (Level - Understand)

CO5: Understand how children process information (Level Understand)


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MALAD (W), MUMBAI - 400 064

Modules at a Glance

| SN | Modules | No. of Lectures |
|----|---|-----------------|
| 1 | Introduction To Child Psychology | 06 |
| 2 | Beginning Life | 06 |
| 3 | Forming Relationships | 08 |
| 4 | Emotional Development | 08 |
| 5 | Piaget's Theory Of Cognitive Development | 08 |
| 6 | Vygotsky's Theory Of Socio-Cognitive Development | 08 |
| 7 | Children As Information Processors | 08 |
| 8 | Using Language | 08 |
| | Total | 60 |

| SN | Modules |
|----|--|
| 1 | Introduction to child psychology |
| | <ul style="list-style-type: none"> • What is child psychology? • What is a child? Why do we need child psychology? • Historical and cultural perspectives • Adults thinking about children |
| 2 | Beginning Life (Skill development) |
| | <ul style="list-style-type: none"> • Genetic factors • From conception to birth • The Newborn's adjustment to the world |
| 3 | Forming relationships |
| | <ul style="list-style-type: none"> • Families • Developing attachments • Relationships among peers • Abnormal Child Psychology |


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| 4 | Emotional development |
| | <ul style="list-style-type: none"> • Children's conception of emotions • Socialization of emotions • Emotional competence |
| 5 | Piaget's theory of cognitive development (Entrepreneurship) |
| | <ul style="list-style-type: none"> • The child as scientist stages of cognitive development • Pros and cons of Piagetian theory |
| 6 | Vygotsky's theory of socio-cognitive development (Entrepreneurship) |
| | <ul style="list-style-type: none"> • Child as an apprentice • Other-assistance to self-assistance • Evaluation |
| 7 | Children as information processors |
| | <ul style="list-style-type: none"> • Modelling mental activity • The nature of thought • Organizing the mind • Memorizing • Thinking about people |
| 8 | Using Language (Employability) |
| | <ul style="list-style-type: none"> • What is language? • The developmental course of language • Explaining language acquisition |

References

Books for Study

- Schaffer, Rudolph. (2003) .Child Psychology. Blackwell Publishing

Reference Books

- Cullen, Kairen (2011). Introducing Child Psychology: A Practical Guide. Icon Publishing
- Laura, Berk E. (2017). Child Development. Pearson Education



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Master of Arts (MA) Programme in Psychology
Semester-III

Consumer Behaviour

(With effect from Academic Year 2020-21)

| SN | Objectives |
|----|---|
| 1 | To provide a simple exposition of the principles of psychology in their relation to Consumer Behavior. |
| 2 | To enable students to develop critical sensitivities and applying the same for understanding behavior of consumers. |

Course Outcomes

On completion of the course, learners will be able to:

CO1: Identify the major influences on consumer behaviour (Level - Understand)


CO2: Establish the relevance of consumer behaviour theories and concepts to marketing decisions (Level - Apply)

CO3: Examine the consumer decision-making process (Level - Apply)

CO4: Describe the target market and determine the positioning strategy according to consumer characteristics and behaviour (Level - Understand)

Modules at a Glance

| SN | Modules | No. of Lectures |
|----|--|-----------------|
| 1 | Consumers, Marketers, and Technology | 06 |
| 2 | Segmentation, Targeting, and Positioning | 06 |
| 3 | Consumer Motivation and Personality | 06 |
| 4 | Consumer Perception | 06 |
| 5 | Consumer Learning | 06 |
| 6 | Consumer Attitude Formation and Change | 06 |
| 7 | Persuading Consumers | 06 |
| 8 | From Print and Broadcast Advertising to Social and Mobile Media | 06 |
| 9 | Reference Groups and Word-of-Mouth | 06 |


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| 10 | Consumer Decision-Making and Diffusion of Innovations | 06 |
| | Total | 60 |

| SN | Modules |
|----|---|
| 1 | Consumers, Marketers, and Technology (Employability) |
| | <ul style="list-style-type: none"> • The Marketing Concept • Technology Enriches the Exchange Between Consumers and Marketers • Customer Value, Satisfaction, and Retention • Consumer Behavior is Interdisciplinary |
| 2 | Segmentation, Targeting, and Positioning |
| | <ul style="list-style-type: none"> • Market Segmentation and Effective Targeting • Bases for Segmentation • Behavioral Targeting (Employability) • Positioning and Repositioning |
| 3 | Consumer Motivation and Personality |
| | <ul style="list-style-type: none"> • The Dynamics of Motivation • Systems of Needs, The Measurement of Motives • The Nature and Theories of Personality, Personality Traits and Consumer Behavior • Product and Brand Personification, The Self and Self-Image |
| 4 | Consumer Perception |
| | <ul style="list-style-type: none"> • The Elements of Perception • The Differential Threshold • Perceptual Selection and Perceptual Organization • Perceptual Interpretation: Stereotyping • Consumer Imagery, Perceived Quality and Perceived Risk (Employability) |
| 5 | Consumer Learning |
| | <ul style="list-style-type: none"> • The Elements of Consumer Learning • Classical Conditioning, Instrumental Conditioning and Observational Learning • Information Processing and Cognitive Learning • Consumer Involvement and Hemispheric Lateralization • Outcomes and Measures of Consumer Learning |
| 6 | Consumer Attitude Formation and Change |
| | <ul style="list-style-type: none"> • Attitudes and Their Formation • The Tri-component Attitude Model and Multi-attribute Attitude Models • Changing the Motivational Functions of Attitude and The Elaboration Likelihood |

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| | <p>Model</p> <ul style="list-style-type: none"> • Cognitive Dissonance and Resolving Conflicting Attitudes, and Assigning Causality and Attribution Theory |
| 7 | Persuading Consumers (Employability) |
| | <ul style="list-style-type: none"> • The Communication Process • Broadcasting versus Narrowcasting • Designing Persuasive Messages and Persuasive Advertising Appeals • Measures of Message Effectiveness and The Challenge for Brand Managers |
| 8 | From Print and Broadcast Advertising to Social and Mobile Media (Employability) |
| | <ul style="list-style-type: none"> • Targeting Segments versus Eyeballs • Google's Consumer Tracking and Targeting • Consumers and Social Media; Consumers and Mobile Advertising • Measuring Media's Advertising Effectiveness and Traditional Media's Electronic Evolution |
| 9 | Reference Groups and Word-of-Mouth (Employability) |
| | <ul style="list-style-type: none"> • Source Credibility and Reference Groups • Credibility of Spokespersons, Endorsers, and Other Formal Sources • Word-of-Mouth and Opinion Leadership; Strategic Applications of Word-of-Mouth • Diffusion of Innovations: Segmenting by Adopter Categories |
| 10 | Consumer Decision-Making and Diffusion of Innovations (Employability) |
| | <ul style="list-style-type: none"> • Consumer Decision-Making Mode • Consumer Gifting Behavior • Diffusion and Adoption of Innovations |

References

Book for Study

- Schiffman, L.G; Wisenbelt, J and Kumar, R.S (2015). Consumer Behavior. Pearson. Delhi.



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MALAD (W), MUMBAI - 400 064

Master of Arts (MA) Programme in Psychology

Semester-IV

Cultural Psychology

(With effect from Academic Year 2020-21)

| SN | Objectives |
|----|---|
| 1 | To expand and build the cultural sensitivity of psychological processes in organizational Behavior. |
| 2 | To enable students to take develop cultural reflective competencies. |

Course Outcomes

On completion of the course, learners will be able to:

- (1) Demonstrate a sound understanding of how culture influences cognition, emotion and social behavior (Understanding)
- (2) Appreciate gender and personality differences across cultures (Analyzing)
- (3) Demonstrate sensitivity to diversity in the workplace. (Applying)

Modules at a Glance

| SN | Modules | No. of Lectures |
|----|--|-----------------|
| 1 | An Introduction to Culture and Psychology | 06 |
| 2 | Cross-Cultural Research Methods | 06 |
| 3 | Enculturation | 06 |
| 4 | Culture and Cognition | 06 |
| 5 | Culture and Gender | 06 |
| 6 | Culture and Emotion | 06 |
| 7 | Culture and Personality | 06 |
| 8 | Culture, Self, and Identity | 06 |
| 9 | Culture and Social Behavior | 06 |
| 10 | Culture and Organizations | 06 |
| | Total | 60 |

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| SN | Modules |
|----|---|
| 1 | An Introduction to Culture and Psychology |
| | <ul style="list-style-type: none"> • Cultural Psychology – Psychology with a Cultural Perspective • What Is Culture? • The Contents of Culture • How Does Culture Influence Human Behaviors and Mental Processes? (Skill development) |
| 2 | Cross-Cultural Research Methods |
| | <ul style="list-style-type: none"> • Types of Cross-Cultural Research • Types of Cross-Cultural Comparisons • Designing Cross-Cultural Comparative Research (Skill development) • Bias and Equivalence |
| 3 | Enculturation |
| | <ul style="list-style-type: none"> • Humans Engage in Cultural Learning; Enculturation and Socialization • Culture, Parenting, and Families (Skill development) • Culture and Peers • Culture and Education |
| 4 | Culture and Cognition |
| | <ul style="list-style-type: none"> • Culture as Cognition; Culture, Attention, Sensation, and Perception • Culture and Thinking • Culture and Consciousness • Culture and Intelligence |
| 5 | Culture and Gender |
| | <ul style="list-style-type: none"> • Sex and Gender • Gender Differences Across Cultures • Culture, Gender Roles, and Stereotypes • Changing Cultures, Changing Gender Roles (Skill development) |
| 6 | Culture and Emotion |
| | <ul style="list-style-type: none"> • The Evolution of Human Emotion; The Biological Bases of Emotion – Basic Emotions • Cultural Regulation of the Basic Emotion System • The Cultural Construction of Emotional Experience • The Cultural Construction of Concepts, Attitudes, Values, and Beliefs about Emotion |
| 7 | Culture and Personality |
| | <ul style="list-style-type: none"> • Defining Personality • Cross-Cultural Studies on Personality Traits: The Five-Factor Model • Cross-Cultural Studies on Other Dimensions of Personality (Skill development) • • Indigenous Personalities and a Cultural Perspective on Identities: Integrating Universal and Culture-Specific Understanding of Personality |

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| 8 | Culture, Self, and Identity |
| | <ul style="list-style-type: none"> • Culture and Self • Culture, Self-Esteem, and Self-Enhancement (Skill development) • Culture and Identity • Culture and Attributions |
| 9 | Culture and Social Behavior |
| | <ul style="list-style-type: none"> • Culture and Person Perception • Love, Sex, and Marriage Across Cultures • Culture and Conformity, Compliance, and Obedience • Culture and Cooperation • Culture and Intergroup Relations; Culture and Aggression |
| 10 | Culture and Organizations |
| | <ul style="list-style-type: none"> • Cultural Differences in Work-Related Values • Organizational Culture and Organizational Climate • Culture and Attitudes about Work and Organizations; Culture, Motivation, and Productivity • Culture, Leadership, and Management Styles; Culture and Decision-Making Processes • Culture and Negotiation, Intercultural Issues Regarding Business and Work; Culture and Sexual Harassment (Skill development) • |

References

Book for Study

- Matsumoto, David and Juang, Linda (2013). Culture and Psychology (5th Edition). Wadsworth Cengage Learning.

Reference Books

- Berry, John W et al. (2011) Cross-Cultural Psychology (3rd Edition). Cambridge University Press
- Shiraev, Eric B. and Levy, David A. (2010). Cross-Cultural Psychology (4th Edition). Allyn& Bacon



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MALAD (W), MUMBAI - 400 064

Master of Arts (MA) Programme in Psychology

Semester-I

Educational Psychology

(With effect from Academic Year 2019-20)

| SN | Objectives |
|----|---|
| 1 | Create awareness about the applications of psychology in educational settings |
| 2 | Understand the needs of exceptional children |
| 3 | Planning teacher-centered and student-centered lessons |
| 4 | Developing conducive classrooms and effective assessment methods |

Course Outcome:

On successful completion of this course, learners should be able to:

CO1: Understand the historical background, research and applications of psychology in educational settings (Level - Understand)

CO2: Estimate the influence of culture, socioeconomic status, gender, and multiculturalism in education (Level - Understand)

CO3: Appraise strategies to deal with children with childhood disorders and children with disabilities (Level - Create)

CO4: Assess cognitive processes in education (Level: Evaluate)

CO 5: Understand the 3 Rs in education (Level - Remember).

CO6: Plan, motivate, learn class control and use of technology in classroom settings (Level - Create)

CO7: Use of standardized tests, classroom assessment and grading in educational settings (Level - Apply)



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MALAD (W), MUMBAI - 400 034

Modules at a Glance

| SN | Modules | No. Of Lectures |
|----|--|-----------------|
| 1 | Educational Psychology: A Tool For Effective Teaching | 06 |
| 2 | Sociocultural Diversity | 06 |
| 3 | Learners Who Are Exceptional | 06 |
| 4 | Complex Cognitive Processes | 06 |
| 5 | Learning And Cognition In The Content Areas | 06 |
| 6 | Planning, Instruction, And Technology | 06 |
| 7 | Motivation, Teaching, And Learning | 06 |
| 8 | Managing The Classroom | 06 |
| 9 | Standardized Tests And Teaching | 06 |
| 10 | Classroom Assessment And Grading | 06 |
| | Total | 60 |

| SN | Modules |
|----|---|
| 1 | Educational Psychology: A Tool for Effective Teaching |
| | <ul style="list-style-type: none"> • Exploring Educational Psychology - Historical Background, Teaching: Art and Science. • Effective Teaching - Professional Knowledge and Skills, Commitment, Motivation, and Caring • Research in Educational Psychology - Why Research Is Important, Research Methods, Program Evaluation Research, Action Research, and the Teacher-as-Researcher Quantitative and Qualitative Research |
| 2 | Sociocultural Diversity |
| | <ul style="list-style-type: none"> • Culture and Ethnicity - Culture, Socioeconomic Status , Ethnicity, Bilingualism • Multicultural Education - Empowering Students , Culturally Relevant Teaching, Issues-Centered Education, Improving Relationships Among Children from Different Ethnic Groups • Gender - Exploring Gender Views, Gender Stereotyping, Similarities, and Differences, Gender Controversy, Gender-Role Classification, Gender in Context |
| 3 | Learners Who Are Exceptional (Skill development) |

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| | <ul style="list-style-type: none"> • Children with Disabilities - Learning Disabilities, Attention Deficit Hyperactivity Disorder, Mental Retardation. Physical Disorders, Sensory Disorders, Speech and Language Disorders, Autism Spectrum Disorders, Emotional and Behavioral Disorders • Educational Issues Involving Children with Disabilities - Legal Aspects, Technology • Children Who Are Gifted - Characteristics, Nature-Nurture Issue, Developmental Changes, and Domain-Specific, Giftedness, Educating Children Who Are Gifted, |
| 4 | Complex Cognitive Processes (Entrepreneurship) |
| | <ul style="list-style-type: none"> • Conceptual Understanding - What Are Concepts? Promoting Concept Formation • Thinking - What Is Thinking?, Reasoning, Critical Thinking, Decision Making, Creative Thinking • Problem Solving - Steps in Problem Solving , Obstacles to Solving Problems, Developmental Changes, Problem-Based Learning and Project-Based Learning • Transfer - What Is Transfer?, Types of Transfer , Cultural Practices and Transfer |
| 5 | Learning and Cognition in the Content Areas (Skill Development) |
| | <ul style="list-style-type: none"> • Expert Knowledge and Pedagogical Content Knowledge • Reading - A Developmental Model of Reading, Approaches to Reading, Cognitive Approaches, Social Constructivist Approaches • Writing - Developmental Changes, Cognitive Approaches, Social Constructivist Approaches • Mathematics - Developmental Changes, Controversy in Math Education, Cognitive Processes, Some Constructivist Principles. Technology and Math Instruction • Science - Science Education, Constructivist Teaching Strategies • Social Studies - What Is Social Studies?, Constructivist Approaches |
| 6 | Planning, Instruction, and Technology (Employability) |
| | <ul style="list-style-type: none"> • Planning - Instructional Planning, Time Frames and Planning, • Teacher-Centered Lesson Planning and Instruction - Teacher-Centered Lesson Planning, Direct Instruction , Teacher-Centered Instructional Strategies, - Evaluating Teacher-Centered Instruction • Learner-Centered Lesson Planning and Instruction - Learner-Centered Principles, Some Learner-Centered Instructional Strategies, Evaluating Learner-Centered Strategies • Technology and Education - The Technology Revolution and the Internet, Standards for Technology-Literate Students, Teaching, Learning, and Technology |
| 7 | Motivation, Teaching, and Learning |
| | <ul style="list-style-type: none"> • Exploring Motivation - What Is Motivation?, Perspectives on Motivation • Achievement Processes - Extrinsic and Intrinsic Motivation, Attribution, Mastery Motivation and Mindset, Self-Efficacy, Goal Setting, Planning, and Self-Monitoring, Expectations, Values and Purpose • Motivation, Relationships, and Sociocultural Context - Social Motives, Social Relationships, Sociocultural Contexts • Exploring Achievement Difficulties - Students Who Are Low Achieving and Have Low Expectations for Success, Students Who Protect Their Self-Worth by Avoiding Failure, Students Who Procrastinate, Students Who Are Perfectionists, Students with |


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NAGINDAS KHANDWALA COLLEGE OF COMMERCE
ARTS & MANAGEMENT STUDIES AND SHANTABEN
NAGINDAS KHANDWALA COLLEGE OF SCIENCE

Page No. _____

| | |
|-----------|--|
| | High Anxiety, Students Who Are Uninterested or Alienated |
| 8 | Managing the Classroom(Employability) |
| | <ul style="list-style-type: none"> • Why Classrooms Need to Be Managed Effectively - Management Issues in Elementary and Secondary School Classrooms, The Crowded, Complex, and Potentially Chaotic classroom, Getting Off to the Right Start, Emphasizing Instruction and a Positive Classroom Climate, Management Goals and Strategies • Designing the Physical Environment of the Classroom, Principles of Classroom Arrangement, Arrangement Style • Creating a Positive Environment for Learning - General Strategies, Creating, Teaching, and Maintaining Rules and Procedures, Getting Students to Cooperate, Classroom, Management and Diversity • Being a Good Communicator - Speaking Skills, Listening Skills, Nonverbal Communication • Dealing with Problem Behaviors - Management Strategies, Dealing with Aggression |
| 9 | Standardized Tests and Teaching |
| | <ul style="list-style-type: none"> • The Nature of Standardized Tests - Standardized Tests and Their Purposes, Criteria for Evaluating Standardized Tests • Aptitude and Achievement Tests - Comparing Aptitude and Achievement Tests, Types of Standardized Achievement Tests, High-Stakes State Standards-Based Tests, Standardized Tests of Teacher Candidates(Entrepreneurship) • The Teacher's Roles - Preparing Students to Take Standardized Tests, Understanding and Interpreting Test Results, Using Standardized Test Scores to Plan and Improve Instruction • Issues in Standardized Tests - Standardized Tests, Alternative Assessments, and High-Stakes Testing; Diversity and Standardized Testing(Entrepreneurship) |
| 10 | Classroom Assessment and Grading(Skill Development) |
| | <ul style="list-style-type: none"> • The Classroom as an Assessment Context - Assessment as an Integral Part of Teaching, Making Assessment Compatible with Contemporary Views of Learning and Motivation, Creating Clear, Appropriate Learning Targets; Establishing High-Quality Assessments, Current Trends • Traditional Tests - Selected-Response Items, Constructed-Response Items • Alternative Assessments - Trends in Alternative Assessment, Performance Assessment, Portfolio Assessment • Grading and Reporting Performance - The Purposes of Grading, The Components of a Grading System, Reporting Students' Progress and Grades to Parents, Some Issues in Grading |

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| • Santrock, J.W. (2018). Educational Psychology (6th Edition, Indian Edition). Chennai: McGraw Hill Education India Pvt. Ltd | |
| Reference Books | |
| • Sindhu, I.S. (2012). Educational Psychology. Pearson Education India. | |
| • Woolfolk, A., & Vij, S. (2017). Educational Psychology (13th Ed.). Pearson Education. | |


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 NAGINDAS KHANEVALA COLLEGE OF COMMERCE
 ARTS & MANAGEMENT STUDIES AND SHANTABEN
 NAGINDAS KHANEVALA COLLEGE OF SCIENCE
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 MALAD (W), MUMBAI - 400 064

- Slavin, R.E. (2017). Educational Psychology: Theory and Practice (12th Ed.). Pearson Education.
- Mangal, S.K. & Mangal, U. (2009). Essentials of Educational Technology. Prentice Hall India Learning Private Limited.
- Salkind, N.J. (2008). Encyclopedia of Educational Psychology (Volume 1 & 2). Sage Publication.
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- Phye, G.D. (1997). Handbook of Classroom Assessment: Learning, Adjustment and Achievement. California: Academic Press.
- Eloff, I. & Ebersohn, L. (2004). Keys to Educational Psychology. Cap Town: UCT Press.
- Mangal, S.K. (2007). Essentials of Education. Prentice Hall India Learning Private Limited.
- Asthana, B. (2016). Measurement, Evaluation and Assessment in Education. Agrawal Publications.
- Pathak, R.P. & Chaudhary, J. (2011). Educational Technology. Pearson Education India.



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MAGINDAS KHANDIWALA COLLEGE OF COMMERCE
ARTS & MANAGEMENT, BHANDAR AND SHANTABEN
MAGINDAS KHANDIWALA COLLEGE OF SCIENCE
(A UNIT OF)

MALAD (W), MUMBAI - 400 084

Master of Arts (MA) Programme in Psychology
Semester-III and IV

Fieldwork & Dissertation
(With effect from Academic Year 2020-21)

| SN | Objectives |
|----|--|
| 1 | To gain firsthand experience through visits and field work in organizations. |
| 2 | To acquaint students & develop the skills to analyze behavioral issues in organizations. |
| 3 | To carry out research studies and prepare them for doctoral studies |

Course Outcomes

On completion of the course, learners will be able to:

CO1: Test the level of practical knowledge and preparedness to work in organizations (Level - Analyse)

CO2: Carry out an independent research through proper literature review, use of appropriate research methodology, data collection, analysis and interpretation of data (Level - Create)

Modules at a Glance

| SN | Modules | No. of Lectures |
|--------------|----------------------------|-----------------|
| 1 | Field Visits or Internship | |
| 2 | Dissertation | |
| Total | | 60 |


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NAGINDAS KHANDIVALA COLLEGE OF COMMERCE
ARTS & HUMANITIES, JYOTIBA AND SHANTABEN
NAGINDAS KHANDIVALA COLLEGE OF SCIENCE
ESTABLISHED IN 1981
MALAD (W) DISTRICT - 400 084

Modules

Field Visit or Internship

- In case of **field visit**, each student needs to visit two organizations (one in each semester). The students' needs to prepare and present a report of their learning and experiences from these visits. **(Skill development)**
- In case of **internships**, the students should work for 200 hours during the Semester breaks (II and III, and III and IV). The internship may be in the same organization or two different organizations. The students' needs to prepare and present a report of their learning and experiences from the internship. The student also needs to submit proof of his/her having completed the internship with the organization. **(Employability)**

Dissertation

- A Dissertation with a word limit of 5000-8000 words will be carried out by the students. This dissertation will be spread over Semester III and IV.
- In Semester III, at the beginning of the semester, the student should prepare a research proposal and get it approved by the Department. Following which, they will have to complete the literature review and decide on the methodology of their study. A rough report of the same needs to be prepared and presented to the guiding faculty.
- In Semester IV, the students will do the data collection, result analysis, discussions and draw inferences of their study. A report (in black book format) needs to be prepared and presented by the student.
- The Dissertation Format will be as follows:
 - (1) Title Page
 - (2) Abstract
 - (3) Plagiarism Certificate
 - (4) Acknowledgements
 - (5) Introduction
 - (6) Review of Literature
 - (7) Research Methodology
 - (8) Results
 - (9) Discussion
 - (10) Conclusion and Recommendations
 - (11) References
 - (12) Appendix
- APA style format should be followed for writing of the dissertation.
- Plagiarism check is a must.



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NAGINDAS KHANDWALA COLLEGE OF SCIENCE
MALAD (W), MUMBAI - 400 064

Master of Arts (MA) Programme in Psychology
Semester-III and IV

Fieldwork & Dissertation
(With effect from Academic Year 2020-21)

| SN | Objectives |
|----|--|
| 1 | To gain firsthand experience through visits and field work in organizations. |
| 2 | To acquaint students & develop the skills to analyze behavioral issues in organizations. |
| 3 | To carry out research studies and prepare them for doctoral studies |

Course Outcomes

On completion of the course, learners will be able to:

CO1: Test the level of practical knowledge and preparedness to work in organizations (Level - Analyse)

CO2: Carry out an independent research through proper literature review, use of appropriate research methodology, data collection, analysis and interpretation of data (Level - Create)

Modules at a Glance

| SN | Modules | No. of Lectures |
|--------------|----------------------------|-----------------|
| 1 | Field Visits or Internship | |
| 2 | Dissertation | |
| Total | | 60 |



PRINCIPAL

NAGINDAS KHANDWALA COLLEGE OF COMMERCE
ARTS & MANAGEMENT STUDIES AND SHANTABEN
NAGINDAS KHANDWALA COLLEGE OF SCIENCE
(Autonomous)
MALAD (W), MUMBAI - 400 064

Modules

Field Visit or Internship

- In case of **field visit**, each student needs to visit two organizations (one in each semester). The students' needs to prepare and present a report of their learning and experiences from these visits. **(Skill development)**
- In case of **internships**, the students should work for 200 hours during the Semester breaks (II and III, and III and IV). The internship may be in the same organization or two different organizations. The students' needs to prepare and present a report of their learning and experiences from the internship. The student also needs to submit proof of his/her having completed the internship with the organization. **(Employability)**

Dissertation

- A Dissertation with a word limit of 5000-8000 words will be carried out by the students. This dissertation will be spread over Semester III and IV.
- In Semester III, at the beginning of the semester, the student should prepare a research proposal and get it approved by the Department. Following which, they will have to complete the literature review and decide on the methodology of their study. A rough report of the same needs to be prepared and presented to the guiding faculty.
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 - (8) Results
 - (9) Discussion
 - (10) Conclusion and Recommendations
 - (11) References
 - (12) Appendix
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- Plagiarism check is a must.


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Master of Arts (MA) Programme in Psychology
Semester-III and IV

Fieldwork & Dissertation
(With effect from Academic Year 2020-21)

| SN | Objectives |
|----|--|
| 1 | To gain firsthand experience through visits and field work in organizations. |
| 2 | To acquaint students & develop the skills to analyze behavioral issues in organizations. |
| 3 | To carry out research studies and prepare them for doctoral studies |

Course Outcomes

On completion of the course, learners will be able to:

CO1: Test the level of practical knowledge and preparedness to work in organizations (Level - Analyse)

CO2: Carry out an independent research through proper literature review, use of appropriate research methodology, data collection, analysis and interpretation of data (Level - Create)

Modules at a Glance

| SN | Modules | No. of Lectures |
|--------------|----------------------------|-----------------|
| 1 | Field Visits or Internship | |
| 2 | Dissertation | |
| Total | | 60 |


PRINCIPAL

NAGINDAS KHANDWALA COLLEGE OF COMMERCE
ARTS & MANAGEMENT, MALAD (W) AND SHANTABEN
NAGINDAS KHANDWALA COLLEGE OF SCIENCE
(G. P. ROAD, MALAD)
MALAD (W), MUMBAI - 400 084

Modules

Field Visit or Internship

- In case of **field visit**, each student needs to visit two organizations (one in each semester). The students' needs to prepare and present a report of their learning and experiences from these visits. **(Skill development)**
- In case of **internships**, the students should work for 200 hours during the Semester breaks (II and III, and III and IV). The internship may be in the same organization or two different organizations. The students' needs to prepare and present a report of their learning and experiences from the internship. The student also needs to submit proof of his/her having completed the internship with the organization. **(Employability)**
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Dissertation

- A Dissertation with a word limit of 5000-8000 words will be carried out by the students. This dissertation will be spread over Semester III and IV.
- In Semester III, at the beginning of the semester, the student should prepare a research proposal and get it approved by the Department. Following which, they will have to complete the literature review and decide on the methodology of their study. A rough report of the same needs to be prepared and presented to the guiding faculty.
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 - (7) Research Methodology
 - (8) Results
 - (9) Discussion
 - (10) Conclusion and Recommendations
 - (11) References
 - (12) Appendix
- APA style format should be followed for writing of the dissertation.
- Plagiarism check is a must.



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ARTS & MANAGEMENT STUDIES AND SHANTABEN
NAGINDAS KHANDWALA COLLEGE OF SCIENCE
(N. K. C. S.)

MALAD (W), MUMBAI - 400 064

Master of Arts (MA) Programme in Psychology
Semester-III

Human Resource Management
(With effect from Academic Year 2020-21)

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

Course Outcomes

On completion of the course, learners will be able to:

CO1: Analyze the role of human resources in supporting organizational strategy (Level - Analyze)

CO2: Develop cross-cultural competence and apply diverse frames of reference to decisions and actions (Level - Create)

CO3: Create systems that develops harmonious labor-management relations (Level - Create)

CO4: Incorporate ethical considerations into all human resource activities (Level - Understand)

CO5: Evaluate different factors of financial compensation in developing a suitable compensation package (Level - Analyze)

Modules at a Glance

| SN | Modules | No. of Lectures |
|----|--|-----------------|
| 1 | Introduction To Human Resource Management | 06 |
| 2 | Human Resource Management Strategy and Analysis | 06 |
| 3 | Personnel Planning and Recruiting | 06 |
| 4 | Managing Careers and Retention | 06 |
| 5 | Compensation: Establishing Strategic Pay Plans | 06 |
| 6 | Pay for Performance and Financial Incentives | 06 |


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| | | |
|----|--|-----------|
| 7 | Benefits and Services | 06 |
| 8 | Building Positive Employee Relations | 06 |
| 9 | Labor Relations and Collective Bargaining | 06 |
| 10 | Managing Global Human Resources | 06 |
| | Total | 60 |

| <u>SN</u> | <u>Modules</u> |
|-----------|--|
| 1 | Introduction To Human Resource Management |
| | <ul style="list-style-type: none"> • What is Human Resource Management? • The Trends Shaping Human Resource Management • Today's New Human Resource Management • The New Human Resource Manager |
| 2 | Human Resource Management Strategy and Analysis (Employability) |
| | <ul style="list-style-type: none"> • The Strategic Management Process • Types Of Strategies • Strategic Human Resource Management • Hr Metrics, Benchmarking, And Data Analytics • High-Performance Work Systems. |
| 3 | Personnel Planning and Recruiting (Employability) |
| | <ul style="list-style-type: none"> • Workforce Planning And Forecasting • Why Effective Recruiting Is Important • Internal Sources Of Candidates • Outside Sources Of Candidates |
| 4 | Managing Careers and Retention (Employability) |
| | <ul style="list-style-type: none"> • Career Management • Managing Employee Turnover And Retention • Employee Life-Cycle Career Management • Managing Dismissals |
| 5 | Compensation: Establishing Strategic Pay Plans (Employability) |
| | <ul style="list-style-type: none"> • Managing Dismissals • Basic Factors In Determining Pay Rates • Job Evaluation Methods • How To Create A Market-Competitive Pay Plan |



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ARTS & MANAGEMENT STUDIES AND SHANTABEN
NAGINDAS KHANDWALA COLLEGE OF SCIENCE
(AUTONOMOUS)
MALAD (W), MUMBAI - 400 061

| | |
|-----------|---|
| | <ul style="list-style-type: none"> • Pricing Managerial And Professional Jobs • Contemporary Topics In Compensation |
| 6 | Pay for Performance and Financial Incentives |
| | <ul style="list-style-type: none"> • Money's Role In Motivation • Individual Employee Incentive And Recognition Programs • Incentives For Salespeople • Incentives For Managers And Executives • Team And Organization-Wide Incentive Plans |
| 7 | Benefits and Services (Employability) |
| | <ul style="list-style-type: none"> • The Benefits Picture Today • Pay For Time Not Worked • Insurance Benefits • Retirement Benefits • Personal Services And Family-Friendly Benefits & Flexible Benefits Programs |
| 8 | Building Positive Employee Relations (Employability) |
| | <ul style="list-style-type: none"> • What Is Employee Relations? • Employee Relations Programs For Building And Maintaining Positive Employee Relations • The Ethical Organization • Managing Employee Discipline |
| 9 | Labor Relations and Collective Bargaining |
| | <ul style="list-style-type: none"> • The Labor Movement In The Us And India • Unions And The Law: As In The Us And India • The Union Drive And Election: The U.S. Experience • The Collective Bargaining Process • Dealing With Disputes And Grievances • The Union Movement Today And Tomorrow |
| 10 | Managing Global Human Resources |
| | <ul style="list-style-type: none"> • The Manager's Global Challenge • Adapting Human Resource Activities To Intercountry Differences • Staffing The Global Organization • Training And Maintaining Employees Abroad • Managing Hr Locally: How To Put Into Practice A Global Hr System |



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(AUTONOMOUS)
MALAD (W), MUMBAI - 400 084

| | |
|-----------|---|
| | <ul style="list-style-type: none"> • Pricing Managerial And Professional Jobs • Contemporary Topics In Compensation |
| 6 | Pay for Performance and Financial Incentives |
| | <ul style="list-style-type: none"> • Money's Role In Motivation • Individual Employee Incentive And Recognition Programs • Incentives For Salespeople • Incentives For Managers And Executives • Team And Organization-Wide Incentive Plans |
| 7 | Benefits and Services (Employability) |
| | <ul style="list-style-type: none"> • The Benefits Picture Today • Pay For Time Not Worked • Insurance Benefits • Retirement Benefits • Personal Services And Family-Friendly Benefits & Flexible Benefits Programs |
| 8 | Building Positive Employee Relations (Employability) |
| | <ul style="list-style-type: none"> • What Is Employee Relations? • Employee Relations Programs For Building And Maintaining Positive Employee Relations • The Ethical Organization • Managing Employee Discipline |
| 9 | Labor Relations and Collective Bargaining |
| | <ul style="list-style-type: none"> • The Labor Movement In The Us And India • Unions And The Law: As In The Us And India • The Union Drive And Election: The U.S. Experience • The Collective Bargaining Process • Dealing With Disputes And Grievances • The Union Movement Today And Tomorrow |
| 10 | Managing Global Human Resources |
| | <ul style="list-style-type: none"> • The Manager's Global Challenge • Adapting Human Resource Activities To Intercountry Differences • Staffing The Global Organization • Training And Maintaining Employees Abroad • Managing Hr Locally: How To Put Into Practice A Global Hr System |



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ARTS & MANAGEMENT STUDIES AND SHANTABEN
NAGINDAS KHANDIWALA COLLEGE OF SCIENCE
(AUTONOMOUS)
MALAD (W), MUMBAI - 400 084

References

Books for Study

- Dessler, Gary and Varkkey, Biju (2018). Human Resource Management (15th Edition). Pearson. Delhi.

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- **Armstrong, Michael.** *A Handbook of Human Resource Management, 8th Ed.* Kogan Page Ltd. UK.
- **DeCenzo, A. David and Robbins P. Stephens.** *Personnel/Human Resource Management, 3rd Ed.* Prentice-Hall of India Private Ltd, New Delhi.
- **Bohlander, George; Snell, Scott and Sherman Arthur.** *Managing Human Resources, 12th Ed.* South-Western College Publishing, Thomson Learning. USA.



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ARTS & MANAGEMENT STUDIES AND SHANTABEN
NAGINDAS KHANDWALA COLLEGE OF SCIENCE
(AUTONOMOUS)
MALAD (W), MUMBAI - 400 064

Master of Arts (MA) Programme in Psychology
Semester-IV

Human Resource Development
(With effect from Academic Year 2020-21)

| SN | Objectives |
|----|---|
| 1 | To acquaint the students with the Need, Purpose and Role of human resource development in organizations |
| 2 | To blend theories and concepts with a practical approach that future HRD practitioners need to know. |
| 3 | To acquaint the students about E-learning and Use of Technology Enabled learning. |

Course Outcomes

On completion of the course, learners will be able to:

CO1: Demonstrate an understanding and perspective of Human (Level – Understand)

CO2: Resource Development as a discipline that appreciates learning (Level - Understand)

CO3: Develop skills of creating a detailed plan for need and implementation of HRD program in the organization (Level - Apply)

CO4: Understand contemporary realities of HRD and its interface with technology (Level - Understand)

Modules at a Glance

| SN | Modules | No. of Lectures |
|----|--|-----------------|
| 1 | The Context of Human Resource Development and Global Perspectives on Human Resource Development | 06 |
| 2 | Developing an HRD Strategy | 06 |
| 3 | The Role and Theory of Learning and A Systematic Approach to HRD | 06 |
| 4 | Identifying HRD Needs | 06 |
| 5 | Designing Learning and Development Interventions | 06 |
| 6 | Delivery of Learning and Development Interventions | 06 |
| 7 | The Evaluation of Learning and Development Interventions | 06 |
| 8 | Managing or Nurturing Knowledge and Integrating learning with Work | 06 |



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NAGINDAS KHANDIWALA COLLEGE OF SCIENCE
(AUTO. UOMUS)
MALAD (W), MUMBAI - 400 024

| | | |
|----|---|-----------|
| 9 | Managing the HRD Function | 06 |
| 10 | The Ethical Practitioner and Continuing Professional Development and Reflective Practice | 06 |
| | Total | 60 |

| <u>SN</u> | <u>Modules</u> |
|-----------|--|
| 1 | <p>The Context of Human Resource Development and Global Perspectives on Human Resource Development</p> <ul style="list-style-type: none"> • Globalization and The implications of globalization for HRD • Defining learning, training, and development; The foundations of HRD; The evolution of the theory and practice of HRD • The shift from training to learning; The shift from formal interventions to informal workplace learning; The shift from psychological to sociological perspectives on learning • The shift from the trainer as an instructional expert to a business partner; The shift from the development of human capital to the development of intellectual capital • The shift from centralized training departments and large teams of internal trainers to more varied and flexible approaches |
| 2 | <p>Developing an HRD Strategy</p> <ul style="list-style-type: none"> • Factors influencing strategic human resource development (Skill development) • Developing an HRD strategy • Implications for practice of a strategic approach to human resource development |
| 3 | <p>The Role and Theory of Learning and A Systematic Approach to HRD</p> <ul style="list-style-type: none"> • Psychological and Sociological learning theories • Learning approaches to problem-solving, to reflective practice and to self-directed learning and e-learning (Skill development) • The role of motivation in adult learning and Potential barriers to learning • Formal training and development intervention, The HRD cycle and A robust approach? |
| 4 | <p>Identifying HRD Needs</p> <ul style="list-style-type: none"> • The purpose of TNAs • Organization-level TNA, Department-level or operational-level TNA, Individual-level TNA • <u>The requirements for an effective TNA</u> (Skill development) |



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MALAD (E), MUMBAI - 400 084

| | |
|----|---|
| 5 | <ul style="list-style-type: none"> • Designing Learning and Development Interventions (Skill development) |
| | <ul style="list-style-type: none"> • Constraints and Key stages in the design process • Aim and objectives and Selecting a 'learning or training strategy' • Evaluation method, Content, methods, sequence, structure, and media • Venue selection and Incorporating relevant learning theory |
| 6 | <ul style="list-style-type: none"> • Delivery of Learning and Development Interventions (Employability) |
| | <ul style="list-style-type: none"> • The effective organization development (OD) project manager • The effective trainer, career developer, online tutor, facilitator, coach and mentor • Reasons for ineffective interventions and International trends |
| 7 | <ul style="list-style-type: none"> • The Evaluation of Learning and Development Interventions (Employability) |
| | <ul style="list-style-type: none"> • The purpose of evaluation and Different models of evaluation • Criticisms of evaluation models and A business approach to evaluation • The return on investment (ROI) model of evaluation • The future of evaluation and Measuring performance |
| 8 | <ul style="list-style-type: none"> • Managing or Nurturing Knowledge and Integrating learning with Work (Employability) |
| | <ul style="list-style-type: none"> • Knowledge, Knowledge management, Knowledge work and knowledge workers • Human resource development, knowledge management and Developing human and social capital, • The relationship between knowledge, knowledge management, learning • Informal learning in the workplace and Why the growth of interest in informal learning? • Facilitators of and obstacles to integrating learning with work, The role of the HRD practitioner and line manager in integrating learning in the workplace and The enhanced HRD cycle |
| 9 | <ul style="list-style-type: none"> • Managing the HRD Function |
| | <ul style="list-style-type: none"> • The HRD wheel: factors influencing the role, responsibilities, and structure of the HRD function • The HRD wheel: managing processes, products, and service, and managing people • Design options for the HRD function |
| 10 | <ul style="list-style-type: none"> • The Ethical Practitioner and Continuing Professional Development and Reflective Practice (Skill development) |
| | <ul style="list-style-type: none"> • Global trends, Business ethic, and HRD and business ethics • Corporate social responsibility (CSR); Human resource development (HRD) and corporate social responsibility (CSR) • Key competencies for the practice of HRD, Continuing professional development • Looking to the future, The principal challenges and International trends |



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NAGINDAS KHANDWALA COLLEGE OF COMMERCE
ARTS & MANAGEMENT SCIENCES AND SHANTABEN
NAGINDAS KHANDWALA COLLEGE OF SCIENCE
(ESTD 1973)
MALAD (W), MUMBAI - 400 084

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Books for Study

- Mankin, David (2009). Human Resource Development. Oxford University Press.

Reference Books

- Werner, John and Desimone, Randy (2016). Human Resource Development. CENGAGE Learning.
- Deb, Tapomoy (2008). Human Resource Development. ANE Books. New Delhi.



PRINCIPAL

NAGINDAS KHANDIWALA COLLEGE OF COMMERCE
ARTS & MANAGEMENT, NEW DELHI AND SHANTABEN
NAGINDAS KHANDIWALA COLLEGE OF SCIENCE
MALAD (W), MALAD - 400 084

Master of Arts (MA) Programme in Psychology

Semester-III

Industrial Psychology

(With effect from Academic Year 2020-21)

| SN | Objectives |
|----|---|
| 1 | To impart knowledge and understanding of the basic concepts in and various facets of Industrial and Organizational Psychology |
| 2 | To create awareness about the role and importance of Psychological factors and processes in the world of work |
| 3 | To create a foundation for higher education and a professional career in Industrial Psychology and Organizational Behavior. |

Course Outcomes

On completion of the course, learners will be able to:

CO1: Analyze the existing jobs and design suitable jobs to provide certain amount of challenge and job satisfaction (Level - Analyze)

CO2: Undertake behavioural research projects in the organizations (Level - Create)

CO3: Design suitable test procedures to test special abilities and personality traits of the different candidates (Level - Create)

CO4: Provide inputs to organizations regarding the psychological and behavior factors affecting the processes of employee selection, training and evaluation (Level - Understand)

CO5: Understand the different techniques of performance appraisal and design of appraisal system (Level - Understand)

CO6: Understand and design of selection process-based assessment of manpower requirement (Level - Create)


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NAGINDAS KHANDWALA COLLEGE OF COMMERCE
ARTS & MANAGEMENT STUDIES
NAGINDAS KHANDWALA COLLEGE OF SCIENCE

PHONE: 020-26111111

Modules at a Glance

| SN | Modules | No. of Lectures |
|----|------------------------------------|-----------------|
| 1 | What Is Industrial Psychology? | 06 |
| 2 | Analyzing and Evaluating Jobs | 06 |
| 3 | Recruiting and Interviewing | 08 |
| 4 | References and Testing | 08 |
| 5 | Characteristics of Effective Tests | 08 |
| 6 | Training Employees | 08 |
| 7 | Performance Evaluation | 08 |
| 8 | Occupational Health | 08 |
| | Total | 60 |

| SN | Modules |
|----|--|
| 1 | What Is Industrial Psychology? <ul style="list-style-type: none"> • The Field of I/O Psychology • Research in I/O Psychology • Ethics in Industrial/Organizational Psychology |
| 2 | Analyzing and Evaluating Jobs (Skill development) <ul style="list-style-type: none"> • Job Analysis • Job Evaluation |
| 3 | Recruiting and Interviewing (Skill development; Employability) <ul style="list-style-type: none"> • Job Analysis • Recruitment • Realistic Job Previews • Employment Interviews • Job Search Skills |
| 4 | References and Testing (Skill development) <ul style="list-style-type: none"> • Predicting Performance Using References and Letter of Recommendation • Predicting Performance Using Applicant Skill • Predicting Performance Using Prior Experience • Predicting Performance Using Applicant Training and Education |



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| | <ul style="list-style-type: none"> • Predicting Performance Using Applicant Knowledge • Predicting Performance Using Applicant Ability |
| 5 | Characteristics of Effective Tests (Employability) |
| | <ul style="list-style-type: none"> • Characteristics of Effective Selection Techniques • Establishing the Usefulness of a Selection Device • Determining the Fairness of a Test |
| 6 | Training Employees (Employability) |
| | <ul style="list-style-type: none"> • Determining Training Needs and Establishing Goals and Objectives • Choosing the Best Training Method • Delivering the Training Program • Motivating Employees to Learn During Training • Ensuring Transfer of Training and Putting It all Together • Evaluation of Training Results |
| 7 | Performance Evaluation (Skill development) |
| | <ul style="list-style-type: none"> • Determining the Reason for Evaluating Performance • Identify Environmental and Cultural Limitations • Determine Who Will Evaluate Performance • Select the Best Appraisal Methods to Accomplish Your Goals • Train Raters • Observe and Document Performance • Evaluate Performance • Communicate Appraisal Results to Employees • Terminate Employee • Monitor the Legality and Fairness of the Appraisal System |
| 8 | Motivating Employees |
| | <ul style="list-style-type: none"> • The Nature of Leadership • Need-Based Perspectives on Motivation • Process-Based Perspectives on Motivation • Learning-Based Perspectives on Motivation |
| 9 | Leadership |
| | <ul style="list-style-type: none"> • The Nature of Leadership • Early Approaches to Leadership • Contemporary Views of Leadership in Organizations |
| 10 | Occupational Health |
| | <ul style="list-style-type: none"> • Stress Defined • Sources of Stress • Consequences of Stress • Stress Reduction Interventions Related to Life Work Issues • Workplace Violence |



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References

Books for Study

- Aamodt, M.G. (2013). *Applied Industrial/Organizational Psychology*. (7th ed). Wadsworth/ Cengage Learning.

Reference Books

- Landy, F. J., & Conte, J. M. (2013). *Work In the 21st Century: An Introduction to Industrial and Organizational Psychology*, 4th Edition, John Wiley & sons, USA (Indian reprint 2015)
- Schultz, D., & Schultz, S. E. (2010). *Psychology and Work Today*. (10th ed.). Pearson Prentice Hall



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MALAD (W), MUMBAI - 400 064

Master of Arts (MA) Programme in Psychology
Semester-III

Organizational Behavior

(With effect from Academic Year 2020-21)

| SN | Objectives |
|----|---|
| 1 | To understand the concepts, nature and principles of Organizational Behavior |
| 2 | To introduce applied behavioral science principles and practices into the ongoing organization towards the goal of improving organizational effectiveness |
| 3 | To develop the skills to become an Organizational Behavior Practitioner |

Course Outcomes

On completion of the course, learners will be able to:

CO1: Relate the different aspects of the human behavior to the individual, group & organizational perspectives of the workplace (Level - Understand)

CO2: Respect how individuals, groups and organizations act in order to expand the options of approaches (Level - Understand)

CO3: Develop an ability to work in groups and communicate effectively (Level - Apply)

CO4: Understand, analyze and suggest measures to resolve the real life conflicts (Level - Evaluate)


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Modules at a Glance

| SN | Modules | No. of Lectures |
|----|---|-----------------|
| 1 | Introduction To Organizational Behavior | 06 |
| 2 | The Changing Environment of Organizations | 06 |
| 3 | Foundations of Individual Behavior | 06 |
| 4 | Motivating Employee Performance Through Work and Rewards | 06 |
| 5 | Decision Making and Problem Solving | 06 |
| 6 | Foundations of Interpersonal and Group Behavior | 06 |
| 7 | Power, Politics and Organizational Justice | 06 |
| 8 | Conflict and Negotiation in Organizations | 06 |
| 9 | Organizational Structure and Organizational Design | 06 |
| 10 | Organizational Culture | 06 |
| | Total | 60 |

| <u>SN</u> | <u>Modules</u> |
|-----------|---|
| 1 | Introduction To Organizational Behavior |
| | <ul style="list-style-type: none"> • What is Organizational Behavior? • Organizational Behavior and the Management Process; Organizational Behavior and the Manager's Job • Contemporary Organizational Behavior • Contextual Perspectives on Organizational Behavior • Managing for Effectiveness |
| 2 | The Changing Environment of Organizations |
| | <ul style="list-style-type: none"> • Globalization and Business • Diversity and Business • Technology and Business • Ethics and Corporate Governance • New Employment Relationships |
| 3 | Foundations of Individual Behavior |
| | <ul style="list-style-type: none"> • People in Organizations • Personality and Organizations |

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| | <ul style="list-style-type: none"> • Attitudes in Organizations • Perception in Organizations • Types of Workplace Behavior |
| 4 | Motivating Employee Performance Through Work and Rewards |
| | <ul style="list-style-type: none"> • Work Design in Organizations; Employee Involvement and Motivation • Flexible Work Arrangements • Goal Setting and Motivation (Skill development) • Performance Management in Organizations (Skill development) • Individual Rewards in Organizations; Managing Reward Systems |
| 5 | Decision Making and Problem Solving |
| | <ul style="list-style-type: none"> • The Nature of Decision Making • The Rational Approach to Decision Making • The Behavioral Approach to Decision Making • Creativity, Problem Solving, and Decision Making (Employability) |
| 6 | Foundations of Interpersonal and Group Behavior |
| | <ul style="list-style-type: none"> • The Interpersonal Nature of Organizations • The Nature of Groups • Group Performance Factors • Intergroup Dynamics (Skill development) |
| 7 | Power, Politics and Organizational Justice |
| | <ul style="list-style-type: none"> • Influence in Organizations • Power in Organizations • Politics and Political Behavior • Organizational Justice |
| 8 | Conflict and Negotiation in Organizations |
| | <ul style="list-style-type: none"> • The Nature of Conflict in Organizations; Common Forms and Causes of Conflict • Reactions to Conflict • Managing Conflict • Negotiation in Organizations (Skill development) |
| 9 | Organizational Structure and Organizational Design (Employability) |
| | <ul style="list-style-type: none"> • The Nature of Organization Structure; Classic Views of Structure • Structural Configuration, Responsibility and Authority • Contingency Approaches to Organization Design • Strategy, Structural Imperatives, and Strategic Choice • Organizational Designs, Contemporary Organization Design Processes |
| 10 | Organizational Culture |
| | <ul style="list-style-type: none"> • The Nature of Organization Culture • Creating the Organization Culture |



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| <ul style="list-style-type: none">• Approaches to Describing Organization Culture• Emerging Issues in Organization Culture• Managing Organization Culture |
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References

Book for Study

- Griffin, R.W and Moorhead, G. Organizational Behavior (2014). (11th Edition). Cengage Learning.

Reference Books

- Newstrom, J. W.. (2017). *Organizational Behaviour: Human Behaviour at Work* (17th Ed), Tata McGraw- Hill.
- Robbins, P. Stephen and Judge A. Timothy. (2018). *Organizational Behavior*, 15th Ed. Prentice-Hall of India Private Limited. New Delhi
- Hellriegel, D. & Slocum, J. W. (2007). *Organizational Behaviour* (10th Ed), South Western/Thomson Learning..



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NAGINDAS KHANDWALA COLLEGE OF SCIENCE
MALAD (E) - 401 304

Master of Arts (MA) Programme in Psychology
Semester-IV

Organizational Development
(With effect from Academic Year 2020-21)

| SN | Objectives |
|----|--|
| 1 | To acquaint the student with nature, foundations and overview of organization development. |
| 2 | To understand the values, assumptions and beliefs in organization development. |
| 3 | To Help students understand the process and intervention in organization development. |

Course Outcomes

On completion of the course, learners will be able to:

CO1: Understand the need and philosophy of organization change and development in the changing times (Level - Understand)

CO2: Describe how organizational diagnosis is carried out, design and evaluate different types and levels of interventions (Level - Understand)

CO3: Explore the role of OD in addressing issues relating to globalization and research challenges in OD (Level - Understand)

Modules at a Glance

| SN | Modules | No. of Lectures |
|----|--|-----------------|
| 1 | Introduction to Organization Development and The Organization Development Practitioner | 06 |
| 2 | The Nature of Planned Change | 06 |
| 3 | The Process of Organization Development -I | 06 |
| 4 | The Process of Organization Development -II | 06 |
| 5 | Leading and Managing Change | 06 |
| 6 | Human Process Interventions: Interpersonal and Group Process Approaches and Organization Process Approaches | 06 |
| 7 | Techno structural Interventions: | 06 |
| 8 | Human Resource Management Interventions | 06 |
| 9 | Strategic Change Interventions | 06 |

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| | | |
|----|---|-----------|
| 10 | Organization Development in Nonindustrial Settings and Future Directions in Organization Development | 06 |
| | Total | 60 |

| SN | Modules |
|-----------|---|
| 1 | Introduction to Organization Development and The Organization Development Practitioner |
| | <ul style="list-style-type: none"> • Organization Development Defined and The Growth and Relevance of Organization Development • A Short History of Organization Development and Evolution in Organization Development • Who is the Organization Development Practitioner? Competencies of an Effective Organization Development Practitioner • The Professional Organization Development Practitioner, Professional Values and Professional Ethics |
| 2 | The Nature of Planned Change |
| | <ul style="list-style-type: none"> • Theories of Planned Change • General Model of Planned Change • Different Types of Planned Change • Critique of Planned Change |
| 3 | The Process of Organization Development -I (Skill development) |
| | <ul style="list-style-type: none"> • Entering and Contracting, • Diagnosing Organizations • Diagnosing Groups and Jobs |
| 4 | The Process of Organization Development -II (Employability) |
| | <ul style="list-style-type: none"> • Collecting and Analyzing Diagnostic Information • Feeding Back Diagnostic Information • Designing Interventions |
| 5 | Leading and Managing Change (Employability) |
| | <ul style="list-style-type: none"> • Motivating Change • Creating a Vision • Developing Political Support • Managing the Transition and Sustaining the Momentum |
| 6 | Human Process Interventions (Employability) |
| | <ul style="list-style-type: none"> • Interpersonal and Group Process Approaches • Organization Process Approaches |
| 7 | Techno structural Interventions |


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| | <ul style="list-style-type: none"> • Restructuring Organizations • Employee Involvement • Work Design |
| 8 | Human Resource Management Interventions |
| | <ul style="list-style-type: none"> • Performance Management • Developing Talent • Managing Workforce Diversity and Wellness |
| 9 | Strategic Change Interventions (Skill development) |
| | <ul style="list-style-type: none"> • Transformational Change • Continuous Change • Transorganizational Change |
| 10 | Organization Development in Nonindustrial Settings and Future Directions in Organization Development |
| | <ul style="list-style-type: none"> • OD in Health Care and School Systems • OD in the Public Sector and Family-Owned Businesses • Trends within OD • Trends in the Context of OD |

References

Book for Study

- Cummings, T.G. and Worley, C.G. (2009). Organization Development & Change. 9th Edition, South Western Cengage Learning, Mason.

Reference Books

- Anderson, D.L (2012). Organizational Development: The Process of Leading Organizational Change. Sage Publications.
- French, W. L., & Bell, C. H. (1995). *Organization development: Behavioral science interventions for organization improvement*. Englewood Cliffs, NJ: Prentice-Hall.



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(AUTONOMOUS)
MALAD (W), MUMBAI - 400 084

Master of Arts (MA) Programme in Psychology
Semester-I

Personality Psychology

(With effect from Academic Year 2019-20)

| SN | Objectives |
|----|---|
| 1 | To have a general, integrated and clear concept about personality |
| 2 | To understand assessment personality traits |
| 3 | To understand factors influencing personality |
| 4 | To apply the theories of personality in different situations |

Course Outcome:

On successful completion of this course, learners should be able to:

CO1: Understand the theory, scope and application of personality psychology and dynamics of personality development (Level - Understand)

CO2: Learn how to measure of personality traits (Understand)

CO3: Identify genetic and cognitive factors in personality development (Level – Analyze)


CO4: Appraise sex differences and individual differences in personality (Level - Understand)

CO5: Analysis of self through personality measures (Level - Analyze)

CO6: Design the use of personality psychology in settings like school, education, work place and judiciary (Level - Create)

Modules at a Glance

| SN | Modules | No. of Lectures |
|----|--|-----------------|
| 1 | Introduction To Personality Psychology | 06 |
| 2 | Traits And Trait Taxonomies | 06 |
| 3 | Theoretical And Measurement Issues In Trait | 08 |
| 4 | Genetics And Personality | 08 |
| 5 | Evolutionary Perspectives on Personality | 08 |


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| | | |
|---|--|-----------|
| 6 | Cognitive Topics in Personality | 08 |
| 7 | Approaches To the Self | 08 |
| 8 | Applied Personality Psychology | 08 |
| | Total | 60 |

| <u>SN</u> | <u>Modules</u> |
|-----------|--|
| 1 | Introduction to Personality Psychology |
| | <ul style="list-style-type: none"> • Personality defined • Three levels of personality analysis • Six domains of knowledge • The role of personality theory • Standards for evaluating personality theories |
| 2 | Traits and Trait Taxonomies |
| | <ul style="list-style-type: none"> • What is trait; Identification of the most important trait • Taxonomies of personality; An Indian taxonomy |
| 3 | Theoretical and Measurement Issues in Trait (Entrepreneurship) |
| | <ul style="list-style-type: none"> • Theoretical issues • Measurement issues • Personality and prediction |
| 4 | Genetics and Personality |
| | <ul style="list-style-type: none"> • The Human Genome • Behavioral genetic methods • Major findings from behavioral genetic research • Genes and environment |
| 5 | Evolutionary Perspectives on Personality |
| | <ul style="list-style-type: none"> • Evolution and neuroscience; evolution and psychology • Human nature; sex differences; individual differences • The big five, motivation, and evolutionarily relevant adaptive problems |
| 6 | Cognitive topics in Personality (Skill development) |
| | <ul style="list-style-type: none"> • Personality revealed through analysis • Personality revealed through interpretation • Personality revealed through goals • Personal project analysis |


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| 7 | Approaches to the self |
| | <ul style="list-style-type: none"> • Descriptive component of the self • Evaluative component of the self • Social component of the self |
| 8 | Applied Personality Psychology (Employability) |
| | <ul style="list-style-type: none"> • Personality in school psychology • Personality in educational psychology • Personality at work place • Personality and crime |

References

Books for Study

- Larsen R., Buss D., Deuskar M. (2014). Personality Psychology. Domains of knowledge about human nature. 4e, McGraw Hill Edition (India) Private Limited, New Delhi

Reference Books

- The Cambridge Handbook of Personality Psychology. Edited by Corr, P. & Matthews, G. Cambridge University, 2009
- Brody, N., & Ehrlichman, H. (1998). Personality Psychology: Science of Individuality. Englewood Cliffs, NJ: Prentice Hall.
- Miserandino, M (2011). Personality Psychology: Foundations and Findings. Pearson Education.
- Plutchik, R., & Conte, H. R. (Eds.). (1997). Circumplex Models of Personality and Emotions. Washington, DC: American Psychological Association.
- Roberts, B.W., & Hogan R. (2001). Personality Psychology in the Workplace. Washington: American Psychological Association.


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NAGINDAS KHANDWALA COLLEGE OF SCIENCE
(AUTONOMOUS)
MALAD (W), MUMBAI - 400 064

Master of Arts (MA) Programme in Psychology

Semester-I

Positive Psychology

(With effect from Academic Year 2019-20)

| SN | Objectives |
|----|---|
| 1 | To introduce the emerging field of Positive Psychology and the concepts of Positive Psychology. |
| 2 | To acquaint students with positive subjective states and processes and enable students to appreciate importance of human strengths and virtues. |
| 3 | To develop an understanding of the applications of Positive Psychology. |

Course Outcome:

On successful completion of this course, learners should be able to:

CO1: Develop an appreciation of how positive psychology principles can be applied to real life settings and to understand the nature and scope of positive psychology (Level: Understand).

CO2: Understand how Positive emotions influences one's well-being and health resources (Understand).

CO3: Learn the importance of resilience and how trauma helps to build resilience. (Level - Remember)

CO4: Assess happiness across life span, influence of gender and marriage in happiness (Level - Evaluate).

CO5: Compare the Interrelation of money, happiness, close relationships and culture (Level - Analyze)

CO6: Identify personal goals that influence self-concept and well-being (Level - Apply).

CO7: Identify virtues and character strengths such as self-regulation, self-control, positive traits, and mindfulness influences well-being (Level - Apply).


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MALAD (W), MUMBAI - 400 064

Modules at a Glance

| SN | Modules | No. of Lectures |
|--------------|--|-----------------|
| 1 | What Is Positive Psychology? | 06 |
| 2 | Positive Emotions And Well-Being | 06 |
| 3 | Resilience | 06 |
| 4 | Happiness And The Facts Of Life | 06 |
| 5 | Money. Happiness And Culture | 06 |
| 6 | Personal Goals As Windows To Well-Being | 06 |
| 7 | Self-Regulation And Self-Control | 06 |
| 8 | Positive Traits, Virtue And Strengths Of Character | 06 |
| 9 | Close Relationships And Well-Being | 06 |
| 10 | Life Above Zero | 06 |
| Total | | 60 |

| SN | Modules |
|----|--|
| 1 | What is Positive Psychology? <ul style="list-style-type: none"> • Traditional Psychology; Positive Psychology, • Positive Psychology: Assumptions, Goals and Definitions, Two final notes • Why a psychology of well-being? What is happiness? Two traditions; • Subjective well-being; Self-realizations; Comparing Hedonic and Eudemonic views of happiness |
| 2 | Positive Emotions and Well-Being (Skill development) <ul style="list-style-type: none"> • What are Positive Emotions? • Positive Emotions and Health Resources • Positive Emotions and Well-Being • Cultivating Positive Emotions |
| 3 | Resilience (Skill development) <ul style="list-style-type: none"> • What is Resilience? • Resilience Research |


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| | <ul style="list-style-type: none"> • Growth Through Trauma |
| 4 | Happiness and the Facts of Life (Skill development) |
| | <ul style="list-style-type: none"> • Happiness Across the Life Span • Gender and Happiness • Marriage and Happiness • Other facts of life |
| 5 | Money, Happiness and Culture (Employability) |
| | <ul style="list-style-type: none"> • The Paradox of affluence; Well-Being Across Nations; Interpreting National Comparisons; • Understanding Money and Happiness • The Meaning of Happiness: Relative or Universal • Culture and Well-Being |
| 6 | Personal Goals as Windows to Well-Being (Employability) |
| | <ul style="list-style-type: none"> • What are Personal Goals? • The Search for Universal Human Motives • The Personalization of Goals in Self-Concept?; What Goals Contribute Most to Well-Being? • Materialism and its Discontents |
| 7 | Self-Regulation and Self-Control (Skill Development) |
| | <ul style="list-style-type: none"> • The value of Self-Control • Planning for Self-Regulation Success • Goals that create Self-Regulation Problems • Everyday Explanation for Self-Control Failure; Goal Disengagement |
| 8 | Positive Traits, Virtue and Strengths of Character (Skill Development) |
| | <ul style="list-style-type: none"> • What makes a Trait Positive?; Personality, Emotions, and Biology • Positive Beliefs • Developing a classification of Human Virtues; • Wisdom as a Foundational Strength and Virtue • Transcendence: Religion and Spirituality; Religion and Virtue |
| 9 | Close Relationships and Well-Being (Entrepreneurship) |
| | <ul style="list-style-type: none"> • Defining close Relationships; On the Lighter Side • Friendships and Romantic Love • Varieties of Love • What People Bring to Romantic Relationship; The Contours of a Happy Marriage |
| 10 | Life Above Zero |
| | <ul style="list-style-type: none"> • Positive Psychology Revisited • Interconnection of the Good and the Bad • Contours of a Positive Life: Meaning and Means |



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| <ul style="list-style-type: none"> • Mindfulness and Well-Being; East-West and Positive Psychology |
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Reference Books

Books for Study

- Baumgardner, Steve & Marie, K. Crothers (2009). Positive Psychology, Dorling Kindersley (India) Pvt. Ltd. Pearson Education in South Asia

Reference Books

- Hefferon, K., & Boniwell, I. (2011). Positive psychology: Theory, research and applications. London: McGraw-Hill.
- Snyder, C. R.; & Lopez, S. J. (2002). Handbook of Positive Psychology. New York: Oxford University Press.
- 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.
- Seligman, M. E. P (1991). Learned Optimism. NY: Knopf.
- Seligman, Martin A.P., (2007). Authentic Happiness, London: Nicholas Brealey Publishing
- Seligman, M.E.P. & Csikszentmihalyi, (2000). Positive Psychology: An Introduction. American Psychologist. 55 (1), 5-14.
- Carr, A. (2004). Positive Psychology a science of happiness and human strengths. NY: BR Publishers
- Peterson C. (2006). A Primer in Positive Psychology. Oxford: Oxford University Press.
- Lopez, S. J. (Ed) (2013). The Encyclopedia of Positive Psychology. UK: Blackwell Publishing Ltd.
- Seligman, M. E. P.; Steen, T. A.; Park, N.; & Peterson, C. (2005). Positive Psychology Progress: Empirical Validation of Interventions. American Psychologist, 60 (5), 410-421


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MALAD (W), MUMBAI - 400 064

Master of Arts (MA) Programme in Psychology
Semester-I

Practicals in Psychology - Experiments
(With effect from Academic Year 2019-20)

| SN | Objectives |
|----|--|
| 1 | To develop various skills of conducting experiments in psychology. |
| 2 | To acquaint the students with applications of experimental design. |
| 3 | To develop report writing based on APA format. |

Course Outcome:

On successful completion of this course, learners should be able to:

CO1: Learn to self-design experiments in learning attention and memory processes (Level - Understand).

CO2: Prepare apparatus and materials for experiments using technology (Level - Create)

CO3: Compare appropriate statistical tools for analysis of data collected (Level - Analyze)

CO4: Gain an understanding about descriptive and inferential statistics (Level - Apply)

CO5: Write results and discussion of data collected in APA format (Level - Evaluate)

CO6: Develop an ability of critical thinking including respect for scientific data and ethical values (Level - Apply)



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Modules at a Glance

| SN | Modules | No. of Lectures |
|--------------|---------------------------------------|-----------------|
| 1 | Orientation to Experimental Method | 06 |
| 2 | Self-designed Experiment on Learning | 18 |
| 3 | Self-designed Experiment on Attention | 18 |
| 4 | Self-designed Experiment on Memory | 18 |
| Total | | 60 |

| Modules |
|---|
| <p>Orientation to Experimental Method (Entrepreneurship)</p> <ul style="list-style-type: none"> ● Methodology ● Preparation of Apparatus and Materials ● Experimental Designs ● Statistical analysis ● Report writing |
| <p>Introduction to Self-designed Experiment on Learning (Skill development; Employability)</p> <ul style="list-style-type: none"> ● Each student will have to self-design experiment on learning ● Each student will present the self-designed experiment in the class ● The most appropriate experiment will be selected and conducted by all the students in the class in batches ● Discussion of data obtained |
| <p>Introduction to Self-designed Experiment on Attention (Skill development; Employability)</p> <ul style="list-style-type: none"> ● Each student will have to self-design experiment on attention ● Each student will present the self-designed experiment in the class ● The most appropriate experiment will be selected and conducted by all the students in the class in batches ● Discussion of data obtained |



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Introduction to Self-designed Experiment on Memory (**Skill development; Employability**)

- Each student will have to self-design experiment on memory
- Each student will present the self-designed experiment in the class
- The most appropriate experiment will be selected and conducted by all the students in the class in batches
- Discussion of data obtained

Reference Books

Books for Study

- Galloti, K. M. (2004). Cognitive psychology in and out of the laboratory. USA: Thomson Wadsworth.
- Baker, L.M., Weisiger, C. & Taylor, M.W. (1960). Laboratory experiments in General Psychology. Oxford Univ. Press.
- Snodgrass J. G., Levy-Berger, Hyden (1985). Human Experimental Psychology. New York: Oxford University Press.
- Sternberg, R.J. (1996). Cognitive psychology. NY: Harcourt Brace College Publishers.



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Master of Arts (MA) Programme in Psychology

Semester – II

Practicals in Psychology - Testing and Psychometrics

(With effect from Academic Year 2019-20)

| SN | Objectives |
|----|--|
| 1 | To acquaint the students with the administration of psychological tests and interpretation of scores |
| 2 | To acquaint the students with characteristics of a good psychological scale. |
| 3 | To develop report writing based on APA format. |

Course Outcome:

On successful completion of this course, learners should be able to:

CO1: Develop an understanding of the basic principles of psychological assessment and its various phases (Level - Understand)

CO2: Develop knowledge about the steps in test construction and test standardization (Level - Remember)

CO3: Acquaint themselves about the choice of reliable and valid psychological scale to be used for a research study (Level - Analyze)

CO4: Learn the importance of administrating, scoring and interpreting a psychological scale (Level - Apply)

CO5: Appreciate the concepts of norms, reliability, and validity for a robust psychological scale (Level - Understand)

CO6: Create a reliable and valid psychological scale (Level - Create)

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Modules at a Glance

| SN | Modules | No. of Lectures |
|--------------|---|-----------------|
| 1 | Orientation to construction of a test | 15 |
| 2 | Personal orientation and behaviour | 15 |
| 3 | Personal and interpersonal styles | 15 |
| 4 | The organization | 15 |
| 5 | Scale construction: Developing a reliable and valid measurement psychological scale | 15 |
| Total | | 60 |

| Modules |
|--|
| Orientation to construction of a test (Skill development; Employability) |
| <ul style="list-style-type: none"> ● Methodology ● Literature Review ● Designing of a scale ● Statistical analysis ● Report writing |
| Personal orientation and behaviour (Skill development; Employability) |
| <ul style="list-style-type: none"> ● Conceptual framework ● Scoring ● Norms ● Reliability ● Validity |
| Personal and interpersonal styles (Skill development; Employability) |
| <ul style="list-style-type: none"> ● Conceptual framework ● Scoring ● Norms ● Reliability ● Validity |
| The organization (Skill development) |



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- Conceptual framework
- Scoring
- Norms
- Reliability
- Validity

Scale construction: Developing a reliable and valid measurement psychological scale (**Skill development; Employability**)

- Conceptual framework
- Scoring
- Norms
- Reliability
- Validity



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Master of Arts (MA) Programme in Psychology

Semester-II

Psychological Capital

(With effect from Academic Year 2019-20)

| SN | Objectives |
|----|---|
| 1 | To be aware about the impact of positive psychology in revitalizing human growth. |
| 2 | To learn about the applications of concepts of positive psychology. |
| 3 | To create greater self-awareness and promote personal growth and development. |

Course Outcome:

On successful completion of this course, learners should be able to:

CO1: Appreciate and understand the meaning and conceptual approaches of psychological capital in work place (Level - Understand)

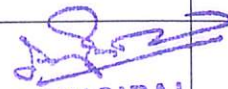
CO2: Learn about psycap such as efficacy, hope, optimism, resiliency, potential psycap and use it for being a good manager and employee and enhance collective efficacy in workplace (Level - Apply)

CO3: Employ affective, emotional and social positive capacities for improving performance (Level - Apply)

CO4: Estimate psycap using psycap measures and developing psycap scales (Level - Create)


Modules at a Glance

| SN | Modules | No. of Lectures |
|----|--|-----------------|
| 1 | Introduction To Psychological Capital | 06 |
| 2 | PsyCap Efficacy: Confidence To Succeed | 08 |
| 3 | PsyCap Hope: The Will And The Way | 08 |
| 4 | PsyCap Optimism: Realistic And Flexible | 08 |


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| | | |
|---|--|-----------|
| 5 | PsyCap Resiliency: Bouncing Back And Beyond | 08 |
| 6 | Selected Cognitive And Affective Strengths: Potential PsyCap | 06 |
| 7 | Possible Social And Higher-Order Strengths: Future PsyCap | 08 |
| 8 | Measurement And Development Of PsyCap: Measuring The Return On Investment | 08 |
| | Total | 60 |

| SN | Modules |
|----|---|
| 1 | Introduction to Psychological Capital |
| | <ul style="list-style-type: none"> • The War for Talent Perspective • The Need for a New Approach • Positive Organizational Behavior • Psychological Capital |
| 2 | PsyCap Efficacy: Confidence to Succeed |
| | <ul style="list-style-type: none"> • Five Key Discoveries of PsyCap Efficacy • What is PsyCap Efficacy? • Developing PsyCap Efficacy in Managers and Employees (Skill development; Employability) • The Confident Organization: Collective Efficacy |
| 3 | PsyCap Hope: The Will and the Way |
| | <ul style="list-style-type: none"> • A story of Hope • What is PsyCap Hope? • Developing PsyCap Hope in Managers and Employees • The Hopeful Organization: Nurturing a Culture of Hope and High Performance (Skill development; Employability) |
| 4 | PsyCap Optimism: Realistic and Flexible |
| | <ul style="list-style-type: none"> • PsyCap Optimism as an Explanatory or Attribution Style • Do we need Employees with PsyCap Optimism? • Organizational Leaders with PsyCap Optimism • The Optimistic Organization (Skill development; Employability) |
| 5 | PsyCap Resiliency: Bouncing Back and Beyond |
| | <ul style="list-style-type: none"> • A Resilience Story • The PsyCap Resiliency Factors in Action |


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| | |
|----------|--|
| | <ul style="list-style-type: none"> • Resiliency in the Workplace: Performance Implications • The Resilient Organization: Creating a Bounce Back and Beyond Environment |
| 6 | Selected Cognitive and Affective Strengths: Potential PsyCap |
| | <ul style="list-style-type: none"> • Classifications of Potential PsyCap Constructs • Affective and Emotional Strengths • Flow as Potential PsyCap • Humor as Potential PsyCap |
| 7 | Possible Social and Higher-Order Strengths: Future PsyCap |
| | <ul style="list-style-type: none"> • Social Positive Capacities • The Meaning and Applications of Gratitude and Forgiveness • Emotional Intelligence as Potential PsyCap • How does EI, Spirituality, Authenticity, Courage as Potential PsyCap? |
| 8 | Measurement and Development of PsyCap: Measuring the Return on Investment (Entrepreneurship) |
| | <ul style="list-style-type: none"> • Characteristics of Existing PsyCap Measures What makes a Trait Positive?; Personality, Emotions, and Biology • Measuring PsyCap • Developing PsyCap |

References

Books for Study

- Luthans Fred, Youssef Carolyn and Avolio Bruce (2007). Psychological Capital: Developing the Human Capital Edge. Oxford University Press

Reference Books

- Luthans Fred, Youssef Carolyn and Avolio Bruce (2015). Psychological Capital and Beyond. OUP USA.
- Chan David (2018). Psychological Capital: Essays by David Chan (2015-2017) .World Scientific Publishing Co Pte Ltd.
- Pryce-Jones, Jessica (2010). Happiness at Work: Maximizing your Psychological Capital for Success. Wiley-Blackwell.
- Seligman, M. E. P (1991). Learned Optimism. NY: Knopf.
- Seligman, Martin A.P.,(2007). Authentic Happiness, London: Nicholas Brealey Publishing
- Nelson, Debra & Cooper Cary (2007). Positive Organizational Behavior. Sage Publications
- Seligman, M.E.P. &Csikszentmihalyi, (2000). Positive Psychology: An Introduction. American Psychologist. 55 (1), 5-14.



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Master of Arts (MA) Programme in Psychology

Semester-I

Research Methods in Psychology (With effect from Academic Year 2019-20)

| SN | Objectives |
|----|---|
| 1 | To impart general understanding of concepts in research methodology. |
| 2 | To impart knowledge about application of scientific procedures. |
| 3 | To learn how to formulate research questions, collecting and analyzing data. |
| 4 | To know about different experimental designs, types of research, and data collection methods. |
| 5 | To learn to write and communicate research study. |

Course Outcome:

On successful completion of this course, a learner should be able to:

CO1: Understand the basic concepts in research methodology
(Level - Remember)

CO2: Understand how's and why's in writing the literature review for a research article (Level - Remember)

CO3: Know about testing hypothesis, types of hypothesis and errors, validity and statistical significance (Level - Understand)

CO4: Learn about precision in measurement, tests, scales and inventories (Level - Apply)

CO5: Generate experimental designs and non-experimental designs and how to formulate a proper research design (Level - Create).

CO6: Review data collection and writing research article/study in APA format (Level - Apply)



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Modules at a Glance

| SN | Modules | No. of Lectures |
|----|---|-----------------|
| 1 | Introduction To Research In Psychology | 06 |
| 2 | Understanding Research Literature | 06 |
| 3 | Research In Psychology | 08 |
| 4 | Measuring Variables | 08 |
| 5 | Experimental Designs | 08 |
| 6 | Finding Relationships Among Variables | 08 |
| 7 | Data Collection Methods | 08 |
| 8 | Your Research Design | 08 |
| | Total | 60 |

| SN | Modules |
|----|---|
| 1 | Introduction to Research in Psychology |
| | <ul style="list-style-type: none"> • Acquiring knowledge about the world • Critical thinking; Objectives of Science; The tenets of Science; The scientific method. • Theories, concepts and hypotheses; Why do we do research; Approach to research • Steps in planning and doing research |
| 2 | Understanding research literature (Skill development) |
| | <ul style="list-style-type: none"> • Searching the literature; • The research article |
| 3 | Research in Psychology (Skill development) |
| | <ul style="list-style-type: none"> • General principles; Ethical standards; Special populations; Internet research; Bias and intellectual honesty. • Three levels of hypothesis; Testing the null hypothesis • Statistical significance; Inferential errors: Type 1 and Type 2 • External and internal validity |
| 4 | Measuring Variables |
| | <ul style="list-style-type: none"> • Ways of asking questions; Measuring observed behavior • The importance of precision in measurement |


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| | |
|----------|--|
| | <ul style="list-style-type: none"> • Tests, scales, and inventories; Commercially available tests and inventories • Sampling methods; Sample and effect size |
| 5 | Experimental Designs (Employability; Entrepreneurship) |
| | <ul style="list-style-type: none"> • Why and how we do experiments; Dependent groups design; mixed group designs • Single participant designs and the experimental analysis of behavior • ABA and ABAB withdrawal designs; Multiple baseline designs • Alternating treatment designs; Changing criterion designs • Advantages and disadvantages of single participant designs |
| 6 | Finding Relationships among Variables (Employability; Entrepreneurship) |
| | <ul style="list-style-type: none"> • Quasi experiments • Longitudinal research • Cross – sectional research • Case studies • Correlational research |
| 7 | Data Collection Methods (Employability) |
| | <ul style="list-style-type: none"> • Observational research • Advantages and disadvantages of observational research • Survey research • Observing group behavior • Archival research • Action Research • Meta analytic design |
| 8 | Your Research Design (Skill Development; Entrepreneurship) |
| | <ul style="list-style-type: none"> • What is statistics and why they are necessary? • Making inferences from your data • Writing in psychology • Presenting research in writing • Other ways of presenting research |

Reference Books

Books for Study

- Evans, A. N. & Rooney, B.J. (2010). Methods in Psychology Research

Reference Books

- Shaughnessy, J. J., Zechmeister, E. B. & Zechmeister, J. (2012). Research methods in psychology. (9e). NY: McGraw Hill.
- Elmes, D. G. (2011). Research Methods in Psychology (9e). Wadsworth Publishing.
- Goodwin, J. (2009). Research in Psychology: Methods in Design (6e). Wiley.
- (2009). Research methods. (8e). Wadsworth Publishing.

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- Forrester, M. A. (2010). Doing Qualitative Research in Psychology: A Practical Guide. Sage.



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MALAD (W), MUMBAI - 400 064

Master of Arts (MA) Programme in Psychology

Semester-II

Statistics In Psychology

(With effect from Academic Year 2019-20)

| SN | Objectives |
|----|--|
| 1 | To acquaint the students and make them understand the different statistical methods with their uses and interpretations. |
| 2 | To develop computational skills in students |
| 3 | To enable them to analyze the data of practical and project work. |

Course Outcome:

On successful completion of this course, learners should be able to:

CO1: Gain knowledge of descriptive statistics and probability (Level - Remember)

CO2: Compare the concept and meaning of correlation and regression (Level - Apply)

CO3: Understand the concept and meaning of inferential statistics for hypothesis testing (Level - Understand)

CO4: Review Non-parametric statistics (Level - Apply)

CO5: Evaluate different types of statistical software such as SPSS, Excel and R used in data analysis (Level - Create)

Modules at a Glance

| SN | Modules | No. of Lectures |
|----|--|-----------------|
| 1 | Overview Of Descriptive Statistics And Probability | 10 |
| 2 | Correlation And Regression | 10 |
| 3 | Inferential Statistics | 20 |
| 4 | Non-Parametric Statistics | 20 |
| | Total | 60 |

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| SN | Modules |
|----|--|
| 1 | <p>Overview of descriptive statistics and probability (Skill development)</p> <ul style="list-style-type: none"> • Overview of measures of Central tendency, variability, curves and graphs • Percentiles, percentile ranks and standard scores • Probability: Concept, definition, and principles • Characteristics of normal distribution curve • Applications of normal distribution curve |
| 2 | <p>Correlation and regression (Skill development, Employability)</p> <ul style="list-style-type: none"> • Concept and meaning of correlation • Pearson's Product-Moment Correlation • Point – Biserial Correlation and Phi-coefficient • Bi-serial and tetra choric correlation • Partial and Multiple Correlation • Simple Linear Regression: Concept and uses |
| 3 | <p>Inferential statistics (Skill development, Employability)</p> <ul style="list-style-type: none"> • Concept and meaning of correlation • Pearson's Product-Moment Correlation • Point – Biserial Correlation and Phi-coefficient • Bi-serial and tetra choric correlation • Partial and Multiple Correlation • Simple Linear Regression: Concept and uses |
| 4 | <p>Non-parametric statistics (Skill development, Employability)</p> <ul style="list-style-type: none"> • Difference between Parametric and Non-parametric statistics • Chi Square tests • Non-parametric tests for correlated data- Rank Difference Correlation, Sign Test, Wilcoxon Signed Rank test • Non-parametric tests for uncorrelated data - Mann-Whitney U-test and Kruskal-Wallis Test • Statistical software: An introduction – SPSS, Excel • Statistical software: An introduction to R |



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- Minium E.W., King B. M., Bear G. (1995). Statistical Reasoning in Psychology and Education.
- Guilford J. P. and Fruchter B. (1985). Fundamental Statistics in Psychology and Education (6e) McGraw – Hill.
- Howell D.C. (1997). Statistical Methods for Psychology (4e).
- Sarma K.V.S. (2001) Statistic Made Simple: Do it yourself on PC
- Welkowitz, J., Emen, R. B. and Cohen, J. (1982). Introductory statistics for the behavioural sciences (3e). N.Y.: Academic Press.
- Fergusson, G. A. (1976). Statistical analysis in psychology and education. McGraw-Hill.
- Glass, G. V. & Stanley, J. C. (1970). Statistical methods in education and psychology. Prentice-Hall.
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- Mangal, S. K. (2006). Statistics in psychology and education. N.D.: Prentice-Hall.
- Levin, J. & Fox, J. A. (2006). Elementary statistics in social research. Delhi: Pearson Education.
- Black, T.R. (1999). Doing quantitative research in the social sciences: An integrated approach to research design, measurement and statistics. London: Sage Pub.
- Foster, J.J. (2001). Data analysis: Using SPSS for windows. London: Sage Pub.



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Master of Arts (MA) Programme in Psychology
Semester-IV

Workplace Relationships
(With effect from Academic Year 2020-21)

| SN | Objectives |
|----|---|
| 1 | To develop an understanding of relationships in organizations. |
| 2 | To examine the role of workplace relationships as information-sharing, resource-distributing, decision making, and support systems. |

Course Outcomes

On completion of the course, learners will be able to:

CO1: Demonstrate high levels of awareness and sensitivity to the nature and functions of different relationships in the workplace (Level - Understand).

CO2: Apply learning from the course to develop effective relationships in the workplace (Level - Apply)

Modules at a Glance

| SN | Modules | No. of Lectures |
|----|---|-----------------|
| 1 | Organizing Workplace Relationships. | 08 |
| 2 | Supervisor-Subordinate Relationships | 08 |
| 3 | Peer Coworker Relationships | 08 |
| 4 | Workplace Friendship | 09 |
| 5 | Romantic Workplace Relationships | 09 |
| 6 | Customer and Client Relationships | 09 |
| 7 | Workplace Relationships and Society | 09 |
| | Total | 60 |

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| <u>SN</u> | <u>Modules</u> |
|-----------|---|
| 1 | Organizing Workplace Relationships |
| | <ul style="list-style-type: none"> • Postpositivist Approaches to Workplace Relationships • Social Construction Approaches to Workplace Relationships • Critical Approaches to Workplace Relationships • Structural Theory and Workplace Relationships |
| 2 | Supervisor-Subordinate Relationships (Skill development) |
| | <ul style="list-style-type: none"> • Functions of Supervisor-Subordinate Relationships • Supervisor-Subordinate Relationship Development • Outcomes and Consequences of Supervisor-Subordinate Relationships • Theoretical Perspectives on Peer Relationships |
| 3 | Peer Coworker Relationships (Skill development) |
| | <ul style="list-style-type: none"> • Functions of Peer Relationships • Peer Relationship Development • Outcomes and Consequences of Peer Relationships • Theoretical Perspectives on Peer Relationships |
| 4 | Workplace Friendship (Employability) |
| | <ul style="list-style-type: none"> • Functions of Workplace Friendship • Workplace Friendship Development • Outcomes and Consequences of Workplace Friendship • Theoretical Perspectives on Workplace Friendship |
| 5 | Romantic Workplace Relationships |
| | <ul style="list-style-type: none"> • The "Gray Area" Between Romance and Sexual Harassment • Workplace Romantic Relationship Development • Outcomes and Consequences of Workplace Romantic Relationship • Theoretical Perspectives on Workplace Romantic Relationship |
| 6 | Customer and Client Relationships (Employability) |
| | <ul style="list-style-type: none"> • Relationship Marketing • Customer Relationship Development • Outcomes and Consequences Customer Relationships • Theoretical Perspectives on Customer and Client Relationship |
| 7 | Workplace Relationships and Society (Employability) |
| | <ul style="list-style-type: none"> • Technology, Globalization and Workplace Relationships • Workplace Relationships and the Life-World • Theoretical Perspectives on Relationships and Society |


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References

Book for Study

- Sias, Patricia M(2009). Organizing Relationships: Traditional and Emerging Perspectives on Workplace Relationship. Sage Publications



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