ST ALOYSIUS COLLEGE (AUTONOMOUS)

MANGALORE

RE-ACCREDITED BY NAAC "A" GRADE

COURSE STRUCTURE AND SYLLABUS

OF

M.Sc

Corporate Psychology

CHOICE BASED CREDIT SYSTEM (CBCS)

(2021 BATCH ONWARDS)

Date: 12–08–2021

NOTIFICATION

Sub: Syllabus of **M.Sc. Corporate Psychology** Under Choice Based
Credit System.

Ref: 1. Decision of the Academic Council meeting held on 19-06-2021 vide
Agenda No: 10(2021-22)
2. Office Notification dated 12-08-2021

Pursuant to the above, the Syllabus of **M.Sc. Corporate Psychology** under Choice Based Credit System which was approved by the Academic Council at its meeting held on 19-06-2021 is hereby notified for implementation with effect from the academic year **2021-22**.

Principal

Registrar

To:

1. The Chairman/Dean/HOD.

2. The Registrar

3. Library

PG Office

	M.Sc. Corporate Psychology						
I Semester = 5 Hard core and 1 soft core paper							
Code	**Papers**	**Instruction hours/ Week**	**Duration of Exam**	**Marks**		**Total**	**Credits**
				IA	**End Semester**		
PH 551.1	Psychological Processes	4	3	30	70	100	4
PH 552.1	Psychological Assessment	4	3	30	70	100	4
PH 553.1	Human Resource Management	4	3	30	70	100	4
PH 554.1P	Psychometric Testing - I	6	4	30	70	100	4
PH 555.1P	Interpersonal Skills Training - I	6	4	30	70	100	4
PS 556.1	Organizational Psychology	3	3	30	70	100	3
	Total					**600**	**23**
II Semester = 2 Hard core and 4 Soft core papers and open elective 1 paper							
PH 551.2	Training & Development	4	3	30	70	100	4
PH 552.2	Corporate Culture and Diversity	4	3	30	70	100	4
PS 553.2	Statistics & Research Methodology	3	3	30	70	100	3
PS 554.2	Organizational Behaviour	3	3	30	70	100	3
PS 555.2	Managerial Economics						
PS 556.2P	Psychometric Testing II	4.5	4	30	70	100	3
PS 557.2P	Interpersonal Skills Training Lab–II	4.5	4	30	70	100	3
PO 558.2	Behaviour & Society	3	3	30	70	100	3
	Total					**700**	**23**

Code	Papers	Instruction hours/ Week	Duration of Exam	Marks		Total	Credits
III Semester = 2 Hard core and 5 Soft core papers and open elective 1 paper							
PH 551.3	Corporate Leadership	4	3	30	70	100	4
PH 552.3	Organizational Change and Development	4	3	30	70	100	4
PS 553.3	Corporate Reporting and Accountability	3	3	30	70	100	3
PS 554.3	Corporate Ethics and Governance	3	3	30	70	100	3
PS 555.3	Industrial Relations & Labour Laws	3	3	30	70	100	3
PS 556.3	Market Behavior & Analysis						
PS 557.3P	Corporate Counselling	4.5	3	30	70	100	3
PS 558.3P	Corporate Selection & Development	4.5	3	30	70	100	3
PO 559. 3	Basic Counselling Skills	3	3	30	70	100	3
	Total					**800**	**26**
IV semester							
PH 551.4	Internship		4	100	100	200	8
PH 552.4	Dissertation		4	100	150	250	8
PH 553.4	Viva Voce				150	150	4
	Total					**600**	**20**
	Grand Total					**2700**	**92**

The meeting of Board of Studies of M.Sc Corporate Psychology was held on 2021
The following members were present
1. Dr. Shalini Aiyappa - Chairman
2. Dr Mallikarjunappa- University Nominee
3. Dr Satheesh Varma – Subject Expert(Absent)
4. Dr Sreemathi N.L. - Subject Expert
5. Dr Elizabeth Daniel- Industry(absent)
6. Dr.Babu Thomas - Member
7. Mr Rayan D'souza- Member
8. Mr Justin James - Member
9. Mr Chethan Shettigar - Member
10. Ms Disharag-Member
11. Mr Keerthi Kishore – Alumnus (absent)
12. Mr Hadley D'souza- Student Representative (absent)

The BOS resolved to revise the syllabus from the academic year 2021

Members of the BOS who were absent have sent their suggestions which was discussed and incorporated.

The proposal is placed for consideration and approval.

MSC CORPORATE PSYCHOLOGY

PROGRAM OUTCOMES

PO1 Prepare human resource professionals /Corporate psychologists with a multidisciplinary approach to address legal, ethical and multicultural issues and challenges in the corporate.

PO2 Develop leadership skills and core competencies required to stay ahead in the corporate / industry

PO3 Develop employability skills to manage global human resources

PO4 Contribute to employee performance, organizational effectiveness through a scientist practitioner approach

PO5 Build organizations by focusing on people, process, products and profits.

PO6 Engage actively in socially responsible activities to promote health, harmony, human welfare and well- being in the society.

PO7 Adopt and Display values of ethics and integrity in their organizational practices reflecting the core values of Jesuit education.

PROGRAM SPECIFIC OUTCOMES

PSO 1 Demonstrate the ability to think critically and scientifically about human behaviour and apply this knowledge specifically in the work context.

PSO 2 Competence in understanding and developing scientific and need based interventions to enhance human resource in the corporate sector.

PSO 3 Design, develop and conduct training programs to enhance human resource in Organizations.

PSO 4 Assess, Design and Conduct need based research in the organizational context.

PSO 5 Examine, explain, recognize, and address multi-cultural issues in the organizations using proven theories and models.

PSO 6 Design, Construct and standardize psychometric tools applicable to workplace setting.

PSO 7 Explore, integrate, assess, learn and apply the skills and knowledge in real time through Internship in organizations.

SEMESTER I

PH 551.1 PSYCHOLOGICAL PROCESSES (Hard Core)

Credits: 4   **Instruction hours: 50hrs**

COURSE OUTCOMES:

CO 1 Understand the basic psychological processes underlying behavior.

CO 2 Knowledge of how information is organized, synthesized and integrated.

CO 3 Identify and manage emotions both at intra and interpersonal level to enhance the quality of relationship in personal and professional life

CO 4 Apply the principles of learning to modify behaviour and enhance workplace productivity.

CO 5 Recognize the subtle social forces at work like conformity, group influence, attitudinal and behavioural manifestations of social relations.

CO 6 Analyze the dynamics of human behavior and individual differences in the work context.

CO7 Application of the psychological concepts to understand real time work place issues.

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Unit I: **COGNITIVE PROCESSES**

Thinking, Concepts & prototype

Reasoning: Deductive, Inductive, Analogical, Fallacious, and Abductive

Problem Solving: Types and steps in problem solving

Memory: General memory functions; Information processing theory; Levels of processing; Forgetting

Unit II: SENSATION, PERCEPTION & EMOTIONS

Sensory processes- Vision, hearing, smell, taste, & skin

Perception: Attention –types; Perceptual processes- Form, depth, movement, & Constancy

Emotion: Types; Theories - James-Lange, Cannon-Bard, Schacter Singer, Cognitive theory, Opponent process

Unit III: LEARNING & MOTIVATION

Learning: Theory & application- Classical, Operant

Cognitive learning: Latent, Insight, Observational Learning

Motivation- Types; Approaches- Instinct, Drive reduction, Arousal, Incentive/Pull

Unit IV: PERSONALITY

Psychodynamic: Freud, Jung & Adler

Trait & Type: Allport, Eysenck, Cattell, Friedman & Rosenman, Myer- Briggs

Humanistic: Rogers & Maslow

Unit V: SOCIAL COGNITION AND INTERACTION

Social thinking: Attitude – Formation & change

Attribution: Theories, Bias and errors; Cognitive dissonance

Impression formation

Social relations: Prejudice & discrimination- causes and counter effects

Stereotype: Forming and changing

Groups Dynamics: Nature & function, coordination- cooperation & conflict

Group decision making, perceived fairness & forming group norms

LEARNING RESOURCES

Alcock, J., & Sadara, S. (2014). *An Introduction to social psychology* –Global Perspectives. Sage publication

Baron, R. A. (2011). *Fundamentals of Social Psychology*. Pearson Education India.

Baron, A.R., Brancombe, N.R., Byrne, D., & Bhardwaj, G. (2010). *Social Psychology* (12th Ed). Pearson: New Delhi

Baron, R. A., Byrne, D., & Watson, G. (2001). *Exploring social psychology*. Allyn & Bacon.

Baron, R. A., & Byrne, D. E. (2003). *Social psychology: Understanding human interaction*. Prentice Hall

Buskist, W., & Gerbing, D. W. (1990). *Psychology: Boundaries and Frontiers*. Scott Foresman & Company.

Crisp, R. J., & Turner, R. N. (2010). *Essential social psychology*. Sage Publications.

Delamater & Meyeres. (2004). *Social Psychology* 6th ed. Thomas wordsworth

Eysenck, M. (2014). *Fundamentals of psychology*. Psychology Press.

Feldman, R. S. (2011). *Essentials of understanding psychology*. Mc graw hill

Fernald & Fernald (2001). *Introduction to Psychology* 5th ed. New Delhi: Deep & Deep Publications

Friedman, H. S., & Schustack, M. W. (2003). *Personality: Classic theories and modern research*. Allyn & Bacon.

Matlin, M.W. (2005). Cognition. John Wiley & Sons

Meyer,G.E., & Saundra, K.C.(2008). *Psychology*. South Asian Edition. Delhi, India: Pearson

Myers, D. G. (1998). *Psychology. New York: Worth*

Nolen-Hoeksema, S. (2009). *Atkinson & Hilgard's Introduction to Psychology*. Cengage Learning

Robinson-Riegler, G., & Robinson-Riegler, B. (2004). *Cognitive psychology: Applying the science of the mind*. Allyn & Bacon.

Smith, E. R., Mackie, D. M., & Claypool, H. M. (2014). *Social psychology*. Psychology Press.

PH 552.1 PSYCHOLOGICAL ASSESSMENT (Hard Core)

Credits: 4   **Instruction hours: 50hrs**

<u>**COURSE OUTCOMES:**</u>

CO 1 Understand the technical, ethical and legal foundations of psychological tests.

CO 2 Compare the different methods of assessment and learn to use them effectively for the
   purpose of assessment.

CO 3 Become aware of multicultural concerns related to testing, and integrate test scores into a
   meaningful communication in the form of a psychological report.

CO 4 Understand the basic statistical concepts which forms the basis for psychometric tool
   development

CO 5 Competence to develop a Psychological tool

CO 6 Critique psychometric instruments with respect to normative data provided in the
   technical manual

CO 7 Competence to assess workplace behavior and write reports of psychological assessment

   following APA guidelines

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Unit I: Introduction to Testing, Assessment and Ethical issues

Psychological testing & assessment: Meaning, importance and purpose

History of psychological testing-intelligence, personality and vocational tests, testing today

Test classification methods- maximal performance, behavior observation, self report, standard and non standardized, objective, projective

Assessment principles: Objectivity, reliability, validity, Norms & Scoring

Issues & limitations in testing ,Uses and limitations of testing

Screening, selection, classification, placement

Advancement in the area of testing: use of computers

Physical Measurement and Psychological measurement

Ethical & social considerations: Ethical principles by APA, responsibilities of test used, and communicating the results.

Unit II: Methods of Assessment

Questionnaire: Characteristics , functions and types.

Interview: Types and functions, factors affecting interview, advantages and disadvantages, sources of error in interview, developing an interview.

Observation: Purposes and types of observation, developing an observation schedule.

Rating scales: meaning and types, developing a rating scale; **Errors in ratings scale, methods of improving effectiveness of a rating scale**

Group discussion, competency mapping.

Unit III Psychometric Principles

Interpretation of scores;

Levels of measurement; Frequency distribution; Normal curve

Descriptive statistics.

Standard scores; Role of norms

Reliability: types

Validity: Types.

Diagrammatical and graphical representation of the data, **Characteristics and problems based on NPC, Kurtosis and Skewness. Classical test theory, sources of management error**, **Cross validation, Relation of validity and Reliability**

Unit IV Test construction

Steps in test construction, item writing: general guidelines for item writing.

Item analysis: Meaning and purpose, item difficulty, item validity, internal consistency.

Item analysis of power and speed tests, **Methods of Attitude scales or opinionnaires**

Test construction activity

Unit V Industrial and organizational assessment

Framework for personnel assessment and selection: Key issues in personnel testing, job analysis.

Role of testing in personnel selection

Autobiographical data: nature and validity; Employment interview; Cognitive ability tests

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Personality & temperament tests; Paper and pencil integrity tests; psychomotor abilities; Work sample and situational exercises.

Appraisal of work performance: Functions of performance appraisal; Approaches to performance appraisal; Sources of error in performance appraisal; Legal issues in Industrial & organization assessment.

LEARNING RESOURCES

Anastasi, A. U., & Urbina, A. S.(2013). Psychological testing. *Ann Arbor, MI: Prentice Hall*.

Coaley, K. (2014). *An introduction to psychological assessment and psychometrics*. New Delhi: Sage.

Cohen, R. J. (2005). *Exercises in psychological testing and assessment*. McGraw-Hill.

Cohen, R. J., & Swerdlik, M. E. (2005). Psychological testing and measurement: An introduction to tests and measurement.7th ed. London: Mc Grawhill

Gregory, R. J. (2013). *Psychological testing: History, principles, and applications*. pearson.

Kaplan, R., & Saccuzzo, D. (2012). *Psychological testing: Principles, applications, and issues*. Cengage Learning.

Kerlinger, N,(1996). Foundations of behavioral research . New delhi: Prentice Hall

Kline, T. J. (2005). *Psychological testing: A practical approach to design and evaluation*. Sage Publications.

Miller, L. A., & Lovler, R. L. (2015). *Foundations of psychological testing: A practical approach*. Sage Publications.

Singh, A. K. (1986). *Tests, measurements and research methods in behavioural sciences*. Tata McGraw-Hill.

Credits: 4   **Instruction Hours: 50hrs**

<u>**COURSE OUTCOMES:**</u>

CO 1 Understand the significance of Human Resource Management in growing competitive economy.

CO 2 Use the tools and techniques of Human resource management in the selection and recruitment process

CO 3 Explain the process of career development and succession planning

CO 4 Analyze the methods of performance appraisal and errors in evaluation

CO 5 Assess training needs and plan training programs

CO 6 Explain and suggest relevant compensation methods in organizations

CO 7 Apply principles of Psychology to enhance human resource in organizations

Unit I: INTRODUCTION

Human Resource Management - Definition, Functions, Importance. Structure of Human Resource department in the organization, the dynamic environment of HRM, Issues and Challenges of HRM, Changing Role of HR, HR trends and opportunities. An overview on Strategic Human Resource Management.

Unit II: JOB ANALYSIS AND HUMAN RESOURCE PLANNING

Job Analysis: Meaning, process of Job Analysis, methods of collecting job analysis data, Job Description and Job Specification

Human Resource Planning: Meaning Objectives, Importance and process of Human Resource Planning, Effective HRP, Linking Organisatonal strategy to Human Resource Planning. Role of HRIS in Human Resource Planning,

Unit III : RECRUITMENT, SELECTION AND ORIENTATION

Introduction and definition of Recruitment, Sources of recruitment-The internal search and external searches, Online Recruiting, Recruitments Alternatives, Recruiting: A global perspective

Selection meaning Process of Selection- Competency Based Interviewing,

Onboarding,-purpose of Orientaton,HRM's role in Orientation, The employee handbook.

Unit IV: TRAINING AND CAREER DEVELOPMENT

Identifying Training Needs,; Methods of Training; Measuring the Effectiveness of Training, Cross cultural training, Executive Development Programmes

Career development an overview-Career Planning ,Career stages.

Succession Planning –an Overview

Internal Mobility, Transfer, Promotion, Demotion and Employee Separation.

Unit V: PERFORMANCE MANAGEMENT SYSTEM AND COMPENSATION MANAGEMENT

Performance appraisal an Overview- Types of Appraisal; Process of Performance Appraisal, Likely Errors in Appraisal;,An overview on competency mapping.

Compensation Management: Factors Influencing Compensation; Job Evaluation, Components of Compensation; Methods of Salary Fixation; Performance Linked Compensation. Benefits and Services.

LEARNING RESOURCES

Camen, M.M, Coucher, R & Leigh, S.(2012). *Human Resource Management*. Jaico Publication.

Cenzo,D.A.D., &Robbins. S.P. (2012). *Human Resource Management*. (10 edn). Wiley India Edition

Dessler, G., &Varkkey, B. (2011. *Human Resource Management(* 12Edn). Pearson, New Delhi.

Kleeman, L.S. (2012), *Human Resource Management*, Biztantra.

 Snell, Morris,andBohlander. (2015).*Managing Human sources .(17edn). Cengage learning* New Delhi

PH 554 .1P PSYCHOMETRIC TESTING - I (Hard Core)

Credits: 4   **Instruction hours: 50hr**

<u>**COURSE OUTCOMES**</u>

CO 1 Describe the history and process of test construction of different psychological tests

CO 2 Familiarize with the various psychological constructs applicable to workplace set up

CO 3 Measure components of personality and compare it with the normative data in the organizational context.

CO 4 Apply test in the workplace context to determine the quality of work life balance, organizational climate, wellbeing tests, motivation, Emotional Intelligence and Job value

CO 5 Administer psychological tests, analyze and write test reports.

CO 6 Use psychometric tools to assess employees at different levels based on the need of the organizations.

1. Standard Progressive Matrices
2. The Sixteen Personality Factor Questionnaire
3. FIRO-B
4. Emotional Intelligence Questionnaire
5. Work Motivation Scale
6. Job Satisfaction Scale
7. NEO Five personality Inventory
8. Organisational Climate Questionnaire
9. Job Value Questionnaire
10. Quality of Work Life Scale
11. Managerial Creativity Scale

12. Long Employee Organisational Trust Scale
13. Motivational Climate Scale
14. Occupation Self Efficacy Scale
15. Employees Mental Health Inventory

PH 555.1P INTERPERSONAL SKILLS TRAINING - I (Hard Core)

Credits: 4   **Instruction hours: 50hr**

CO 1 Have a positive attitude towards work and relationship

CO 2 Articulate their thoughts verbally and in writing

CO 3 Develop skill sets necessary for good interpersonal communication

CO 4 Become reliable, responsible and empathetic leaders who will align with the organizational
goals

CO 5 Impart life skills training effectively in the organizations and social situations

CO 6 Develop need-based modules for the corporate

CO 7 Trained to be trainers

To develop skills for personal growth

1) Interpersonal awareness

2) Problem solving skills

3) Assertiveness skills

4) Anger management skills

5) Emotional management

PS 556.1 ORGANIZATIONAL PSYCHOLOGY (Soft Core)

Credits: 3   **Instruction Hours: 40hrs**

COURSE OUTCOMES:

CO 1 Understand the complicated systems of individual and group psychological processes involved in the world of work

CO 2 Connect and apply the basic principles of Industrial / Organizational Psychology to Personnel and Human Resource management within organizations

CO 3 Adopt a scientist practitioner approach in organizations, design and conduct need based research.

Co 4 Analyze the relevance of motivation theories and suggest interventions to enhance motivation in Employees

CO 5 Identify the cause of counterproductive behaviour and suggest strategies to promote productive behaviour

CO 6 Enhance worker wellbeing by identifying and addressing maladaptive behaviours at the workplace.

Unit I: Introduction to I/O psychology
        The field of industrial organizational psychology-skills, knowledge, job Responsibilities, benefits.
        The past, present and future of industrial and organizational psychology
        Ethics of I/O field
        Research in   I/O psychology. Quantitative and qualitative methods used in the organization.
        Multicultural and cross cultural issues in I/O psychology

Unit II: Motivation, Job attitude and Emotions
         Theories of employee motivation-need theories, reinforcement theory, expectancy, self efficacy,

justice, goal setting, control, action theory. Traits related to work motivation.
Feelings about work- nature of job satisfaction, antecedents of job satisfaction-environmental, personal, potential effects of job satisfaction, organizational commitment, Emotions at work.

Unit III: Productive and counterproductive employee behavior
Productive behavior in task performance
Organizational citizenship behavior
Counterproductive work behavior: withdrawal, aggression, sabotage, and theft

Unit IV: Stress and worker well being
Stress- causes, personality factors and stress, effects, work family conflicts, reducing and managing stress. Causes of accidents and prevention
Violence in the workplace, alcoholism drug use in the workplace,

LEARNING RESOURCES

Aamodt, M.G. (2009). *Industrial and Organisational Psychology*. Cengage Learning.
Landy, F.J. & Conte, J.M. (2013). *Work in the 21st Century: An Introduction to Industrial and Organizational Psychology.* Second Edition. Malden, MA: Blackwell Publishing.
Muchinsky,P.M.(2000*). Psychology Applied to Work.*Wadsworth Thompson Learning.
Spector,P.E.(2012). *Industrial and organizational Psychology* . sixth edition.John Wiley &Sons.
Schultz ,D., & Schultz.S.E.(2013). *Psychology and Work Today*. Eighth Edition. Pearson education.

SEMESTER II

PH 551.2 TRAINING AND DEVELOPMENT (Hard Core)

Credits: 4   **Instruction Hours: 50hrs**

COURSE OUTCOMES:

CO 1 Describe the importance and need of training and development in the organization and challenges associated with implementation of training programmes

CO 2 Assess the training needs in the organization at different levels and explaining the process of training needs assessment

CO 3 Learn the process of training design and analyse the effectiveness of various methods to deliver the training programme

CO 4 Analyze the various methods of training evaluation and determine the cost and benefits of training to the organization

CO 5 Knowledge of strategic training programme and assessing the requirement of different strategic training methods and management development programmes

CO 6 Explain different models of training department and understand its implications in the future of training in the organization

CO 7 Compare the benefits and limitations of inbuilt training program and outsourcing of training in the Organization

CO 8 Design need-based training Programs

Unit I: INTRODUCTION TO TRAINING CONCEPT

Definition-Meaning- Need for Training- Importance of Training- Objectives of Training, Concepts of Education- Training and Development- Organizational characteristics that influence training: Role of employees and managers, Top management support, Integration of Business units, Global presence, Business conditions- Overview of Training Functions- Types of Training- Role of External Agency in Training and Development - Training for change- Resistance in Training

Unit II: TRAINING NEED ANALYSIS, DESIGNING AND IMPLEMENTING A TRAINING PROGRAM:

Training Process Model- The importance- Participants in Training need Assessment- Competency model and Training need assessment- The process of Training need assessment- strategic/organizational analysis, task analysis and person analysis.

Training design process- Defining the objectives of the training program- The make vs. buy decision for training- Selecting the trainer- Preparing a lesson plan- Selecting training methods- Preparing the training materials- Scheduling the training program- Training delivery methods- Implementing the training program- Team Building Exercises- Management Games- Training Methods- Management Development Programs.

Unit: III EVALUATION OF THE TRAINING PROGRAM:

Models and Frameworks of Training program- Training evaluation process- Cost benefit analysis- Evaluating the training programs in monetary terms- Problems and Steps involved in Evaluation- Emerging issues in Training and Development in India Measuring human capital and training activity, Rationale for Evaluation–Training outcomes–Types of Evaluation Techniques & Instruments–Costing Training Programmes–Measuring ROI of training programmes.

Unit IV: STRATEGIZING TRAINING AND DEVELOPMENT

Management Development– Training vs. Development–Importance of Management Development –Management Development Implications– Approaches for Management Development–Strategies for Development of Technical Managers, Executives and Future Executives–Strategic linkage between training and corporate mission and policies- The Strategic training and development process- Identification of strategic training and development initiatives- Training needs in different strategies- Implications of Business strategy for training.

Unit V: NEW TRENDS IN TRAINING AND DEVELOPMENT

The Future of Training and development- Models of organizing the training department- Faculty model, Customer model, Matrix model, Corporate university model, Business embedded model- Marketing the training function- Outsourcing training: Implications.

LEARNING RESOURCES

Blanchard,P.N., & Thacker, J.W.(2011). *Effective Training Systems Strategies and Practices*. 3/e, Pearson Education.

Bewnet., & Roger. (2010). *Improving Training Effectiveness.* Aldershot, Gower.

Lynton, R., & Pareek, U. (2010). *Training and Development*, 2/e. New Delhi, Vistaar.

Noe, R.A., & Kodwani, A.d.(2013). *Employee Training and Development.* 5/e, McGrawHillPublication

Hunsaker, P.L. (2001). *Training In Management Skills.* Pearson Education..

Reid M.A. (2010). *Training Interventions, Managing Employee Development*, 3/e. London IPM.

Wilson, J.P. (2005). *Human Resource Development: Learning And Training For Individuals And Organisations,* 2/e, Kogan Page.

PH 552.2 CORPORATE CULTURE AND DIVERSITY (Hard Core)

Credits: 4   **Instruction hours: 50hrs**

<u>**COURSE OUTCOMES:**</u>

CO 1 Understand the importance of culture in organizations

CO 2 Connect the concept of culture with corporate firms and cross-cultural aspects

 CO 3 Identify and evaluate the underlying psychological processes involved in organizations in the changing cultural context

CO 4 Analyze the mechanism of communication in cross cultural corporate setup and the impact of corporate culture upon organizational communication

CO 5 Compare the global teams in connection with ethics in international context

CO 6 **E**valuate the concept of foreign assignments and challenges.

CO 7 Learn strategies to manage cultural diversity in organizations

Unit I: Introduction to Cross – Cultural Management
Globalizing economy: Increasing Intercultural Interactions, International Business Environment, Convergence of Cultures, Cross – Cultural Management: Meaning, Dimensions, Models (Hofstede and others), types and levels of culture. **Organizational socialization**

Unit II: Communication across cultures

Language and culture: Barriers to cross cultural understanding, Managing first impressions, Presentation styles across the world, Negotiating across cultures: Principles of negotiation, Intercultural communication and negotiation process, Negotiation Framework, Negotiation Styles in different countries, Culturally responsive negotiation strategies

Unit III: Managing Global teams

Motivating Employees across cultures, Effective leadership in a multicultural Environment, Managing Diversity and Ethical dilemmas in an International context, Managing cultural teams and International Partnerships

Unit IV: International Assignments & Expatriate Management

Merging organizational cultures, Processes in preparing employees for successful foreign assignments: Selecting, Evaluating, Training, Rewarding and Compensating Expatriates, Reasons for using expatriates, Challenges, Repatriation

Unit V: The Global Manager

Competencies of Global Managers, Ethics and the Global Manager, Women as international Managers, Factors influencing the success of a Foreign assignment

LEARNING RESOURCES

Alvesson, M. (2012). *Understanding Organisational Culture***. Sage Publications Ltd.**

Cullen, J.B. (2002). *Multinational management: a strategic approach*. (2nd edition). Australia: Thomson South Western.

Gesteland., & Richard R. (2004). *Cross – Cultural Business Behavior: Marketing, Negotiating and Managing Across Cultures*. New Delhi: Viva Books Privae Limited.

Lewis, R.D. (2006). *When Cultures Collide***, Nicholas Brealey Publishing.**

Madhavan.,& Shobhana. (2011). *Cross Cultural Management: Concepts and Cases*. New Delhi: Oxford University Press

McFarlin., Dean., Sweeney.,& Paul. (2013). *International Organizational Behavior: Transcending Borders and Cultures*. New York: Routledge Taylor and Francis Group.

Mc Shane, S.L., & Glinow, M.A.V. (2007). *Organizational behavior*. New Delhi: Tata Mc-Graw Hill.

Mead., Richard., Andrews., & Tim G. (2009). *International Management*. 4/e. New Delhi: Wiley India (P.) Ltd. **(For case studies)**

Merrill., S.D., & Holvino,E. (2003). *Working with diversity: a focus on global organizations*. In Ely, R.J.,Foldy, E.G., Scully, M.A. & The Center for Gender in Organizations, Simmons School of Management, Simmons College. (Eds). Malden: Blackwell Publishing.

Thomas, D.A. & Ely, R.J. (2003). *Making differences better: a new paradigm for managing diversity*. In Ely, R.J., Foldy, E.G., Scully, M.A. & The Center for Gender in Organizations, Simmons School of Management, Simmons College. E). Malden: Blackw**ectives**

Trompenaars, F., Voerman, E. (2010).*Servant-Leadership Across Cultures*. Oxford: Infinite Ideas Ltd.

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PS 553.2 STATISTICS AND RESEARCH METHODOLOGY

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Credits: 3   **Instruction hours: 40 hrs**

COURSE OUTCOMES:

   CO 1 Competent knowledge base in scientific thinking and Scientific method as a
        model for research

   CO 2 Strong theoretical foundations in quantitative and qualitative research methods.

   CO 3 Understand, describe and use the various traditions of research methodologies in organizational psychology and engage in context based multidisciplinary research.

   CO 4 Competent in writing research proposal, design and conduct research

   CO 5 Analyses of data using advanced software and statistical tools.

   CO 6 Critically analyze the findings, Report the findings, and implement them.

Unit I : Foundations of Quantitative research methods
    Science and characteristics of science, Philosophy of research, Types of research

Approaches to research: Experimental – Laboratory & field experiment; Non-experimental-observation, field studies, archival, case study, survey research, expost facto; quasi experimental research. Meaning of quantitative research methods; Sampling techniques- probability and non-probability. **Steps in Research Process, Review of Literature, Variables and types, Hypotheses: types, formulation of hypotheses Research design: definition, importance and types, Plagiarism and types**

Ethical issues: Guidelines concerning human participants

Unit II : Statistics in Behavioral research

Purpose of statistics in behavioral research

Data processing: Types, tabulation and presentation ;

Analysis and interpretation of quantitative data: measures of central tendency and dispersion, parametric and non parametric tests

Uses of quantitative research methods in human research methodology and Organisational set up

Unit III: Qualitative research

Meaning and Process- Texts: documents, diaries, journals; Verbal- participant observation, focus group, interview, oral history; Visual- photographs, films, videos. Case studies.

Uses of qualitative research methods in human research methodology and Organizational set up.

Unit IV: Analysis and reporting of Qualitative data

Coding and analyzing data: thematic, content, discourse, and narratives

Use of software in qualitative analysis

Guidelines to writing research report, proposal and references.

LEARNING RESOURCES

Aron, A., Coups, E., & Aron, E. N. (2013). *Statistics for TheBehavioral and Social Sciences: Pearson New International Edition: A Brief Course*. New Delhi, India: Pearson Higher Ed.

Asthana, B.N.(2011). *Elements of statistics*. S. Chand & Company ltd.

Denicolo, P., & Becker, L. (2012). *Developing research proposals*. Sage Publications

Flick, U. (2009). *An introduction to qualitative research*(4th Edition). New Delhi, India: SagePublications.

Gravetter, F. J., &Forzano, L. A. B. (2015). *Research methods for the behavioral sciences*. London: Thomson Wadsworth

Gupta ,S.L., & Gupta, H.(2011).Research methodology text and cases with spss applications. New Delhi, India: International Book House Pvt Ltd.

Gupta, SK, & Rangi, P. (2009*). Research Methodology- Methods, Tools& Techniques*. New Delhi: Kalyani Publishers.

Have, P.(2004). *Understanding qualitative research & ethno methodology*. New Delhi: Sage Publications India Pvt Ltd.

Kapoor, D. R., &Saigal, P. (2013). *Research Methodology: Methods and Techniques*. Regal Publications.

Kothari, C. R. (2004). *Research methodology: Methods and techniques*. Bangalore: New Age International.

Mc Burney, D.H.(2002).*Research Methods*.London: Thomson Wadsworth

Mitchell, M.L.,& Jolly, J.(2007). Research Design explained 6th edition. Toronto,CA: Thomson wadsworth.

Pillai, **R.S.N.,** &Bagavathi (2007) **Statistics**-**Theory** and **Practice**. New Delhi, India: S.Chand& Company Ltd.

Silverman, D. (Ed.). (2016). *Qualitative research*.Newdelhi: Sage Publications

Singh, I., Kaushal, V., Kaur, R., & Kaur, P.(2007). Research Methodology and statistical methods. New Delhi: Kalyani Publishers.

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PS 554.2 ORGANISATIONAL BEHAVIOUR (Soft Core)

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Credits :4   **Instruction hours :40hrs**

 COURSE OUTCOMES:

CO 1 Manage and develop human resources at work.

CO 2Understand work place behavior through micro and macro perspectives in organizations.

CO 3 Discuss strategies to manage the workforce to achieve greater results.

CO 4 Assess the impact of power and politics on employee's behaviour at the workplace

CO 5 Describe the various types of organizational structure and identify the limitations and strengths of different organizational structures

CO 6 Develop the ability and skill to identify and modify conflict causing situations at the workplace and strategies of negotiation

Unit I: INTRODUCTION TO OB

Introduction to OB, Management Functions, Management Roles, management skills, Emerging challenges to OB, Understanding Organizational Behaviour,The key forces affecting Organizational Behaviour, Various approaches to OB,OB Models.

Unit II: GROUP BEHAVIOUR

Group Behaviour,Meaning,Types, Stages of groups, Reasons for Group membership, Group Properties: Roles, Norms, Status, Size and Cohesiveness, Group Decision Making: Strength of Group decision making techniques, Understanding teams, Types of teams, Team process.

Unit III: POWER AND CONFLICT

Power: Meaning, Bases of Power, Power tactics, Sexual harassment in work place, Politics: Power in action, Causes and consequences of political Behaviour, Conflict and negotiation: Meaning of conflict, Traditional view and modern view of conflict, Process of conflict, Conflict management approach, Negotiation

Unit IV: ORGANISATIONAL STRUCTURE

Organisational design alternatives, Matrix structure, Horizontal structure, functional and divisional structure, application of structural design

LEARNING RESOURCES

John W., New Storm., & Davis , K. (2012). *Organizational Behavior: Human Behavior at Work,* 7/e. Tata McGraw Hill.

Lufthansa, R.F. (2011). Organizational Behavior, 11/e. Tata McGraw-Hill, New Delhi.

McCone, S.L., Glico, M.A.V., & Sharma, R.R. (2012). *Organizational Behavior*, 4/e. Tata McGraw-Hill, New Delhi.

Nelson,D.L., & Quick, J.C. (2012). *Organizational Behavior*, 1/e. Cengage Learning, New Delhi.

Robbins, S. (2012). *Organizational Behavior.* Prentice-Hall India,14/e New Delhi.

Singh, K. (2012). *Organizational Behavior.* 1/e. Pearson Education, New Delhi.

Lisa Matthew man Work Psychology, (2012), Oxford University Press.

PS 555.2 MANAGERIAL ECONOMICS (Soft Core)

Credits :4   **Instruction hours:40hrs**

<u>**COURSE OUTCOMES:**</u>

CO 1 Understand Fundamentals of Economics and its relation to complex
business realities

CO 2 Associate the current economic phenomena with existing theory and
contemporary economic issues.

CO 3 Explain the cost of choices and trade-offs and demonstrate how
changes in the determinants of supply and demand affect the
equilibrium price and quantity of a good or service.

CO 4 Enumerate short run and long run costs, associate economies and dis
economies of scale to returns to scale.

Co 5 Calculate and graphically illustrate the firms fixed, variable, average
marginal and total cost, and determining the profit maximizing output
level.

CO 6 Apply the principle of macroeconomics in explaining the behavior of macro-economic variables at national as well as global level.

Unit I : Fundamentals of Economics

Scarcity and Efficiency: the twin themes of Economics. Scarcity's effects**:** (1) the need to make choices, (2) the need for a rationing device, and (3) competition.

Fundamental concepts in Economics; Production Possibility Frontier, Circular flow of money and economy, Scarcity and Opportunity Cost, Marginal principle and Principle of incremental reasoning, and Discounting Principle (Net Present Value).

Unit II: Functioning of Free Market Economy

Basic elements of supply and demand- demand schedule and market demand, law of demand, Rationale behind the law of demand-income and substitution effect, factors determining the demand, change and shift in the demand.; Supply schedule, market supply, law of supply, factors determining the supply, change and shift in the supply. Market equilibrium. Demand and supply equations and market equilibrium Elasticity of demand and consumer surplus

Unit III: Production and Cost of Production

Production function- Law of variable proportions or law of diminishing marginal returns, and laws of Returns to scale and measuring returns to scale using double log regression.

Types of costs- Economic Cost versus Accounting Cost, Sunk Costs

Cost in the Short Run -The Costs and output relationship in the short run –Total fixed cost, total variable costs, average cost-average fixed costs, average variable costs and marginal cost. Shut down decision in the short run.

Break-even point and margin of safety

The Inflexibility of Short-Run Production; Long-Run Average Cost; Economies and diseconomies of Scale.

Cost functions, Total cost, average cost and marginal cost functions, Profit maximization- Total cost-total revenue approach and marginal approach. Deriving Revenue and profit functions from total cost and demand functions.

Unit IV: Structure of Product Market and Measuring Economic Growth

Perfect Competition- Features; Price and Output determination in the short run and long run;
Shut down decision.

Monopoly -Monopoly Power; Sources of Monopoly Power. The Monopolist's Output
Decision-Short run and long run; Monopoly and perfect competition

Monopolistic Competition -The Makings of Monopolistic Competition; Equilibrium in the Short
Run and the Long Run;

Oligopoly –Features; Strategic interdependence in oligopoly and kinked demand curve model.
Measuring market structure

Gross Domestic Product-Meaning and concepts of GDP; NDP, GNP, National Income, Personal
income, disposable income and discretionary income. Real and Nominal GDP, Approaches to
Measurement of GDP. Problem of GDP as an indicator of economic development.

Other indicators of development - Human Development Index, Green GDP and Genuine Saving
Rate.

LEARNING RESOURCES:

Samuelson & Nordhus. (2010).*Economics,* 7/e, Tata McGraw Hill Publishing Company Ltd,
New Delhi.

Arnold, A.R. (2010). Economics.(9/e, South Western Cengage Learning, USA

Hall, R.E. & Lieberman, M. (2010). *Economics: Principles and Application.* South Western
Cengage Learning, USA

Greory,M.N.(2008). *Economics – Principles and Applications,* Cengage Learning Publishers.

William, B.J., and Blinder, A.S. (2007). *Micro Economics; Principles and Policy* 9/e,
Thomson, South-Western.

Schotter,A. (2009). *Micro Economics –A Modern Approach*, Cengage Learning (South
Western) Publishers.

Dominick, S. (2007). *Micro Economics.* 4/e, Oxford University Press, New Delhi.

PS 556.2P PSYCHOMETRIC TESTING II (SOFT Core)

Credits :3   **Instruction hours:40hrs**

COURSE OUTCOMES

CO 1 Describe the history and process of test construction of different psychological tests

CO 2 Familiarize with the various psychological constructs applicable to workplace set up

CO 3 Apply test in the workplace context to determine motivation, leadership, strategic talent
management, human resource development and job involvement.

CO 4 Prepared to handle HR issues through simulation exercises in collective bargaining, in -basket
Exercises, leaderless group discussion.

CO 5 Administer psychological tests, analyze and write test reports.

CO 6 Use psychometric tools to assess employees at different levels based on the need of the
organizations

1 Motivation Analysis

2 Leadership Behavior Assessment Profile

3 Strategic Talent Management Practices Scale

4 Human Resource Development Climate Scale

5 Job Involvement Scale

Group activities

6 Johari Window

7 In basket Technique

8 Leaderless Group Discussion

9 Simulation Exercises

PS 557.2P INTERPERSONAL SKILLS TRAINING LAB II (SOFT Core)

Credits :3   **Instruction hours:40hrs**

COURSE OUTCOMES

CO 1 Have a positive attitude towards work and relationship

CO 2 Articulate their thoughts verbally and in writing

CO 3 Develop skill sets like assertiveness, conflict resolution, team building necessary for good
     interpersonal communication

CO 4 Become reliable, responsible and empathetic leaders who will align with the organizational
     goals

CO 5 Impart life skills training effectively in the organizations and social situations

CO 6 Develop need-based modules for the corporate

CO 7 Trained to be trainers

1 Motivational analysis

2 Leadership styles

3 Team building

4 Skills in collective bargaining

5 Intra group conflict resolution

PO 558.2 BEHAVIOUR AND SOCIETY (Elective)

Credits: 3   **Instruction hours: 40 hrs**

COURSE OUTCOMES:

CO 1 Understand how people think, feel and act in the social context

CO 2 Describe how individuals think about, influence and relate to one another

CO 3 Analyse the outcome of social interactions on impression formation, attitude, prejudice, romantic attraction, friendship and aggression

CO 4 Discuss and analyze the reasons for social conflicts and steps to alleviate conflicts

CO 5 Assess the reasons for prosocial behaviour and strategies to enhance helping behaviour

CO 6 Apply the principles of social psychology to challenge prejudice, discrimination, stereotype attitudes and promote peace

Unit I: Perceiving People and Events

   The self, social interaction as theatre

   Impression formation, attributions,

   Social cognition

Unit II: Evaluating our Social world

Attitudes, prejudice and discrimination.

Social influence

Unit III : Interacting with others

Interpersonal attraction, intimate relationships, -parent –child, adult, Friendship,

Romantic relationships

Aggression

Pro social behavior

LEARNING RESOURCES

Baron, R. A. (2011). *Fundamentals of Social Psychology*. Pearson Education India.

Baron, A.R., Brancombe, N.R., Byrne, D., & Bhardwaj, G. (2010). *Social Psychology* (12th Ed). Pearson: New Delhi

Baron, R. A., Byrne, D., & Watson, G. (2001). *Exploring social psychology*. Allyn & Bacon.

Baron, R. A., & Byrne, D. E. (2003). *Social psychology: Understanding human interaction*. Prentice Hall

Delamater & Meyeres. (2004). *Social Psychology* 6th ed. Thomas wordsworth

Franzoi, S.L. (2012). *Social psychology* 6th ed. BVT Publishers

Smith, E. R., Mackie, D. M., & Claypool, H. M. (2014). *Social psychology*. Psychology Press.

SEMESTER III

PH 551.3 CORPORATE LEADERSHIP (Hard Core)

Credits :4   **Instruction hours : 50hrs**

<u>**COURSE OUTCOMES**</u>

CO 1 Understand leadership and various leadership processes

CO 2 Learn various leadership models and their efficiency

CO 3 Compare different leadership styles, theories, and business leaders

CO 4 Analyze changing role of a leader and the relationships between leader –followers and leader - situations

CO 5 Evaluate ethical leadership and its impact on society

CO 6 Challenge Gender stereotypes and accept the role and contributions of women corporate leaders

CO 7 Develop leadership abilities

Unit I: Leadership

Meaning, Leadership v/s Management, Impact of Leadership on Performance, Leadership Goals, Leadership styles, A frame work of understanding Leadership. Leadership and interaction between leader, follower and situation. The changing role of a follower.

Unit II: Traits, Motives, And Characteristics Of A Leader

Traits, Motives, And Characteristics of a Leader, Personality traits of effective leaders, General personality traits, Task related personality trait, Leadership motives, Cognitive factor and leadership.

Unit III : Charismatic And Transformational Leadership

The meaning and types of charismatic leader, The vision component of charismatic leader, Development of charismatic and Transformational leadership, Attributes of transformational leader. Leadership Behavior, attitude and styles, Classical dimension of initiating structure and consideration, Task related attitude and behavior, relationship oriented approach, Leadership Grid styles, Gender differences in leadership

Unit IV: Contingency And Situational Approach

Fiedler's Contingency theory of leadership, The Path-Goal Theory of leadership effective, The Hersey –Blanchard situational leadership , Leadership during crisis.

Unit V: Leadership Ethics And Social Responsibility

Different Ethical leadership behavior, Guidelines for evaluating Ethical behavior, Heifetz's perspective on ethical leadership, Burn's perspective on ethical leadership, Green leaf's leadership and principles of ethical Leadership and social responsibility. Servant leadership Geenleaf approach to servant leadership, Leaders from Indian Industries

LEARNING RESOURCES

Blanchard, K. (2012). *Leading at a Higher Level.* Pearson Education. New Delhi.

DuBrin, A.J., Mifflin, H. (2011).*Leadership Research, Findings, Practice and Skills.* Houghton Mifflin Company

Hughes, R.L., Ginnet, R.C., Curphy, G.J. (2012). *Leadership Enhancing: the Lesson of Experience*. Tata McGraw Hill education.

Northouse, P.G. (2011). *Leadership Theory and Practice.* Sage South Asia edition.

PH 552.3 ORGANISATIONAL CHANGE AND DEVELOPMENT (Hard Core)

Credits: 4   **Instruction hours : 50hrs**
<u>**COURSE OUTCOMES**</u>

CO1 Synthesize theories and models of organisational behaviour, organisational change and
   development and their critiques

CO 2 Identify and describe the historical and contemporary transformations impacting the
   workplace and how those factors impact organizations and their work

CO3 Apply principles of systems thinking and relevant theories that are foundational to
   organizational change, current research concerning individuals, groups, and
   organizations to the process of change

CO 4 Recognize common symptoms and reactions to change in the workplace and
   recommended interventions to address the reactions/resistance

CO 5 Critique the range of change interventions in relation to their appropriateness to a
   range of research and evaluate critically the impact organisational change
   interventions at all levels of an organisation

CO 6 Evaluate and assess an organizational change program & Develop an awareness of influencing and facilitating change

CO 7 Design and plan the implementation of multiple OD interventions & enact human relations principles in the change process

CO 8 Understanding the impact of technological interventions and the way it facilitates change

Unit I: Organisational Change
Meaning, forces of change, The nature of change process, Planned and unplanned change. Response to change, Resistance to change reason for resistance; Types of resistance. Implementing change successfully. Building a support for change. Levins model of change, Action research

Unit II: Organisational Renewal
Organisational renewal; Adapting to change. Approaches to change; A model of adaptive orientation; The system approach; finding new ways to work together. Organisation as system; Open system; Sociotechnical system, The high performance work system, The contingency approach; The future shock and change.

Unit III: Organisational Development
Meaning Characteristic of OD. The evolution of OD.A model for OD- Diagnosing Organisations. The need for diagnostic models. Open system models. Collecting and analyzing diagnostic information. Different OD intervention strategy. Human process interventions; Interpersonal and group interventions.Team development intervention. Survey research and feedback. Modern approach to OD.

Unit IV: Organisation Culture
Concept of Organisational culture, Basic nature of organizational culture creating and transmitting organizational culture Organisation transformation and strategic change; Quality circles; Quality of work life. **National Culture & organisation Culture, Creating and Managing Organizational Culture, <u>Multi-Focus Model on Organisational Culture,</u> Helping Expatriate Employees Deal with Culture Shock, Steps in Aligning Culture Across the Globe.**

Unit V: Information Technology And Control
  Information technology evolution, Information decision making and control, adding strategic value, Strengthening internal coordination, External relationship, IT impact on organizational design.

LEARNING RESOURCES

Brown, D.R., Harvy, D. (2011). *An Experiential Approach to Organisation Development*. Pearson Education, 7/e New Delhi.
Daft, R.L. (2012).*Organisational Theory, Change and design.* Cengage Learning, New Delhi.
French,W.L., & Bell, C.H. (2011). *Organisation Development*. Pearson Education, New Delhi.
Grieves, J. (2011). *Organisational Change: Themes & Issues*. Oxford University Press, New Delhi.

Luthans, F. (2011). *Organizational Behavior* . Tata McGraw Hill Education, 11/e New Delhi.

Newstrom, J.W. (2010). *Organisational Behavior.* Tata McGraw Hill Education, New Delhi.

Robbins, S.P., Mathew, M. (2012). *Organisation Theory, Structure, Design and Applications* Pearson Education, New Delhi.

Robbins, S.P. (2012). *Organizational Behavior*, Pearson Education, New Delhi.

Senior, B & Fleming, J. (2016). Organisation change, Pearson Education

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PS 553.3 CORPORATE REPORTING AND ACCOUNTABILITY (Soft Core)

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Credits: 3   **Instruction hours: 40hrs**

COURSE OUTCOMES :

CO 1 Understand the basics of accounting with practical experience.

CO 2 Assess various financial statements and its applicability in corporate sector.

CO 3 Analyze various Managerial accounting tools with practical knowledge.

CO 4 Understand financial reporting and its relevance in corporate accountability.

CO 5 Examine the various psychological factors influencing accounting scams with case analysis.

CO 6 Assess corporate accountability with relevant financial and managerial accounting tools.

UNIT 1: Basics of Accounting:

Introduction to Accounting, Book- keeping, double entry system of accounting, accountancy and accounting, accounting and other interrelated disciplines, accounting concepts and conventions. Generally Accepted Accounting Principles. Apex bodies of accounting standards- INCAS- IFRA- ICAI. Journal, ledger. Journal entries- posting to ledger. Users of accounting.(Problems to be worked out on journal and ledger)

UNIT II: Subsidiary Books and accounts finalization.

Meaning , various subsidiary books required to be prepared in business concern. Cash book- simple, double and three column cash book. Petty cash book. Trial balance and preparation of final accounts- various treatments while preparing final accounts. (problems to be worked out)

UNIT III: Management Accounting-

Working capital management-Financial statement analysis- comparative and common size statements, trend analysis, Fund Flow Statement and Cash Flow Statements, Simple Ratios.- (simple problems to be worked out) **Basics of cost of capital**

UNIT IV: Financial Reporting and case analysis

Auditing- Audit Report- internal control over financial reporting- financial scams- accounting scams- case analysis. Role of psychology in financial reporting. Challenges ,remedies to overcome psychological barriers in finance scams.

LEARNING RESOURCES

Chandra, P. (2014). *Financial Management*. Tata McGraw Hill
Grewal, & Gupta. (2014*). Advanced Accounting*. Sultan Chand
Gupta, R.L., & Radhaswami, M.R. (2014). *Advanced Accountancy*. Sultanchand and Sons.
Jain, S.P., & Narang, K.L. (2013). *Advanced Accountancy*. Kalyani Publishers, Ludhiana
Jain, S.P., & Narang, K.L. (2014). *Financial Accounting*. Kalyani Publishers
Jawaharlal, & Srivastava, S. (2013). *Financial Accounting*. Himalayapublications.
Maheswari, S.N. (2012). *Financial Accounting*. HPH
Maheshwari,S.N.(2013). *Financial Management*. Sultan Chand.
Mani, A. (2013). *Fundamentals of Accounting*. SBH
Pandey, M. (2014). *Financial Management.* Vikas Publication House.
Saha,R.G.(2013). *Fundamentals of Accounting*. HPH

PS 554.3 CORPORATE ETHICS AND GOVERNANCE (Soft Core)

Credits: 3hrs   **Instructions hours: 40hrs**
Course Outcomes:

CO 1 Understand the basics of ethics, ethical dilemma and concepts of corporate
     Governance.

CO 2 Discuss the role of ethics in different departments in corporate setup.

CO 3 Evaluate and develop CSR models and practice in professional lives.

CO 4 Discuss, analyze and apply the various models of governance

CO 5 Analyze corporate governance practice in India and internationally.

CO 6 Demonstrate the ability to apply the core principles of governance like accountability,
     responsibility and transparency.

UNIT I: Corporate/business ethics:

Meaning and levels of business ethics, myths about business ethics, levels and issues In ethical issues and dilemmas, values and ethic, code of ethics for business managers, developing a comprehensive ethics programme, benefits from managing business ethics.

UNIT II: Ethics in the business disciplines:
Ethics in human resource management, ethics and marketing, ethics in finance and accounting, ethical implications of technology – issues and concerns, cases.

UNIT III: Corporate social responsibility and Social Reporting:
  Meaning, objectives and emergence of CSR, CSR and corporate sustainability, CSR and corporate governance, international scenario of CSR, CSR Models, environmental aspects of CSR.

UNIT IV: Corporate Governance:
Meaning and definition, on whose behalf the company is governed? , What constitute good corporate governance? Need for corporate governance, principles of corporate governance, Model's of corporate governance – US model, UK model, Japanese model, China model and Indian model. Governance initiatives in India: Need for governance reforms, initiatives for Governance Reforms in India, committees and codes on corporate governance in India, Corporate failure – causes and cases.

LEARNING RESOURCES:

Hartman,L.P., & Chatterjee, A. (2012). *Perspectives in Business Ethics.* Tata McGraw Hill Education Pvt. Ltd., New Delhi.

Jatana,R.,& Crowther,D.(2014). *Corporate Social Responsibility, Theory & Practice with Case Studies.* Deep and Deep Publications Pvt. Ltd., New Delhi.

Kumar, A. (2012). *Corporate Governance, Theory and Practice.* International Book House Pvt. Ltd., New Delhi.

Prusty,T. (2010). *Corporate Governance Compliance in Indian Industries. A Case Study*. Regal Publications, New Delhi.

Sharma,J.P. (2011). *Corporate Governance, Business Ethics and CSR.* Anne Books Pvt. Ltd., New Delhi, 2011.

Shastri, F.C.(2010). *Corporate Governance*. Book Enclave. Jaipur, India.

Solomon, J., & Solomon, A. (2009). *Corporate Governance and Accountability.* John Wiley & Sons Ltd., UK.

Tickler, B. (2009). *Corporate Governance, Principles, Politics and Practices.* Oxford University Press, UK.

Weiss, J.W. (2009). *Business Ethics, Concepts and cases.* Cengage learning, US.

PS 555.3 INDUSTRIAL RELATIONS AND LABOUR LAWS

Credits :4   **Instruction hours :40hrs**

<u>**COURSE OUTCOMES:**</u>

CO 1 Understand the evolution and development of Industrial Relations and the history of enactments of Labour laws in India.

CO 2 Describe the different roles of stake holders in Industrial Relations in India.

CO 3 Explain the causes of industrial conflicts and the role of various stake holders in resolving industrial Conflicts

CO 4 Aware of the statutory provisions for working conditions, health, and safety of workforce in India and provisions relating to the Trade unions, retrenchment, lay-offs, and lockouts

CO 5 Prepare payroll and monitor social security measures.

Unit I: Background and evolution of Industrial relations in India

Evolution of IR, Determinants of Industrial relations, Approaches to IR, Components of IR Role of State in IR ,Changing profile of major stakeholders of Industrial Relations in India.

25 years of Liberalisation, Privatisation, Globalisation and changing role of IR, Challenges to Trade Unionism, Changing role of Trade unions

Unit II: Dispute resolution and Industrial Harmony

Conflict resolution,Management of Discipline-Code of Discipline-Domestic/ departmental inquiry starting from charge sheet, process and implementation of decision, Grievance handling machinery in India, Machinery for prevention and settlement of Industrial dispute, Collective Bargaining.

Guiding principles of labour legislation, ILO and Indian Labour Policy, Evolution and functions of ILO, Labour Policy of the Government of India.

Unit III: Acts related to Labour

Industrial disputes Act-1947,Trade Unions Act-1926,Factories Act-1948: Preliminary, Health, Safety, Welfare measures and Working Hours. Minimum Wages Act-, Payment of wages Act-1936, Workmen`s Compensation Act- **The Industrial Relations Code 2020:Trade Unions, Standing Orders, Voluntary reference of disputes to Arbitration, Mechanism for resolution of Industrial Disputes, Strikes and Lockouts, Lay-off, Retrenchment and Closure. Special provisions relating to Lay-off, Retrenchment and closure in certain establishments. Unfair Labour practices. Worker Re-skilling fund**

The Occupational Safety, Health and Working Conditions Code, 2020: Registration, Duties of Employer and Employees, Etc. Occupational Safety and Health, Health, Safety and working conditions, welfare provisions, Hours of work and annual leave with wages, Maintenance of registers, records and returns. Inspector-cum-facilitators and other authority, Special provisions relating to employment of women, Factories, Social security fund.

Unit IV: Welfare Legislations

Welfare legislations and Social security measures-Main provisions of ESI Act-1952, The Payment of Gratuity Act-1972, The Payment of Bonus Act-1965.

The Code on Wages 2019 and The Code of Social Security 2020, The Code on Wages 2019: Minimum wages, Payment of wages, Payment of Bonus, The Code of Social Security 2020:Social Security organizations, Employees' Provident Fund, Employees State Insurance Corporations. Gratuity, Maternity Benefit, Employee's compensation.

LEARNING RESOURCES

Ghosh, P., & Nandan, S. (2015).*Industrial Relations and Labour Laws.* 1/e, McGraw Hill Education; ND.

Padhi, P.K. (2012). *Labour and Industrial Laws*, 2/e, PHI Learning (P) Ltd. New Delhi

Monappa, A., Nambuthiri, R., &Selvaraj, P. (2010). *Industrial Relations, Trade Unions and Labour Legislation.*

Ratnam,V.C.S. (2011). *Industrial Relations*, 3/e, Oxford University Press, New Delhi.

Singh, B.D. (2010). *Industrial Relations*: Emerging Paradigms. Excel Books, New Delhi.

Srivastava, S.C. (2012*). Industrial Relations and Labour Laws*. 6/e, S Chand GL & Co New Delhi.

VenkateshRatnam C.S. (2011). *Industrial Relations*. 3/e, Oxford University Press, New Delhi.

PS 556.3 MARKET BEHAVIOUR AND ANALYSIS (soft core)

Credits:4   **Instruction hrs: 40hrs**

Course Outcomes :

CO 1 Understand the behavior of consumers within the marketing system in a society

CO 2 Analyze the underlying psychosocial processes involved in consumer behavior

CO 3 Explain the different consumer decision making models, its uses and limitations.

CO 4 Aware of ethical considerations while influencing the buyers' decisions to acquire things
.
CO 5 Understand and analyse brand personality image through personality theories

CO 6 Apply the understanding of consumer decision making process to enhance sales

Unit 1: Introduction to consumer behaviour:
Understanding Consumer behaviour: Meaning & Definition of CB, Difference between
consumer & Customer, Buyers and Users, Disciplines involved in the study of CB, Factors

affecting consumer behaviour, Benefits of consumerism.
Consumer Research: Consumer Research Paradigms, Consumer research process, Ethical considerations

Unit II: Psychological processes of consumer behaviour

Motivation: Consumer motivation and its effects, Factors affecting motivation, Systems of needs.
Perception: Dynamics of perception, Consumer imagery and perceived risk.
Personality: Theories of Personality (Freudian Theory, Neo-Freudian Theory, Trait Theory),
Personality and understanding consumer, Brand Personality Self and Self-Image
Consumer attitudes: The nature of attitude, Models of attitudes, Strategies of attitude change.

Unit III: Psychosocial processes of consumer behavior

Household influences: Nature of family purchases, Husband wife influences, Parent Child Influences,
Socialization of family members, Reference groups, Understanding power of reference groups
Social class and CB: How social class affects consumption, Consumption patterns of specific social class
Influence of culture, sub-culture and cross culture on CB

Unit IV: Consumer Decision making process

Problem Recognition and Information search, Judgment and decision making based on high and low effort.
Levels of Consumer decision making, Models of consumer decision making
Post decision processes

LEARNING RESOURCES:

Schiffman, L.G & Kanuk L.L. (2003). Consumer Behaviour, 8/e, Pearson Education, NewDelhi.
Hoyer, W.D., & Maclnnis, D.J. (2004). Consumer Behavior, 3rd edition, HoughtonMifflinCompany.

Batra, S.K., & Kazmi , S.H (   ). Consumer Behaviour-, Excell Books

Hawkins, D. L., & Roger, B. (2008). Consumer Behavior- Building Marketing Strategy,Mcgraw-Hill,

Indian edition, New Delhi,

Black Well, R. D (2002). et al, Consumer Behaviour, 9/e Thomson, New Delhi

Srivastava,K. K (2003). Consumer Behaviour,Galgotia Publishing Co.New Delhi.

Assael, H. (2001). Consumer Behaviour,6/e,Thomson,New Delhi

Solomon, M. R. (2003). Consumer Behaviour,5/e,PHI,New Delhi.

PS 557.3P CORPORATE COUNSELLING (Soft Core)

Credits :3   **Instruction hours:40hrs**

CO 1 Understand the need for Employee counselling and learn the working of employee Assistance
    Programs in organizations and its limitations

CO 2 Develop core conditions and skills in counselling (both basic and advanced) by Practicing
    hypothetical case scenarios.

CO 3 Compare and use different counselling models to suit the issues and the needs of the client

CO 4 Use Transactional analysis and Rational emotive cognitive behaviour therapeutic techniques

CO 5 Conduct counselling sessions independently, identify addictive behaviors and initiate the process

of

referrals for admission to hospitals and rehabilitation centers.

CO 6 Conduct psycho education sessions to maintain psychological and social well-being of employees

CO 7 Follow the ethical code of conduct of APA while conducting counselling sessions.

Counseling skills – Microskills approach

Stages in counseling – Gerard Egan's Model

Workplace counseling :Managing the counseling process in organizations ,Ethical issues in counseling in organizations ,Counseling skills training for managers in the organization, Evaluating and auditing workplace counseling programmes.

Approaches - Transactional analysis and CBT/REBT

Workplace issues- stress, sexual harassment, conflict and violence, crisis intervention, promotion of team work, work life balance and health

PS 558.3P CORPORATE SELECTION AND DEVELOPMENT (Soft Core)

Credits :3 **Instruction hours:40hrs**

CO 1 Understand the role of HR department/HR professional in the organization

CO 2 Learn the HR cycle from Recruitment to exit interview

CO 3 Compare the best HR practices and strategies applicable to different industries

CO 4 Trained to recruit, retain and manage talent, as an entry level HR professional.

CO 5 Apply the knowledge gained in the entire course to practical use. (HRM, Labour
Laws, Organization Behaviour , Training and Development,

RECRUITMENT AND SELECTION

Payroll Inputs: Calculation of Gratuity, ESI, PF.

Work from home - Discussion

PO 559.3 Basic Counseling Skills (Open Elective)

Credits :3   **Instruction Hours :40**

COURSE OUTCOMES

CO 1 Describe the difference between counselling and other forms of communication

CO 2 Compare the application of different Psychological theories in counselling

CO 3 Practice and adopt the skills required for better communication

CO 4 Describe the stages involved in the process of counselling

CO 5 Challenge and embrace universal human values for better interpersonal relations.

 CO 6 Incorporate Counselling skills in everyday interaction.

UNIT I: Introduction to Counselling

Introduction: Meaning, definition and scope of counseling, Characteristics/Qualities of an effective Counsellor; core conditions, Theories of Counselling : (in brief) – Psychodynamic, humanistic, Cognitive Behavioural. The role of values in helping, Value Conflict with Clients. Values in action, Legal Issues: A model for moral and ethical reasoning – rules, principles, theories, Ethical relationships and issues in counselling - counselors competence, client's autonomy, contracts, confidentiality, client protection

Unit II: Basic Counselling Skills& Stages of Helping Process

Skills - Attending skills , Observation skills, Listening skills, Responding skills, questioning skills, Paraphrasing, Summarization, Reflection of Feeling.

Stages in the counseling process: Initial disclosure, In- depth exploration, commitment to action

Unit III: Common Concerns of beginning Helpers

Exploring self doubts and fears, Transference and counter transference, dealing with difficult clients – dealing with resistance and reluctance.

LEARNING RESOURCES

Corey, M., S. and Corey, G. (2003). *Becoming a helper*,4th ed. Pacific Grove, CA: Brooks/Cole.

Corey, G. (2001). *Manual for Theory and Practice of Counseling and Psychotherapy*, 6th ed. Pacific Grove, CA: Brooke/Cole.

Dryden, W., Horton, I. and Mearns, D. (1995). *Issues in professional counselors training;* London: Cassell.

Egan, G. (2001). *The skilled helper: A problem management approach to helping.* (7th ed. Pacific Grove CA: Brooke/ Cole.

Gibson R.L. and Mitchell M.H. (2008) *Introduction to counseling and Guidance*, 7th ed. New Delhi: Prentice Hall of India Pvt, Ltd.

Ivey A., E. and Ivey M., B. *Intentional interviewing and counseling*.5th ed. Pacific Grove CA: Brooke/Cole.

Jones, R. N. (2002), Basic *Counseling Skills*. London: Sage Publications.

Jones, R. N. (2002), Essential *Counseling and Therapy Skills*. New Delhi: Sage Publications.

McLeod J., (2003) *An Introduction to Counselling*, 3rd Ed, Jaipur : Rawat Publications.

Rao, S.N. (1991) *Counselling and Guidance*, 2nd ed. New Delhi: Tata McGraw Hill Publishing Co. Ltd.

Woolf, R., Dryden, W. and Strawbridge S. (2003) *Handbook of Counselling Psychology.* New Delhi: Sage Publications.

SEMESTER IV

DISSERTATION

COURSE OUTCOME:

CO 1 Apply knowledge of psychological research in the field of human resource management

CO 2 Develop research skills in organizational research

·CO 3 Competent to identify research problems in the field of corporate psychology

CO 4 Conduct need based organizational research (Evidence based research)

·CO 5 Suggest research-based interventions to real time organizational issues.

Description:

Each student is expected to conduct a research on various issues related to corporate psychology. A faculty supervisor would guide them from the department. Faculty supervisor monitors the progress of the project in its various stages.

The research will be evaluated in the following ways.

The students would submit and present their research proposal before the research Committee constituted by the Department. They would also submit the Introduction, Review of Literature and Methodology chapters, conduct and submit the project.

INTERNSHIP

COURSE OUTCOMES

CO 1 Practical training enables the trainees to achieve high level of competency and skill to work in organizations

CO 2 Develop an appreciation for the linkage between organization and its macro environment

CO 3 On the job training exposure in HR practices in different types of organizations so as to reduce the gap between theory and practice

·CO 4 Apply, evaluate and debate theory and practice of psychological principles and Human resource Management in organizations.

CO 5 Job Ready and opportunity for employment.

Description:

Each student is supposed to intern with an organization for 4 months of duration and understands the HR practice in an organization. At the end of the internship the students are supposed to submit a detailed internship report. The interns are supposed to work under the guidance of an internal as well as external supervisor. The Evaluation of the intern is based on the weekly reports submitted to the department by the intern and the reports submitted by the external supervisor in the organization according to the formats provided by the department. ************