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| **Program: Bachelor of Commerce (Economics and Analytics)** | **Semester: I** |
| **Course name: Introduction to Psychology****Academic Year: 2023-2024** |  | **Code:**  |
| **Teaching Scheme** | **Evaluation Scheme** |
| **Lectures** | **Practicals** | **Tutorials** | **Credits** | **Internal Continuous Assessment (ICA)****(weightage)** | **Term End Examinations (TEE)****(weightage)** |
| **30** | **Nil** | **Nil** | **02** | **20 marks** | **30 marks** |
| **Learning Objectives:**1. To define and explain the different components of personality.
2. To explain the role of values in human behaviour and identify different value systems.
3. To discuss the different theories of motivation and explain how they influence human behavior.
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| **Learning Outcomes :** After completion of the course, students would be able to:1. Understand their own personality.2. Understand their own personal values and itsrole in decision making3. Analyse their own motivations for better decision making. |
| **Detailed Syllabus: ( per session plan )****Session Outline For: Introduction to Psychology****Each lecture session would be of one hour duration (30 sessions)** |

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| **Module** | **Module Content** | **Module Wise Pedagogy Used** | **Module Wise****Duration****(hrs)** | **Module Wise Reference Books** |
| I | **Personality and Values****1.1** Personality:- What is Personality? Personal Inventory Assessments - Core Five Personality Dimensions**1.2** Social Perception: Characteristics of Perceiver and Perceived, Stereotyping, Halo Effect, Work Related Attitudes, Employee Attitudes **1.3.** Personality, Job Search, and Unemployment, Personality and Situations**1.4** Values - The Importance and Organization of Values, Terminal versus Instrumental Values, Generational Values | Lecturesand case studies | 15 lectures  | Robbins, S. P., & Judge, T. A. (2016). Organizational Behavior. (17th ed.). New Delhi: Pearson Education, Dorling Kindersley India pvt ltd.Luthans, F. (2013). Organizational behavior: An evidence –based approach. Tata McGraw Hill |
| II | **Motivation Concepts, Motivation from Concepts to Application****2.1** Defining Motivation; 4 early theories of motivation**2.2** Contemporary theories of motivation - Goal Setting Theory, Equity Theory/ Organizational justice, Expectancy Theory **2.3** Motivating by Job Design: The Job Characteristics Model**2.4** Motivational Application through Goal Setting and Other Performance Management Application Techniques Associated with Goal Setting | LecturesCase studies and Research analysis. | 15lectures | Robbins, S. P., & Judge, T. A. (2016). Organizational Behavior. (17th ed.). New Delhi: Pearson Education, Dorling Kindersley India pvt ltd.Luthans, F. (2013). Organisational behaviour: An evidence –based approach. Tata McGraw Hill |
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| **Other Reference Books:**

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| **Title** | **Author(s)** | **Publisher** |
| Management of Organizational Behavior  | Hersey Paul, Blanchard Kenneth & Johnson Dewey  | International Book House |
| Organizational Behavior Concepts Realities Application and Challenges. (2nd ed.)  | Aquinas, P. G. (2013) | New Delhi: Excel Books |
| The psychology of people in organizations. | Ashliegh, A. M.  | Pearson Education |
| Personal psychology for work and life. | Baltus, R. | Tata McGraw Hill |
| Organisational behavior.  | Dash, C. (2013). | New Delhi: International Book House |
| Organisations: Behaviour, Structure, Processes.  | David,Fred R., Phi Leraning  | Pearson  |
|  Organisations: Behaviour, Structure, Processes.  | Gibson, J. L., Ivancevich, J. M., & Konopaske, R.  | Tata McGraw Hill |
| Behaviour in organizations | Greenberg, J.  | PHI Learning Private Limited. |
| Organisational behavior. | McShane, S. L., Glinow, M. A., Sharma, R. R. | Tata McGraw Hill |
| Understanding organizational behavior | Pareek, U. & Khanna, S. | Oxford |

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#### Evaluation Pattern

The performance of the learner will be evaluated for 50 marks in two components. The first component will be a Continuous Assessment with a weightage of 40% of total marks per course. The second component will be a Semester end Examination with a weightage of 60% of the total marks per course. The allocation of marks for the Continuous Assessment and Semester end Examinations is as shown below:

#### Details of Continuous Assessment (CA)

40% of the total marks per course:

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| **Continuous Assessment** | **Details** | **Marks** |
| **Component 1 (CA-1)** | Class Test (MCQ)Mean score of two class tests of 10 marks | 10 |
| **Component 2 (CA-2)** | Assignment | 10 |

#### Details of Semester End Examination

60% of the total marks per course. Duration of examination will be of one hour.

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| **Question Number** | **Description** | **Total Marks** |
| Q1 | Essay type (Any 1 out of 2) | 10 |
| Q2 | Essay type (Any 1 out of 2) |  10 |
| Q3 | Essay type (Any 1 out of 2) | 10  |
| **Total Marks** | **30** |