

**SVKM's Narsee Monjee College of Commerce & Economics**

<b>Program: Bachelor of Commerce (Economics)</b>				<b>Semester: I</b>	
<b>Course name: Introduction to Psychology</b> <b>Academic Year: 2024-2025</b>				<b>Code:</b>	
<b>Teaching Scheme</b>				<b>Evaluation Scheme</b>	
<b>Lectures</b>	<b>Practicals</b>	<b>Tutorials</b>	<b>Credits</b>	<b>Internal Continuous Assessment (ICA) (weightage)</b>	<b>Term End Examinations (TEE) (weightage)</b>
<b>30</b>	<b>Nil</b>	<b>Nil</b>	<b>02</b>	<b>20 marks</b>	<b>30 marks</b>
<b>Learning Objectives:</b>					
<ol style="list-style-type: none"> <li>1. To define and explain the different components of personality.</li> <li>2. To explain the role of values in human behaviour and identify different value systems.</li> <li>3. To discuss the different theories of motivation and explain how they influence human behavior.</li> </ol>					
<b>Learning Outcomes :</b> After completion of the course, students would be able to:					
<ol style="list-style-type: none"> <li>1. Understand their own personality.</li> <li>2. Understand their own personal values and its role in decision making</li> <li>3. Analyse their own motivations for better decision making.</li> </ol>					
<b>Detailed Syllabus: ( per session plan )</b>					
<b>Session Outline For: Introduction to Psychology</b>					
<b>Each lecture session would be of one hour duration (30 sessions)</b>					

<b>Module</b>	<b>Module Content</b>	<b>Module Wise Pedagogy Used</b>	<b>Module Wise Duration (hrs)</b>	<b>Module Wise Reference Books</b>
<b>I</b>	<b>Personality and Values</b> <b>1.1</b> Personality:- What is Personality? Personal Inventory Assessments - Core Five Personality Dimensions <b>1.2</b> Social Perception: Characteristics of Perceiver and Perceived, Stereotyping, Halo Effect, Work Related Attitudes, Employee Attitudes <b>1.3.</b> Personality, Job Search, and Unemployment, Personality and Situations	Lectures and case studies	15 lectures	Robbins, S. P., & Judge, T. A. (2016). Organization al Behavior. (17th ed.). New Delhi: Pearson Education, Dorling

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	<b>1.4 Values - The Importance and Organization of Values, Terminal versus Instrumental Values, Generational Values</b>			Kindersley India pvt ltd.  Luthans, F. (2013). Organizational behavior: An evidence-based approach. Tata McGraw Hill
II	<b>Motivation Concepts, Motivation from Concepts to Application</b> <b>2.1</b> Defining Motivation; 4 early theories of motivation <b>2.2</b> Contemporary theories of motivation - Goal Setting Theory, Equity Theory/ Organizational justice, Expectancy Theory <b>2.3</b> Motivating by Job Design: The Job Characteristics Model <b>2.4</b> Motivational Application through Goal Setting and Other Performance Management Application Techniques Associated with Goal Setting	Lectures Case studies and Research analysis.	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 behaviour: An evidence-based approach. Tata McGraw Hill

<b>Other Reference Books:</b>		
<b>Title</b>	<b>Author(s)</b>	<b>Publisher</b>
Management of Organizational Behavior	Hersey Paul, Blanchard Kenneth & Johnson Dewey	International Book House

## SVKM's Narsee Monjee College of Commerce & Economics

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

### Evaluation Pattern

The performance of the learner will be evaluated for 50 marks in two components. The first component will be 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:

#### a) Details of Continuous Assessment (CA)

40% of the total marks per course:

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

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**b) Details of Semester End Examination**

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

<b>Question Number</b>	<b>Description</b>	<b>Total Marks</b>
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
<b>Total Marks</b>		<b>30</b>