

Hindi Vidya Prachar Samiti's Ramniranjan Jhunjhunwala College of Arts,
Science & Commerce (Empowered Autonomous College)

S.Y.B.A. Psychology Syllabus Semester III & IV



Hindi Vidya Prachar Samiti's

RAMNIRANJAN

**JHUNJHUNWALA COLLEGE OF
ARTS, SCIENCE & COMMERCE**

(EMPOWERED AUTONOMOUS COLLEGE)

Affiliated to

UNIVERSITY OF MUMBAI

Syllabus for the S.Y.B.A.

Program: B.A. PSYCHOLOGY

Program Code: RJAUPSY

National Education Policy (NEP 2020)

Level 5.0

Revised Syllabus

(CBCS 2026-2027)

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S.Y.B.A. Psychology Syllabus Semester III & IV

DISTRIBUTION OF TOPICS AND CREDITS

SEMESTER III

**Skill Enhancement Course (SEC) II: Industrial / Organizational Psychology
Part 1**

Course Code	Nomenclature	Credits	Topics
RJSECPSY231	Industrial/Organisational Psychology Part 1	02	1. A] Introduction to Industrial/Organizational Psychology B] Job Analysis 2. Performance Appraisal

DISTRIBUTION OF TOPICS AND CREDITS

SEMESTER IV

**Skill Enhancement Course (SEC) III: Industrial / Organizational Psychology
Part 2**

Course Code	Nomenclature	Credits	Topics
RJSECPSY241	Industrial/Organisational Psychology Part 2	02	1. Employee Motivation & Job Satisfaction 2. Productive and Counterproductive Behaviour

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Learning Objectives & Course Outcomes

Skill Enhancement Course II: Industrial / Organizational Psychology Part 1

Semester	:	III	
Title of the Course	:	Industrial / Organizational Psychology Part 1	
Course Code	:	RJSECPSY231	
Credits	:	02	
Duration	:	30 Lecture Hours	
LEARNING OBJECTIVES			
1.	To understand the foundational concepts of Industrial/Organizational Psychology		
2.	To describe the various approaches, purposes, and methods involved in conducting a job analysis		
COURSE LEARNING OUTCOMES			
On completing the course, the student will be able to:		PSO(s) Addressed	Bloom's Level(s) Addressed
CLO1	critically analyze the role of job analysis and design appropriate methods for collecting job-related information for different organizational contexts.	1, 2, 7, 8	3
CLO2	evaluate different performance appraisal methods and select the most suitable approach for assessing job performance based on organizational goals and specific job requirements	1, 2, 4, 8	2, 3

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SEMESTER III		L	CR
Skill Enhancement Course II:	Paper Code : RJSECPSY231	30	02
Unit I: A] Introduction to Industrial/Organizational Psychology		15	
B] Job Analysis			
1. Industrial/Organizational Psychology: Introduction; Profession &/or Science; History of the field; & Ethics			
2. Job Analysis: Approach; Purposes; & Collection of Information			
3. Methods of Job Analysis; and Job Evaluation			
Unit II: Performance Appraisal		15	
1. Purpose of Job Performance Appraisal			
2. Performance Criteria			
3. Methods of Assessing Job Performance			

Note : SEC will be continued in both SEM III & SEM IV as I/O PSYCHOLOGY

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EVALUATION (TOTAL 50 MARKS ONLY FOR SEMESTER III)

Pattern: 20-30 (20 Marks Internal Assessment, 30 Marks Semester End Exam)

Internal Assessment (Total 20 Marks):

- One Internal Assessment (IA) will be conducted of 20 marks.
- Modes of Evaluation: Essay Assignment / Open Book Test / Individual or Group Presentations / Discussions (to critically analyze and discuss research findings) / Projects / MCQs / Movie Screening – Report or Group Discussion / Debate

Semester End Examination (Total 30 Marks):

- Two brief questions will be asked – one from each unit respectively (10 Marks each); & Two Short notes (05 Marks each) (total four short notes will be asked, two from each unit).
- Each question will have an internal option(s).

Question No.	Unit	Internal Option	Max. Marks
1.	I	A) _____ or B) _____	10
2.	II	A) _____ or B) _____	10
3.	I & II (attempt any 2)	A) _____ B) _____ C) _____ D) _____	10

Learning Objectives & Course Outcomes

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Skill Enhancement Course III: Industrial / Organizational Psychology Part 2

Semester	:	IV	
Title of the Course	:	Industrial / Organizational Psychology Part 2	
Course Code	:	RJSECPSY241	
Credits	:	02	
Duration	:	30 Lecture Hours	
LEARNING OBJECTIVES			
1.	Understand key theories of employee motivation and their application		
2.	Identify different types of productive and counterproductive workplace behaviors		
COURSE LEARNING OUTCOMES			
On completing the course, the student will be able to:		PSO(s) Addressed	Bloom's Level(s) Addressed
CLO1	analyze factors influencing job satisfaction and employee commitment	1, 6, 9	4
CLO2	distinguish between various forms of productive and counterproductive behaviors in organizations	1, 5, 6, 8	3, 4

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SEMESTER IV		L	CR
Skill Enhancement Course III: Industrial / Organizational Psychology Part 2	Paper Code : RJSECPSY241	30	02
Unit I: Employee Motivation & Job Satisfaction		15	
1. Theories of Employee Motivation			
2. Job Satisfaction: Assessment, Antecedents, & Organizational Commitment			
3. Effects of Job Satisfaction & Emotions at Work			
Unit II: : Productive and Counterproductive Behaviour		15	
1. Productive Behaviour: Task Performance & Organizational Citizenship			
2. Counterproductive Behaviour: Withdrawal			
3. Counterproductive Behaviour: Aggression, Sabotage, Theft, Labour, Unrest & Strikes			

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EVALUATION (TOTAL 50 MARKS ONLY FOR SEMESTER IV)

Pattern: 20-30 (20 Marks Internal Assessment, 30 Marks Semester End Exam)

Internal Assessment (Total 20 Marks):

- One Internal Assessment (IA) will be conducted of 20 marks.
- Modes of Evaluation: Essay Assignment / Open Book Test / Individual or Group Presentations / Discussions (to critically analyze and discuss research findings) / Projects / MCQs / Movie Screening – Report or Group Discussion / Debate

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Question No.	Unit	Internal Option	Max. Marks
1.	I	A) _____ or B) _____	10
2.	II	A) _____ or B) _____	10
3.	I & II (attempt any 2)	A) _____ B) _____ C) _____ D) _____	10

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Reference Books:

Spector, P. E. (2012). *Industrial and Organizational Psychology: Research and Practice*. Wiley. (Indian reprint 2016)

Aamodt, M.G. (2023). *Industrial/Organizational Psychology: An Applied Approach* (9th ed.). Cengage.

Aswathappa, K. (2017). *Human Resource Management: Text and Cases* (8th ed.). Chennai, India: McGraw Hill.

Conte, J. M., & Landy, F. J. (2019). *Work in the 21st century: An introduction to Industrial and Organizational Psychology* (6th ed.) Wiley.

Levy, P. E. (2019). *Industrial/Organizational Psychology: Understanding the Workplace*. (6th ed.) Worth.

Luthans, F., Luthans, B. C., & Luthans, K. W. (2021). *In Organizational behavior: An evidence-based approach* (14th ed.). Information Age Publishing.

Riggio, R. E., & Johnson, S. K. (2022). *Introduction to Industrial/Organizational Psychology* (8th ed.). Routledge.

Sinha, J. B. P. (2008). *Culture and Organizational Behaviour*. Sage Publications.

Robbins, S. P., Judge, T. A., & Vohra, N (2018) *Organizational Behavior* (18th ed.). Pearson India.

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FORMAT FOR SUBMISSION OF PROJECT / FIELD OR INDUSTRIAL VISIT REPORTS

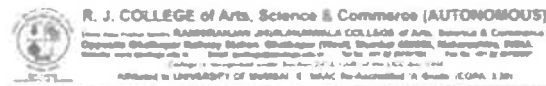
Name of the Department: Paper: _ Course Code: Name of

the Student: Roll No: Div: Date: Type of Assessment:

Marks: / 20

Detailed rubric will be shared by the respective course instructor when project / industrial visit is a part of the internal assessment.

The following front page (will be given by the Department) is to be attached



FIELD PROJECT REPORT SUBMITTED

BY

NAME :

CLASS :

ROLL NUMBER :

YEAR :

Signature of Teacher in charge /HOD

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TEACHING LEARNING PROCESS

The teaching–learning methods have been designed with a **student-centric approach**, with the primary objective of imparting domain-specific knowledge while fostering critical thinking, research aptitude, logical analysis, and the holistic development of students. The teaching pedagogy incorporates a variety of interactive, experiential, and technology-enabled methods to facilitate conceptual understanding and practical application. The key teaching–learning methods include:

- **Classroom Teaching:** Explanation of concepts, theories, and methodologies related to the subject through chalk-and-board teaching and audio-visual presentations. Concepts are reinforced through illustrative examples, real-life experiences, case-based discussions, and relevant metaphors.
- **Blended Learning:** Integration of face-to-face classroom teaching with online learning through video-conferencing platforms such as Zoom. Students are provided with explanatory videos, documentaries from YouTube and other credible sources, as well as relevant research papers, articles, and online resources.
- **Knowledge Repository:** Use of digital platforms such as Google Classroom and departmental WhatsApp groups for the effective dissemination, sharing, and communication of study materials, learning resources, announcements, and other relevant academic content.
- **Group Discussions:** Conduct of group discussions both online and in the classroom to facilitate deeper understanding of curricular concepts, encourage peer learning, develop communication skills, and provide an alternative mode of assessment.
- **Research Paper Discussions:** Critical discussion and analysis of original research studies included in research-oriented papers such as Social Psychology, Cognitive Psychology, and other relevant courses. This approach helps students develop research awareness and analytical skills.
- **Presentations:** Individual and group presentations conducted both online and in the classroom to facilitate conceptual understanding, enhance communication and presentation

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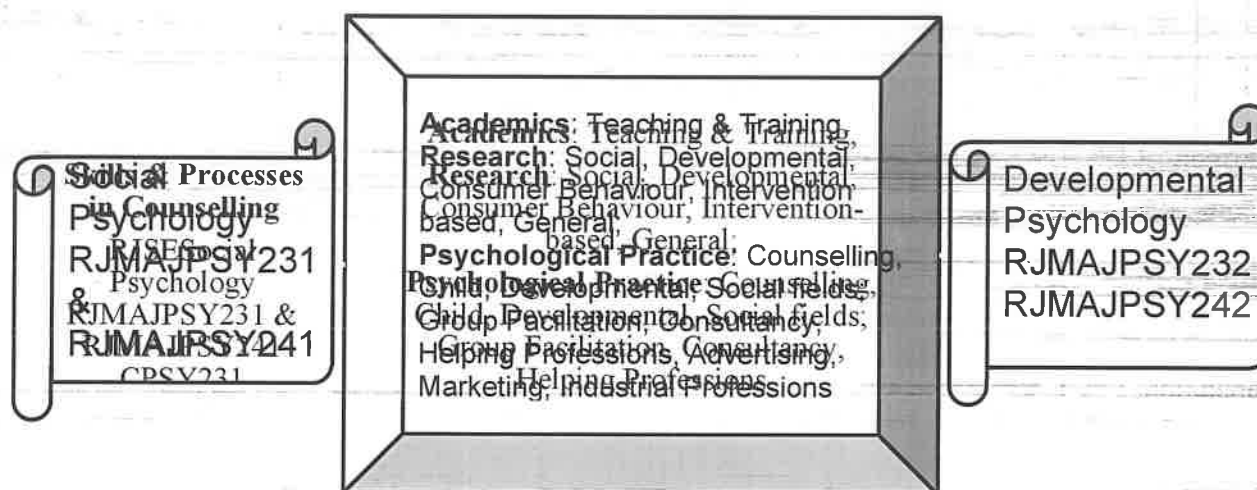
skills, encourage independent learning, and serve as an alternative mode of evaluation.

- **Field and Industrial Visits:** Visits to professional and organizational settings relevant to the discipline, providing students with practical exposure to academic, research, professional, and career opportunities in Psychology and related fields.
- **Guest Lectures:** Interactive sessions conducted by industry professionals, practitioners, researchers, and subject experts to provide students with insights into professional practices, industry experiences, and the nuances of various Psychology-related careers.
- **Digital Learning:** Training and orientation in the use of digital tools and technologies to enhance students' digital literacy and support technology-enabled learning and academic activities.
- **Software Learning:** Hands-on orientation to data analysis and research tools such as **Microsoft Excel and R**, as well as experimentation software such as **CogLab and PEBL**, enabling students to apply theoretical concepts through data analysis, experimentation, and research-based activities.

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MAPPING OF COURSES

1. Relevant Employability—Entrepreneurship & Skill Development



2. Needs: Local, Regional, National, Global, & Developmental

3. Cross Cutting Issues: Professional Ethics, Gender, Human Values, Environment, & Sustainable Development Goals

Course Code	Subjects	Relevance to Various Needs	Cross-Cutting Issues	Sustainable Development Goals
RJSECPSY231	Skills & Processes in Counselling	Local, Regional, National, Global	Professional Ethics, Human Values	3, 4, 5, 8, 10, 11, 12
RJSECPSY241	Psychological Inquiry	Local, Regional, National, Global	Professional Ethics, Human Values	3, 4, 9

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