

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2025-2026 SEMESTER - II MAJOR

DEPARTMENT - PSYCHOLOGY (UG)

FACULTY NAME - Dr. Savantani Chatterjee

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
<p align="center">DSCC 2 BASIC PSYCHOLOGICAL PROCESSES Theory Unit 1c: Perceptual Processes II: Historical Background of Information Processing, Theories of Information Processing.</p>	<p>Developing the knowledge and understanding about one of the major cognitive processes: Perception. Developing the skill to understand different perceptual phenomena, their patterns, applications and real life setting along with the source of perception in the field of information processing.</p>	<p>Assessments include continuous internal assessments, class participation and application based question answer sessions.</p>	<p>Strategies of Teaching include Interactive Lecture, guided readings, presentations and usage of charts and flow diagrams. Evaluation includes assignments, quizzes, assessment of theoretical knowledge and application skills.</p>	5 hrs	
<p>Unit 2b: Learning Processes; Memory & Forgetting: Nature of Encoding, Storage and Retrieval; STM, LTM, Types of Memory; Nature and Theories of Forgetting: Trace Decay, Interference (To be related to serial position effect), Motivated Forgetting; Curve of Forgetting.</p>	<p>Acquiring the knowledge and insight into Memory and Forgetting as two contrasting cognitive processes. Developing the skill of applying these processes in classroom situations and real life settings in order to</p>	<p>Assessments include continuous internal assessments, class participation and application based question answer sessions.</p>	<p>Strategies of Teaching include Interactive Lecture, guided readings, presentations and usage of charts and flow diagrams. Evaluation includes assignments, quizzes, assessment of theoretical knowledge and application skills.</p>	7 hrs	

	understand and gauge its relevance beyond textbooks.				
<p align="center">DSCC 2</p> <p align="center">BASIC PSYCHOLOGICAL PROCESSES</p> <p align="center">Practical</p> <p>Practicum: Standard Progressive Matrices Test (SPM)</p>	<p>Ability to understand psychometric tests, administration, scoring and data interpretation. Developing the skill to analyse test results and understanding the generalizability of test findings.</p>	<p>Assessments include guided practice sessions, hands-on administration and scoring, mock viva examinations.</p>	<p>Strategies include demonstration of test administration, scoring and data analysis of obtained findings. Evaluation includes assessment of understanding of psychometric testing, application and hypothetical data interpretation.</p>	10 hrs	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2025-2026 SEMESTER - II MINOR

DEPARTMENT - PSYCHOLOGY (UG)

FACULTY NAME - Dr. Savantani Chatterjee

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
<p align="center">MN-2 BASIC PSYCHOLOGICAL PROCESSES Theory</p> <p><u>Unit 1c: Perceptual Processes</u> II: Historical Background of Information Processing, Theories of Information Processing.</p>	<p>Developing the knowledge and understanding about one of the major cognitive processes: Perception. Developing the skill to understand different perceptual phenomena, their patterns, applications and real life setting along with the source of perception in the field of information processing.</p>	<p>Assessments include continuous internal assessments, participation and application based question answer sessions.</p>	<p>Strategies of Teaching include Interactive Lecture, guided readings, presentations and usage of charts and flow diagrams. Evaluation includes assignments, quizzes, assessment of theoretical knowledge and application skills.</p>	5 hrs	
<p><u>Unit 2b: Learning Processes; Memory & Forgetting:</u> Nature of Encoding, Storage and Retrieval; STM, LTM, Types of Memory; Nature and Theories of Forgetting: Trace Decay, Interference (To be related to serial position effect), Motivated Forgetting; Curve of Forgetting.</p>	<p>Acquiring the knowledge and insight into Memory and Forgetting as two contrasting cognitive processes. Developing the skill of applying these processes in classroom situations and real life settings in order to</p>	<p>Assessments include continuous internal assessments, participation and application based question answer sessions.</p>	<p>Strategies of Teaching include Interactive Lecture, guided readings, presentations and usage of charts and flow diagrams. Evaluation includes assignments, quizzes, assessment of</p>	7 hrs	

	understand and gauge its relevance beyond textbooks.		theoretical knowledge and application skills.		
<p style="text-align: center;">MN-2 BASIC PSYCHOLOGICAL PROCESSES</p> <p style="text-align: center;">Practical</p> <p>Practicum: Standard Progressive Matrices Test (SPM)</p>	<p>Ability to understand psychometric tests, administration, scoring and data interpretation. Developing the skill to analyse test results and understanding the generalizability of test findings.</p>	<p>Assessments include guided practice sessions, hands-on administration and scoring, mock viva examinations.</p>	<p>Strategies include demonstration of test administration, scoring and data analysis of obtained findings. Evaluation includes assessment of understanding of psychometric testing, application and hypothetical data interpretation.</p>	10 hrs	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2025-2026 SEMESTER - II MAJOR

DEPARTMENT - PSYCHOLOGY (UG)

FACULTY NAME - Dr. Dinaz R. Jeejeebhoy

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
<p align="center">DSCC 2</p> <p align="center">BASIC PSYCHOLOGICAL PROCESSES</p> <p>Unit 3c.Motivation: definition, types - biological and social; theories (brief mention of the different categories of theories) - concept of drive, incentive, Maslow's need hierarchy theory, and McClelland's theory of motivation</p>	<p>Knowledge: Understand motivation, its types, and key theories, including drive, incentive, Maslow, and McClelland.</p> <p>Skill: Analyze motivational factors and apply theoretical frameworks effectively.</p> <p>Value: Appreciate critical thinking, ethical understanding, and consideration of individual differences.</p> <p>Attitude: Cultivate curiosity, respect, and a thoughtful, empathetic approach to human behavior.</p>	<p>Assessment through written tests, case analyses, application of motivational theories, and evaluation of understanding, critical thinking, and ethical consideration.</p>	<p>Strategies include lectures, discussions, and case studies; aids include charts, Videos, and real-life examples; evaluation involves quizzes, assignments, case analyses, and assessment of theoretical understanding, application skills, and ethical awareness.</p>	7 hrs	
<p align="center">DSCC 2</p> <p align="center">BASIC PSYCHOLOGICAL PROCESSES</p> <p align="center">Practicum</p> <p>2. b. Time perception</p>	<p>Knowledge: Understand concepts of time perception and methods of psychological assessment.</p> <p>Skill: Administer, score, and</p>	<p>Assessment through accurate administration, scoring, and interpretation of</p>	<p>Time perception will be taught through a hands-on practical method conducted by students. Learners will perform time estimation and reproduction</p>	15 hrs	

	<p>interpret time perception tasks accurately.</p> <p>Value: Appreciate objectivity, ethical responsibility, and careful application of assessments.</p> <p>Attitude: Cultivate accuracy, sensitivity, and a respectful, responsible approach in practical settings.</p>	<p>time perception tasks, along with evaluation of objectivity, ethical conduct, and reporting clarity.</p>	<p>tasks, record perceived and actual time, and analyze results individually. The teacher will facilitate instructions, supervision, discussion, and interpretation of findings to enhance experiential learning</p>		
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COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2025-2026 SEMESTER - II MINOR

DEPARTMENT - PSYCHOLOGY (UG)

FACULTY NAME - Dr. Dinaz R. Jeejeebhoy

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
<p align="center">MN-2 BASIC PSYCHOLOGICAL PROCESSES Unit 3c.Motivation: definition, types - biological and social; theories (brief mention of the different categories of theories) - concept of drive, incentive, Maslow's need hierarchy theory, and McClelland's theory of motivation</p>	<p>Knowledge: Understand motivation, its types, and key theories, including drive, incentive, Maslow, and McClelland. Skill: Analyze motivational factors and apply theoretical frameworks effectively. Value: Appreciate critical thinking, ethical understanding, and consideration of individual differences. Attitude: Cultivate curiosity, respect, and a thoughtful, empathetic approach to human behavior.</p>	<p>Assessment through written tests, case analyses, application of motivational theories, and evaluation of understanding, critical thinking, and ethical consideration.</p>	<p>Strategies include lectures, discussions, and case studies; aids include charts, Videos, and real-life examples; evaluation involves quizzes, assignments, case analyses, and assessment of theoretical understanding, application skills, and ethical awareness.</p>	<p align="center">7 hrs</p>	
<p align="center">MN-2 BASIC PSYCHOLOGICAL PROCESSES Practicum 2. b. Time perception</p>	<p>Knowledge: Understand concepts of time perception and methods of psychological assessment. Skill: Administer, score, and</p>	<p>Assessment through accurate administration, scoring, and interpretation of</p>	<p>Time perception will be taught through a hands-on practical method conducted by students. Learners will perform time estimation and reproduction</p>	<p align="center">15 hrs</p>	

	<p>interpret time perception tasks accurately.</p> <p>Value: Appreciate objectivity, ethical responsibility, and careful application of assessments.</p> <p>Attitude: Cultivate accuracy, sensitivity, and a respectful, responsible approach in practical settings.</p>	<p>time perception tasks, along with evaluation of objectivity, ethical conduct, and reporting clarity.</p>	<p>tasks, record perceived and actual time, and analyze results individually. The teacher will facilitate instructions, supervision, discussion, and interpretation of findings to enhance experiential learning</p>		
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COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2025-2026 SEMESTER - II MAJOR

DEPARTMENT - PSYCHOLOGY (UG)

FACULTY NAME - Ms. Navanika Saha

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
<p align="center"><u>DSCC 2</u></p> <p align="center">BASIC PSYCHOLOGICAL PROCESSES</p> <p>Unit 2: Learning processes; Memory & Forgetting:</p> <p>Learning Processes: Nature & factors of learning; Theories: Trial-and-error, conditioning -classical and operant, insight, transfer of training</p>	<p>Knowledge: Students will define learning and identify internal and external factors influencing learning, understand Thorndike’s laws of learning and the concept of reinforcement, describe principles such as stimulus, response, acquisition, extinction, generalization, explain reinforcement, punishment, shaping, schedules of reinforcement and explain the concept of insight learning and Gestalt principles. Skill: Analyse everyday examples of learning in</p>	<p>Short answer test, classroom discussion participation, case-based questions, MCQs.</p>	<p>The strategies used would include interactive lecture, brainstorming on real-life learning examples along with powerpoint presentations, whiteboard diagrams and short classroom activities. Formative questioning, quick written reflections will be used as evaluative methods.</p>	<p align="center">7 hours</p>	

	<p>educational and social contexts. Applying the theories to educational settings.</p> <p>Value: Appreciate the importance of learning in behaviour modification.</p> <p>Attitude: Develop curiosity toward understanding human behaviour scientifically.</p>				
<p><u>DSCC 2</u></p> <p>BASIC PSYCHOLOGICAL PROCESSES</p> <p>Unit 3: Intelligence; Emotion and Motivation:</p> <p>Emotion: nature, basic emotions, theories (brief mention of the different categories of theories)-bodily theories [peripheral: James-Lange, central: Cannon-Bard], Cognitive Theory: Schachter Singer Theory</p>	<p>Knowledge: The students will be able to define emotion and identify basic emotions, explain peripheral and central theories of emotion and the role of cognitive appraisal in emotion.</p> <p>Skill: The students will be able to differentiate emotions from moods and feelings, compare physiological processes involved in emotional responses and analyse real-life emotional reactions using the two-factor model.</p> <p>Value: The students will be able to appreciate emotional</p>	<p>Assessment will be done using MCQs, short notes, class discussion, comparative questions and scenario-based questions.</p>	<p>The strategies used for teaching would include lecture, discussion on emotional experiences, diagrams comparing theories and shared experiences of real-life scenarios, case examples, PowerPoint diagrams, Flowcharts of physiological pathways, emotion charts. They will be evaluated from their reflective responses and participation.</p>	<p>7 hours</p>	

	<p>awareness and regulation, the role of biological processes in emotions, recognize interaction between cognition and physiological arousal.</p> <p>Attitude: Foster empathy and emotional understanding. Develop scientific curiosity about mind-body interaction. Develop reflective awareness of emotional interpretation.</p>				
<p><u>DSCC 2</u></p> <p>BASIC PSYCHOLOGICAL PROCESSES</p> <p>Practicum:</p> <p>2a. Perceptual Reversibility</p>	<p>Knowledge: Understand the concept of perceptual organization and reversible figures.</p> <p>Skill: Conduct a psychological experiment, record observations, and interpret results.</p> <p>Value: Appreciate experimental methods in psychology.</p> <p>Attitude: Develop scientific accuracy and objectivity.</p>	<p>The students will be assessed based on their practical performance, interpretations and viva voce.</p>	<p>Demonstration of reversible figures followed by student experiment. The teacher will facilitate instructions, supervision, discussion, and interpretation of findings to enhance experiential learning</p>	<p>20 hours</p>	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2025-2026 SEMESTER - II MINOR

DEPARTMENT - PSYCHOLOGY (UG)

FACULTY NAME - Ms.Nayanika Saha

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
<p align="center"><u>MN 2</u></p> <p align="center">BASIC PSYCHOLOGICAL PROCESSES</p> <p>Unit 2: Learning processes; Memory & Forgetting:</p> <p>Learning Processes: Nature & factors of learning; Theories: Trial-and-error, conditioning - classical and operant, insight, transfer of training</p>	<p>Knowledge: Students will define learning and identify internal and external factors influencing learning, understand Thorndike’s laws of learning and the concept of reinforcement, describe principles such as stimulus, response, acquisition, extinction, generalization, explain reinforcement, punishment, shaping, schedules of reinforcement and explain the concept of insight learning and Gestalt principles.</p> <p>Skill: Analyse everyday examples of learning in educational and social contexts. Applying the</p>	<p>Short answer test, classroom discussion participation, case-based questions, MCQs.</p>	<p>The strategies used would include interactive lecture, brainstorming on real-life learning examples along with powerpoint presentations, whiteboard diagrams and short classroom activities.</p> <p>Formative questioning, quick written reflections will be used as evaluative methods.</p>	<p>7 hours</p>	

	<p>theories to educational settings.</p> <p>Value: Appreciate the importance of learning in behaviour modification.</p> <p>Attitude: Develop curiosity toward understanding human behaviour scientifically.</p>				
<p><u>MN 2</u></p> <p>BASIC PSYCHOLOGICAL PROCESSES</p> <p>Unit 3: Intelligence; Emotion and Motivation:</p> <p>Emotion: nature, basic emotions, theories (brief mention of the different categories of theories)- bodily theories [peripheral: James-Lange, central: Cannon-Bard], Cognitive Theory: Schachter Singer Theory</p>	<p>Knowledge: The students will be able to define emotion and identify basic emotions, explain peripheral and central theories of emotion and the role of cognitive appraisal in emotion.</p> <p>Skill: The students will be able to differentiate emotions from moods and feelings, compare physiological processes involved in emotional responses and analyse real-life emotional reactions using the two-factor model.</p> <p>Value: The students will be able to appreciate emotional awareness and regulation, the role of biological processes in emotions, recognize interaction between cognition and physiological arousal.</p>	<p>Assessment will be done using MCQs, short notes, class discussion, comparative questions and scenario-based questions.</p>	<p>The strategies used for teaching would include lecture, discussion on emotional experiences, diagrams comparing theories and shared experiences of real-life scenarios, case examples, PowerPoint diagrams, Flowcharts of physiological pathways, emotion charts. They will be evaluated from their reflective responses and participation.</p>	7 hours	

	Attitude: Foster empathy and emotional understanding. Develop scientific curiosity about mind-body interaction. Develop reflective awareness of emotional interpretation.				
<p style="text-align: center;"><u>MN 2</u></p> <p style="text-align: center;">BASIC PSYCHOLOGICAL PROCESSES</p> <p>Practicum: 2a. Perceptual Reversibility</p>	<p>Knowledge: Understand the concept of perceptual organization and reversible figures.</p> <p>Skill: Conduct a psychological experiment, record observations, and interpret results.</p> <p>Value: Appreciate experimental methods in psychology.</p> <p>Attitude: Develop scientific accuracy and objectivity.</p>	The students will be assessed based on their practical performance, interpretations and viva voce.	Demonstration of reversible figures followed by student experiment. The teacher will facilitate instructions, supervision, discussion, and interpretation of findings to enhance experiential learning	20 hours	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2025-2026 SEMESTER - II IDC

DEPARTMENT - PSYCHOLOGY (UG)

FACULTY NAME - Ms. Nayanika Saha

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
<p align="center">IDC:</p> <p align="center">Human Resource Management</p> <p>Unit 2: International Human resource management (IHRM)</p> <p>The context of globalization , Role of Culture in IHRM, Dimensions of Cultural difference (Hofstede)</p>	<p>Knowledge: Students will understand the concept of IHRM and its importance in the context of globalization, explain how culture influences communication, leadership, and workplace behaviour and describe Hofstede’s cultural dimensions.</p> <p>Skill: Compare cultural differences between countries using Hofstede’s framework, analyse HR practices across different cultural and national contexts. Identify cultural challenges faced by multinational organizations.</p> <p>Value: Appreciate diversity and global perspectives in organizational management. Recognize cultural sensitivity and respect for diversity. Appreciate cultural diversity in global organizations.</p>	<p>Assessment will be done based on short answer questions, MCQs, and participation in classroom discussion.</p>	<p>The strategies for teaching would include interactive lectures introducing globalization and international workforce management, PowerPoint presentation, real-life examples of multinational organizations and concept clarification through questioning and short written responses.</p>	<p>15hours</p>	

	<p>Attitude: Develop sensitivity towards cross-cultural communication.</p> <p>Attitude: Develop openness towards multicultural workplace environments. Encourage inclusive and adaptive thinking in cross-cultural interactions.</p>				
<p>Practicum I:</p> <p>Administration of Organizational Role stress scale</p>	<p>Knowledge: Understand the concept of organizational role stress and its components.</p> <p>Skill: Learn to administer, score, and interpret the Organizational Role Stress Scale.</p> <p>Value: Appreciate the importance of psychological assessment in organizational settings.</p> <p>Attitude: Develop ethical responsibility and accuracy while conducting psychological tests.</p>	<p>The assessment will be based on practical performance, accuracy in test administration, scoring procedure, and interpretation of results in the practical record. viva voce.</p>	<p>The strategies for teaching will include demonstration of test administration followed by student practice in pairs. The teacher will facilitate instructions, supervision, discussion, and interpretation of findings to enhance experiential learning</p>	<p>25 hours</p>	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2025-2026 SEMESTER - II MAJOR

DEPARTMENT - PSYCHOLOGY (UG)

FACULTY NAME - Ms. Neerajana Ghosh

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
<p align="center">DSCC 2 BASIC PSYCHOLOGICAL PROCESSES Theory</p> <p align="center">Unit 1 a: Nature of perception, relation of attention and perception, form perception, space perception, movement perception, time perception, optical geometric illusions</p>	<p>Knowledge: Students will develop a comprehensive understanding of perception as a fundamental cognitive process, including its nature, mechanisms, and interaction with attention. They will gain conceptual clarity on different types of perception such as form, space, movement, and time perception, along with an understanding of optical-geometric illusions as distortions of perceptual processing.</p> <p>Skill: Students will be able to analyse perceptual phenomena critically, differentiate between various perceptual processes, and apply these concepts to real-life situations such as visual misinterpretations, environmental awareness, and human behaviour analysis. They will also develop observational and interpretative</p>	<p>Assessment will be conducted through a combination of continuous internal evaluation methods including short written tests, class participation, conceptual discussions, and application-based questions. Students will also be evaluated on their ability to interpret perceptual phenomena demonstrated during class activities.</p>	<p>Teaching will be conducted through interactive lectures complemented by real-time classroom demonstrations (e.g., optical illusions), guided discussions, and illustrative examples from everyday life. Audio-visual aids such as charts, diagrams, PowerPoint presentations, and videos will be used to enhance conceptual understanding. Evaluation will include quizzes, assignments, and informal assessments</p>	<p align="center">7</p>	

	<p>skills through demonstrations and examples.</p> <p>Value: Students will appreciate perception as a scientifically grounded process influenced by both physiological and psychological factors, fostering respect for empirical inquiry and evidence-based understanding of human cognition.</p> <p>Attitude: Students will cultivate curiosity, attentiveness, and openness towards exploring human perceptual experiences, along with sensitivity to individual differences in perception.</p>		<p>of students' ability to apply theoretical knowledge to practical situations.</p>		
<p>DSCC 2 BASIC PSYCHOLOGICAL PROCESSES Theory</p> <p>Unit 1 b: Perceptual organization, figure and ground (all phenomenon explained with simple classroom demonstrations)</p>	<p>Knowledge: Students will understand the principles of perceptual organization, particularly Gestalt laws such as proximity, similarity, closure, continuity, and figure-ground relationships.</p> <p>Skill: Students will be able to identify and analyse perceptual patterns in visual stimuli and explain how the human mind organizes sensory input into meaningful wholes.</p> <p>Value: Students will appreciate the structured and systematic nature of perception and its importance in cognitive functioning and everyday interpretation of the environment.</p>	<p>Assessment will include participation in classroom demonstrations, short written responses, conceptual tests, and application-based exercises that evaluate understanding of perceptual organization principles.</p>	<p>Teaching strategies will include lecture-based explanations supported by live demonstrations of figure-ground relationships and Gestalt principles. Visual aids such as images, diagrams, and multimedia presentations will be used extensively. Students will also engage in small activities where they identify perceptual</p>	3	

	<p>Attitude: Students will develop analytical thinking, attentiveness to detail, and an inquisitive approach toward understanding visual and cognitive processes.</p>		<p>patterns in given stimuli. Evaluation will be based on quizzes, assignments, and observation of student engagement and conceptual clarity</p>		
<p>DSCC 2 BASIC PSYCHOLOGICAL PROCESSES Practicum Proactive Inhibition</p>	<p>Knowledge: Students will understand the concept of proactive inhibition (PI) as a form of interference in memory, where previously learned information affects the retention of new information. Skill: Students will acquire the ability to design and conduct simple experiments to study proactive inhibition, record and organise data systematically, and perform basic analysis and interpretation of results. Value: Students will appreciate the importance of scientific rigor, objectivity, and ethical considerations in conducting psychological experiments. Attitude: Students will develop patience, accuracy, responsibility, and a methodical approach to experimental work.</p>	<p>Assessment will be based on students' ability to conduct the experiment accurately, maintain proper records, analyse data, and interpret findings. Viva voce and practical file submissions will also be used to evaluate understanding.</p>	<p>The practicum will involve hands-on experimental procedures where students perform memory tasks designed to demonstrate proactive inhibition. Provide step-by-step guidance, supervise the experimental process, and facilitate discussion of results. Aids include experimental materials such as word lists or nonsense syllables, recording sheets, and sample interpretations. Evaluation will focus on accuracy of procedure, data recording, analysis, and clarity of reporting.</p>		

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YEAR - 2025-2026 SEMESTER - II MINOR

DEPARTMENT - PSYCHOLOGY (UG)

FACULTY NAME - Ms. Neerajana Ghosh

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
<p align="center">MN 2 Theory Nature of perception, relation of attention and perception, form perception, space perception, movement perception, time perception, optical geometric illusions</p>	<p>Knowledge: Students will develop a comprehensive understanding of perception as a fundamental cognitive process, including its nature, mechanisms, and interaction with attention. They will gain conceptual clarity on different types of perception such as form, space, movement, and time perception, along with an understanding of optical-geometric illusions as distortions of perceptual processing.</p> <p>Skill: Students will be able to analyse perceptual phenomena critically, differentiate between various perceptual processes, and apply these concepts to real-life situations such as visual misinterpretations, environmental awareness, and human behaviour</p>	<p>Assessment will be conducted through a combination of continuous internal evaluation methods including short written tests, class participation, conceptual discussions, and application-based questions. Students will also be evaluated on their ability to interpret perceptual phenomena demonstrated during class activities.</p>	<p>Teaching will be conducted through interactive lectures complemented by real-time classroom demonstrations (e.g., optical illusions), guided discussions, and illustrative examples from everyday life. Audio-visual aids such as charts, diagrams, PowerPoint presentations, and videos will be used to enhance conceptual understanding. Evaluation will include quizzes, assignments, and informal assessments of students' ability to apply theoretical knowledge to practical situations.</p>	<p align="center">7</p>	

	<p>analysis. They will also develop observational and interpretative skills through demonstrations and examples.</p> <p>Value: Students will appreciate perception as a scientifically grounded process influenced by both physiological and psychological factors, fostering respect for empirical inquiry and evidence-based understanding of human cognition.</p> <p>Attitude: Students will cultivate curiosity, attentiveness, and openness towards exploring human perceptual experiences, along with sensitivity to individual differences in perception.</p>				
<p>MN 2 Practicum</p> <p>Retroactive and Proactive Inhibition</p>	<p>Knowledge: Students will understand the concepts of retroactive and proactive inhibition and their role in memory processes.</p> <p>Skill: Students will be able to perform simple experimental tasks, record observations, and interpret basic results.</p> <p>Value: Students will appreciate the importance of ethical conduct and systematic procedures in psychological experimentation.</p> <p>Attitude: Students will develop responsibility, attentiveness, and discipline in practical work.</p>	<p>Assessment will be based on practical performance, record submission, and interpretation of findings.</p>	<p>Students will conduct basic experiments under supervision, involving memory tasks that demonstrate interference effects. Focus on procedure, monitor progress, and facilitate interpretation. Evaluation will focus on accuracy, participation, and clarity in reporting.</p>		

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YEAR - 2025-2026 SEMESTER - II MAJOR

DEPARTMENT - PSYCHOLOGY (UG)

FACULTY NAME - Ms. Somali Mukherjee

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
<p>DSCC 2 BASIC PSYCHOLOGICAL PROCESSES</p> <p>Theory Unit 3(a) Intelligence: definition, nature, classification (brief mention of the different categories of theories), factor theories of intelligence - Spearman and Thurstone</p>	<p>The learners are expected to acquire knowledge regarding -</p> <ul style="list-style-type: none"> ● Basic concepts regarding Intelligence ● Intelligence Quotients ● History of intelligence theories, and intelligence testing ● Classification of theories ● Core concepts regarding the two factor theories <p>They are expected to acquire skills to -</p> <ul style="list-style-type: none"> ● 	<p>Observation of involvement in the classroom discussions, case examples, creative assignments</p>	<p>Lecture method with facilitation of interactive classroom conversation Aid(s) - powerpoint presentations, audiovisual presentations from multiple sources, case examples (famous experiments, etc.), Evaluative home assignments to be collected</p>	<p align="center">4</p>	

	<p>They are expected to develop -</p> <ul style="list-style-type: none"> ● An awareness and understanding of the perceptual field as an organization ● Sensibility to know, and believe perception to have scientific explanation 				
<p>DSCC 2 BASIC PSYCHOLOGICAL PROCESSES</p> <p>Practicum (a) Retroactive Inhibition</p>	<p>The learners are expected to acquire knowledge regarding -</p> <ul style="list-style-type: none"> ● Concept of memory and retroactive inhibition (RI) ● Designs/methods to study RI in controlled situations ● Non-sense syllables <p>They are expected to acquire skills to -</p> <ul style="list-style-type: none"> ● Configure non-sense syllables ● Design and implement experimental situations that study retroactive inhibition 	<p>Observation of non-sense syllable submission and proper data collection, the rigor put in the organization of stimulus & data, scoring, calculation, analysis, and interpretation of the obtained scores.</p>	<p>Lecture and Demonstration method with facilitation of interactive classroom conversation & doubt clearing classes</p> <p>Aid(s) - model interpretations, case examples</p>	7	

- Prepare the apparatus and take precautions to protect the experiment
- Protect the rights of the participants during the experimental situations
- Provide proper support to the participant during data collection
- Measure learning/memory
- Evaluate and draw inferences on the basis of the findings

They are expected to develop -

- Values that safeguard the experimental control and eliminate extraneous variables
- Draw inferences with ethics and integrity
- Values that protect both integrity of the participants and the experiment

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YEAR - 2025-2026 SEMESTER - II MINOR

DEPARTMENT - PSYCHOLOGY (UG)

FACULTY NAME - Ms. Somali Mukherjee

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
<p>MN - 2 BASIC PSYCHOLOGICAL PROCESSES</p> <p>THEORY Unit 1(b) Perceptual organization, figure and ground (all the phenomenon must be explained with simple classroom demonstrations)</p>	<p>The learners are expected to acquire knowledge regarding -</p> <ul style="list-style-type: none"> ● Perceptual organization ● Laws of perceptual organizations ● Instances of different types of perceptual organizations and their effects on human perception <p>They are expected to acquire skills to -</p> <ul style="list-style-type: none"> ● Identify the different functions of perceptual organization ● Be able to explain the psychological 	<p>Observation of involvement in the classroom discussions, creative assignments, and group projects</p>	<p>Lecture method with facilitation of interactive classroom conversation Aid(s) - powerpoint presentations, images & video presentations from multiple sources Evaluative group projects will be collected</p>	<p align="center">3</p>	

	<p>mechanism underlying perception</p> <p>They are expected to develop -</p> <ul style="list-style-type: none"> ● An awareness and understanding of the perceptual field as an organization ● Sensibility to know, and believe perception to have scientific explanation 				
<p>MN - 2 BASIC PSYCHOLOGICAL PROCESSES</p> <p>THEORY Unit 3(a) Intelligence: definition, nature, classification (brief mention of the different categories of theories), factor theories of intelligence - Spearman and Thurstone</p>	<p>The learners are expected to acquire knowledge regarding -</p> <ul style="list-style-type: none"> ● Basic concepts regarding Intelligence ● Intelligence Quotients ● History of intelligence theories, and intelligence testing ● Classification of theories ● Core concepts regarding the two factor theories 	<p>Observation of involvement in the classroom discussions, case examples, creative assignments</p>	<p>Lecture method with facilitation of interactive classroom conversation Aid(s) - powerpoint presentations, audiovisual presentations from multiple sources, case examples (famous experiments, etc.), Evaluative home assignments to be collected</p>	4	

	<p>They are expected to acquire skills to -</p> <ul style="list-style-type: none">● <p>They are expected to develop -</p> <ul style="list-style-type: none">● An awareness and understanding of the perceptual field as an organization● Sensibility to know, and believe perception to have scientific explanation				
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