

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2025-2026 SEMESTER - IV 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 5 BASICS OF SOCIAL AND INDUSTRIAL/ ORGANIZATIONAL PSYCHOLOGY</p> <p align="center">Theory</p> <p>Unit 3: Industrial / Organizational Psychology: Concept of Industrial Psychology and Organizational Behaviour: Introduction: Aim, Scope and Methods. Work and Environment: Illumination, Ventilation, Temperature, Noise. Accidents in Industry: Causes and Prevention. Organizational Commitment.</p> | <p>Students acquire knowledge about the historical background of Organizational Behaviour and Human Relation Approach. They develop the skill and orientation towards application of Organizational Behaviour in Indian Settings. Students acquire knowledge about employee-employer relationship patterns in different contexts such as organizational commitment, citizenship behaviour and the significant role played by working conditions to enhance productivity. They develop the attitude and understanding of the behavioural dynamics from</p> | <p>Assessments include continuous internal assessment, discussion of real life examples, class interaction and relating the knowledge to other allied topics organizational psychology and human resource management.</p> | <p>Strategies include Lecture, Discussion and Interaction over real life workplace issues, problems and challenges. Relating a classroom to a workplace as it involves Human Resource. Evaluation: Written Tests, Class Participation and Presentations.</p> | <p align="center">15 hrs</p> | |

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| | classroom to actual workplace scenarios. | | | | |
| <p align="center">DSCC 6 ADVANCED SOCIAL PSYCHOLOGY</p> <p align="center">Theory</p> <p>Unit 2: Self: Self Knowledge: Origin and Aspects; Self-Regulation; Social Comparison Theory; Culture and Self.</p> | Developing the knowledge and understanding about the concept of Self and its relevance in context to cultural and social traditions. Developing the skill to apply knowledge of different aspects of self in real life contexts like Self Regulatory Behaviour and Social Comparison. | Assessments include continuous internal assessment, discussion of real life examples, class interaction and relating the knowledge to other allied topics of personality psychology and group dynamics. | Strategies include Interactive Lecture, Discussion, Presentations and relating the topic to real life social and cultural norms, traditions, issues, problems and challenges. Relating a classroom to a social group as it involves socioemotional individuals. Evaluation: Written Tests, Assignments, Class Participation and assessing application skills. | 15 hrs | |
| <p align="center">DSCC 6 ADVANCED SOCIAL PSYCHOLOGY</p> <p align="center">Practical</p> <p>Practicum: On Impression Formation</p> | Developing the ability to conduct group study centred around social and psychological issues and developing the skill and competence to interpret findings that relate to broader social contexts. | Assessments include formulation of research designs, smooth conduction of the work in order to study group psychology and analysing both group and individual data. | Strategies included guided conduction of group study, observational skill development and ability to summarise findings. Evaluation involves guided practice sessions, mock viva examinations and assessment of background theoretical knowledge. | 10 hrs | |
| <p align="center">DSCC 7 STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH – I</p> <p align="center">Theory</p> <p>Unit 1: Sampling. Normal Probability Curve: Properties</p> | Acquiring the knowledge of fundamental research methodology and statistics which are prerequisite of all research programs. Developing the skill and competence to apply in case | Assessments include continuous internal assessment, class interaction and relating the knowledge to other allied topics of | Assessments include continuous internal assessments, group discussion, assignments on statistics and methodology, assessing research insight and application skill. | 15 hrs | |

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| and Applications. Standard Scores. | of hypothetical data analysis. | higher order statistics, hypothesis testing and generalizability to populations. | | | |
| <p align="center">DSCC 8 RESEARCH METHODOLOGY</p> <p align="center">Theory</p> <p>Unit 1: Research Problem and Hypothesis: Characteristics of Problem Definitions, sources and criteria of good hypothesis, hypothesis and theory.</p> | Insight into fundamentals of research methodology, concepts of hypothesis testing, standard scores and error components in research data. The development of the skill of conducting research and maintaining ethical standards. | Assessments include continuous internal assessment, class interaction and relating the knowledge to other allied topics of higher order statistics, hypothesis testing and generalizability to populations. | Assessments include continuous internal assessments, group discussion, assignments on statistics and methodology, assessing research insight and application skill. | 15 hrs | |

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| 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 |
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| <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 | |

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| | understand and gauge its relevance beyond textbooks. | | theoretical knowledge and application skills. | | |
| <p align="center">MN-2 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 | |
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YEAR - 2025-2026 SEMESTER - IV 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 6 ADVANCED SOCIAL PSYCHOLOGY Practicum</p> <p>1. On Group Cohesiveness by Sociogram Method</p> | <p>Knowledge: Understand group cohesiveness and sociogram methodology.</p> <p>Skill: Map interpersonal relationships, analyze group dynamics, and interpret sociometric data accurately.</p> <p>Value: Appreciate objectivity, ethical sensitivity, and respect for privacy during assessments.</p> <p>Attitude: Cultivate collaboration, professionalism, and a respectful, non-intrusive approach toward group members.</p> | <p>Assessment through accurate sociogram creation, analysis of group interactions, interpretation of cohesiveness patterns, and evaluation of ethical practice and collaborative approach.</p> | <p>Strategies include group activities, sociogram exercises, and discussions; aids include sociometric charts and recording tools; evaluation involves observing mapping accuracy, analyzing group interactions, interpreting data, and assessing ethical and collaborative conduct.</p> | 30 hrs | |
| <p align="center">DSCC 7 STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH – I</p> | <p>Knowledge: Understand bivariate distributions and correlation coefficients (product-moment, rank difference, biserial, point-</p> | <p>Assessment through computation exercises, interpretation of</p> | <p>Strategies include lectures, guided practice, and problem-solving exercises; aids include statistical tables, calculators, and software; evaluation involves</p> | 15 hrs | |

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| <p>Unit 2: Introduction to correlation: Meaning of bivariate distribution; product moment, rank difference, Biserial, point biserial, tetrachoric, phi coefficient, contingency coefficient – Computation and use.</p> | <p>biserial, tetrachoric, phi, contingency). Skill: Calculate, interpret, and apply correlations accurately in research contexts. Value: Appreciate analytical thinking, ethical data handling, and evidence-based evaluation. Attitude: Cultivate accuracy, critical reasoning, and responsible, ethical research practices.</p> | <p>correlation coefficients, application in research scenarios, and evaluation of accuracy, analytical reasoning, and ethical data handling.</p> | <p>assessing computation accuracy, interpretation skills, application in research, and ethical handling of data.</p> | | |
| <p>DSCC 7 STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH – I Practicum 1. On Correlation - Product Moment, Rank Difference, Biserial, Point Biserial, Tetrachoric, Phi Coefficient, Contingency Coefficient</p> | <p>Knowledge: Understand different correlation types and their applications across data types. Skill: Compute, analyze, and interpret correlation coefficients accurately in research. Value: Appreciate analytical thinking, ethical data handling, and careful reporting of results. Attitude: Cultivate precision, responsibility, and integrity in research practice and data interpretation.</p> | <p>Assessment through accurate computation of correlation coefficients, interpretation of results, application in practical scenarios, and evaluation of analytical skills and ethical data handling.</p> | <p>Strategies include guided practice, problem-solving, and data analysis exercises; aids include statistical software, calculators, and sample datasets; evaluation involves checking computation accuracy, interpretation, application, and adherence to ethical research practices.</p> | <p>20 hrs</p> | |

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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> | |

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| | <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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YEAR - 2025-2026 SEMESTER - IV 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 |
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| <p align="center">DSCC 6 ADVANCED SOCIAL PSYCHOLOGY Stereotype, prejudice and discrimination; concept and origin and measurement; Reduction of Prejudice</p> | <p>Knowledge: Students will understand the concepts of stereotype, prejudice and discrimination and their socio-psychological origins. Skill: Ability to analyze examples of prejudice and understand measurement techniques used in social psychology. Value/Attitude: Develop sensitivity towards social diversity and promote inclusive attitudes.</p> | <p>The students will be assessed on the basis of short answer tests, class discussion, case analysis, assignments on prejudice reduction strategies.</p> | <p>Strategies for teaching will include lectures with powerpoint presentation, case study discussion, real-life examples, group discussion and short videos illustrating prejudice and discrimination. Evaluation through participation, quizzes and written responses.</p> | <p align="center">15hours</p> | |
| <p align="center">DSCC 7 STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH – I Unit 3: Statistical inference – concepts and steps involved in drawing a statistical inference.</p> | <p>Knowledge: Understanding the concept of statistical inference and hypothesis testing. Skill: Ability to compute and interpret t-test and chi-square test results. Value/Attitude: Development of analytical</p> | <p>Assessment will involve numerical problem solving, class quiz, assignments and short tests.</p> | <p>The strategies will include lecture with step-by-step numerical demonstration, board work, guided practice exercises and worksheets. Continuous formative assessment through solving statistical problems during class will be done.</p> | <p align="center">15 hours</p> | |

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| <p>Concept of parametric and non-parametric statistics. Experimental hypothesis – null hypothesis and its testing. Concept of standard error. Computation and use of t-test and chi square test.</p> | <p>thinking and appreciation for scientific research methods.</p> | | | | |
| <p>DSCC 7 STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH – I Practicum On chi square and t test</p> | <p>Knowledge: Understanding the practical application of statistical tests. Skill: Ability to compute t-test and chi-square using sample datasets and interpret findings. Value/Attitude: Develop accuracy and responsibility in handling research data.</p> | <p>Evaluation will be based on accuracy of computation and interpretation and practical record submission, practical performance and viva voce.</p> | <p>The teacher will use the strategies of demonstration of calculation procedures followed by individual student practice using sample datasets. Guidance will be provided during calculation and interpretation.</p> | <p>15hours</p> | |
| <p>DSCC 8 RESEARCH METHODOLOGY I Practicum: Attitude Scale Construction by Likert’s Method</p> | <p>Knowledge: Understanding the concept of attitude measurement and Likert scale construction. Skill: Ability to formulate statements, administer the</p> | <p>Evaluation will be based on quality of items and proper scoring procedure. Practical project, record</p> | <p>The teacher will explain steps in Likert scale construction, student development of attitude statements, administration of the scale among peers and demonstration of scoring and item analysis.</p> | <p>15 hours</p> | |

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| | scale and conduct item analysis. Value/Attitude: Develop scientific rigor and ethical awareness in psychological research. | submission and viva voce. | | | |
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YEAR - 2025-2026 SEMESTER - IV 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 |
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| <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> | |

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| | <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 | |

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| | <p>Attitude: Foster empathy and emotional understanding. Develop scientific curiosity about mind-body interaction. Develop reflective awareness of emotional interpretation.</p> | | | | |
| <p><u>MN 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> | |

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YEAR - 2025-2026 SEMESTER - IV 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 |
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| <p align="center">BASICS OF SOCIAL AND INDUSTRIAL/ ORGANIZATIONAL PSYCHOLOGY DSCC 5 Practicum</p> <p align="center">To determine the effect of Group on Individual Behaviour</p> | <p>Knowledge: Students will understand the concept of group influence on individual behaviour, including conformity, compliance, social facilitation, and group pressure. They will gain insight into how group dynamics shape individual attitudes, decision-making, and performance.</p> <p>Skill: Students will develop the ability to design and conduct simple group-based experiments, observe behavioural changes in group settings, record responses systematically, and interpret findings using relevant social psychological concepts.</p> | <p>Assessment will be based on students' ability to conduct the experiment accurately, maintain proper observation records, analyse behavioural patterns, and interpret results. Practical record submission, viva voce, and class participation will also be considered.</p> | <p>The practicum will be conducted through guided group experiments where students participate in controlled situations demonstrating group influence/group behaviour</p> | <p align="center">15</p> | |

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| | <p>Value: Students will appreciate the importance of ethical considerations such as informed consent, confidentiality, and non-harm while conducting group-based experiments. They will also value the role of scientific inquiry in understanding social behaviour.</p> <p>Attitude: Students will cultivate sensitivity towards group processes, develop cooperative behaviour, and demonstrate responsibility and objectivity while engaging in experimental work.</p> | | | | |
| <p>DSCC 6 Advanced Social psychology Unit 1a: Social organization, social interaction, person perception, attribution Unit 1b: Attitude: definition, formation, theories, measurement, change of attitude</p> | <p>Knowledge: Students will develop an in-depth understanding of fundamental social psychological processes including social organization, patterns of social interaction, person perception, and attribution theories. They will also acquire knowledge of attitudes, including their definition, formation, theoretical explanations</p> | <p>Assessment will include written tests, assignments, class discussions, case analyses, and application-based questions that evaluate conceptual clarity, analytical ability, and real-life application of theories.</p> | <p>Teaching strategies will include interactive lectures, classroom discussions, case study analysis, and real-life examples to connect theoretical concepts with everyday social experiences. Audio-visual aids such as PowerPoint presentations, videos, and diagrams will be used to explain complex concepts like attribution errors and attitude change mechanisms. Evaluation will</p> | | |

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| | <p>(e.g., cognitive consistency theories, learning theories), methods of measurement, and processes of attitude change.</p> <p>Skill: Students will be able to analyse social behaviour using theoretical frameworks such as attribution theory (e.g., internal vs external attribution), interpret person perception biases, and evaluate attitude formation and change in real-life contexts such as media influence, persuasion, and social interactions.</p> <p>Value: Students will appreciate the complexity of human social behaviour and develop sensitivity towards diversity, social perception biases, and ethical considerations in influencing attitudes.</p> <p>Attitude: Students will cultivate critical thinking, open-mindedness, and reflective awareness of their own attitudes and social perceptions.</p> | | <p>be carried out through quizzes, assignments, and assessment of participation and application skills.</p> | | |
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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</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> | |

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| | <p>concepts to real-life situations such as visual misinterpretations, environmental awareness, and human behaviour 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>Knowledge: Students will understand the concepts of retroactive and proactive</p> | <p>Assessment will be based on practical performance, record submission,</p> | <p>Students will conduct basic experiments under supervision, involving memory tasks that demonstrate interference effects.</p> | <p>10</p> | |

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| <p>Retroactive and Proactive Inhibition</p> | <p>inhibition and their role in memory processes. Skill: Students will be able to perform simple experimental tasks, record observations, and interpret basic results. Value: Students will appreciate the importance of ethical conduct and systematic procedures in psychological experimentation. Attitude: Students will develop responsibility, attentiveness, and discipline in practical work.</p> | <p>and interpretation of findings.</p> | <p>Guidance on the procedure will be given, monitor progress, and facilitate interpretation. Evaluation will focus on accuracy, participation, and clarity in reporting.</p> | | |
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YEAR - 2025-2026 SEMESTER - IV 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 5 <u>BASICS OF SOCIAL AND INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY</u></p> <p>Unit 1 - Introduction: Nature, scope and methods</p> | <p>Learners are expected to gather knowledge regarding -</p> <ul style="list-style-type: none"> ● Discipline of social psychology ● Methods and areas to apply the concepts to ● Overview of the theoretical concepts under the branch ● The evidence-based nature of social psychology ● Differences of social psychology and sociology, social anthropology and the-like branches <p>They are expected to develop skills regarding -</p> <ul style="list-style-type: none"> ● Attention to and understanding of social psychology as a separate branch | <p>Observation of involvement in the classroom discussions, case study and creative assignments involving the topics.</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">15</p> | |

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| | <ul style="list-style-type: none"> ● Identification and elaboration of social psychological methods <p>They are expected to develop -</p> <ul style="list-style-type: none"> ● Awareness, sensitivity and positive attitude towards the branch ● Interest in the scope and importance of the concepts | | | | |
| <p>DSCC 5 <u>BASICS OF SOCIAL AND INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY</u></p> <p>Unit 1 - Group: Nature of groups; Influence of group on individual behaviour; crowd and mob behaviour. Leadership. Social issues: Public opinion and Propaganda.</p> | <p>Learners are expected to acquire knowledge regarding -</p> <ul style="list-style-type: none"> ● Groups as basic social unit ● Psychosocial nature of groups ● Characteristics & functioning of groups ● Structure and roles in a group ● Different types of groups and their nature ● Applied practices that are influenced by group studies <p>They are expected to acquire skills to -</p> | <p>Observation of involvement in the classroom discussions, class projects and creative assignments</p> | <p>Lecture method with facilitation of interactive classroom conversation and collaborative teaching learning. Aid(s) - powerpoint presentations, audiovisual presentations from multiple sources, case examples (famous experiments, etc.), contemporary news articles Evaluative group projects will be facilitated</p> | <p>15</p> | |

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| | <ul style="list-style-type: none"> ● Understand and elaborate group characteristics, nature, functioning ● Identify the theoretical concepts in case study examples ● Identification and analysis of the role of public opinion and propaganda <p>They are expected to develop -</p> <ul style="list-style-type: none"> ● Awareness towards group behavior ● Interest in understanding the influence of group in individual behavior | | | | |
| <p>DSCC 5 <u>BASICS OF SOCIAL AND INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY</u></p> <p>PRACTICUM 2. Administration of Deo Mohan Achievement Motivation Scale</p> | <p>The learners are expected to acquire knowledge regarding -</p> <ul style="list-style-type: none"> ● Concept of achievement motivation ● Measurement of achievement motivation ● Properties of Deo-Mohan | <p>Observation of timely data collection, the rigor put in the scoring, analysis, and interpretation of the obtained scores.</p> | <p>Lecture and Demonstration method with facilitation of interactive classroom conversation Aid(s) - model interpretations, case examples</p> | <p>15</p> | |

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| | <p>Achievement Motivation Scale</p> <p>They are expected to acquire skills to -</p> <ul style="list-style-type: none"> ● Administer the scale ● Be able to score and interpret the findings appropriately <p>They are expected to develop -</p> <ul style="list-style-type: none"> ● Awareness regarding different achievement motivation states ● Sensitivity towards exploring and understanding the causes of different achievement motivational states | | | | |
| <p>DSCC 6 ADVANCED SOCIAL PSYCHOLOGY</p> <p>Unit 3(a) Group psychology: Definition and classification of group; group structure and function. Conformity and compliance. Leadership: definition, classification and function. Leadership and morale.</p> | <p>Learners are expected to acquire knowledge regarding -</p> <ul style="list-style-type: none"> ● Psychosocial nature of groups ● Characteristics & functioning of groups ● Structure and roles in a group | <p>Observation of involvement in the classroom discussions, case study and creative assignments involving the topics.</p> | <p>Lecture method with facilitation of interactive classroom conversation Aid(s) - powerpoint presentations, audiovisual presentations from multiple sources, case examples (famous experiments, etc.), journal articles Evaluative home assignments to be collected</p> | 7 | |

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| | <ul style="list-style-type: none"> ● Uniformity in group behavior ● Leadership and its role in shaping group's values ● Different types of leadership, their nature and effectiveness <p>They are expected to acquire skills to -</p> <ul style="list-style-type: none"> ● Understand and elaborate group characteristics, nature, functioning ● Identify the leadership styles and their effects <p>They are expected to develop -</p> <ul style="list-style-type: none"> ● Awareness towards group behavior ● Interest in understanding the influence of group in individual behavior | | | | |
| DSCC 8 RESEARCH METHODOLOGY I | Learners are expected to acquire knowledge regarding - | Observation of involvement in the classroom | Lecture method with facilitation of interactive classroom conversation | 15 | |

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| <p>Theory Unit 2(a) Experimental method and field study.</p> <p>Unit 2(b) Design of experiments- i) controlling subject, situation and sequence related variable ii) single group and separate group designs iii) quasi-experimental design and time series.</p> | <ul style="list-style-type: none"> ● Core concepts of experimental design, field study, quasi experimental design and time series design ● The difference between the two ● History and characteristic features of both ● Single group and separate group designs ● Different types of variables <p>They are expected to acquire skills to -</p> <ul style="list-style-type: none"> ● Differentiate between experimental, quasi-experimental & field study designs ● To be able to detect designs in a case report ● Be able to identify where certain designs can be used <p>They are expected to develop -</p> | <p>discussions, case study discussions</p> | <p>Aid(s) - powerpoint presentations, multiple case examples from different experiments Evaluative class quizzes will be conducted</p> | | |
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| | <ul style="list-style-type: none"> ● The value of finding the designs used in any study ● The value of the designs in evaluating any study ● Sensibility of evaluating the effectiveness of the designs in planning a study | | | | |
| DSCC 8 RESEARCH METHODOLOGY I Practicum 2. Computation of Reliability | Learners are expected to acquire knowledge regarding - <ul style="list-style-type: none"> ● Concept of reliability and types ● Importance of reliability in Quantitative research ● Different methods of computation and their formula They are expected to acquire skills to - <ul style="list-style-type: none"> ● Identification of appropriate reliability measure ● Computation of reliability | Observation of involvement in the classroom discussions, class performance on statistical sums | Lecture method with facilitation of interactive classroom conversation Aid(s) - powerpoint presentations, sums from multiple sources, case examples (famous experiments, etc.), Evaluative statistical inferences to the statistical sums computed will be expected as home assignments | 15 | |

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| | <ul style="list-style-type: none">● Drawing statistical inferences from the findings <p>They are expected to develop -</p> <ul style="list-style-type: none">● Positive practice of evaluating Psychometric properties of measures | | | | |
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COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2025-2026 SEMESTER - IV 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> | |

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| | <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 | |

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| | <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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