

Anekant Education Society
Tuljaram Chaturchand College of Arts, Science and Commerce,
Baramati
Autonomous
Course Structure for M.A. I Psychology
Academic Year 2019-20

Semester	Paper Code	Title of Paper	No. of Credits
I	PSY 4101	Cognitive Psychology	04
	PSY 4102	Advance Psychological Testing: Theory	04
	PSY 4103	Statistical Methods	04
	PSY 4104	Psychology Practical: Tests	04

Syllabus (CBCS) For M.A. Psychology (w.e.f. June 2019)
Academic Year 2019-20

Choice Based Credit System Syllabus (2019 Pattern)

Class: M.A.-I (Semester – I)

Course Code: PSY 4101

Credit: 04

Subject: Psychology

Title of the Course: Cognitive Psychology

No. of Lectures: 40

A) Course Objectives:

1. To acquaints the students with the processes of sensation and Perception.
2. To develop insights into one's own and others behaviour and mental processes.
3. To enrich students understanding of major concepts, theoretical perspectives and empirical findings of cognitive Psychology.
4. To provide an overview of basic concepts in cognitive psychology.
5. To explore the major theoretical perspectives in cognitive psychology.
6. To understand the relationship between brain function and cognitive processes.
7. Raising awareness of ethical considerations in cognitive research.

B) Course Outcomes:

CO1.Students will understand the basic principles and mechanisms of sensation and perception.

CO2.Students will demonstrate increased self-awareness and the ability to reflect on their own behaviour and mental processes.

CO3.Students will demonstrate a thorough understanding of key concepts in cognitive psychology such as memory, learning, problem solving, and decision making.

CO4.Students will demonstrate a broad understanding of key concepts such as memory, perception, attention, language and problem solving.

CO5.Students will be able to analyze and compare different theoretical frameworks in cognitive psychology, including cognitive neuroscience, information processing and connectionism.

CO6.Students will demonstrate knowledge of neural mechanisms, knowledge of cognitive functions and how brain structure contributes to cognitive processes.

CO7.Students will understand and apply ethical guidelines in the design and conduct of cognitive psychology research, demonstrating an awareness of potential ethical issues.

UNIT-1 INTRODUCTION TO COGNITIVE PSYCHOLOGY

(10)

- 1.1 Nature, Definition and Domains of Cognitive Psychology
- 1.2 History and methods of Cognitive Psychology
- 1.3 Theories of Cognitive Development: Piaget, Vygotsky
- 1.4 Modern theories of Cognitive Psychology
- 1.5 Application: Recent Trends in Artificial Intelligence (Merits & Demerits)

UNIT-2 SENSATION, ATTENTION, PERCEPTION (10)

- 2.1 Sensation - Introduction to psychophysics: Basic concepts and methods.
- 2.2 Attention: (a) Functions of attention: Divided attention, selective attention (b) Theories of attention process (c) Signal Detection Theory and vigilance.
- 2.3 Perception-approaches: Gestalt, Bottom-Up (feature analysis, template matching, Prototypes), Top-Down and Pandemonium
- 2.4. Depth Perception and Movement

UNIT-3 LANGUAGE (10)

- 3.1 Understanding Languages
- 3.2 Speaking
- 3.3 Reading
- 3.4 Multilingualism and Neuropsychological basis of Language

UNIT-4 PROBLEM SOLVING, CREATIVITY AND DECISION MAKING (10)

- 4.1 Problem solving: Definition, types, cycle, obstacles and aid
- 4.2 Approaches to problem solving
- 4.3 Meaning, process and theories of Creativity
- 4.4 Decision making and reasoning
- 4.5 Application: How to Enhancing Creativity

Reference Books

1. Matlin, M. (1994). *Cognition*. Bangalore: Harcourt Brace Pub.
2. Galloti, K. M. (2004). *Cognitive psychology in and out of the laboratory*. USA: Thomson Wadsworth.
3. Sternberg, R.J. (2007). *Cognitive Psychology*. Australia: Thomson Wadsworth.
4. Kellogg, R.T.(2007). *Fundamentals of Cognitive Psychology*. N.D. Sage Publications.
5. Solso, R. L. (2004). *Cognitive Psychology (6th ed)*. Delhi: Pearson Education.
6. Wade, C. and Tavris, C. (2007). *Psychology*. ND: Pearson Education.
7. Jahnke, J. C. & Nowaczyk, R. H. (1998). *Cognition*. Upper Saddle NJ: Prentice Hall.
8. Burne, L.E., Dominowski, R.L. & Loftus, E.E. (1979). *Cognitive processes*. NJ: Prentice-Hall.
9. Gavin, H. (1998). *The essence of cognitive psychology*. London: Prentice-Hall.

Justification for the mapping

PO1: Research-related skills and scientific temperament

CO3: Students will demonstrate a thorough understanding of key concepts in cognitive psychology, such as memory, learning, problem-solving, and decision-making.

CO 5: Students will be able to analyze and compare different theoretical frameworks in cognitive psychology, including cognitive neuroscience, information processing, and connectionism.

CO 6: Students will demonstrate knowledge of the nervous system, knowledge of cognitive functions, and how brain structure contributes to cognitive processes.

CO 7: Students will understand and apply ethical guidelines in the design and conduct of cognitive psychology research, demonstrating awareness of potential ethical issues.

Justification: The outcomes of this course are aligned with Program Outcome 1 as they focus on developing research-related skills, scientific temperament, and ethical conduct in the field of cognitive psychology.

PO2: Effective Citizenship and Ethics

CO7: Students will understand and apply ethical guidelines in the design and conduct of cognitive psychology research, demonstrating awareness of potential ethical issues.

Justification: This course outcome directly addresses the ethical aspect, contributing to the development of effective citizenship and ethical behavior in research.

PO3: Social competence and communication skills

CO2: Students will demonstrate increased self-awareness and the ability to reflect on their own behaviour and mental processes.

CO4: Students will demonstrate a broad understanding of key concepts such as memory, perception, attention, language and problem solving.

CO5: Students will be able to analyze and compare different theoretical frameworks in cognitive psychology, including cognitive psychology, information processing and connectionism.

Justification: These course outcomes contribute to the development of social competence and communication skills by emphasizing self-awareness, broad understanding of key concepts, and the ability to analyze and compare theoretical frameworks.

PO8: Critical Thinking and Problem Solving

CO 3: Students will demonstrate a thorough understanding of important concepts in cognitive psychology such as memory, learning, problem solving, and decision making.

CO5: Students will be able to analyze and compare different theoretical frameworks in cognitive psychology, including cognitive neuroscience, information processing and connectionism.

CO7: Students will understand and apply ethical guidelines in the design and conduct of cognitive psychology research, demonstrating an awareness of potential ethical issues.

Justification: These course outcomes directly align with the development of critical thinking and problem-solving skills, particularly in the context of cognitive psychology.

Class: M.A.-I (Semester –I)

Course Code: PSY 4102

Credit: 04

Subject: Psychology

Title of the Course: Advance Psychological Testing

No. of Lectures: 40

A) Course Objectives:

To acquaint the students with:

1. To acquaint them with the characteristics of standardized tests.

2. To developed occupational skills in students related with Psychological test.
3. Familiarize students with the fundamental theories of measurement and the essential steps involved in constructing psychological tests.
4. Enable students to comprehend the significance of norms in psychological testing, including statistical concepts, types of norms, and the development and application of norms.
5. Introduce students to the concept of reliability in psychological testing, including different types of reliability, classical test theory, and factors influencing reliability.
6. Provide students with an understanding of the meaning and sources of validity in psychological tests, covering various validation procedures.
7. Highlight the ethical issues associated with psychological testing, emphasizing the importance of ethical practices in test construction, administration, and interpretation.

B) Course Outcomes:

CO1.Students will be able to identify and describe the key characteristics of standardized tests, such as uniform administration, scoring procedures, and norm referencing.

CO2.Students will acquire practical skills related to administering, scoring, and interpreting psychological tests, preparing them for roles in various occupational settings that involve psychological assessments.

CO3.Students will demonstrate an understanding of foundational theories of measurement, including the principles and procedures involved in constructing psychological tests.

CO4.Students will grasp the importance of norms in psychological testing, comprehending statistical concepts related to norms, their types, development, and application in various testing contexts.

CO5.Students will be able to explain the concept of reliability in psychological tests, distinguishing between different types of reliability, understanding classical test theory, and recognizing factors influencing reliability measures.

CO6.Students will understand the meaning and sources of validity in psychological tests, demonstrating familiarity with diverse validation procedures used to establish the validity of psychological assessments.

CO7.Students will recognize and articulate the ethical considerations associated with psychological testing, emphasizing the importance of ethical practices throughout the entire process, including test construction, administration, and interpretation, to ensure fairness and accuracy in assessments.

These outcomes reflect the intended achievements or competencies that students are expected to gain upon completing the objectives related to psychological testing.

CREDIT-I NATURE AND SCOPE OF PSYCHOLOGICAL TESTING (10)

1.1 Definition, Nature and characteristics of Psychological tests

1.2 Classification, Uses and types of Psychological tests

1.3 Theories of measurement: (Stevens, Campbell)

1.4 General steps in test construction

1.5 Characteristics and ethical issues in Psychological tests

CREDIT-II NORMS AND THE MEANING OF THE TEST SCORE (10)

1.1 Basis statistical concepts in Psychological testing

1.2 Definition, Nature of Norms

1.3 Developments Norms

1.4 Within group's norms

1.5 Importance of Computerized Testing

CREDIT-III RELIABILITY (10)

3.1 Definition and meaning of Reliability

3.2 The correlation coefficient

3.3 Types of Reliability

3.4 Classical test theory

3.5 Factor Influencing Reliability

CREDIT-IV VALIDITY (10)

4.1 Meaning and Source of validity

4.2 Content-description validation procedures

4.3 Criterion-prediction procedures

4.4 Construct-Identification Procedures

4.5 Test validity and decision theory

Reference Books

1. Anastasi, A. & Urbina, S. (1997). Psychological testing. N.D.: Pearson Education.
2. Kaplan, R.M. & Saccuzzo, D.P. (2007). Psychological Testing: Principles, Applications, and Issues. Australia: Thomson Wadsworth.
3. Gregory, R.J. (2005). Psychological testing: History, principles and applications. New Delhi: Pearson Education.
4. Singh, A.K. (2006). Tests, Measurements and Research Methods in Behavioral Sciences. Patna: Bharati Bhavan.
5. Anastasi, A. (1988). Psychological testing. NY: Macmillan.
6. Nunnally, J.C. (1981). Psychometric theory. NY: Tata McGraw-Hill
7. Ghiselli, E.E. and Campbell, J.P., Zedek, S. (1981). Measurement theory for the behavioral sciences. W.H. Freeman.
8. Freeman, F.S. 3rd ed. (1965). Psychological testing. New Delhi: Oxford & IBH Publishing Co. Pvt.Ltd.
9. Cronbach, L. J. 5th ed. (1990). Essentials of psychological testing. New York: Harper Collins Publishers:
10. Anastasi A. (1988). Psychological Testing. New York: McMillan
11. Murphy, K. R., Davidshofer, R. K. (1988): Psychological testing: Principles and applications. New Jersey: Prentice Hall Inc.
12. Aiken L.R. (1996) Rating Scales and Checklists: Evaluating Behavior, Personality and Attitudes.
13. Ghiselli, E. E., Campbell, J. P. & Zedek, S. (1981). Measurement theory for the behavioural sciences. W.H. Freeman.
14. Chadha, N. K. (1996). Theory and practice of psychometry. N. D.: New Age International

Mapping of Program Outcomes with Course Outcomes

Class: M.A-I (Sem I)

Subject: Psychology

Course Code: PSY-4102

Course: Advance Psychological Testing

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)								
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1				3			1		
CO 2	3								
CO 3	3								
CO 4			3	2				3	
CO 5				3					
CO 6	2								
CO 7		3							

Justification for the Mapping

PO1: Research-Related Skills and Scientific Temper:

CO2: Studying CO2 in psychology courses fosters practical skills in administering and interpreting psychological tests, preparing students for diverse occupational roles, while concurrently cultivating research-related skills and a scientific mindset.

CO3:Ensures students comprehend the fundamental theories of measurement and the construction principles of psychological tests, aligning with the development of research skills and a scientific mindset.

CO6: Ensures students grasp the significance and sources of validity in psychological tests, displaying proficiency in various validation procedures, aligning with the development of research skills and a scientific mindset.

PO2: Effective Citizenship and Ethics:

CO7: Instills in students the ability to identify and articulate ethical considerations in psychological testing, emphasizing the importance of ethical practices from test construction to interpretation for fairness and accuracy, fostering a commitment to effective citizenship and ethical behavior.

PO3: Social Competence and communication Skills:

CO4: Enhances students' social competence and communication skills by instilling an understanding of the significance of norms in psychological testing, including proficiency in statistical concepts related to norms, their types, development, and application across various testing contexts.

PO4: Disciplinary Knowledge:

CO1:Equips students with disciplinary knowledge by enabling them to identify and articulate key characteristics of standardized tests, including uniform administration, scoring procedures, and norm referencing, fostering a foundational understanding in the field of psychology.

CO4: Ensures students acquire a profound understanding of the significance of norms in psychological testing, including comprehension of statistical concepts related to norms, their diverse types, development, and application across various testing contexts, contributing to enhanced disciplinary knowledge in psychology.

CO5: Enhances disciplinary knowledge by equipping students to articulate the concept of reliability in psychological tests, distinguish between various types of reliability, understand classical test theory, and recognize factors influencing reliability measures, contributing to a comprehensive understanding within the field of psychology.

PO7: Environment and Sustainability:

CO1:Fosters environmental and sustainable practices by enabling students to identify and describe key characteristics of standardized tests, including uniform administration, scoring procedures, and norm referencing, contributing to conscientious educational methodologies aligning with principles of environmental responsibility and sustainability.

PO8:Critical Thinking and Problem Solving

CO4:**Aims** to cultivate students' understanding of the significance of norms in psychological testing, emphasizing the comprehension of statistical concepts, types, development, and application of norms in diverse testing scenarios, fostering critical thinking and problem-solving skills.

Class: M.A. I (Semester – I)
Course Code: PSY4103
Credit: 04

Subject: Psychology
Title of the Course: Statistical Methods
No. of Lectures: 40

A) Course Objectives:

To acquaint the students with:

1. To acquaint the students and make them understand the different statistical Methods with their uses and interpretations
2. To develop computational skills in students
3. To enable them to analyse the data of practical and project work.

4. To develop the ability to use inferential statistical techniques for data analysis in psychological research.
5. Attain Proficiency in Statistical Software
6. Cultivate Critical Thinking Skills
7. Communicate Statistical Findings Clearly

B) Course Outcomes:

- CO1. To acquaint students with initial description of the data as part of a more extensive statistical analysis by using some elementary statistical methods.
- CO2. Students will demonstrate a solid understanding of basic statistical concepts.
- CO3. Students will understand the role of statistics in research design and methodology.
- CO4. Apply inferential statistical techniques to draw meaningful conclusions from psychological data.
- CO5. Demonstrate proficiency in using statistical software for data entry and analysis
- CO6. Develop critical thinking skills to assess the appropriateness of statistical methods.
- CO7. Clearly and concisely communicate statistical findings in both written and oral formats.

UNIT I. BASICS STATISTICS AND PROBABILITY [10]

- 1.1 Aims and Applications of Statistics in Social Sciences
- 1.2 Measures of Central Tendency and Graphical Representation of Data, Percentiles, percentile ranks and standard scores
- 1.3 Probability: Concept, definition, and approaches
- 1.4 Characteristics and Applications of normal distribution curve

UNIT-II CORRELATION AND REGRESSION [10]

- 2.1 Meaning and Types of correlation
- 2.2 Pearson's Product-Moment Correlation
- 2.3 Other Types of Correlation (Point – Biserial Correlation and Phi-coefficient, serial and tetrachoric correlation, Partial and Multiple Correlations)
- 2.4 Regression and its Types Difference between Correlation and Regression

UNIT-III INFERENTIAL STATISTICS [10]

- 3.1 Inferences: Standard error of mean and other statistics
- 3.2 Significance of difference for means variances and correlation coefficients.
- 3.3 Assumptions of Analysis of Variance, and One-way ANOVA- Independent, concept of repeated measures
- 3.4 Two-way ANOVA - Independent, concept of repeated measures
- 3.5 Analysis of Covariance: Concept.

UNIT-IV NON-PARAMETRIC STATISTICS AND STATISTICAL SOFTWARES [10]

- 4.1 Difference between Parametric and Non-parametric statistics
- 4.2 Chi Square tests
- 4.3 Non-parametric tests for correlated and uncorrelated data
- 4.4 Statistical software: An introduction – SPSS, Excel
- 4.5 Statistical Software R in Psychology and its Uses

Reference Books

1. Minium E.W., King B. M., Bear G. (1995). *Statistical Reasoning in Psychology and Education*
2. Guilford J. P. and Fruchter B. (1985). *Fundamental Statistics in Psychology and Education* (6th ed) McGraw - Hill
3. Howell D.C. (1997). *Statistical Methods for Psychology* (4th Ed)
4. Sarma K.V.S. (2001) *Statistic Made Simple: Do it Yourself on PC*
5. Welkowitz, J., Emen, R. B. and Cohen, J. (1982). *Introductory statistics for the behavioural sciences (3rd ed.)*. N.Y.: Academic Press.
6. Fergusson, G. A. (1976). *Statistical analysis in psychology and education*. McGraw-Hill.
7. Glass, G. V. & Stanley, J. C. (1970). *Statistical methods in education and psychology*. Prentice-Hall.
8. Kurtz, A.K. & Mayo, S.T. (1979). *Statistical methods in education and psychology*. Narosa.
9. Lomax, R. G. (1998). *Statistical concepts: A second course for education and behavioural sciences*. N.J.: Lawrence Erlbaum Asso. Inc.
10. Mangal, S. K. (2006). *Statistics in psychology and education*. N.D.: Prentice-Hall

11. Levin, J. & Fox, J. A. (2006). *Elementary statistics in social research*. Delhi: Pearson Education.
12. Black, T.R. (1999). *Doing quantitative research in the social sciences: An integrated approach to research design, measurement and statistics*. London: Sage Pub.
13. Foster, J.J. (2001). *Data analysis: Using SPSS for windows*. London: Sage Publication.

Mapping of Program Outcomes with Course Outcomes

Class: M.A. (Semester – I)

Subject: Psychology

Course: Statistical Methods

Course Code: PSY4103

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)							
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1						3		
CO 2				3				
CO 3							3	
CO 4	3							
CO 5					3			
CO 6		3						3
CO 7			3					

Justification for the mapping

PO1: Research-Related Skills and Scientific Temper

CO4: This course outcome aligns with the program outcome by emphasizing the application of inferential statistical techniques, a crucial aspect of research-related skills. Students, through statistical analysis, will develop a scientific temper in interpreting and drawing conclusions from psychological data.

PO2: Effective Citizenship and Ethics

CO6: Critical thinking is essential for effective citizenship and ethical decision-making. By assessing the appropriateness of statistical methods, students will develop critical thinking skills, ensuring ethical conduct in research and analysis.

PO3: Social competence and Communication skills

CO7: Effective communication of statistical findings is crucial for social competence. This outcome ensures that students can communicate their results clearly and concisely, enhancing their social competence and communication skills.

PO4: Disciplinary Knowledge

CO2: Understanding basic statistical concepts is fundamental to disciplinary knowledge. This outcome ensures that students have a strong foundation in statistical concepts relevant to their discipline.

PO5: Personal and Professional Competence

CO5: Proficiency in using statistical software is a valuable skill for personal and professional competence. This outcome ensures that students are equipped with the necessary technical skills for data entry and analysis.

PO6: Self-directed and Life-long learning

CO1: The introduction to statistical methods serves as a foundation for self-directed and life-long learning. It provides students with the necessary tools to explore and analyze data independently.

PO7: Environment and Sustainability

CO3: Understanding the role of statistics in research design contributes to the environment and sustainability by promoting efficient and effective research practices, reducing unnecessary data collection, and ensuring meaningful outcomes.

PO8: Critical Thinking and Problem Solving

CO6: Critical thinking is a key component of problem-solving. Assessing the appropriateness of statistical methods enhances critical thinking skills, contributing to effective problem-solving abilities.

Class: M.A.-I (Semester – I)

Course Code: PSY 4104

Credit: 04

Subject: Psychology

Title of the Course: Psychology Practical: Tests

No. of Lectures: 40

A) Course Objectives:

1. To develop practical skills for administering psychological tests.
2. Understanding ethical considerations in psychological testing.
3. Analyzing and interpreting psychological test results.
4. To assess the reliability and validity of psychological tests.

5. To apply psychological testing in various contexts (clinical, educational, institutional).
6. To develop critical thinking skills in test selection and adaptation.
7. Develop and enhance research skills including experimental design, data collection and statistical analysis.

B) Course Outcomes:

CO1.Students will demonstrate proficiency in administering a variety of psychological tests, including standardized assessments and performance-based measures.

CO2.Students will be able to identify and apply ethical guidelines and principles when administering psychological tests.

CO3.Students will acquire the ability to analyze and interpret test scores, recognize patterns, and make valid inferences about an individual's cognitive abilities, personality traits.

CO4. Students will be able to evaluate the reliability and validity of psychological tests, understand the importance of these psychological attributes in test interpretation and decision making.

CO5.Students will apply their knowledge of psychological testing in a variety of contexts, understanding how different settings may require different types of assessments.

CO6.Students will critically evaluate and select appropriate psychological tests for specific purposes, considering factors such as cultural sensitivity, age appropriateness, and relevance to the population being evaluated.

CO7.Students will be able to design, conduct and analyze experiments independently, demonstrating advanced research skills in experimental design.

UNIT-1 GENERAL ABILITY TESTS (any two)	(10)
1. Intelligence tests: Verbal Test	
2. Intelligence tests: Performance Test	
3. Creativity	
4. Thinking	
5. Judgment and Reasoning	
UNIT-2 SPECIAL ABILITY TESTS (any two)	(10)
1. Multiple Aptitude Test (any one)	
2. Special Aptitude Test (any one)	
UNIT-3 PERSONALITY AND TESTS (any three)	(10)
1. Self-report inventory	

2. Projective test: Verbal
3. Projective test: Pictorial
4. Interest inventory
5. Adjustment inventory
6. Attitude / Values

UNIT-4CLINICAL AND OTHER TESTS (any three)

(10)

1. Stress / Frustration
2. Environmental Assessment
3. Development Assessment
4. Achievement Test
5. Cognitive Style
6. Self Concept
7. Neuropsychological Assessment
8. Social Skill / Behavioural Skill

Important Notes:

(A) General Instructions:

1. Each batch of practical will have a maximum of 8 students.
2. If this number is exceeded by even one, a separate batch will be created.
3. The workload for each batch will be equivalent to 8 lecture periods.
4. Students must maintain a journal for this course and obtain a completion certificate from the Teacher-in-charge and attested by the H.O.D. Without this certificate, students will not be

allowed to sit for internal examination and End Semester Examination (ESE) as per credit system norms.

Conducting practical test of credit system.

(B) Practical Assessment- (Total 4 Credits)

1. There will be 40 marks for continuous (internal) assessment and 60 marks for end of semester examination.

a) Continuous (Internal) Practical Assessment -40 Marks

After completion of five practical's there will be an internal practical examination and 40 internal marks will be divided as follows:

Items	Marks
Instructions & Conductance	10
Oral	10
Report writing of the given practical	10
Report of five practical's and punctuality	10
Total	40

b) End of Semester Examination (ESE) - 60 marks.

The final examination of the semester will be of 60 marks and the distribution of marks will be as follows.

Items	Marks
Instructions & Conduction	10
Oral	10
Report writing of the given practical	20
Report of five practical's and punctuality	20
Total	60

The program of the End Semester Examination will be prepared by Head of the Department.

1. Two examiners will be appointed by BOS committee, one of whom will be preferably internal examiner.
2. If no teacher from the department is eligible as internal examiner, then both examiners will be out of the given department; one will work as internal examiner and one as external examiner.
3. The duration of the final semester examination will be 4 hours per batch.
4. Each batch of practical test will have maximum 8 students.
5. Internal and external examiners will jointly set the question paper.
6. Each question paper will have three subsets namely A, B, C.
7. The question paper will contain practical based problems taken at respective centers. In case of scoring by internal as well as external examiners, the average
8. It will be calculated as the final marks of the students under the given heading.

(C) Remuneration of examiners for last semester examination

1. Each question paper will have three subsets ie A, B, C (three subsets together will be treated as one question paper for billing purposes).
2. The remuneration shall be divided equally between the two examiners.

Reference Books:-

1. Anastasi, A. & Urbina, S. (1997). *Psychological testing*. N.D.: Pearson Education.
2. Kaplan, R.M. & Saccuzzo, D.P. (2007). *Psychological Testing: Principles, Applications, and Issues*. Australia: Thomson Wadsworth.
3. Gregory, R.J. (2005). *Psychological testing: History, principles and applications*. New Delhi: Pearson Education.
4. Singh, A.K. (2006). *Tests, Measurements and Research Methods in Behavioural Sciences*. Patna: Bharati Bhavan.
5. Freeman, F.S. 3rd ed. (1965). *Psychological testing*. New Delhi: Oxford & IBH Publishing Co.Pvt. Ltd.
6. Cronbach L. J. (1984). *Essentials of Psychological Testing* (4th Ed)
7. Anastasi A. (1988). *Psychological Testing*. New York: McMillan
8. Murphy, K. R., Davidshofer, R. K. (1988): *Psychological testing: Principles and applications*. New Jersey: Prentice Hall Inc.
9. Nunnally, J.C. and Bernstein, I.H. (1994). *Psychometric theory (3rd ed)*. NY: McGraw-Hill.
10. Aiken L.R. (1996) *Rating Scales and Checklists: Evaluating Behavior, Personality and Attitudes*.
11. Buros, O. (ed). (1965, 1972). *The mental measurement*. Year Book, NJ: Gryphon Press.
12. Ghiselli, E. E., Campbell, J. P. & Zedek, S. (1981). *Measurement theory for the behavioural sciences*. W.H. Freeman.
13. Chadha, N. K. (1996). *Theory and practice of psychometry*. N. D.: New Age International Ltd.
14. Stanley, J.C. and Hopkins, K.D. (1978). *Educational and psychological measurement and evaluation*. ND: Prentice-Hall of India.
15. Guilford, J.P. (1975). *Psychometric methods*. ND: Tata McGraw-Hill.
16. Test manuals of respective tests.

Mapping of Program Outcomes with Course Outcomes

Class: M.A.-I (SEM-I)

Subject: Psychology Practical: Tests

Course Code: PSY 4104

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)								
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1				3					
CO 2				2					
CO 3					3				
CO 4				3					
CO 5					3				
CO 6									
CO 7						3	2		

Justification for the mapping

PO4: Disciplinary Knowledge

CO1: Proficiency in administering psychological tests

Justification: This course provides students with hands-on experience of various psychological tests. It contributes to disciplinary knowledge by providing practical skills in the use of standardized assessment and performance-based measures.

CO2: Ethical Application of Psychological Tests

Justification: Understanding and applying ethical guidelines are essential components of disciplinary knowledge. The outcome of this course ensures that students are knowledgeable about ethical considerations when administering psychological tests, contributing to overall competence in their field.

CO4: Assessment of Reliability and Validity

Justification: This course outcome directly aligns with Program Outcome 4 by focusing on the evaluation of reliability and validity in psychological tests. Students deeply understand the importance of these scores in test interpretation and decision making.

PO5: Personal and Professional Competence

CO3: Analysis and Interpretation of Test Scores

Justification: Developing the ability to analyze and interpret test scores contributes to students' personal and professional competence. The outcome of this course ensures that students can make informed decisions based on their understanding of an individual's cognitive abilities and personality traits.

CO5: Application in different contexts

Justification: Enhances students' understanding of how psychological testing applies in a variety of contexts. The outcome of this course ensures that students can apply their knowledge in different settings, demonstrating versatility and adaptability in their professional practice.

PO6: Self-directed and lifelong learning

CO7: Design and Conduct of Independent Experiments

Justification: The design, conduct, and analysis of experiments promote independent self-directed and lifelong learning. The outcome of this course ensures that students develop advanced research skills and the ability to apply them independently, contributing to their overall capacity for ongoing learning and professional development.

PO8: Critical Thinking and Problem Solving

Course Outcome 7: Design and Conduct of Independent Experiments

Justification: Designing and conducting experiments requires critical thought. This course outcome contributes to Program Outcome 8 by emphasizing advanced research skills and the ability to think critically to solve problems related to experimental design and analysis.