

Anekant Education Society
Tuljaram Chaturchand College of Arts, Science and Commerce,
Baramati

Autonomous

Course Structure for M.A. Psychology (2022 Pattern)

(w. e. from June, 2022)

Program Name: M.A. Psychology
Program Code: PAPS
Class: M.A. Part - I
Semester: I

Preamble

Master's Degree in psychology has been of great demand in the recent years. The need for psychological assistance and guidance has been recognized by all the sections of the society and there is a need of professionals in the field. Application of psychological principles to solve human problems has acquired new dimension with the changing nature of the challenges that the world faces today. Keeping this in mind the present curricula has been framed to provide theoretical as well as practical training in a wide range of specializations that would help the post graduate to be eligible to be employed in the various fields. The course has been redesigned with emphasis not only on the syllabi but also on co-curricular activities such as book reviews/seminars/ presentations/assignments that would be out of the syllabi and constitute a part of the internal assessment. This course provides broad training to the student toward marketing psychology knowledge and become professional psychologist or trainer. It would facilitate acquiring specialized knowledge, inculcating relevant attitude, values and a sense of empowerment. It recognizes multiplicity in ways and means of knowledge-creation and applications. The course will enable the learners to assume the role of the psychologists for the better development of individuals and society with a positive attitude.

Semester	Paper Code	Title of Paper	No. of Credits
I	PAPS 111	Cognitive Psychology	04
	PAPS 112	Psychometrics	04
	PAPS 113	Statistical Methods	04
	PAPS 114	Psychology Practical: Tests	04

**Syllabus (CBCS) For M.A. Psychology (w.e.f. June 2022)
Academic Year 2022-23**

Choice Based Credit System Syllabus (2022 Pattern)

Class: M.A.-I (Semester – I)

Course Code: PAPS 111

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 make the students understanding process of reasoning and decision making.
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 develop and sharpen their critical thinking skills as they engage in reasoning and decision-making exercises. They will learn to analyze information, evaluate arguments and make informed decisions.

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 Pattern recognition: Template matching theory, Prototype models and Distinctive features Models
- 2.4 Perception- approaches: Gestalt, Bottom-Up, Top down and computational theories
- 2.5 Application: Metacognition

UNIT-3 LANGUAGE (10)

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

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 Emotion & Creativity
- 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.
10. Corens, S., Ward, L.M., & Enns, J. (1994). *Sensation and perception*. NY: Harcourt Brace & Co.
11. Messer, D. & Miller, S. (1999). *Exploring developmental psychology*. London:Arnold.
12. Flavell, J.H. (1985). *Cognitive development (2nd ed)* NJ: Prentice Hall.
13. Reed, S.K. (1988). *Cognition: Theory and applications (3rd ed)*. California: Brooks/Cole Pub.Co.
14. Best, J. B. (1999). *Cognitive Psychology*. USA: Wadsworth Publishing Co.
15. Guenther R. K. (1998). *Human Cognition*. New Jersey: Prentice-Hall.
16. Kaplan, S. & Kaplan, R. (1982). *Cognition and environment*. N.Y.: Praeger Publishers.
17. Reed S. K. (1998). *Cognition: Theory and application (3rd ed)*. California: Brooks/Cole Pub. Company
18. Cohen G. (1983). *Psychology of cognition (2nd ed)*. London: Academic Press
19. Desai, B. and Abhyankar, S. C. (2007). *Prayogik Manasashastra ani Sanshodhan Paddhati*. Pune: Narendra Prakashan.
20. Borude, R.R. (2005). *Bodhanik manasashastra*. Chhaya Prakashan.
21. Groome, D., Eysenck, M.W., Baker, K., et al., (2016). *An introduction to applied Cognitive Psychology,(2nd ed.)*. New York: Routledge.

Mapping of Program Outcomes with Course Outcomes

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

Subject: Cognitive Psychology

Course Code: PAPS111

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									
CO 2			3		2	3			
CO 3	3			2				3	
CO 4			3	3					
CO 5	3		3			3		3	
CO 6	3			3	3				
CO 7								2	

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.

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 the nervous system, knowledge of cognitive functions, and how brain structure contributes to cognitive processes.

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.

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

CO3: 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: PAPS112
No. of Lectures: 40

Subject: Psychology
Title of the Course: Psychometrics

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. To enable students to develop skills and competencies in test construction and standardization.
4. To execute and to scientifically report the test.
5. To understand the process of item analysis and the general steps involved in test construction.
6. To examine ethical considerations and issues in Psychological testing.
7. To grasp the foundational statistical concepts applied in Psychological testing.

B) Course Outcomes

CO1. Learning theoretical concepts through test.

CO2. Acquiring skills executing and reporting the test.

CO3. Identify and recognize the characteristics of a good psychological test.

CO4. Differentiate between the various psychometric properties of a test.

CO5. Acquiring skills in conducting item analysis and comprehending the general steps in test construction.

CO6. Developing awareness and ethical sensitivity towards ethical issues in Psychological testing.

CO7. Applying basic statistical concepts relevant to Psychological testing.

UNIT-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 Item Analysis

- 1.4 General steps in test construction
- 1.5 Ethical issues in Psychological testing

UNIT-II NORMS AND THE MEANING OF TESTS SCORE (10)

- 2.1 Basis statistical concepts in Psychological testing
- 2.2 Definition, Nature of Norms
- 2.3 Steps in Developing Norms
- 2.4 Types of Norms
- 2.5 Administration and Interpretation of Computerized test

UNIT-III RELIABILITY (10)

- 3.1 Definition and meaning of Reliability
- 3.2 The correlation coefficient
- 3.3 Types of Reliability
- 3.4 Reliability of Speed Tests
- 3.5 Factors Influencing Reliability

UNIT-IV VALIDITY (10)

- 4.1 Meaning and Aspects of Validity
- 4.2 Content-description validation procedures
- 4.3 Criterion-prediction procedures
- 4.4 Construct-Identification Procedures
- 4.5 Factors Influencing Validity

Justification for the Mapping

PO1: Research-Related Skills and Scientific Temper:

CO4: Differentiating psychometric properties develops research-related skills and scientific temper, fostering a critical understanding of test quality.

CO7: Applying basic statistical concepts to psychological testing enhances research-related skills and scientific temper, facilitating data interpretation and informed decision-making.

PO2: Effective Citizenship and Ethics:

CO6: Developing ethical sensitivity in psychological testing aligns with effective citizenship and ethics, ensuring responsible and conscientious assessment practices.

PO4: Disciplinary Knowledge:

CO3: Recognizing characteristics of good psychological tests aligns with disciplinary knowledge, ensuring informed selection and utilization of assessments.

PO5: Personal and professional competence:

CO2: Executing and reporting tests enhances personal and professional competence by honing practical skills in assessment and communication.

PO6: Self-directed and Life-long learning:

CO1: Assessing theoretical knowledge through testing promotes self-directed and lifelong learning by reinforcing conceptual understanding.

CO5: Acquiring item analysis skills and understanding test construction steps supports self-directed learning, vital for lifelong improvement in assessment expertise.

Class: M.A. I (Semester – I)
Course Code: PAPS113
Title of the Course: Statistical Methods
Credit: 04

Subject: Psychology

No. of Lectures: 40

A) Course Objectives:

To acquaint the students with:

1. To develop computational skills in students.
2. To prepare students to understand and use software's for different statistical operations.
3. To help learners to understand applications of statistics and learn numerical methods associated with them.
4. To introduce multivariate methods and computer applications to statistics.
5. To apply Inferential Statistics for Making Inferences.
6. To differentiate Between Parametric and Non-parametric Statistics.
7. To develop Statistical Literacy in Psychological Reporting.

B) Course Outcomes:

After completion of this course the students will be able to:

- CO1. Understand and apply various statistical methods.
- CO2. Understand applications of statistics and learn numerical methods associated with them.
- CO3. Develop an in-depth understanding of multivariate methods and computer applications to statistics.
- CO4. Understand and apply computerized software's for different statistical operations.
- CO5. Students will apply inferential statistics, including the demonstrating the ability to make informed inferences from data.
- CO6. Students will discern the differences between parametric and non-parametric statistics, and understand when to apply each type of statistical test based on data characteristics.
- CO7. Students will develop statistical literacy, enabling them to understand and critically evaluate statistical information presented in psychological research articles and reports.

UNIT- I BASICS STATISTICS AND PROBABILITY

[10]

- 1.1 Aims and Applications of Statistics in Social Sciences.
- 1.2 Overview of measures of Central tendency, variability, curves and graphs.
- 1.3 Percentiles, percentile ranks and standard scores.
- 1.4 Probability: Concept, definition, and approaches.

1.5 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 Bi-serial Correlation and Phi-coefficient, Bi-serial and Tetra choric correlation, Partial and Multiple Correlations)

2.4 Regression and Prediction

2.5 Multiple Regressions

UNIT-III INFERENCE 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's: An introduction

4.5 Applications of Statistical Software's –Analysis and Interpretation of data.

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. I (Semester – I)

Subject: Psychology

Course: Statistical Methods

Course Code: PAPS113

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				3	3		3
CO 2				3		3		3
CO 3	3				2			
CO 4				3				
CO 5	2				3			3
CO 6				2		3		3
CO 7		3	3				3	

Justification for the mapping

PO1: Research-Related Skills and Scientific Temper

CO1, CO3 &CO5: Understanding and applying various statistical methods, computer applications, and statistical literacy are crucial research-related skills.

PO2: Effective Citizenship and Ethics

CO7: Developing statistical literacy enables students to critically evaluate statistical information, contributing to effective citizenship and ethical practices in the interpretation of data.

PO3: Social competence and Communication skills

CO7: The ability to critically evaluate statistical information involves effective communication and social competence, especially when presenting or discussing research findings.

PO4: Disciplinary Knowledge

CO2, CO4& CO6: All course outcomes are directly related to building disciplinary knowledge in the field of statistics, a crucial aspect of various disciplines, including psychology.

PO5: Personal and Professional Competence

CO1, CO3 &CO5: Proficiency in statistical methods and computer applications contributes to personal and professional competence, especially in research and data analysis.

PO6: Self-directed and Life-long learning

CO1, CO2 &CO6: Learning statistical methods and applications involves self-directed learning, and these skills are applicable throughout one's career, supporting life-long learning.

PO7: Environment and Sustainability

CO7: Developing statistical literacy contributes to the ability to understand and critically evaluate statistical information in research related to environment and sustainability.

PO8: Critical Thinking and Problem Solving

CO1, CO2, and CO5 &CO6: All course outcomes involve critical thinking and problem-solving skills in the context of statistical analysis and interpretation.

Class: M.A.-I (Semester –II)
Course Code: PAPS114
Credit: 04

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. Understand and apply verbal and performance intelligence test methods.
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. Understand the principles of verbal and pictorial projective tests.

CO6. Ability to administer and interpret verbal and performance intelligence tests.

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):

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):

1. Multiple Aptitude Test (any one)
2. Special Aptitude Test (any one)

UNIT-3 PERSONALITY AND TESTS (any three):

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

UNIT-4 CLINICAL AND OTHER TESTS (any three):

1. Stress / Frustration
2. Environmental Assessment
3. Development Assessment
4. Achievement Test
5. Cognitive Style
6. Self Concept
7. Neuropsychological Assessment
8. Social Skill / Behavioral 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: PAPS114

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				3					
CO 3					3				
CO 4				2					
CO 5					2				
CO 6									
CO 7						3	3		

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

CO7: 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.