

**FOUR-YEAR UNDER GRADUATE  
PROGRAMME (CU-FYUGP)**

**BSc PSYCHOLOGY**

**SEMESTER 3**

Programme	B.Sc. Psychology				
Course Title	<b>Psychological Assessment</b>				
Type of Course	Major				
Semester	III				
Academic Level	200 - 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	NIL				
Course Summary	This course explores psychological testing, covering assessment instruments like tests, interviews, and observations. Students delve into psychometric tests, examining stages, reliability, validity, and ethics, with practical activities including item analysis, interview schedule creation, and computerized test application.				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Demonstrate knowledge in basic concepts and methods of psychological assessment	U	C	Instructor-created exams / Quiz
CO2	Critically evaluate various psychometric scaling methods	An	C	Instructor-created exams / Quiz
CO3	Develop an interview schedule	C	P	Practical Assignment
CO4	Prepare a procedure for structured observation	C	P	Practical Assignment

CO5	Demonstrate knowledge in ethical considerations to be followed in psychological assessment	U	C	Instructor-created exams / Quiz
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### **Detailed Syllabus:**

<b>Module</b>	<b>Unit</b>	<b>Content</b>	<b>Hrs (48+ 12)</b>	<b>Marks (70)</b>
<b>I</b>	<b>Introduction to Psychological Assessment</b>			<b>12</b>
	1	Psychological Assessment.	1	
	2	Instruments for psychological assessment: Test, Interview, Portfolio, Case History, Behavioural Observation, Role play tests, Computer as tools, other tools.	4	
	3	Measurement: Concept, Levels of measurement and Application	3	
	4	Psychological test: Definition of Testing, Uses of psychological test, Issues in psychological testing, Types of psychological tests.	4	
<b>II</b>	<b>Psychometric Tests</b>			<b>14</b>
	5	<i>Psychometric tests</i> : Psychometry. Basic description of stages of test construction.	4	
	6	<i>Psychometric properties of a test</i> : Measurement Error	2	
	7	Reliability: Test-retest reliability, Split half reliability, Parallel form reliability, Cronbach alpha, Scorer reliability.	2	
	8	Validity: Content Validity, Criterion related validity-Concurrent and Predictive Validity, Construct validity: convergent and discriminant validity.	3	
	9	Norms: Within group norms, Percentile, Standard scores: Z score, T Score, stanine and <i>sten</i> scores.	3	
	<b>Interviews and Observation</b>			<b>13</b>
	10	<i>Interview</i> : Types: Non directive, Informal, Semi-structured, structured but open-ended, open ended, Fully structured Interviews, Clinical interview.	2	
	11	Achieving and maintaining Rapport	1	
<b>III</b>	12	Development of interview Schedule	1	
	13	Principles of effective interviewing.	2	
	14	Sources of Errors in interview	1	
	15	Recording the interview, Transcription	2	

	16	<i>Behavioural Observation:</i> Participant Vs Non-Participant Observation, Structured Observation, Controlled Vs Naturalistic Observation	2	
	17	Qualitative non-participant observation	2	
IV	<b>Navigating psychological testing: influences, technology and ethics</b>			<b>9</b>
	18	Factors influencing Psychological Testing,	1	
	19	Errors in psychological testing	2	
	20	Computers and Psychological Testing.	2	
	21	Gamification in assessment.	2	
	22	Ethical guidelines in Psychological Testing: Responsibilities of test user and test publisher	2	
V	<b>Activities</b>			<b>12</b>
	1	<p>Students are expected to submit a report of any two of the following Activities.</p> <ol style="list-style-type: none"> <li>1. Prepare an interview schedule (Preferably Semi structured interview schedule with line of enquiry and probes)</li> <li>2. Develop a procedure for structured observation.</li> <li>3. Measure any psychological construct using computerized test (eg. PEBL, Psychopy etc.)</li> <li>4. Re-establish reliability (Test retest, Split half, Alpha) of an existing psychological test (Preferably unidimensional scale developed 20 years back)</li> <li>5. Re-establish validity of an established psychological test (Criterion related validity)</li> </ol> <p><b>Activities -Conduct any one of the activity and submit report</b></p> <p><b>Activity:</b> <i>Exposure to certain psychological tests, Discuss on the development of the test.</i></p> <p><i>Identify the type and Interpret reliability, validity and norms of the psychometric tools given by the instructor</i></p> <p><i>Read two journals in which interview method or Observation methods are used</i></p> <p><b>Activity:</b> <i>Discuss two scenarios where ethics in assessment is violated. Discuss about the better ways to conduct those assessments.</i></p>	12	

**Books and References:**

Anastasi, A., & Urbina, S. (2017). *Psychological Testing* (7<sup>th</sup> ed). Pearson India Education Services Ltd.

Bakeman, R., & Quera, V. (2012). Behavioral observation. In H. Cooper, M. N. Coutanche, L. M. McMullen, A. T. Panter, D. Rindskopf, & K. J. Sher (Eds.), *APA handbook of research methods in psychology: Foundations, planning, measures, and psychometrics* (pp. 251–274). American Psychological Association.

Cohen, R.J., Schnieder, W.J., & Tobin, R.M. (2022). *Psychological Testing and Assessment* (10<sup>th</sup> ed). New York: McGraw Hill LLC

Coolican, H. (2019). *Research Methods and Statistics in Psychology* (7th ed.). NY: Routledge

Gregory, R.J. (2015). *Psychological Testing: History, Principles, and Applications* (7<sup>th</sup> ed.). UK: Pearson Education Limited

Kaplan, R.M., & Saccuzzo, D.P. (2018). *Psychological Testing: Principles, Applications and Issues* (9<sup>th</sup> ed.). Boston: Cengage Learning

Singh A . K. (2019) . Tests, Measurements and Methods in Behavioural Sciences(6th Edn). New Delhi :Bharathi Bhavan Publishers .

**Note:** The syllabus has five modules. There should be total 22 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 48 instructional hours for the first four modules and 12 hrs for the final one. Module V is designed to equip students with practical skills. Internal assessments (30 marks) are split between the vth module (10 marks) and the first four modules (20 marks). The end-semester examination for the theory part will be based on the 22 units in the first four modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

**Mapping of COs with PSOs and POs :**

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	-	-	-	2	-	-	-	-	-	-
CO 2	2	-	-	-	-	-	-	-	-	1	-	-
CO 3	-	-	2	-	1	-	-	1	-	1	-	1
CO 4	-	-	2	-	1	-	-	1	-	1	-	1
CO 5	-	-	-	3	-	2	-	-	-	-	3	-

### Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

### Assessment Rubrics:

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Practical Reports of three activities (20%)
- End Semester Examination (70%)

### Mapping of COs to Assessment Rubrics :

	Quiz	Assignment	Seminar	Midterm Exam	End Semester Examinations
CO 1	✓			✓	✓
CO 2		✓		✓	✓
CO 3		✓	✓		
CO 4		✓	✓		
CO 5	✓		✓	✓	✓

**FOUR-YEAR UNDER GRADUATE  
PROGRAMME (CU-FYUGP)**

**BSc PSYCHOLOGY**

Programme	B. Sc. Psychology				
Course Title	<b>Individual Differences</b>				
Type of Course	Major With Practical				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	3	-	2	75
Pre-requisites	Nil				
Course Summary	Dynamics of human behaviour is an intermediate level course which deals with basis of human motivation, emotion, intelligence and personality to undergraduate psychology majors. The students will learn how individual behaviours are driven by different motives, the ways of emotional expressions and the differences of individual behaviour. The course provides the students the opportunity to assess and apply various theories of motivation, emotion, personality and intelligence and also to analyse the efficacy of various measurement techniques in this field.				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Explain the basic concepts and theories related with motivation, emotion, intelligence and personality	U	C	Instructor-created exams / Quiz
CO2	Describe the determinants of various behavioural dynamics	U	C	Assignment/ Observation Reports
CO3	Demonstrate skills to assess individual's motivation, emotion, intelligence and personality using psychological tests	An	P	Practical Assignment / Observation of Practical Skills

CO4	Apply the concepts and principles in to everyday life for the enhancement of one's own quality of life and others' welfare.	Ap	C	Discussion / Practical Assignments
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### **Detailed Syllabus:**

<b>Module</b>	<b>Unit</b>	<b>Content</b>	<b>Hrs (45 +30)</b>	<b>Marks (70)</b>
<b>I</b>	<b>Motivation</b>			<b>11</b>
	1	What is Motivation? Define Motivation ,Motivation cycle	2	
	2	Classification of Motives: Biological (biogenic) and learned (sociogenic) motives	2	
	3	Intrinsic and extrinsic motivation	1	
	4	Theories of Motivation: Drive theory; Incentive theory; Hierarchy of needs theory; Arousal theory; Goal setting theory; Evolutionary theory; Cognitive theories-Balance theory, Cognitive dissonance theory, Expectancy theory	6	
<b>II</b>	<b>Emotion</b>			<b>11</b>
	6	What is Emotion, Definition, Nature of emotion	1	
	7	Components of emotion- The cognitive component, The physiological component; The behavioural component	2	
	8	Classification of emotions: Primary vs Secondary emotions; Plutchik Model, Positive vs Negative emotions.	2	
	9	Expression of emotions; Facial expressions, non-verbal cues and body language.	1	
	10	Theories of emotion: James-Lange theory; Cannon-Bard theory; Opponent process theory; Cognitive appraisal theories of emotion-Schachter's two-factor theory and Lazarus's theory of cognitive appraisal; Facial feedback hypothesis	5	
<b>III</b>	<b>Intelligence</b>			<b>12</b>
	11	Nature and Definition of intelligence	1	
	12	The concept of IQ and giftedness; Classification of IQ	1	
	13	Determinants of intelligence – Role of heredity and environment.	1	
	14	Intelligence and creativity	1	

	15	Theories of intelligence- Spearman-Two factor, Cattel- Fluid and crystallized intelligence, Guilford's structure of intellect model, Thurstone's –primary mental abilities, Sternberg- Triarchic approach, Gardner-Multiple intelligence theory, Goleman's emotional intelligence theory; PASS theory.	5	
	16	Assessment of intellectual abilities- Satndford-Binet test, Wechsler scale, Kaufman's scale,RPM,Bhatia, Seguin-Form Board	2	
	17	An Introduction to Artificial Intelligence and Machine Learning	1	
<b>IV</b>	<b>Personality</b>		<b>11</b>	<b>20</b>
<b>V</b>	18	Basic Concepts and Definition of personality	1	
	19	Introduction to Psychodynamic perspective to Personality – Freud, Jung, Adler, Horney ,Erik Erikson	2	
	20	Introduction to Type and Trait theories of personality – Hippocrate's Typology, Krestchmer's Typology, Sheldon's Typology, Friedman and Rosenman's Typology,BigFivefactor, Triguna- Rajas,Tamas,Sattwa Trait theories- Allport, Cattell, Eysenck	3	
	21	Introduction to Humanistic approach to personality – Maslow, Rogers.	2	
	22	Introduction to Behavioural and social learning approach to Personality	1	
	23	Assessment of personality- Questionnaires, Rating scale,Projective techniques, situational tests, Behavioural observation, interview	2	
	<b>Experiments, Practical Applications and Course Project</b>		<b>30</b>	
	1	Carry-out any three experiments of the following or two experiment from the given list and one additional experiment of instructor's choice: 1. Knowledge of Result 2. Level of Aspiration: 3. Seguin Form Board 4. MISIC/ WISC: 5. Bhatia's test of intelligence: 6. SPM 7.Indian Test of Intelligence by NIEPID	15	
	2	Administer any three of the following Psychological Test or two tests from the given list and one additional test of instructor's choice” 1. Emotional Intelligence 2. 16 PF 3. EPQ R 4. Achievement Motivation Scale 5. Emotional Maturity Scale	10	

	3	<p>Prepare a report on any one of the following activities from the list or one activity related with the course chosen by the instructor</p> <ol style="list-style-type: none"> <li>1. <b>Goal Setting exercise:</b> Ask the students to set a goal that they wish to achieve in immediate future and prepare a chart of specific goals to reach the main goal. And finally, they can mark the attainment of each specific goals step by step and prepare an introspection report of the activity. The activity can be assigned during first module and can be evaluated after submission at the end of the course.</li> <li>2. Emotional Regulation exercise: Ask the students to prepare a skit that highlight the importance of emotional regulation in interpersonal relationship or one's professional life. (This team activity can have members from five to 10 based on the convenience. Additionally can generate team evaluations from the peer side also.)</li> </ol>	5	
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#### **Books and References:**

Baron, R.A. (1996). Psychology. 3ed. Prentice Hall

Coon, D. (1983). Introduction to Psychology: Exploration and Application. West Publishing Co.

Gerrig, R.J. (2013). *Psychology and Life* (20th ed.). Pearson education.

Gross, R. (2020). *Psychology the Science of Mind and Behaviour* (8<sup>th</sup> ed.). Hodder education.

Passer M.W.& Smith, R E. (2007). Psychology -the science of mind and behaviour (3rd ed.). Tata McGraw Hill

Sternberg, J.R., Sternberg, K.,& Mio,J. (2012). *Cognitive Psychology* (6th ed.). Wadsworth Cengage Learning.

Weiten, W. (2002). Psychology: Themes and Variations, 5th ed. New York: Brooks/Cole Publishing co

Weiten, W. (2022). *Psychology: Themes and Variations* (11th ed.). Cengage Learning.

Hussain, A. (2014). *Experiments in Psychology*. PHI Learning Private Limited.

Mohsin, S.M. (2016). *Experiments in Psychology*. Motilal BanarsiDass.

**Note:** The syllabus has five modules. There should be total 22 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 45 instructional hours for the first four modules and 30 hrs for the final one. Module V is designed to equip students with practical skills. The 20 marks for the evaluation of practical will be based on Module V. Internal assessments (30 marks) are split between the practical module (20 marks) and the first four modules (10 marks). The end-semester examination for the theory part will be based on the 22 units in the first four modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

**Mapping of COs with PSOs and POs :**

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	-	-	2	2	-	-	-	2	-	1
CO 2	3	-	-	-	-	-	-	3	-	-	2	3
CO 3	3	2	1	3	-	-	-	-	-	-	-	1
CO 4	3	-	-	-	3	-	-	1	-	3	-	2

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

- Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Project/ Practical/ Experiment (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics:**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2			✓	
CO 3	✓	✓	✓	✓
CO 4			✓	

**FOUR-YEAR UNDER GRADUATE  
PROGRAMME (CU-FYUGP)**

**BSc PSYCHOLOGY**

Programme	B. Sc. Psychology				
Course Title	<b>Psychology in Society</b>				
Type of Course	<b>Minor Without Practicum</b>				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Nil				
Course Summary	Understanding the fundamentals of social psychology, exploring the concept of social perception and influence, group behaviour, and learning social experiments.				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the basics actions and responsibilities of psychologist in social setting	U	C	Instructor-created exams / Quiz
CO2	Understand the influence of society on human behaviour	U	F	Discussion/Writing reflective journals/Assignments
CO3	Understand the psychological components of social phenomena	U	C	Assignment / Observation of social events
CO4	Demonstrate a few social experiments and conduct group and individual presentations on social issues	Ap, An	F, P	Discussion /Assignments/internal examination

\* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)  
 # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)  
 Metacognitive Knowledge (M)

### **Detailed Syllabus:**

<b>Module</b>	<b>Unit</b>	<b>Content</b>	<b>Hrs (48+12)</b>	<b>Marks (70)</b>
<b>I</b>		<b>Basics of social psychology</b>	<b>10</b>	<b>17</b>
	1	What is social Psychology: Definition and nature Scope of social psychology	4	
	2	Applying social psychology to education (teacher-student interaction, improving student performances)	3	
	3	Applying social psychology to health(Promoting health, preventing illness and changing health behaviour)	3	
<b>II</b>		<b>Understanding of the fundamentals of social perception and influence</b>	<b>14</b>	<b>18</b>
	4	Introduction to social perception	1	
	5	Basics of attribution. Theories of attribution: correspondence inference theory, Kelly's theory	3	
	6	Attribution biases(fundamental attribution error, actor-observer effect, self-serving bias)	2	
	7	Formation of attitudes	1	
	8	Forms and channels of communication Impression formation and management	4	
	9	Types of social influences: compliance, conformity, obedience (obedience to authority), destructive obedience	3	
		<b>Group behaviour and marginalization</b>	<b>14</b>	<b>20</b>
	10	Role of groups in our social life	2	
<b>III</b>	11	Different types of groups (primary, secondary, in-groups, out-groups)	2	
	12	Effects of being in a crowd	1	
	13	Leadership styles (Autocratic, democratic, lasses-faire) Leadership theories- Great man theory, trait theory, transformational theory, contingency theory	4	
	14	How stereotypes, prejudice, and discrimination are developed	2	
	15	Techniques to counter prejudice and discrimination	2	
	16	Social facilitation and social loafing	1	

<b>IV</b>		<b>Interpersonal attraction and helping behaviour</b>	<b>10</b>	<b>15</b>
<b>IV</b>	17	Why do people help each other	1	
	18	Responding to emergencies/crises	1	
	19	Theories of prosocial behaviour(Empathy altruism model, negative state relief model, empathic joy hypothesis, genetic determinism)	3	
	20	Types of interpersonal relationships: Family, friendship, marriage, romantic relationships, work relationship	2	
	21	Factors contributing to interpersonal attraction (proximity, physical attractiveness, exposure effect, reciprocal liking)	2	
	22	Love- Triangular Model of Love.	1	
<b>V</b>		<b>Demonstration of social experiments and facilitation of individual and group interaction</b>	<b>12</b>	
<b>V</b>	1	<b>Conduct any two of the following:</b> Conduct any social experiments and write a field report (any type of social influence, attribution, social loafing, or social facilitation)		
	2	Conduct group interaction on the impact of artificial intelligence on social behaviour		
	3	Presentation on social psychology in solving social problems (poverty, child abuse, communal violence, corruption, discrimination based on caste, religion, race, and gender)		
	4	Any activities based on any principles of social psychology		
<b>Books and References:</b>				
Baron, R.A., Branscombe, N.R., Byrne, D., & Bhardwaj, G. (2009). <i>Social Psychology</i> (12 th ed.). Pearson Education.				
Baron, R.A., & Byrne, D. (2002). <i>Social Psychology</i> (10th ed.). Pearson Education.				
Chaube, S.P., & Chaube, A. (2006). <i>Groundwork for Social Psychology</i> (Vol.1). Neelkamal Publications Pvt.Ltd.				
Feldman, R.S. (2001). <i>Social Psychology</i> (3rd ed.). Pearson Education.				
Lepore S.J. (2012). Crowding: Effects on Health and Behavior. In: V.S. Ramachandran (ed.) <i>The Encyclopedia of Human Behavior</i> (pp. 638-643). Academic Press. <a href="https://doi.org/10.1016/B978-0-12-375000-6.00117-8">https://doi.org/10.1016/B978-0-12-375000-6.00117-8</a>				
Michener, H. A., Delamater, J.D., & Myers, D.J. (2004). <i>Social Psychology</i> . Thomson Wadsworth Publication.				
Myers, D.G. (1999). <i>Social Psychology</i> (7 <sup>th</sup> ed.). Pearson Education				
Schneider, F. W., Gruman, J. A., & Coutts, L. M. (Eds.). (2005). <i>Applied social</i>				

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the fifth module. Internal assessments (30 marks) are split between the fifth module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

**Mapping of COs with PSOs and POs :**

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	-	2	-	3	-	-	-	-	-	-
CO 2	3	2	-	-			2	-	-	2	-	-
CO 3	3	-		-	2		2	-	-	2	-	-
CO 4	3	2	2	-	2		2	2	-	2	2	-

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion / Seminar
- Internal Exam
- Project/practical viva valuation (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment/quiz/seminar	Discussion/ Observation	Project/Practical viva	End Semester Examinations
CO 1	✓	✓			✓
CO 2		✓	✓		✓
CO 3		✓	✓		✓
CO 4	✓	✓	✓		