

## Core X

# Psychological Assessment

### Introduction:

The course is designed to expose students to a basic understanding about approaches to psychological assessment and develop skill in the administration and interpretation of psychological tests.

### Course Outcomes:

- To train students in various psychological assessment techniques.
- To impart skills necessary for selecting and applying different tests for different purposes such as evaluation, training, rehabilitation etc.

### Unit I: Introduction

- Nature and Scope of human assessment, Parameters of assessment
- Purpose of Scaling, Methods of scaling (nominal, ordinal, interval, ratio)

### Learning Outcomes

- Understand the basic facts about psychological assessment

### Unit II: Psychological Tests

- Principles of test construction, Item analysis: processes & methods
- Reliability and validity, Development of norms & standardization.

### Learning Outcomes

- Understand the processes of test construction and standardization

### Unit III: Classroom Assessment

- Classroom as assessment context, Traditional tests, Alternative assessment
- Grading and reporting of performance, Computer and assessment

### Learning Outcomes

- Understand about the classroom assessment of different types of skills and abilities.

### Unit IV: Practical

- Empathy: To assess the empathy behavior of college students using Spreng's Empathy questionnaire.
- Sense of Humor: To assess the Sense of Humor of College Students Using McGhee's Scale of Sense of Humor (MSSH)

### Text Books:

- ✓ *Anastasi, A. (1988). Psychological Testing. New York: MacMillan*
- ✓ *Mishra, G.C. & Others (2018). Psychological Assessment. Kalyani Publisher, New Delh*
- ✓ *Singh, A.K. (2019). Tests, measurement and research methods in behavioral sciences.*

*6<sup>th</sup> edition. Bharati bhawan*

**Reference Books:**

- ✓ *Kerlinger, F.N. (1983). Foundations of Behavioral Research. New York: Surjeet Publications*
- ✓ *Minium, E.W., King, B.M. & Bear, G. (1993). Statistical Reasoning in Psychology and Education. New York: John Willey*