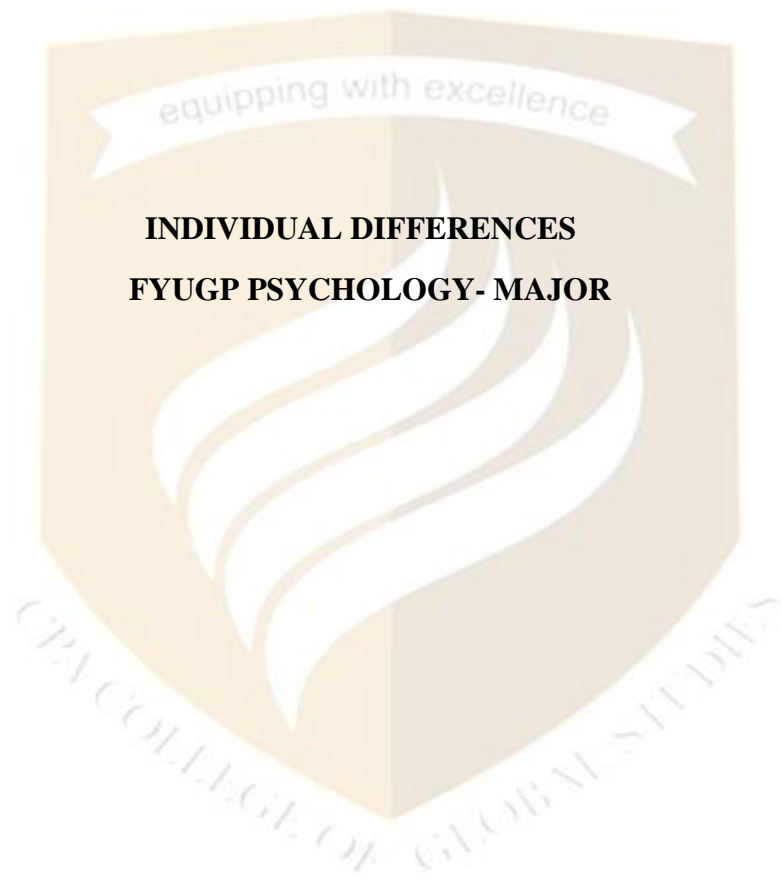


CALICUT UNIVERSITY
THIRD SEMESTER
FOUR-YEAR UNDER GRADUATE PROGRAMME (CU-FYUGP)



PREPARED BY
PREETHI T V

CPA COLLEGE OF GLOBAL STUDIES, PUTHANATHANI

Course Code	PSY3CJ202				
Course Title	Individual Differences				
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 Objective					



MODULE 1: MOTIVATION (11hr)

Unit 1: What is Motivation? (2 hr): Define Motivation, Motivation cycle

Unit 2: Classification of Motives (2hr) : Biological (biogenic) and learned (sociogenic) motives

Unit 3: Intrinsic and extrinsic motivation (1 hr)

Unit 4: Theories of Motivation(6hr): Drive theory; Incentive theory; Hierarchy of needs theory; Arousal theory; Goal setting theory; Evolutionary theory; Cognitive theories-Balance theory, Cognitive dissonance theory, Expectancy theory

MODULE 2: EMOTION (11hr)

Unit -1 What is Emotion (1hr): Definition, Nature of emotion

Unit-2 Components of emotion(2hr): The cognitive component, The physiological component; The behavioural component

Unit-3 Classification of emotions (2hr): Primary vs. Secondary emotions; Plutchik Model, Positive vs. Negative emotions.

Unit-4 Expression of emotions(1hr); Facial expressions, non-verbal cues and body language.

Unit-5 Theories of emotion (5hr): 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

MODULE 3: INTELLIGENCE (12hr)

Unit-1: Nature and Definition of intelligence (1hr)

Unit-2 The concept of IQ and giftedness (1hr); Classification of IQ

Unit-3 Determinants of intelligence (1hr) – Role of heredity and environment.

Unit-4 Intelligence and creativity (1hr)

Unit-5 Theories of intelligence(5hr) : Spearman-Two factor, Cattell- 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.

Unit-6 Assessment of intellectual abilities (2hr): Stanford-Binet test, Wechsler scale, Kaufman's scale, RPM, Bhatia, Seguin-Form Board

Unit-7 An Introduction to Artificial Intelligence and Machine Learning(1hr)

MODULE 4: PERSONALITY

Unit-1 Basic Concepts and Definition of personality (1hr)

Unit-2 Introduction to Psychodynamic perspective to Personality (2hr): Freud, Jung, Adler, Horney, Erik Erikson

Unit-3 Introduction to Type and Trait theories of personality(3hr): Hippocrate's Typology, Krestchmer's Typology, Scheldon's Typology, Friedman and Rosenman's Typology, Big Five factor, Triguna- Rajas, Tamas, Sattwa Trait theories- Allport, Cattell, Eysenck

Unit-4: Introduction to Humanistic approach to personality (2hr): Maslow, Rogers.

Unit-5: Introduction to Behavioural and social learning approach to Personality(1hr)

Unit-6: Assessment of personality (2hr): Questionnaires, Rating scale, Projective techniques, situational tests, Behavioural observation, interview

MODULE 5: Experiments, Practical Applications and Course Project (30hr)

Unit-1: Carry-out any three experiments of the following(15hr)

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

Unit-2: Administer any three of the following Psychological Test(10 hr)

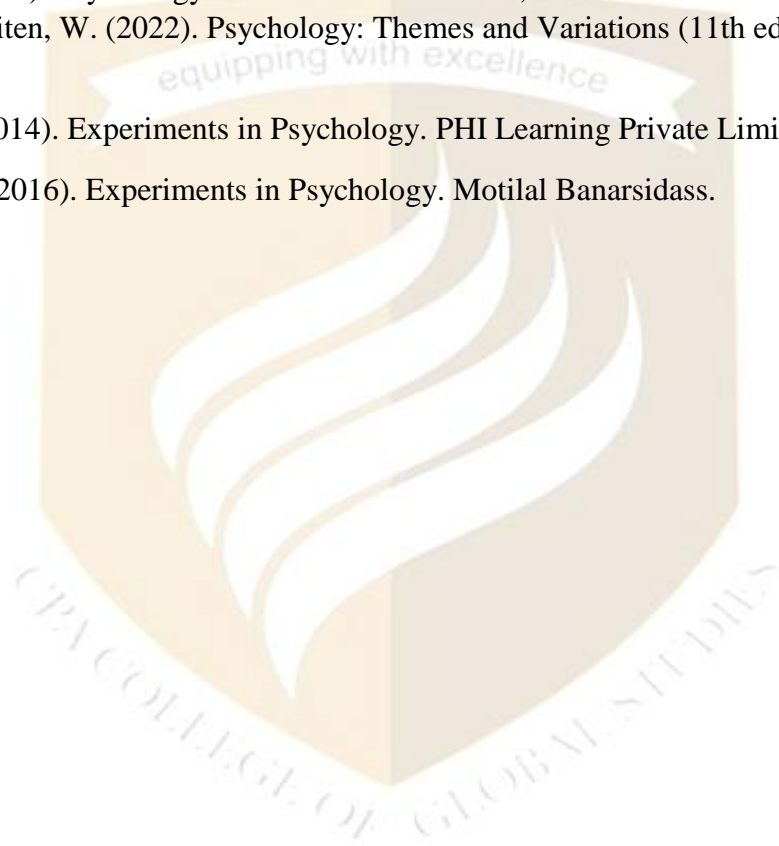
1. Emotional Intelligence
2. 16 PF
3. EPQ R
4. Achievement Motivation Scale
5. Emotional Maturity Scale

Unit-3: Prepare a report on any one of the following activities from the list(5hr)

1. Goal setting exercise
2. Emotional regulation exercise

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2. Coon, D. (1983). Introduction to Psychology: Exploration and Application. West Publishing Co.
3. Gerrig, R.J. (2013). Psychology and Life (20th ed.). Pearson education.
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Unit 1: What is Motivation?

Definition:

Motivation is an internal process that initiates, directs, and sustains goal-directed behaviour. It explains why individuals behave in certain ways in particular situations.

Motivation Cycle:

- Need: A deficiency or lack that creates a drive.
- Drive: An energized state that directs behaviour towards a goal.
- Behaviour/Activity: Actions taken to satisfy the need.
- Goal/Need Fulfilment: Achievement of the goal reduces the drive and satisfies the need, temporarily restoring balance.
- Cycle Example: Hunger → Drive for food → Eating → Satisfaction

Unit 2: Classification of Motives

Biological (Biogenic) Motives:

- Innate, unlearned, and essential for survival.
- Examples: Hunger, thirst, sleep, sex, avoidance of pain.

Learned (Sociogenic) Motives:

- Acquired through social interactions, culture, and personal experiences.
- Examples: Achievement, affiliation, power, status, approval.

Unit 3: Intrinsic and Extrinsic Motivation

Intrinsic Motivation:

- Behaviour driven by internal rewards. Engaging in activity for its own sake because it is interesting or enjoyable.
- Example: Reading a book for pleasure.

Extrinsic Motivation:

- Behaviour driven by external rewards or avoidance of negative outcomes.
- Example: Studying to get good grades or avoid failure.

Unit 4: Theories of Motivation

Drive Theory (Clark Hull):

Motivation arises from biological needs that create internal tension (drives), prompting behaviour to reduce the tension.

Incentive Theory:

External stimuli or rewards motivate behaviour, pulling an individual towards desirable goals.

Hierarchy of Needs Theory (Abraham Maslow):

Human needs are arranged in a hierarchy:

1. Physiological
2. Safety
3. Love and belonging
4. Esteem
5. Self-actualization

Lower needs must be satisfied before higher-level needs influence behaviour.

Arousal Theory:

- People seek to maintain an optimal level of arousal.
- Too little arousal → boredom; too much arousal → stress.

Goal-Setting Theory (Edwin Locke):

- Specific and challenging goals, with appropriate feedback, enhance performance and motivation.

Evolutionary Theory:

- Motivation is influenced by biological instincts shaped by evolution to enhance survival and reproduction.

Cognitive Theories:

Balance Theory (Fritz Heider):

- People prefer balanced relationships and attitudes, avoiding inconsistency.

Cognitive Dissonance Theory (Leon Festinger):

- When attitudes and behaviours conflict, individuals experience discomfort (dissonance) and are motivated to reduce it.

Expectancy Theory (Victor Vroom):

- Motivation depends on individuals' expectations that their effort will lead to desired outcomes and rewards.

Summary of Key Concepts

- Motivation: Process that drives goal-directed behaviour.
- Cycle: Need → Drive → Behaviour → Fulfillment.

- Motives: Biological (innate) & Learned (social). Types: Intrinsic (internal) & Extrinsic (external).
- Theories: Drive, Incentive, Maslow, Arousal, Goal-Setting, Evolutionary, Cognitive.



Unit 1: What is Emotion?

Definition of Emotion:

Emotion is a complex psychological state involving subjective experiences, physiological responses, and behavioural or expressive responses.

Nature of Emotion:

- Emotions are subjective experiences unique to individuals. They are innate and adaptive; help individuals react to environmental events.
- Emotions can be positive or negative and range in intensity.
- They involve physiological arousal, cognitive interpretation, and behavioural expression.

Unit 2: Components of Emotion

Cognitive Component:

- Involves thoughts, beliefs, and expectations that accompany emotions.
- Example: Feeling anxious before an exam due to fear of failure.

Physiological Component:

- Refers to bodily changes like heart rate, sweating, or trembling controlled by the autonomic nervous system during emotions.

Behavioural Component:

- Visible expressions of emotions through facial expressions, gestures, tone, and body posture.

Unit 3: Classification of Emotions

Primary Emotions:

- Universal and innate emotions.
- Examples: Happiness, sadness, fear, anger, surprise, disgust.

Secondary Emotions:

- Learned emotions influenced by social and cultural contexts.
- Examples: Pride, guilt, shame, embarrassment.

Plutchik's Model:

- Proposes eight primary emotions: joy, trust, fear, surprise, sadness, disgust, anger, and anticipation.
- Emotions can combine to form complex emotions (e.g., joy + trust = love).

Positive Emotions:

- Promote well-being and social bonding.

- Examples: Happiness, love, gratitude.

Negative Emotions:

- Often lead to avoidance or protective actions.
- Examples: Anger, fear, sadness.

Unit 4: Expression of Emotions

- **Facial Expressions:** Universally recognized indicators of emotions (Ekman's six basic emotions: happiness, anger, sadness, fear, disgust, surprise).
- **Non-Verbal Cues:** Voice tone, gestures, eye contact, and posture play significant roles in conveying emotions.
- **Body Language:** Physical behaviour such as posture, movements, and gestures reflecting emotional state.

Unit 5: Theories of Emotion

James-Lange Theory:

- Emotion is a result of physiological changes.
- *Example:* We feel afraid because we tremble.

Cannon-Bard Theory:

- Emotions and physiological reactions occur simultaneously but independently.

Opponent-Process Theory:

- Every emotion is followed by its opposite.
- *Example:* Extreme fear followed by relief.

Cognitive Appraisal Theories:

Schachter's Two-Factor Theory:

- Emotion arises from physiological arousal and cognitive interpretation of that arousal.

Lazarus's Theory of Cognitive Appraisal:

- Emotions depend on how an individual interprets a situation.

Facial Feedback Hypothesis:

- Facial expressions influence emotional experience.

Summary of Key Concepts

- Emotion: A state involving feelings, bodily arousal, and expression.
- Components: Cognitive (thoughts), Physiological (body changes), Behavioural (expressions). Types: Primary (innate) and Secondary (learned);
- Plutchik's eight emotions. Expression: Shown through facial expressions, gestures, and body language.
- Theories: James-Lange, Cannon-Bard, Opponent-Process, Schachter's Two-Factor, Lazarus's Appraisal, Facial Feedback Hypothesis.

Unit 1: Nature and Definition of Intelligence

Definition of Intelligence: Intelligence is the global capacity to think rationally, act purposefully, and deal effectively with the environment.

Nature of Intelligence:

- Multidimensional: Includes reasoning, problem-solving, adaptation, etc.
- Dynamic: Can develop and improve with experience and learning.
- Universal but varies in degree: Present in all individuals but at different levels.

Unit 2: Concept of IQ and Giftedness; Classification of IQ

Intelligence Quotient (IQ): A numerical score representing a person's intellectual ability relative to the average performance.

Formula: $MA/CA * 100$

Classification of IQ:

- Below 70 – Intellectually disabled
- 90–109 – Average
- 110–119 – High Average
- 120–129 – Superior
- 130 & above – Gifted

Giftedness:

Exceptionally high intellectual ability, usually with IQ 130 or above, often paired with creativity and special talents.

Unit 3: Determinants of Intelligence

Heredity:

- Genetic inheritance influences intellectual potential.

Environment:

- Family background, education, nutrition, culture, and life experiences shape the actual development of intelligence.

Interactionist View:

- Intelligence is a result of both heredity and environmental factors interacting together.

Unit 4: Intelligence and Creativity Relationship:

- Intelligence and creativity are related but distinct abilities.
- High intelligence doesn't guarantee creativity.

- Creativity: The capacity to produce novel, original, and valuable ideas or solutions.
- Traits of Creative Individuals: Originality, flexibility, curiosity, and risk-taking.

Unit 5: Theories of Intelligence

Spearman's Two-Factor Theory:

- G factor: General intelligence
- S factor: Specific abilities

Cattell's Fluid and Crystallized Intelligence:

- Fluid intelligence: Problem-solving, reasoning (independent of learning).
- Crystallized intelligence: Acquired knowledge and skills.

Guilford's Structure of Intellect Model:

- Three dimensions: Operations, Contents, Products.
- Proposed 150 different intellectual abilities.

Thurstone's Primary Mental Abilities:

- Identified seven primary abilities: verbal comprehension, numerical ability, spatial relations, perceptual speed, word fluency, memory, and inductive reasoning.

Sternberg's Triarchic Theory:

- Analytical Intelligence
- Creative Intelligence
- Practical Intelligence.

Gardner's Multiple Intelligences Theory:

- Proposed eight (later nine) types of intelligence: linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, naturalistic, and existential.

Goleman's Emotional Intelligence Theory:

- Ability to perceive, understand, manage, and use emotions effectively in everyday life.

PASS Theory (Planning, Attention, Simultaneous, and Successive Processing):

- Based on neuropsychological findings, explains intelligence as four interconnected processes.

Unit 6: Assessment of Intellectual Abilities

Stanford-Binet Intelligence Scale:

- Measures mental age and IQ; suitable for all ages.

Wechsler Scales:

- WAIS (Adults) WISC (Children) Measures verbal and performance IQ.

Kaufman's Assessment Battery for Children (KABC):

- Emphasizes both sequential and simultaneous processing.

Raven's Progressive Matrices (RPM):

- Non-verbal test assessing abstract reasoning.

Bhatia's Performance Test:

- Non-verbal group of tests for assessing intelligence in Indian populations.

Seguin Form Board Test:

- A performance-based test for assessing intelligence in children and intellectually disabled.

Unit 7: An Introduction to Artificial Intelligence and Machine Learning

Artificial Intelligence (AI):

- The ability of machines to perform tasks that typically require human intelligence like reasoning, learning, problem-solving.

Machine Learning (ML):

- A subset of AI that involves training systems to learn from data and improve performance over time without explicit programming.

Application in Psychology:

- AI and ML are used in psychological assessment, data analysis, pattern recognition, predictive modeling, and mental health apps.

Summary of Key Concepts

- Intelligence: Ability to think, reason, solve problems, and adapt.
- IQ: Numerical score of intelligence (average 90–109, gifted 130+).
- Determinants: Shaped by both heredity and environment.
- Creativity: Original, novel, and valuable idea generation — related but different from intelligence.
- Key Theories: Spearman, Cattell, Guilford, Thurstone, Sternberg, Gardner, Goleman, PASS Theory.
- Assessment: Stanford-Binet, Wechsler scales, RPM, KABC, Bhatia, Seguin.
- AI & ML: Applied in psychological testing and data analysis.

Unit 1: Basic Concepts and Definition of Personality

Definition of Personality:

The dynamic organization within an individual of those psychophysical systems that determine their characteristic patterns of behaviour, thought, and feeling (Allport).

Basic Concepts:

- Unique: Every person's personality is distinct.
- Stable: Shows consistency over time and situations.
- Dynamic: Can change or evolve gradually.
- Integrated: Combines biological, psychological, and social factors.

Unit 2: Psychodynamic Perspectives to Personality

Freud's Psychoanalytic Theory:

- Structure: Id, Ego, Superego
- Levels: Conscious, Preconscious, Unconscious
- Stages: Oral, Anal, Phallic, Latency, Genital

Carl Jung:

- Concepts of Personal and Collective Unconscious Archetypes: Universal symbols like Hero, Shadow, Anima/Animus

Alfred Adler:

- Concept of Inferiority Complex
- Emphasized social interest and striving for superiority.

Karen Horney:

- Rejected Freud's biological emphasis.
- Focused on basic anxiety and neurotic needs.

Erik Erikson:

- Psychosocial stages of development (8 stages from infancy to old age).
- Emphasized social and cultural influences.

Unit 3: Type and Trait Theories of Personality

Type Theories:

Hippocrates' Typology:

- Four types based on body fluids: Sanguine, Choleric, Melancholic, Phlegmatic.

Kretschmer's Typology:

- Body type and personality link: Asthenic, Athletic, Pyknic

Sheldon's Typology:

Body structure types:

- Endomorph (sociable),
- Mesomorph (active)
- Ectomorph (introverted)

Friedman and Rosenman's Typology:

- Type A: Competitive, impatient
- Type B: Relaxed, easy-going

Big Five Factor Model:

- Openness, Conscientiousness, Extraversion, Agreeableness, Neuroticism (OCEAN)

Triguna Theory (Indian Perspective):

- Sattva (balance, wisdom)
- Rajas (activity, passion)
- Tamas (inertia, ignorance)

Trait Theories:

Allport:

- Traits as cardinal, central, and secondary.

Cattell:

- Identified 16 Personality Factors (16 PF) through factor analysis.

Eysenck:

- Three dimensions: Extraversion-Introversion, Neuroticism-Stability, Psychoticism

Unit 4: Humanistic Approach to Personality

Abraham Maslow: Hierarchy of Needs:

- From physiological needs to self-actualization.
- Emphasized personal growth and fulfillment.

Carl Rogers:

- Concept of Self and Ideal Self Unconditional positive regard essential for healthy personality.

Unit 5: Behavioural and Social Learning Approaches

Behavioural Approach:

- Personality is shaped by learned behaviours through conditioning, reinforcement, and punishment.

Social Learning Approach (Albert Bandura):

- Personality is learned through observation, modelling, and imitation.
- Concept of reciprocal determinism — interaction of person, behaviour, and environment.

Unit 6: Assessment of Personality Questionnaires:

Structured tools with closed-ended questions:

- Provide a way to gather data with predetermined answer options, leading to efficient and comparable responses.
- Example: MMPI, 16 PF

Rating Scales:

- Observer rates an individual's personality on a pre-defined scale.

Projective Techniques:

- Use ambiguous stimuli to reveal unconscious aspects.
- Examples: Rorschach Inkblot Test, TAT (Thematic Apperception Test)

Situational Tests:

- Observe behaviour in controlled, simulated situations.

Behavioural Observation:

- Direct observation of natural behaviour.

Interview:

- A qualitative data collection technique where a researcher gathers information by asking questions directly to participants.
- Structured or unstructured conversations to assess personality traits.

Summary of Key Concepts

- Personality: Unique, stable, and dynamic pattern of behaviour, thought, and emotion.
- Psychodynamic Theories: Focus on unconscious motives (Freud, Jung, Adler, Horney, Erikson).
- Type & Trait Theories:
 - Type: Hippocrates, Sheldon, Big Five.
 - Trait: Allport, Cattell (16 PF), Eysenck.
- Humanistic Approach: Emphasizes growth and self-actualization (Maslow, Rogers).
- Behavioural & Social Learning: Personality learned through environment and observation (Bandura). Assessment Methods: Questionnaires, rating scales, projective tests, situational tests, observation, interviews.