**TEACHING PLAN for Academic Year 2020-21**

**PAPER:** C-PSY-01- INTRODUCTION TO PSYCHOLOGY Core Course - (CC)

**SEMESTER: I**

**SESSION:** JULY - FEBRUARY 2021

**TEACHER NAME: Dr. Nitin Kumar Verma**

**SYLLABUS**

**UNIT 1**

Introduction: Definitions of Psychology, Perspectives in Psychology; Research Methods of Psychology; Subfields of Psychology

**UNIT 2**

 Perception: Perception and Cultural Influences on Perception: Perceptual Processing, Perceptual Sets; Role of Attention; Perceptual Organization; Perceptual Constancies; Depth Perception; Illusions

**UNIT 3**

Learning: Learning, Principles and Applications of Classical Conditioning, Operant Conditioning, and Observational Learning; Cognitive Influences on Learning

**UNIT 4**

 Memory: Definition of Memory, Models of Memory: Levels of Processing, Parallel Distributed Processing, Information Processing; Reconstructive Nature of Memory; Forgetting; Improving Memory; Culture and Memory

**COURSE DESCRIPTION**

This paper provides an in-depth overview of the dominant theoretical and empirical trends in the field of psychology. An endeavour will be made to create a learning environment for students in which the excitement of learning psychology is enhanced, complexities of and debates within the discipline are rigorously interrogated and its unique relevance in understanding the human subjectivity as shaped by the social, historical and political is dwelt upon. The curriculum may be transacted using several pedagogical methods such as lectures, technology-enabled learning, classroom discussions, use of case studies/films and documentaries/fiction, field visits, workshops etc. The practical component attached to this paper allows students the opportunities to design research studies using various kinds of tools and techniques and also to carry out both qualitative and quantitative analysis of the findings. Students will be imparted a variety of skills such as how to conduct a psychological experiment ensuring controlled conditions, keeping in mind ethics of experimentation.

**TEACHING TIME**

12 Weeks approximately

The course is organized around daily lectures as per the time table. Students will be given reading assignments each week to help them follow the course content. These readings will be discussed in class in detail. There are 5 marks for attendance as part of Internal Assessment.

**UNIT WISE BREAK UP OF SYLLABUS**

**UNIT I (Week 1-3)**

Introduction: Definitions of Psychology, Perspectives in Psychology; Research Methods of Psychology; Subfields of Psychology

**UNIT II (Week 4-6)**

Perception: Perception and Cultural Influences on Perception: Perceptual Processing, Perceptual Sets; Role of Attention; Perceptual Organization; Perceptual Constancies; Depth Perception; Illusions

**UNIT III (Week 7-9)**

Learning: Learning, Principles and Applications of Classical Conditioning, Operant Conditioning, and Observational Learning; Cognitive Influences on Learning

**UNIT IV (Week 10-12)**

Memory: Definition of Memory, Models of Memory: Levels of Processing, Parallel Distributed Processing, Information Processing; Reconstructive Nature of Memory; Forgetting; Improving Memory; Culture and Memory

**ASSESSMENT**

**Internal Assessment: 25 Marks**

Students in this course will primarily have three modes of assessment:

1. Written assignment

2) Presentation

3) Class Test

1) Two assignments of 5 marks each. Students will have to write one essay based assignment inclusive of bibliographies, and for the second assignment they will have to prepare a presentation on an empirical based. The topics for the first assignment will be shared in class by the end of the first week of August. Field work is an important component of learning in this course for theory and practical both. Students will be assessed on their understanding of disciplinary knowledge, their ability to express their knowledge accurately and aesthetically, their capability to review, design, conduct research and write reports. A variety of assessment methods can be used in the assessment: written assignments, class tests, home assignments, term papers, project work, class presentations, research reports, viva voce and observation of practical skills.

1. There will be a Class Test of 10 marks. It will take place tentatively in the third week of October after the mid semester break.

Quizzes on specific topics will be organized after discussion with students.

Additionally there are 5 marks for Attendance

**Practicals of this Paper:**

These practicals will be done in smaller groups of 10-12 students under the supervision of teachers. The specific disciplinary concerns of Psychology, given our requirement for interaction with human participants, make it nearly impossible to work with a group size of more than 10-12 students. Students will be closely monitored and taught the necessary know-how of experimentation using human participants. It is envisaged as a collaborative learning space wherein each student of the group shares in the group discussion, puts forth one’s findings for analysis and learns from other students’ work, with the teacher helping each student to relate his findings to theory and research literature.

**PRACTICAL**

Any 2 experiments based on C-PSY-01 (Introduction to Psychology). Each practicum group will consist of 10-12 students.

**ESSENTIAL READINGS:**

Baron, R. & Misra.G. (2016). Psychology. 5th Edition. New Delhi: Pearson.

Ciccarelli, S. K., White, N.J., & Misra, G. (2017). Psychology, 5 th Edition. South Asian Edition. New Delhi: Pearson Education.

Galotti, K.M. (2014). Cognitive Psychology: In and Out of the Laboratory, 5th Edition. New Delhi: Sage.

Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.

**SUGGESTED READINGS:**

Craik, F.I.M. & Lockhart, R.S. (1972). Levels of processing: A framework for memory research. Journal of Verbal Learning and Verbal Behaviour, 11(6), 671-684.

Danziger, K. & Dzinas, K. (1997). How Psychology got its variables. Canadian Psychology, 38, 43- 48. Fox., I. Prilleltensky & S. Austin (Eds.)(2009). Critical Psychology: An Introduction (2nd Edition.) Thousand Oaks, CA: Sage.

Graham, R. (2008). Psychology: The Key concepts (1 st Ed). India: Routledge.

Morgan, C.T., King, R.A., Weiss, R.A., & Schopler, J. (2004). Introduction to Psychology (7th Edition). New York, NY: Mc Graw Hill.

**PAPER:** C-PSY-02: STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH-I

Core Course - (CC)

**SEMESTER: I**

**SESSION:** JULY 2020- FEBRUARY 2021

**TEACHER NAME: Dr. Nitin Kumar Verma**

**SYLLABUS**

**UNIT 1**

Introduction: Psychological Research; Relevance of Statistics in Psychological Research; Descriptive and Inferential Statistics; Variables and Constants; Scales of Measurement; Frequency Distributions, Percentiles and Percentile Ranks; Graphic Representation of Data (Histogram; Frequency Polygon; Bar Diagram; Pie Chart; Cumulative Frequency Graph; Factors Affecting the Shape of Graphs)

**UNIT 2**

Measures of Central Tendency: Definition; Properties and Comparison; Calculation of Mode, Median and Mean from Raw Scores and Grouped Scores; Central Tendency Measures in Normal and Skewed Distributions; Effects of Score Transformations on Measures of Central Tendency. Measures of Variability: Range; Semi-Interquartile Range; Variance; Standard Deviation (Properties and Comparison); Calculation of Variance and Standard Deviation from Deviation Scores and Raw Scores; Effects of Linear Transformations on Measures of Variability

**UNIT 3**

Standard (z) Scores: Standard Scores; Properties of z-Scores; Transforming Raw Scores Into z Scores, Determining Raw Scores From z-Scores, Some Common Standard Scores, Comparison Of z- Scores And Percentile Ranks. The Normal Probability Distribution: Nature and Properties of the Normal Probability Distribution; Standard Scores and the Normal Curve; Finding Areas When the score is Known, Finding Scores When the Area is Known; Applications of Normal Curve, Divergence From Normality (Skewness and Kurtosis)

 **Unit 4**

Correlation: Meaning of Correlation; Correlation and Causation; Calculating Pearson’s Correlation Coefficient from Deviation Scores and Raw Scores; Spearman’s Rank-Order Correlation Coefficient; Effects of Score Transformations; Cautions Concerning Correlation Coefficients; Regression

**COURSE DESCRIPTION**

This paper provides an in-depth overview of the dominant theoretical and empirical trends in the field of psychology. The teaching-learning process will endeavour to create a learning environment for students in which the application of statistics in psychology is enhanced. The curriculum may be transacted using several pedagogical methods such as lectures, technology-enabled learning, classroom discussions, repeated practice of calculations and concepts, workshops etc. The tutorial exercises are geared towards providing students the much needed space for practice solving numericals, clarify doubts arising out of subject matter, and make presentations.

**TEACHING TIME**

12 Weeks approximately

The course is organized around daily lectures as per the time table. Students will be given reading assignments each week to help them follow the course content. These readings will be discussed in class in detail. There are 5 marks for attendance as part of Internal Assessment.

**UNIT WISE BREAK UP OF SYLLABUS**

**UNIT I (Week 1-3)**

Introduction: Psychological Research; Relevance of Statistics in Psychological Research; Descriptive and Inferential Statistics; Variables and Constants; Scales of Measurement; Frequency Distributions, Percentiles and Percentile Ranks; Graphic Representation of Data (Histogram; Frequency Polygon; Bar Diagram; Pie Chart; Cumulative Frequency Graph; Factors Affecting the Shape of Graphs)

**UNIT II (Week 4-6)**

Measures of Central Tendency: Definition; Properties and Comparison; Calculation of Mode, Median and Mean from Raw Scores and Grouped Scores; Central Tendency Measures in Normal and Skewed Distributions; Effects of Score Transformations on Measures of Central Tendency. Measures of Variability: Range; Semi-Interquartile Range; Variance; Standard Deviation (Properties and Comparison); Calculation of Variance and Standard Deviation from Deviation Scores and Raw Scores; Effects of Linear Transformations on Measures of Variability

**UNIT III (Week 7-9)**

Standard (z) Scores: Standard Scores; Properties of z-Scores; Transforming Raw Scores Into z Scores, Determining Raw Scores From z-Scores, Some Common Standard Scores, Comparison Of z- Scores And Percentile Ranks. The Normal Probability Distribution: Nature and Properties of the Normal Probability Distribution; Standard Scores and the Normal Curve; Finding Areas When the score is Known, Finding Scores When the Area is Known; Applications of Normal Curve, Divergence From Normality (Skewness and Kurtosis)

**UNIT IV (Week 10-12)**

Correlation: Meaning of Correlation; Correlation and Causation; Calculating Pearson’s Correlation Coefficient from Deviation Scores and Raw Scores; Spearman’s Rank-Order Correlation Coefficient; Effects of Score Transformations; Cautions Concerning Correlation Coefficients; Regression

**ASSESSMENT**

**Internal Assessment: 25 Marks**

Students in this course will primarily have three modes of assessment:

1. Written assignment

2) Presentation

3) Class Test

1) Two assignments of 5 marks each. Students will be assessed on their understanding of statistical principles and knowledge, their ability to express their knowledge, and their capability to solve numerical problems. A variety of assessment methods can be used in the assessment: written assignments, class tests, quizzes, home assignments, term papers, project work, class presentations, and reports.

1. There will be a Class Test of 10 marks. It will take place tentatively in the third week of October after the mid semester break.

Quizzes type of questions on specific topics will be provide after discussion with students.

Additionally there are 5 marks for Attendance

**ESSENTIAL READINGS:**

Aron, A., Aron, E.N., & Coups, E.J. (2007). Statistics for Psychology (4th Ed.). Delhi: Prentice Hall of India.

 King, B.M. & Minium, E.W, (2007). Statistical Reasoning in the Behavioral Sciences (5th Ed.). Noida: Wiley.

 Mangal, S.K. (2012). Statistics in Psychology and Education (2nd Ed.). Delhi: Prentice Hall of India.

Howitt, D and Cramer, D. (2011). Introduction to Statistics in Psychology. London, UK: Pearsons Education Ltd.

**SUGGESTED READINGS:**

Garrett, H.E (2005). Statistics in Psychology and Education. Delhi: Cosmo Publications.

**PAPER:** C-PSY-06: PSYCHOLOGICAL RESEARCH

Core Course - (CC)

**SEMESTER: III**

**SESSION:** AUGUST - NOVEMBER 2020

**TEACHER NAME: Dr. Nitin Kumar Verma**

**SYLLABUS**

**UNIT 1**

 Basics of research in Psychology: What is Psychological Research? The Goals of Psychological Research, Paradigms of Research, Principles of Good Research; Current Issues in Psychological Research – Replication Crisis, Publication and Ethics; Research Traditions: Quantitative and Qualitative Orientations Towards Research and their steps, Comparing Qualitative and Quantitative Research Traditions, Formulating a problem and developing a testable research question/research hypothesis

**UNIT 2**

Sampling: Probability and Non Probability Sampling Methods

**UNIT 3**

Methods of Data Collection: Case Study, Observation, Interview & Focus Group Discussion, Survey, Use of Secondary Data

**UNIT 4**

Psychological Testing: Characteristics of a test – Standardization, Reliability, Validity, Norms, Applications and issues

**COURSE DESCRIPTION**

This course trains students to design and conduct creative, systematic and ethical psychological research studies. An endeavour will be made to create a learning environment for students in which the excitement of learning psychology is enhanced. The curriculum may be transacted using several pedagogical methods such as lectures, technology-enabled learning, classroom discussions, use of case studies/films and documentaries/fiction, field visits, workshops etc. The practical component attached to this paper allows students the opportunities to design research studies using various kinds of tools and techniques and also to carry out both qualitative and quantitative analysis of the findings.

**TEACHING TIME**

12 Weeks approximately

The course is organized around daily lectures as per the time table. Students will be given reading assignments each week to help them follow the course content. These readings will be discussed in class in detail. There are 5 marks for attendance as part of Internal Assessment.

**UNIT WISE BREAK UP OF SYLLABUS**

**UNIT 1(Week 1-3)**

 Basics of research in Psychology: What is Psychological Research? The Goals of Psychological Research, Paradigms of Research, Principles of Good Research; Current Issues in Psychological Research – Replication Crisis, Publication and Ethics; Research Traditions: Quantitative and Qualitative Orientations Towards Research and their steps, Comparing Qualitative and Quantitative Research Traditions, Formulating a problem and developing a testable research question/research hypothesis

**UNIT 2 (Week 4-6)**

Sampling: Probability and Non Probability Sampling Methods

**UNIT 3 (Week 7-9)**

Methods of Data Collection: Case Study, Observation, Interview & Focus Group Discussion, Survey, Use of Secondary Data

**UNIT 4 (Week 10-12)**

Psychological Testing: Characteristics of a test – Standardization, Reliability, Validity, Norms, Applications and issues

**ASSESSMENT**

**Internal Assessment: 25 Marks**

Students in this course will primarily have three modes of assessment:

1. Written assignment

2) Presentation

3) Class Test

1) Two assignments of 5 marks each. Students will have to write one essay based assignment inclusive of bibliographies, and for the second assignment they will have to prepare a presentation on an empirical based. The topics for the first assignment will be shared in class by the end of the first week of August. Field work is an important component of learning in this course for theory and practical both. Students will be assessed on their understanding of disciplinary knowledge, their ability to express their knowledge accurately and aesthetically, their capability to review, design, conduct research and write reports. A variety of assessment methods can be used in the assessment: written assignments, class tests, home assignments, term papers, project work, class presentations, research reports, viva voce and observation of practical skills.

1. There will be a Class Test of 10 marks. It will take place tentatively in the third week of October after the mid semester break.

Quizzes on specific topics will be organized after discussion with students.

Additionally there are 5 marks for Attendance

**Practicals of this Paper:**

These practical’s will be done in smaller groups of 10-12 students under the supervision of teachers. The specific disciplinary concerns of Psychology, given our requirement for interaction with human participants, make it nearly impossible to work with a group size of more than **10-12 students**. Students will be closely monitored and taught the necessary know-how of designing a sound research study which entails several skills – reviewing research, framing research objectives and questions, deciding and using the appropriate methods of data collection, selecting and communicating with participants, analyzing data, interpreting and discussing the findings. It is envisaged as a collaborative learning space wherein each student of the group shares in the group discussion, puts forth one’s findings for analysis and learns from other students’ work, with the teacher helping each student to relate his findings to theory and research literature.

**ESSENTIAL READINGS:**

Anastasi, A., & Urbina, S. (2017). Psychological Testing, 7 th Edition. Noida: Pearson India.

Bryman, A. (2004). Quantity and Quality in Social Research. London, UK: Routledge.

Chadha, N.K. (2009). Applied Psychometry. New Delhi: Sage.

Gregory, R.J. (2017). Psychological Testing: History, Principles, and Applications (7thEd.). New Delhi: Pearson India.

Murphy, K.R. & Davidshofer, C. O. (2019). Psychological Testing: Principles & Applications (6th Ed.). New Jersey: Pearson.

Neuman, W.L. (2006). Social Research Methods: Qualitative and Quantitative Approaches (6th Ed.) Boston: Pearson Education.

Willig, C. (2001). Introducing qualitative research in psychology: Adventures in theory and method. Philadelphia: Open University Press.

**SUGGESTED READINGS:**

Crisp, R.J., & Turner, R.N. (2014). Essential Social Psychology, Third Edition. Delhi: Sage Texts.

Deb, S., Gireesan, A., & Prabhavalkar, P.(2019). Social Psychology in Everyday Life. Delhi: Sage Texts.

Dyer, C. (2001). Research in Psychology: A Practical Guide to Research Methodology and Statistics (2nd Ed.) Oxford: Blackwell Publishers

Kerlinger, F.N. & Lee, H.B. (1999). Foundations of Behavioural Research. Belmont, California: Wadsworth.

Valery, C. (2016). Fundamentals of Research on Culture and Psychology: Theory and Methods. New York: Routledge

**PAPER:** DSE-PSY-02: HUMAN RESOURCE MANAGEMENT

Discipline Specific Elective - (DSE)

Core Course - (CC)

**SEMESTER: V**

**SESSION:** AUGUST - DECEMBER 2019

**TEACHER NAME: Dr. Nitin Kumar Verma**

**SYLLABUS**

**UNIT 1**

Introduction to Human Resource Management (HRM): Strategic and traditional HRM; HRM and HRD, Issues in HRM

**UNIT 2**

Person-Organization Fit: Job analysis; Recruitment and Selection; Performance Appraisal

**UNIT 3**

Human Resource Development: Training (Identification of training needs; Techniques of training; Evaluation of training); Organizational Development (any one model and techniques)

**UNIT 4**

International human resource management (IHRM): The Context of Globalization; Understanding Cultural differences (Hofstede); Policies and Practices in the Multinational Enterprise; Expatriate Failure

**COURSE DESCRIPTION**

The curriculum is to be transacted using several pedagogical methods such as lectures, technology-enabled learning, experiential exercises, classroom discussions, use of case studies/films and documentaries/fiction, field visits, workshops etc. Since psychology is largely an empirical study, research studies are to be emphasized while teaching. Examples from real life, films and fiction will be frequently drawn upon to make concepts come alive and resonate with the lives of students. Tutorial activities constitute a vital component of the teaching-learning process in psychology. They are geared towards providing students the much needed space for personal reflection, clarify doubts arising out of subject matter, practice writing skills, make presentations on psychological topics, review research papers, and design small research studies. In addition to academic deliberations, it allows an informal space for personal disclosures and discussions that help create non-hierarchical relationships- imperative in a discipline like psychology.

**TEACHING TIME**

12 Weeks approximately

The course is organized around daily lectures as per the time table. Students will be given reading assignments each week to help them follow the course content. These readings will be discussed in class in detail. There are 5 marks for attendance as part of Internal Assessment.

**UNIT WISE BREAK UP OF SYLLABUS**

**UNIT 1 (Week 1-3)**

Introduction to Human Resource Management (HRM): Strategic and traditional HRM; HRM and HRD, Issues in HRM

**UNIT 2 (Week 4-6)**

Person-Organization Fit: Job analysis; Recruitment and Selection; Performance Appraisal

**UNIT 3 (Week 7-9)**

Human Resource Development: Training (Identification of training needs; Techniques of training; Evaluation of training); Organizational Development (any one model and techniques)

**UNIT 4 (Week 10-12)**

International human resource management (IHRM): The Context of Globalization; Understanding Cultural differences (Hofstede); Policies and Practices in the Multinational Enterprise; Expatriate Failure

**ASSESSMENT**

**Internal Assessment: 25 Marks**

Students in this course will primarily have three modes of assessment:

1. Written assignment

2) Presentation

3) Class Test

1) Two assignments of 5 marks each. Students will have to write one essay based assignment inclusive of bibliographies, and for the second assignment they will have to prepare a presentation on an empirical based. The topics for the first assignment will be shared in class by the end of the first week of August/February. Field work is an important component of learning in this course for theory and practical both. The assessment of students’ achievement in the course will be assessed on their understanding of disciplinary knowledge and their ability to express their knowledge accurately. A variety of assessment methods can be used: written assignments, class tests, term papers, project work, class presentations, individual or collaborative research projects, open book tests, class tests, home assignments, quizzes, objective type tests, oral tests, etc. Students may be evaluated on the basis of comprehensiveness of information and argument presented, review of past literature, critical reasoning and presentation skills.

1. There will be a Class Test of 10 marks. It will take place tentatively in the third week of October after the mid semester break.

Quizzes on specific topics will be organized after discussion with students.

Additionally there are 5 marks for Attendance

**Practicals of this Paper:**

The practical components attached to this Discipline Specific Elective - (DSE)

 paper allow students the opportunities to design research studies using various kinds of tools and techniques and also to carry out both qualitative and quantitative analysis of the findings. Students will be imparted a variety of skills such as how to conduct a research in organizational settings, how to select an appropriate tool and administer it, how to use an appropriate method of data collection, analyze data, interpret and discuss the findings, etc. These practicals will be done in smaller groups of 10- 12 students under the supervision of teachers. The specific disciplinary concerns of Psychology, given our requirement for interaction with human participants, make it nearly impossible to work with a group size of more than 10-12 students. It is envisaged as a collaborative learning space wherein each student of the group shares in the group discussion, puts forth one’s findings for analysis and learns from other students’ work, with the teacher helping each student to relate his findings to theory and research literature.

**ESSENTIAL READINGS**

Aamodt, M.G. (2015). Industrial/ Organizational Psychology (8th Ed.). UK: Cengage Learning.

Briscoe, D. R., Schuler, R. S. & Claus, L. (2009). International Human Resource Management: Policies and Practices for Multinational Enterprises. (3rd Edition). New York: Routledge.

 Dessler, G., &Varkkey, B. (2011). Human Resource Management (12th Edition). New Delhi, India: Pearson Education.

DeCenzo, D.A. & Robbins, S.P. (2006). Fundamentals of Human Resource Management. (8th Edition). New York: Wiley. Jex, S.M. & Britt, T.W. (2014). Organizational Psychology: A Scientist-Practitioner Approach (3 rd Edition). New York: Wiley.

Tayeb, M. H. (2005). International Human Resource Management: A Multinational Company Perspective. New York: Oxford University Press.

**SUGGESTED READINGS**

Ahuja, K.A., Padhy, P., & Srivastava, G. (2018). Performance Appraisal Satisfaction and Organizational Commitment. The Indian Journal of Industrial Relations, 53(4), 675- 692.

Banfield, P., & Kay, R. (2011). Introduction to Human Resource Management (2nd Edition). New Delhi: Oxford University Press.

Bhatnagar, J. & Budhwar, J. (2009). The Changing Face of People Management in India. London: Routledge.

Chadha, N.K. (2005). Human Resource Management: Issues, Case studies and Experiential Exercises. (3rd Edition) New Delhi: Sai Printographers.

Harzing, A-W., & Pinnington, A.H. (Eds.) (2014). International Human Resource Management (4 th Edition) New Delhi: Sage.

 Khandelwal, K.A. (2009). In Search of Indianness: Cultures of Multinationals. New Delhi: Kanishka Publishers

SESSION: JANUARY – JULY 2021

**PAPER:** C-PSY-01- Psychology of Individual Differences

**Core Course** - (CC)

**SEMESTER: II**

**SESSION:** APRIL - JULY 2021

**TEACHER NAME: Dr. Nitin Kumar Verma**

**SYLLABUS**

**UNIT 1**

Personality: Nature of Personality; Biological Foundations of Personality; Culture, Gender and Personality; Perspectives on Personality: Psychodynamic, Phenomenological- Humanistic and Social Cognitive

**UNIT 2**

Concept of Intelligence: Psychometric and Cognitive Approaches to Intelligence; Gardner’s Multiple Intelligences; Issues in the Measurement of Intelligence: Nature Versus Nurture, Growth, Gender and Culture; Group Differences in Intelligence; Extremes of Intelligence, Intelligence and Creativity

**UNIT 3**

Motivation: Nature, Types of Motivation: Biogenic and Sociogenic; Theories of Motivation, Culture and Motivation, Enhancing Motivation in Educational and Work Setting

**UNIT 4**

Emotion: Nature, Theories of Emotion, And Expressions of Emotion: Universal Versus Culture Specific

**COURSE DESCRIPTION**

This paper provides an in-depth overview of the dominant theoretical and empirical trends in psychology. An endeavour will be made to create a learning environment for students in which the excitement of learning psychology is enhanced, complexities of and debates within the discipline are rigorously interrogated and its unique relevance in understanding the human subjectivity as shaped by the social, historical and political is dwelt upon. The curriculum may be transacted using several pedagogical methods such as lectures, technology-enabled learning, classroom discussions, use of case studies/films and documentaries/fiction, field visits, workshops etc. The practical component attached to the paper allows students the opportunity to using various kinds of psychological tests and also to carry out both qualitative and quantitative analysis of the findings. Students will be imparted a variety of skills such as how to select an appropriate psychological test and administer it under standardized conditions, how to form rapport with the participant, how to interpret results, discuss the findings, write a report, etc.

**TEACHING TIME**

12 Weeks approximately

The course is organized around daily lectures as per the time table. Students will be given reading assignments each week to help them follow the course content. These readings will be discussed in class in detail. There are 5 marks for attendance as part of Internal Assessment.

**UNIT 1 (Week 1-3)**

 Personality: Nature of Personality; Biological Foundations of Personality; Culture, Gender and Personality; Perspectives on Personality: Psychodynamic, Phenomenological- Humanistic and Social Cognitive

**UNIT 2 (Week 4-6)**

 Concept of Intelligence: Psychometric and Cognitive Approaches to Intelligence; Gardner’s Multiple Intelligences; Issues in the Measurement of Intelligence: Nature Versus Nurture, Growth, Gender and Culture; Group Differences in Intelligence; Extremes of Intelligence, Intelligence and Creativity

**UNIT 3 (Week 7-9)**

Motivation: Nature, Types of Motivation: Biogenic and Sociogenic; Theories of Motivation, Culture and Motivation, Enhancing Motivation in Educational and Work Setting

**UNIT 4 (Week 10-12)**

Emotion: Nature, Theories of Emotion, Expressions of Emotion: Universal Versus Culture Specific

**ASSESSMENT**

**Internal Assessment: 25 Marks**

Students in this course will primarily have three modes of assessment:

1. Written assignment

2) Presentation

3) Class Test

1) Two assignments of 5 marks each. Students will have to write one essay based assignment inclusive of bibliographies, and for the second assignment they will have to prepare a presentation on an empirical based. The topics for the first assignment will be shared in class by the end of the first week of May. Field work is an important component of learning in this course for theory and practical both. Students will be assessed on their understanding of disciplinary knowledge, their ability to express their knowledge accurately and aesthetically, their capability to review, design, conduct research and write reports. A variety of assessment methods can be used in the assessment: written assignments, class tests, home assignments, term papers, project work, class presentations, research reports, viva voce and observation of practical skills.

1. There will be a Class Test of 10 marks. It will take place tentatively in the third week of October after the mid semester break.

Quizzes on specific topics will be organized after discussion with students.

Additionally there are 5 marks for Attendance

**Practicals of this Paper:**

These practicals will be done in smaller groups of 10-12 students under the supervision of teachers. The specific disciplinary concerns of Psychology, given our requirement for interaction with human participants, make it nearly impossible to work with a group size of more than 10-12 students. Students will be closely monitored and taught the necessary know-how of experimentation using human participants. It is envisaged as a collaborative learning space wherein each student of the group shares in the group discussion, puts forth one’s findings for analysis and learns from other students’ work, with the teacher helping each student to relate his findings to theory and research literature.

**PRACTICAL**

Any 2 practicum based on C-PSY-04 using any two psychological tests (one based on Intelligence and one based on personality). Each practicum group will consist of 10-12 students**.**

**ESSENTIAL READINGS:**

Baumgardner, S.R. & Crothers, M.K. (2010). Positive Psychology. Upper saddle River, New Jersey: Prentice Hall

Carr, A. (2011). Positive psychology. London, UK: Routledge.

Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology, South Asian Edition. New Delhi: Pearson Education.

Cornelissen, M., Misra, G. & Varma, S. (Eds.) (2011). Foundations of Indian Psychology: Theories and Concepts, Vol I. New Delhi: Pearson.

Mentis, M., Dunn-Bernstein, M., Mentis, M., & Skuy, M. (2009). Bridging Learning: Unlocking Cognitive Potential In and Out Of The Classroom. Thousand Oaks, CA: Corwin.

Misra, G. (2011). Handbook of Psychology. New Delhi: Oxford University Press.

 Passer, M.W. & Smith, R.E. (2010). Psychology: The Science of Mind and Behaviour. New Delhi: Tata McGraw-Hill.

**SUGGESTED READINGS:**

 Ekman, P. (1999). Basic Emotions: Handbook of Cognition and Emotion. Sussex, U.K.: Wiley Freud, S. (1991). Introductory Lectures in Psychoanalysis. New Delhi: Penguin Books. Gardner, H. (1993). Frames of Mind: The Theory of Multiple Intelligences. New York: Basic Books. Santrock, J. W. (2010). Educational Psychology. Delhi: Inwin Professional Publishers.

**PAPER:** C-PSY-09: STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH-II

Core Course - (CC)

**SEMESTER: IV**

**SESSION:** JANUARY - APRIL 2021

**TEACHER NAME:** Dr. Nitin Kumar Verma

**SYLLABUS**

**UNIT 1**

 Random Sampling and Sampling Distributions; Introduction to Statistical Inference: Testing Hypotheses about Single Means (z and t); Null and Alternative Hypotheses; Procedural Steps for Hypothesis Testing; Hypothesis Testing about a Single Mean – Calculation; Choice of HA: OneTailed and Two-Tailed Tests; Assumptions in Testing a Hypothesis about a Single Mean; Estimating the Standard Error of the Mean when Is Unknown; t Distribution; Characteristics of Student’s Distribution of t; Computing t; Interpreting the Results of Hypothesis Testing (Errors in hypothesis Testing; Power of a Test; p-Value)

**UNIT 2**

 Hypothesis Testing: Testing Hypothesis about the difference between two Independent means (Assumptions; Null and the Alternative Hypotheses; Properties of the Sampling Distribution of the Difference between Means; Computing t Using Definitional Formula Only; Use of a OneTailed Tests); Hypothesis Testing About the Difference between Two Dependent Means (assumptions; using the formula involving standard errors and correlation only); Confidence Intervals; Relation between Confidence Intervals and Hypothesis Testing; Advantages of Confidence Intervals.

**UNIT 3**

Hypothesis Testing for Differences among Three or More Groups: One-Way Analysis of Variance (ANOVA) The Null and Alternative Hypotheses; The Basis of One-Way Analysis of Variance; Partition of the Sums of Squares; Degrees of Freedom; Variance Estimates and the F Ratio; The ANOVA Summary Table; Raw Score Formulas for Analysis of Variance only; Comparison of t and F; Post Hoc Comparisons.

 **UNIT 4**

Hypothesis Testing for Categorical Variables and Inference about Frequencies: The Chi-Square (Logic and it’s assumptions); Calculation of the Chi-Square Goodness- of-Fit-Test- One Way Classification; Chi Square for Two Classification Variables Contingency Table Analysis; Interpretation of the Outcome of a Chi-Square Test; Nonparametric Approaches; It’s Uses and Applications; Comparison with Parametric Tests.

**COURSE DESCRIPTION**

This paper provides an in-depth overview of the dominant theoretical and empirical trends in the field of psychology. The teaching-learning process will endeavour to create a learning environment for students in which the application of statistics in psychology is enhanced. The curriculum may be transacted using several pedagogical methods such as lectures, technology-enabled learning, classroom discussions, repeated practice of calculations and concepts, workshops etc. The tutorial exercises are geared towards providing students the much needed space for practice solving numericals, clarify doubts arising out of subject matter, and make presentations.

**TEACHING TIME**

12 Weeks approximately

The course is organized around daily lectures as per the time table. Students will be given reading assignments each week to help them follow the course content. These readings will be discussed in class in detail. There are 5 marks for attendance as part of Internal Assessment.

**UNIT WISE BREAK UP OF SYLLABUS**

**UNIT I (Week 1-3)**

 Random Sampling and Sampling Distributions; Introduction to Statistical Inference: Testing Hypotheses about Single Means (z and t); Null and Alternative Hypotheses; Procedural Steps for Hypothesis Testing; Hypothesis Testing about a Single Mean – Calculation; Choice of HA: OneTailed and Two-Tailed Tests; Assumptions in Testing a Hypothesis about a Single Mean; Estimating the Standard Error of the Mean when Is Unknown; t Distribution; Characteristics of Student’s Distribution of t; Computing t; Interpreting the Results of Hypothesis Testing (Errors in hypothesis Testing; Power of a Test; p-Value)

**UNIT II (Week 4-6)**

 Hypothesis Testing: Testing Hypothesis about the difference between two Independent means (Assumptions; Null and the Alternative Hypotheses; Properties of the Sampling Distribution of the Difference between Means; Computing t Using Definitional Formula Only; Use of a OneTailed Tests); Hypothesis Testing About the Difference between Two Dependent Means (assumptions; using the formula involving standard errors and correlation only); Confidence Intervals; Relation between Confidence Intervals and Hypothesis Testing; Advantages of Confidence Intervals.

**UNIT III (Week 7-9)**

Hypothesis Testing for Differences among Three or More Groups: One-Way Analysis of Variance (ANOVA) The Null and Alternative Hypotheses; The Basis of One-Way Analysis of Variance; Partition of the Sums of Squares; Degrees of Freedom; Variance Estimates and the F Ratio; The ANOVA Summary Table; Raw Score Formulas for Analysis of Variance only; Comparison of t and F; Post Hoc Comparisons.

 **UNIT IV (Week 10-12)**

Hypothesis Testing for Categorical Variables and Inference about Frequencies: The Chi-Square (Logic and it’s assumptions); Calculation of the Chi-Square Goodness- of-Fit-Test- One Way Classification; Chi Square for Two Classification Variables Contingency Table Analysis; Interpretation of the Outcome of a Chi-Square Test; Nonparametric Approaches; It’s Uses and Applications; Comparison with Parametric Tests.

**ASSESSMENT**

**Internal Assessment: 25 Marks**

Students in this course will primarily have three modes of assessment:

1. Written assignment

2) Presentation

3) Class Test

1) Two assignments of 5 marks each. Students will be assessed on their understanding of statistical principles and knowledge, their ability to express their knowledge, and their capability to solve numerical problems. A variety of assessment methods can be used in the assessment: written assignments, class tests, quizzes, home assignments, term papers, project work, class presentations, and reports.

1. There will be a Class Test of 10 marks. It will take place tentatively in the third week of October after the mid semester break.

Quizzes type of questions on specific topics will be provide after discussion with students.

Additionally there are 5 marks for Attendance

**ESSENTIAL READINGS**

King, B.M. & Minium, E.W, (2007). Statistical Reasoning in the Behavioral Sciences (5th Ed.). New York: John Wiley & Sons.

Mangal, S.K. (2012). Statistics in Psychology and Education (2nd Ed.). New Delhi: PHI Learning Pvt. Ltd.

Howitt, D & Cramer, D. (2011). Introduction to Statistics in Psychology. UK: Pearsons Education Ltd.

Aron, A., Aron, E.N., & Coups, E.J. (2007). Statistics for Psychology (4th Ed.). New Delhi: Prentice Hall of India.

 Siegal, S. & Castellian, N.J. (1988). Nonparametric Statistics for Behavioural Sciences (2nd Ed.). New York: McGraw Hill

**SUGGESTED READINGS**

Gigrenzer, G. (2004). Mindless Statistics. The Journal of Socio-Economics, 33, 587-606.

Veeraraghavan, V. & Shetgovekar, S. (2016). Textbook of Parametric and Non- Parametric Statistics. New Delhi: Sage.

**PAPER:** C-PSY-10: APPLIED SOCIAL PSYCHOLOGY

**Core Course -** (CC)

**SEMESTER: IV**

**SESSION:** JANUARY - APRIL 2021

**TEACHER NAME:** Dr. Nitin Kumar Verma

**SYLLABUS**

**UNIT 1**

Introduction: Nature of Applied Social Psychology, Social influences on behaviour, Levels of Analysis, Overview of methods

**UNIT 2**

 Applications: Intergroup Relations (Prejudice, Conflict, Conflict Management); Health; Environment and Legal System

**UNIT 3**

Discrimination and Diversity (Economic, Culture, Religious, Social, Gender)

**UNIT 4**

Intervention and Evaluation: Process of Intervention; Need for evaluation for effective Programmes; Case Studies in Indian Context

**COURSE DESCRIPTION**

This paper provides an in-depth overview of the dominant theoretical and empirical trends in social psychology, and also the key issues and theoretical concepts related to social inequalities, especially in the Indian context. An endeavour will be made to create a learning environment for students in which the excitement of learning psychology is enhanced, complexities of and debates within the discipline are rigorously interrogated. The curriculum may be transacted using several pedagogical methods such as lectures, technology- enabled learning, classroom discussions, use of case studies/films and documentaries/fiction, field visits, workshops etc. The practical components attached to this paper allow students the opportunities to design research studies using various kinds of tools and techniques and also to carry out both qualitative and quantitative analysis of the findings.

**TEACHING TIME**

**12 Weeks approximately**

The course is organized around daily lectures as per the time table. Students will be given reading assignments each week to help them follow the course content. These readings will be discussed in class in detail. There are 5 marks for attendance as part of Internal Assessment.

**UNIT WISE BREAK UP OF SYLLABUS**

**UNIT 1 (Week 1-3)**

Introduction:

1. Nature of Applied Social Psychology

2. Social Influences on Behaviour

 3. Levels of Analysis

4. Overview of Methods (Basic overview to be discussed with focus on terminology, brief history and the catalogue of 14 PRA methods)

 **UNIT 2 (Week 4-6)**

Applications: 1. Intergroup Relations: a. Prejudice

2. Health

3. Environment

4. Legal System

**UNIT 3 (Week 7-9)**

 Discrimination and Diversity (Economic, Culture, Religious, Social, Gender)

**UNIT 4 (Week 4-6)**

Intervention and Evaluation:

1. Process of Intervention

2. Need for Evaluation for Effective Programmes

3. Case Studies in Indian Context Any case studies can be used to discuss interventions in the Indian Context. Some references are provided below:

**ASSESSMENT**

**Internal Assessment: 25 Marks**

Students in this course will primarily have three modes of assessment:

1. Written assignment

2) Presentation

3) Class Test

1) Two assignments of 5 marks each. Students will have to write one essay based assignment inclusive of bibliographies, and for the second assignment they will have to prepare a presentation on an empirical based. The topics for the first assignment will be shared in class by the end of the first week of February. Field work is an important component of learning in this course for theory and practical both. Students will be assessed on their understanding of disciplinary knowledge, their ability to express their knowledge accurately and aesthetically, their capability to review, design, conduct research and write reports. A variety of assessment methods can be used in the assessment: written assignments, class tests, home assignments, term papers, project work, class presentations, research reports, term papers, viva voce and observation of practical skills.

1. There will be a Class Test of 10 marks. It will take place tentatively in the third week of October after the mid semester break.

Quizzes on specific topics will be organized after discussion with students.

Additionally there are 5 marks for Attendance

**Practicals of this Paper:**

These practical’s will be done in smaller groups of 10-12 students under the supervision of teachers. The specific disciplinary concerns of Psychology, given our requirement for interaction with human participants, make it nearly impossible to work with a group size of more than 10-12 students. Students will be closely monitored and taught the necessary know-how of designing a sound research study and intervention programs which entails several skills – reviewing research, framing research objectives and questions, deciding and using the appropriate methods of data collection, selecting and communicating with participants, analyzing data, interpreting and discussing the findings. It is envisaged as a collaborative learning space wherein each student of the group shares in the group discussion, puts forth one’s findings for analysis and learns from other students’ work, with the teacher helping each student to relate his findings to theory and research literature.

**ESSENTIAL READINGS:**

Aronson,E., Wilson,T.D., Akert, R.M., & Sommers, S.R. (2017). Social Psychology, 9 th edition, Delhi: Pearson.

Myers, D., Sahajpal, P., Behera, P. (2011). Social Psychology (10th Edition). New Delhi: McGraw Hill.

Mikkelson, B. (1995). Methods for Development Work and Research: A Guide for Practioners. New Delhi: Sage.

Schneider, F.W., Gruman, A., Coults, L .M. (Eds.). (2012). Applied Social Psychology: Understanding and Addressing Social and Practical Problems. New Delhi: Sage Publications.

 Smith, P.B., Bond, M.H., & Kagitcibasi, C. (2006). Understanding Social Psychology Across Cultures. New Delhi: Sage Publications.

**SUGGESTED READINGS:**

Ahuja, K. K., Dhillon, M., Juneja, A., Deepak, S. & Srivastava, G. (2019). Subverting Heteronormativity: An Intervention to Foster Positive Attitudes toward Homosexuality Among Indian College Students. Journal of Homosexuality, 66(6), 746-768. DOI: 10.1080/00918369.2018.1484230

Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J. (2012). Community Psychology: Linking Individuals and Communities. Boston, MA: Cengage Learing.

Baumeister, R.F. & Bushman, B.J. (2013). Social Psychology and Human Nature. Belmont, California: Wadsworth.

Franzoi, S.L. (2009). Social Psychology (5th Ed.). New York: McGraw-Hill.

Hewstone, M. (1996). Contact and categorization: Social psychological interventions to change intergroup relations. In N. Macrae, M. Hewstone, & C. Stangor (Eds.), Foundations of stereotypes and stereotyping (pp. 323–368). New York: Guilford Press.

Jain, S. & Bhardwaj, G. (2014). Understanding diversity issues vis-à-vis caste based quota system: A solution or a source of discrimination. Vision, 18(4), 317-325.

Kapur, P., & Misra, G. (2011). Social identity in India: Continuities and fractures. In G. Misra (Ed.), Contemporary Indian Psychology. New Delhi: Oxford University Press.

Khandelwal, K., Dhillon, M., Kalyani, A. & Papneja, D. (2014). The ultimate attribution error: Does it transcend conflict? An investigation amongst Muslim adolescents in Kashmir and Delhi. Psychological Studies, 59(4), 427-435. (ISSN: 0033-2968)

Pettigrew, T.F. (1998) Intergroup Contact Theory. Annual Review of Psychology, 49, 65-85.

Tajfel, H., & Turner, J.C. (1979). An integrative theory of intergroup conflict. In W.G. Austin & S. Worchel (Eds.), The social psychology of intergroup relations (pp. 33–48). Monterey, CA: Brooks/Cole.