

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

Core Course - (CC)

SEMESTER: I

SESSION: JULY 2021- FEBRUARY 2022

TEACHER NAME: Ms. Nistha

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

Students in this course will primarily had one mode of assessment: 2 Assignments each of marks 12.5 where they were tested of their analytical knowledge from the whole syllabus

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.

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: JULY - DECEMBER 2021

TEACHER NAME: Theory - Dr. Nitin Kumar Verma and Dr. Richa Malhotra

Practical – Ms. Vartika

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

Students in this course will primarily had one mode of assessment: 2 Assignments each of marks 12.5 where they were tested of their analytical knowledge from the whole syllabus.

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.

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: C-PSY-05: DEVELOPMENT OF PSYCHOLOGICAL THOUGHT Core Course - (CC)

SEMESTER: III

SESSION: AUGUST 2021 - DECEMBER 2021

TEACHER NAME: Theory- Ms Nishtha & Ms Vartika

SYLLABUS

UNIT 1

Understanding Psyche: Indian Views on Consciousness: Yoga and Vedant; Early Western Views (Structuralism, Functionalism, and Gestalt); Debates in Western Psychology, Free Will and

Determinism, Empiricism and Rationalism; Content and Methodological Shifts across schools of Psychology

UNIT 2

Positivist Thrust: Rise of Behaviorism (Watsonian Perspective); Shift from Behaviorism to Neo-Behaviorism (With reference to Hull, Tolman and Skinner); Transition from Behaviorism to Cognitive Psychology (Information Processing Approach)

UNIT 3

Experiential Thrust: Psychoanalysis: Freudian Approach, Jungian Perspective, Sociological Shift (Karen Horney, Erik H. Erikson), Object Relational Perspectives (Tenets and Concepts); Existential Psychology (Major Themes); Humanistic Approach (Maslow and Rogers)

UNIT 4

Critical Perspectives: Social Constructionism in Psychology, Feminism and Psychology

COURSE LEARNING OUTCOMES

- Building an understanding of pre-history and history of psychology, including philosophical and general-scientific milestone events that have influenced the development of the discipline
- Identifying and appreciating the diversity of contributions to the contemporary fields of psychology
- Developing critical thinking skills with increased ability to articulate sound arguments and ask sophisticated questions regarding theories and principles of psychology
- Describe the key figures in the history of psychology and their major contributions and

perspectives

- Provide an introduction to the development of the discipline both from the Indian as well as Western perspective

TEACHING TIME (16 weeks approximately)

UNIT 1 (Week 1-3)

Understanding Psyche: Indian Views on Consciousness: Yoga and Vedant; Early Western Views (Structuralism, Functionalism, and Gestalt); Debates in Western Psychology, Free Will and Determinism, Empiricism and Rationalism; Content and Methodological Shifts across schools of Psychology

UNIT 2 (Week 4-6)

Positivist Thrust: Rise of Behaviorism (Watsonian Perspective); Shift from Behaviorism to Neo-Behaviorism (With reference to Hull, Tolman and Skinner); Transition from Behaviorism to Cognitive Psychology (Information Processing Approach)

UNIT 3 (Week 7-11)

Experiential Thrust: Psychoanalysis: Freudian Approach, Jungian Perspective, Sociological Shift (Karen Horney, Erik H. Erikson), Object Relational Perspectives (Tenets and Concepts); Existential Psychology (Major Themes); Humanistic Approach (Maslow and Rogers)

UNIT 4 (Week 12-16)

Critical Perspectives: Social Constructionism in Psychology, Feminism and Psychology

ASSESSMENT

Internal Assessment: 25 Marks

Students in this course will primarily had one mode of assessment: 2 Assignments each of marks 12.5 where they were tested of their analytical knowledge from the whole syllabus.

ESSENTIAL READINGS

Frith, H. (2001). Young Women, Feminism and the Future: Dialogues and Discoveries. *Feminism and Psychology*, 11(2), 147-151.

Gergen, K.J. (1985). The Social Constructionist Movement in Modern Psychology. *American Psychologist*, 40, 266-275.

King, D.B., Viney, W. & Woody, W.D. (2008). *A History of Psychology: Ideas and Context* (4th Ed.). London, UK: Pearson Education.

Leahey, T.H. (2005). *A History of Psychology: Main currents in psychological thought* (6th Ed.). Singapore: Pearson Education.

Paranjpe, A. C. (1984). *Theoretical psychology: The meeting of East and West*. New York: Plenum Press.

Schultz, D.P. & Schultz, S.N. (2011). *A History of Modern Psychology*, 10th edition. UK: Wadsworth, Cengage Learning.

Thomas, T. (2005). *The Critique of Psychology: From Kant to Post Colonial Theory*. NY: Springer-Verlag.

ADDITIONAL RESOURCES

Bansal, P. (2019). *Psychology: Debates and Controversies*. New Delhi: Sage.

Gergen, K.J. (1996). Social psychology as social construction: The emerging vision. In C. McGarthy and A. Haslam (Eds.). *The message of social psychology: Perspectives on mind and society*. Oxford: Blackwell

Kakar, S. (2006). Culture and Psychoanalysis: A Personal Journey. *Social Analysis*, 50 (2), 25-44.

Kumar, M. (2011). (Re)locating the feminist standpoint in practice of psychology today: A case of India. In A. Rutherford et al. (Eds.), *Handbook of International feminisms: International and cultural psychology* (pp. 175-193). Springer

St. Clair, M. (1999). *Object Relations and Self-Psychology: An Introduction*. Belmont, California: Wadsworth Publishing.

PAPER: C-PSY-07: SOCIAL PSYCHOLOGY**Core Course - (CC)****SEMESTER: III****SESSION: JULY - DECEMBER 2021****TEACHER NAME: Dr. Richa Malhotra****SYLLABUS****UNIT 1**

Introduction: Nature and scope of Social Psychology; Levels of social analysis; Critique to Social Psychology; Overview of the history and current trends of Social Psychology (Including development in India)

UNIT 2

Understanding self and evaluating the social world: Making of the self; Social Cognition, Social Perception, Impression Management; Attitudes (Attitude-Behaviour Link; Strategies for attitude change)

UNIT 3

Social Interaction and Influence: Interpersonal Attraction, Prosocial Behaviour, Aggression, Social Influence Processes (Conformity, Compliance and Obedience)

UNIT 4

Group Dynamics: Nature of Groups; Basic Processes, Group Performance, Group Decision Making; Group Interaction (Facilitation, Loafing)

COURSE DESCRIPTION

The teaching-learning process in this paper provides an in-depth overview of the dominant theoretical and empirical trends in a major subfield of psychology- social 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 an understanding of the individual in relation to the social world is fostered. 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. Tutorial activities constitute a vital component of the teaching learning process in psychology. The tutorial exercises 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 and review research papers.

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: Nature and scope of Social Psychology; Levels of social analysis; Critique to Social Psychology; Overview of the history and current trends of Social Psychology (Including development in India)

UNIT 2 (Week 4-6)

Understanding self and evaluating the social world: Making of the self; Social Cognition, Social Perception, Impression Management; Attitudes (Attitude-Behaviour Link; Strategies for attitude change)

UNIT 3 (Week 7-9)

Social Interaction and Influence: Interpersonal Attraction, Prosocial Behaviour, Aggression, Social Influence Processes (Conformity, Compliance and Obedience)

UNIT 4 (Week 10-12)

Group Dynamics: Nature of Groups; Basic Processes, Group Performance, Group Decision Making; Group Interaction (Facilitation, Loafing)

ASSESSMENT

Internal Assessment: 25 Marks

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

- 1) Written assignment
- 2) Presentation
- 3) Class Test

Students in this course will primarily have one mode of assessment: 2 Assignments each of marks 12.5 where they were tested of their analytical knowledge from the whole syllabus. 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. Students will be assessed on their understanding of disciplinary knowledge, their ability to express their knowledge accurately and aesthetically, their capability to review 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, etc.

ESSENTIAL READINGS:

- Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). *Social Psychology* (12th Ed.). New Delhi: Pearson.
- Baumeister, R.F. & Bushman, B.J. (2018). *Social Psychology and Human Nature*. New Delhi: Cengage Learning.
- Franzoi, S.L. (2009). *Social Psychology* (5th Ed.). New York: McGraw-Hill.
- Hogg, M. & Vaughan, G.M. (2008). *Social Psychology*. Upper Saddle Rives, New Jersey: Prentice Hall.
- Kassin, S., Fein, S., & Markus, H.R. (2008). *Social Psychology*. New York: Houghton Mifflin.
- Misra, G. (2009). *Psychology in India: Theoretical and Methodological Developments (ICSSR Survey of Advances in Research)*, Vol 4. New Delhi: Pearson.
- Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006). *Social Psychology* (12th Ed.). New Delhi: Pearson.

SUGGESTED READINGS

- Asch, S. E. (1956). Studies of independence and conformity: I. A minority of one against a unanimous majority. *Psychological Monographs: General and Applied*, 70(9), 1-70. doi:10.1037/h0093718
- Branscombe, N.R., Baron, R.A., Baumeister, R.F., & Kapur, P. (2019). *Social Psychology*, 14th Ed. New Delhi: Pearson.
- Crisp, R.J., & Turner, R.N. (2014). *Essential Social Psychology*. New Delhi: Sage

- Forsyth, D.R. (2014). Group Dynamics, 3rd Ed. New Delhi: Cengage Learning.
- Janis, I. L. (1982). Group Think: Psychological studies of Policy Decisions and Fiascos (2nd Edition). California: Houghton Mifflin.
- Milgram, S. G. (1963). Behavioral Study of obedience. The Journal of Abnormal and Social Psychology, 67(4), 371-378. doi:10.1037/h0040525
- Stainton-Rogers, W. (2003). Social Psychology: Experimental and Critical Approaches. UK Higher Education, Oxford University Press.

TEACHING PLAN for Academic Year 2020-2021

PAPER: C-PSY-05: SEC-PSY-08: PSYCHOLOGY OF RELATIONSHIPS

Skill-Enhancement Elective Course - (SEC)

SEMESTER: III

SESSION: AUGUST 2021 - DECEMBER 2021

TEACHER NAME: Ms Nishtha, Ms Vartika

SYLLABUS

UNIT 1

Social Psychology of Relationships: Psychology of Friendship (making friends, friendship and social media; benefits and maintenance of friendships); Marriage (marriage for love versus arranged marriage; the marital ideal: characteristics of an ideal partner, factors affecting marital happiness)

UNIT 2

Love: Understanding love, Types of love; Theories of love (love styles; two-factor theory of love; Sternberg's triangular theory); Relationship satisfaction

UNIT 3

Distress in relationships: Jealousy, Infidelity, Breakup, Divorce

UNIT 4

Healing: Understanding the dynamics of broken and flourishing relationships; Practicing positive relational attitudes like self-acceptance, gratitude, forgiveness

COURSE LEARNING OUTCOMES

- Increasing understanding regarding the dynamics of establishing, maintaining, and dissolving relationships
- To foster an understanding of love as a psychological construct
- Developing insights about distress in relationships (divorce, break-up, etc.) as well as the healing process
- Appreciating the importance of positive relational attitudes like self-acceptance, gratitude and forgiveness for healthy relationships

TEACHING TIME (16 weeks approximately)

UNIT 1 (Week 1-6)

Social Psychology of Relationships: Psychology of Friendship (making friends, friendship and social media; benefits and maintenance of friendships); Marriage (marriage for love versus arranged marriage; the marital ideal: characteristics of an ideal partner, factors affecting marital happiness)

UNIT 2 (Week 7-10)

Love: Understanding love, Types of love; Theories of love (love styles; two-factor theory of love; Sternberg's triangular theory); Relationship satisfaction

UNIT 3 (Week 11-13)

Distress in relationships: Jealousy, Infidelity, Breakup, Divorce

UNIT 4 (Week 14 - 16)

Healing: Understanding the dynamics of broken and flourishing relationships; Practicing positive relational attitudes like self-acceptance, gratitude, forgiveness

ASSESSMENT

Internal Assessment: 25 Marks

Students in this course will primarily had one mode of assessment: 2 Assignments each of marks 12.5 where they were tested of their analytical knowledge from the whole syllabus.

ESSENTIAL RESOURCES

Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). Social Psychology (12th Ed.). New Delhi: Pearson.

Diener, E., & Seligman, M. E. P. (2002). Very happy people. Psychological Science, 13, 81-84.

Field, T., Diego, M., Pelaez, M., Deeds, O., & Delgado, J. (2010). Breakup Distress and Loss of Intimacy in University Students. Psychology, 1(03), 173-177.

- Gordon, A. M., Impett, E. A., Kogan, A., Oveis, C., & Keltner, D. (2012). To have and to hold: Gratitude promotes relationship maintenance in intimate bonds. *Journal of Personality and Social Psychology*, 103, 257-274.
- Hatfield, E., Mo, Y.U., & Rapson, R.L. (2015). Love, sex and marriage across cultures. In Jenson, L.A. (Ed.), *The Oxford Handbook of Human Development and Culture: An Interdisciplinary Perspective*. New York: Oxford University Press.
- Hojjat, M. & Moyer, A. (2016)(Eds.). *The Psychology of Friendships*. UK: Oxford University Press.
- Rye, M. S. & Kenneth I.P. (2002). Forgiveness and Romantic Relationships in College: Can It Heal the Wounded Heart? *Journal of Clinical Psychology*, 58(4), 419–441.
- Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2011). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths*. New Delhi, India: Sage Pub. Chapter 12: Attachment, love and Flourishing relationships.
- Sternberg, R.J. & Weis, K. (2006)(Eds.). *The New Psychology of Love*. New Haven, CT, US: Yale University Press.
- Wilerton, J. (2010). *The Psychology of Relationships*. New York: Red Globe Press

ADDITIONAL RESOURCES

- Diener, E., & Oishi, S. (2005). The nonobvious social psychology of happiness. *Psychological Inquiry*, 16, 162-167.
- Dutton, D. G. & Aron, A. P. (1974). Some evidence for heightened sexual attraction under conditions of high anxiety. *Journal of Personality and Social Psychology*, 30, 510–517.
- Gala, J., & Kapadia, S. (2013). Romantic relationships in emerging adulthood: A developmental perspective. *Psychological Studies*, 58(4), 406-418.
- Salvatore, J.E., Kuo, S.I., Steele, R.D., Simpson, J.A., & Collins, W.A. (2011). Recovering from conflict in romantic relationships: A developmental perspective. *Psychological Science*, 22, 376-383.
- Sharma, S. & Khandelwal, K. (2014). Effect of gender and life-stage on love styles in the Indian context. *Psychological Studies*, 59(1), pp. 22-29.
- Schachter, S. & Singer, J. (1962). Cognitive, social and physiological determinants of emotional state. *Psychological Review*, 69, 379-399

PAPER: C-PSY- 08: UNDERSTANDING PSYCHOLOGICAL DISORDERS Core
Course - (CC)
SEMESTER: V
SESSION: AUGUST 2021 - DECEMBER 2021
TEACHER NAME: Ms Nishtha, Ms Vartika

SYLLABUS

UNIT 1

Introduction: Criteria Of Abnormality, Causal Factors, Classification, Clinical Assessment,
Intervention: Rehabilitation; Psychotherapy; Biological Intervention: Convulsive and
Pharmacological Therapy

UNIT 2

Stress, Anxiety and Related Condition (Clinical Picture and Dynamics): Post Traumatic
Stress
Disorder, Cardiovascular Disorder, Anxiety Disorders: Generalized Anxiety Disorder,
Phobia,
Obsessive Compulsive Disorder

UNIT 3

Mood Disorder (Clinical Picture and Dynamics): Depressive Disorder, Bipolar and Related
Disorders

UNIT 4

Somatic Symptoms and Dissociative Disorders (Clinical Picture and Dynamics): Somatic
Symptom and related disorders, Conversion Disorder, Dissociative Identity Disorder

COURSE LEARNING OUTCOMES

- Acquiring knowledge and skills for distinguishing normal and abnormal behaviour and learn the criteria of determining abnormality.
- Developing familiarity with the current diagnostic systems (current edition of the Diagnostic and Statistical Manual of Mental Disorders and International Classification of Diseases- Mental

Disorder section).

- Acquiring knowledge about Anxiety Disorders and Trauma & Stressor-related, Dissociative and Personality Disorders.
- Developing sensitivity towards individual and cultural diversity.

TEACHING TIME (16 weeks approximately)

UNIT 1 (Week 1-3)

Introduction: Criteria Of Abnormality, Causal Factors, Classification, Clinical Assessment, Intervention: Rehabilitation; Psychotherapy; Biological Intervention: Convulsive and Pharmacological Therapy

UNIT 2 (Week 4-7)

Stress, Anxiety and Related Condition (Clinical Picture and Dynamics): Post Traumatic Stress

Disorder, Cardiovascular Disorder, Anxiety Disorders: Generalized Anxiety Disorder, Phobia,

Obsessive Compulsive Disorder

UNIT 3 (Week 8-11)

Mood Disorder (Clinical Picture and Dynamics): Depressive Disorder, Bipolar and Related Disorders

UNIT 4 (Week 12-16)

Somatic Symptoms and Dissociative Disorders (Clinical Picture and Dynamics): Somatic Symptom and related disorders, Conversion Disorder, Dissociative Identity Disorder

PRACTICALS:

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.

ASSESSMENT

Internal Assessment: 25 Marks

Students in this course will primarily had one mode of assessment: 2 Assignments each of marks 12.5 where they were tested of their analytical knowledge from the whole syllabus.

ESSENTIAL READINGS

Barlow H. & Durand V. Mark (2014). *Abnormal Psychology: An Integrative Approach*. Delhi: Cengage Learning India.

Bennett, P. (2006). *Abnormal and Clinical Psychology: An Introductory Textbook*. New York: Open University Press.

Brewer, K. (2001). *Clinical Psychology*. Oxford: Heinemann Educational Publishers

Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2008). *Abnormal Psychology*. New Delhi: Pearson.

Kearney, C. A. & Trull, T. J. (2012). *Abnormal Psychology and Life: A dimensional approach*. New Delhi: Cengage learning

ADDITIONAL RESOURCES

Foucault, M. (2003). *Abnormal: Lectures at the College De France 1974-75*. London, UK: Verso Books.

Freud, S. & Breur, J. (2004). *Studies in Hysteria*. London, UK: Penguin Classics.

Ray, W.J. (2015). *Abnormal Psychology; Neuroscience Perspective on Human Behavior and Experience*. New Delhi: Sage.

Paper C-PSY-12 DEVELOPMENTAL PSYCHOLOGY Core Course - (CC) Credit: 6

SEMESTER: V

SESSION: AUGUST - DECEMBER 2021

TEACHER NAME: Dr. Nitin Kumar Verma & Dr. Priyam Sharma

COURSE LEARNING OUTCOMES • Demonstrating an ability to understand and distinguish major theoretical perspectives and methodological approaches in human development. • Developing an ability to identify the milestones in diverse domains of human development across life stages. • Understanding the contributions of socio-cultural context toward shaping human development. • Acquiring an ability to decipher key developmental challenges and issues faced in the Indian societal context.

UNIT 1

Introduction: Concepts, Themes, Theoretical Perspectives of Human Development, Research Designs and Methods

UNIT 2

Stages of Development: Prenatal Development, Birth and Infancy, Adolescence

UNIT 3

Domains of Human Development: Cognitive Development (Piaget, Vygotsky); Language Development; Emotional Development; Moral Development (Kohlberg)

UNIT 4

Socio Cultural Context for Human Development: Family, Peers, Media

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: Concepts, Themes, Theoretical Perspectives of Human Development, Research Designs and Methods

UNIT 2 (Week 4-6)

Stages of Development: Prenatal Development, Birth and Infancy, Adolescence

UNIT 3 (Week 7-9)

Domains of Human Development: Cognitive Development (Piaget, Vygotsky); Language Development; Emotional Development; Moral Development (Kohlberg)

UNIT 4 (Week 10-12)

Socio Cultural Context for Human Development: Family, Peers, Media

ASSESSMENT

Internal Assessment: 25 Marks

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

- 1) Written assignment
- 2) Presentation
- 3) Class Test

Students in this course will primarily had one mode of assessment: 2 Assignments each of marks 12.5 where they were tested of their analytical knowledge from the whole syllabus.

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.

PRACTICAL Any two practicum based on topics in C-PSY-12. Each practicum group will consist of 10-12 students.

REFERNCES

Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall. Misra, G. (2011). Handbook of Psychology in India (Section IV), New Delhi: Oxford University Press.

Feldman, R.S. & Babu. N. (2011). *Discovering the Lifespan*. New Delhi: Pearson.

Santrock, J. W. (2011). *Child Development* (13th Ed.). New Delhi: McGraw Hill.

Santrock, J.W. (2012). *Life Span Development* (13th Ed.) New Delhi: McGraw Hill.

Srivastava, A.K. (1997). *Child Development: An Indian Perspective*. New Delhi: NCERT.

ADDITIONAL RESOURCES

Kapur, M. (1995). *Mental Health of Indian Children*. New York: Sage Publications.

Mitchell, P, & Ziegler, F. (2017). *Fundamentals of Developmental Psychology*, 2nd edition. New Delhi: Routledge.

Saraswathi, T.S. (2003). *Cross-cultural perspectives in Human Development: Theory, Research and Applications*. New Delhi: Sage Publications.

TEACHING LEARNING PROCESS

This paper provides an in-depth overview of the dominant theoretical and empirical trends in a major subfield of psychology- developmental psychology. An endeavour will be made to create a learning environment for students in which the excitement of learning major theoretical perspectives and methodological approaches in human development 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 core 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.

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 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.

ASSESSMENT METHODS

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: written assignments, class tests, home assignments, term papers, project work, class presentations, research reports, viva voce and observation of practical skills.

KEYWORDS Prenatal development; Infancy; Adolescence; Cognitive Development; Language Development; Emotional Development; Moral Development; Socio-cultural context

PAPER: DSE-PSY-02: HUMAN RESOURCE MANAGEMENT

Discipline Specific Elective - (DSE)

Core Course - (CC)

SEMESTER: V

SESSION: AUGUST - DECEMBER 20121

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

Students in this course will primarily had one mode of assessment: 2 Assignments each of marks 12.5 where they were tested of their analytical knowledge from the whole syllabus.

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.

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* (3rd 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* (4th Edition) New Delhi: Sage.

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

PAPER: DSE-PSY-03: HEALTH PSYCHOLOGY

Discipline Specific Elective - (DSE)

SEMESTER: V

SESSION: AUGUST - DECEMBER 20121

TEACHER NAME: Dr. Priyam Sharma

COURSE LEARNING OUTCOMES

- Understanding health psychology and the relation between mind and body.
- Identifying the characteristics of healthy behaviours and promoting them.
- Understanding a variety of health enhancing behaviours and the importance of exercise, nutrition, safety and management of pain and stress.
- Developing an understanding of pursuing research in health psychology domains and developing interventions.

UNIT 1

Introduction to Health Psychology: Mind and Body Relationship, Components of Health: Social, Emotional, Cognitive and Physical Aspects, Relationship Between Health and Psychology, Cultural Construction of Health, Goals of Health Psychology, Bio-Psychosocial Model of Health, Indian Model of Health

UNIT 2

Behavior and Health: Characteristics of Health Behaviour; Barriers to Health Behaviour; Theories of Health Behavior (Health –Belief Model, Theory of Planned Behavior, Stages of Change Model)

UNIT 3

Health Promotion and Management: Exercise, nutrition, Indian Healing Techniques (Ayurveda, Traditional Healing), Stress and Coping

UNIT 4

Interventions and Research in Health Psychology: Emotions, Culture and Health, Research on Health Psychology in India

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 Health Psychology: Mind and Body Relationship, Components of Health: Social, Emotional, Cognitive and Physical Aspects, Relationship Between Health and Psychology, Cultural Construction of Health, Goals of Health Psychology, Bio-Psychosocial Model of Health, Indian Model of Health

UNIT 2 (Week 4-6)

Behavior and Health: Characteristics of Health Behaviour; Barriers to Health Behaviour; Theories of Health Behavior (Health –Belief Model, Theory of Planned Behavior, Stages of Change Model)

UNIT 3 (Week 7-9)

Health Promotion and Management: Exercise, nutrition, Indian Healing Techniques (Ayurveda, Traditional Healing), Stress and Coping

UNIT 4 (Week 10-12)

Interventions and Research in Health Psychology: Emotions, Culture and Health, Research on Health Psychology in India

ASSESSMENT

Internal Assessment: 25 Marks

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

- 2) Written assignment
- 2) Presentation
- 3) Class Test

Students in this course will primarily had one mode of assessment: 2 Assignments each of marks 12.5 where they were tested of their analytical knowledge from the whole syllabus.

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.

TEACHING LEARNING PROCESS

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.

ASSESSMENT METHODS

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.

KEYWORDS: Health, Behavior, Interventions, Exercise

REFERENCES

- Dalal, A.K. (2016). Cultural Psychology of Health in India. Delhi: Sage.
- DiMatteo, M. R., & Martin L. R. (2011). Health Psychology. Noida: Dorling Kindersley.
- Marks, D.F., Murray, M., Evans, B., & Estacio, E.V.(2011). Health Psychology (3rd Edition).London: Sage.
- Sarafino, E.P., & Smith, T.W. (2016). Health Psychology: Bi- psychosocial Interactions (9th Edition). New York: Wiley.
- Taylor, S.E. (2017). Health Psychology (10th Edition). Delhi: Tata McGraw Hill.

ADDITIONAL RESOURCES

- Allen, F. (2011). Health Psychology and Behaviour. Delhi: Tata McGraw Hill.
- Misra, G. (1999).Stress and Health. New Delhi: Concept.
- Sanderson, C.A. (2018). Health Psychology: Understanding the Mind-body Connection (3rd Edition). London, UK: Sage Publishers.
- Wadhwa, S. (2017) (Ed.). Stress in the Modern World. Santa Barbara, California: Greenwood.