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**DEPARTMENT OF PSYCHOLOGY**

**BA (Hons.) Applied Psychology**

**Semester-III**

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## B.A.(Honours) Applied Psychology

### DISCIPLINE SPECIFIC CORE (DSC) COURSES

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE DSC-7 COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-7 Positive Psychology	4	3	0	1	12 <sup>th</sup> Pass	Nil

#### Learning Objectives

The Learning Objectives of this course are as follows:

- Understanding the meaning and emergence of the field of positive psychology in the west and in the east.
- Recognizing and appreciating the varied positive emotional states in the Indian cultural context.
- Learning the various pathways through which cognitive states and processes like optimism, Hope and mindfulness influence well-being.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

After the completion of the course the students will be able to:

- Gain deeper insights into the emergence of the field of Positive Psychology and its progression in the west and east, particularly in India
- Comprehend, appreciate and implement the Indian (Vedantic) and Buddhist concepts of happiness in real life.
- Have a better understanding of cognitive states like Optimism, Hope and Mindfulness in Positive Psychology and their applications in real life.

#### SYLLABUS OF DSC-7

##### UNIT-I

(15 Hours)

Introduction: Meaning and goals of Positive Psychology; Emergence and development of the field in the west and in the east [An overview of Hinduism, Buddhism and Sufism].

##### UNIT- II

(15 Hours)

Positive Affective States: Indian concept of happiness: sukha (pleasure) and ānanda; concept of Koshas or sheath (annamaya, pranamaya, manomaya, vijñanamaya, and anandamaya kosha), Nature of Happiness in Indian tradition; Buddhism Brahma-Vihara: metta (loving kindness), karuna (compassion), mudita (sympathetic joy or empathy) and upekkha (equanimity).

### UNIT– III

(15 Hours)

Positive Cognitive States and Processes: Optimism [Seligman theory and Scheier and Carver's perspective; scales of measurement and outcomes] and Hope[Snyder theory, scales for measurement and outcomes], Mindfulness [Jon Kabat-Zinn perspective and Vipassana meditation]

### Practical component – 30 Hrs.

1. One practicum based upon Experiential exercise/s on any of the units given above
2. One practicum based on field study or Lab study/experiment from any of the units given above

### Tutorial component – NIL

### Essential/Recommended Readings

1. Cassaniti, J.L. (2014). Buddhism and Positive Psychology. In: Kim-Prieto, C. (eds) Religion and Spirituality Across Cultures. Cross-Cultural Advancements in Positive Psychology, vol 9. Springer, Dordrecht. [https://doi.org/10.1007/978-94-017-8950-9\\_6](https://doi.org/10.1007/978-94-017-8950-9_6)
2. Choudry, A., Vinayachandra, B.K. (2013). Understanding Happiness: A Vedantic Perspective. *Psychological Studies*. 59(2):141-152 [DOI:10.1007/s12646-013-0230-x](https://doi.org/10.1007/s12646-013-0230-x)
3. Choudry, A., Vinayachandra, B.K. Understanding Happiness: the Concept of sukha as 'Excellent Space'. *Psychol Stud* 60, 356–367 (2015). <https://doi.org/10.1007/s12646-015-0319-5>
4. Varma, S. (2009). Summary of Buddhism. Unpublished Paper
5. Ghosh and Deb (2016). Positive Psychology Progress in India: Accomplishments and Pathways Ahead. *Psychological Studies*. Springer
6. Pradhan, M (2019). Positive psychology in context with Indian Heritage. *Indian Journal of Community Psychology*
7. Kumar, Kiran. (2015). Indian Perspectives and Positive Psychology. In Upadesh Kumar, Archana, & Vijay Prakash (Eds.) (2015). *Positive Psychology: Applications in Work, Health and Well-being*. New Delhi: Pearson India. Pp. 1-18
8. Frager, Robert & Fadiman, James. (2013). *Personality and Personal Growth*. Pearson Education.
9. Carr, A. (2004). *Positive Psychology: The Science of Happiness and Human Strength*. London, UK: Routledge.

10. Snyder, C. R., & Lopez, S. (Eds.) (2002). *Handbook of Positive Psychology*. New York: Oxford University Press.

**Suggestive Readings:**

1. Dhar, P.L. No I, No Problems: The Quintessence of Buddhist Psychology of Awakening. *Psychol Stud* 56, 398 (2011). <https://doi.org/10.1007/s12646-011-0111-0>
2. Dalal, A. K., & Misra, G. (2010). The Core and Context of Indian Psychology. *Psychology and Developing Societies*, 22(1), 121–155. <https://doi.org/10.1177/097133360902200105>
3. Shirazi, B.A.K. (2014). The Sufi path of self-transformation. In Cornelissen, M, Misra G, Varma, S (Eds). *Foundations and applications of Indian psychology*. Pearson Education India. (Sufism)
4. Varma S. (2017). Non-violent ways of relating: Love, healing, and beyond. In W. Shukla [Eds.], *Annals of Hindi Studies*. New Delhi: JBS Publications India
5. Baumgardner, S.R., & Crothers, M.K. (2010). *Positive Psychology*. Upper Saddle River, New Jersey: Prentice Hall.
6. Snyder, C.R., & Lopez, S.J.(2007). *Positive Psychology: The Scientific and Practical Exploration of Human Strengths*. Thousand Oaks, CA: Sage.
7. Seligman, M.E.P. (2002). *Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment*. New York: Free Press/Simon and Schuster.
8. Compton, W.C., & Hoffman, E. (2012). *Positive Psychology: The Science of Happiness and Flourishing*. Wadsworth: Cengage Learning.
9. Peterson, C. (2006). *A Primer in Positive Psychology*. New York: Oxford University Press.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE DSC-8 COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSC-8 Biopsychology</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>12<sup>th</sup> Pass</b>	<b>Nil</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

- To develop an understanding about the biological basis of human behaviour.
- To understand the structure and function of the nervous system.
- To develop an understanding on the role of biology in psychological behaviour like motivation and emotion.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- To understand the intricate connections between brain and behaviour.
- To explore and design the experiment to study the behaviour.
- To understand the physiological basis of behaviour.

### UNIT – I

**(14 Hours)**

**Introduction to biopsychology:** Nature, scope and methods; Divisions of biopsychology; Ethics in biopsychology; Recent trends and developments in the field of biopsychology.

### UNIT – II

**(12 Hours)**

**The Functioning brain:** Organization of nervous system (CNS and ANS) and Hemispheric specialization.

### UNIT – III

**(14 Hours)**

**Bio-psychology of behaviour:** Biopsychological basis of Motivation (Hunger, Thirst and Sex), Sleep, and Emotion; Beyond the western paradigm (self-regulation of ANS).

### Practical component – 30 Hrs.

Two practicum based on Lab study/experiment from any of the units given above

## **Tutorial component – NIL**

### **Essential/recommended readings**

Carlson, N. R. (2009). *Foundations of Physiological Psychology* (6th Edition). New Delhi: Pearson Education.

Pinel, J. P. J., & Barnes, S. J. (2018). *Biopsychology*, 10th ed. (Global edition). New Delhi: Pearson Education.

Rozenweig, M. H. (1989). *Physiological Psychology*. New York: Random

### **Suggestive readings**

Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007). *Biological Psychology: An Introduction to Behavioral, Cognitive, and Clinical Neuroscience* (5th Edition). Massachusetts: Sinauer Associates.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE DSC-9 COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSC-9 Basic Statistics and Research</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>12<sup>th</sup> Pass</b>	<b>Nil</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

The basic level course will assist the students in grasping the fundamental research and techniques of descriptive statistics used in social sciences. Additionally, it will aid them in developing the conceptual foundations of correlation, normal probability curve and acquiring appropriate computation skills.

- Understand the scientific basis of research in social sciences.
- Demonstrate knowledge of types of research and ethics in Psychology.
- Calculate measures of central tendency, variability, and score transformations.
- Define and calculate correlation coefficients.
- Describe the normal curve and use the curve to solve various problems including probability.

### Learning outcomes

The Learning Outcomes of this course are as follows:

By studying this course, students will be able to understand fundamental research, statistical techniques and analyse simple data.

- Comprehend purpose and utilization of research in Psychology.
- Calculate the statistics necessary to solve problems using measures of central tendency and correlation coefficients.
- Communicate the meaning of statistical analyses in everyday language and professional formats (e.g., graphs and tables).

## SYLLABUS OF DSC-9

### UNIT – I

**(15 Hours)**

Introduction: Meaning and purpose of research; Process and steps of scientific research; Quantitative and qualitative research; Types of research: Descriptive, Exploratory, Experimental, and Correlational; Ethics in Psychological Research.

### UNIT – II

**(15 Hours)**

Introduction to Descriptive Statistics: Level of measurement; Measures of central tendency: mean, median and mode (characteristics and computation); Measures of variability: range, semi-interquartile range, standard deviation, variance (characteristics and computation); Score transformations: standard scores and percentile ranks (characteristics and computation).

### **UNIT – III**

**(15 Hours)**

Analysis of relationships: Meaning, direction and degree of correlation; Factors affecting Pearson's correlation; Computation of correlation: Pearson's coefficient correlation and Spearman's rank order correlation; Normal probability curve: Characteristics and application of normal probability curve.

### **Practical component -**

**(30 Hours)**

Total of two practicums based on statistical analysis of data: One practicum from Unit II and one from Unit III. Data sets available online or those from other sources can be used for this purpose. The Practicum should focus on conceptual understanding of the statistical techniques used.

### **Essential/recommended readings**

King, B.M., Rosopa, P.J., & Minium, E.W. (2007). Statistical Reasoning in the Behavioral Sciences. (7th Ed.) USA: John Wiley.

Kothari, C.R. (2007). Research Methodology: Research and Techniques. New Age International (P) Ltd.

Newman, W. L. (2008). Social research methods: Qualitative and quantitative approaches. New Delhi: Pearson Education.

### **Suggestive readings**

Bryman, Alan. (2021). Social Research Methods [6th edition]. Oxford University Press.

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## DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE DSE-1 COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE-1 Youth Psychology	4	3	0	1	12 <sup>th</sup> Pass	Nil

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To define youth psychology and emphasize upon studying the relevance and concerns of the youth in the contemporary world.
- To gain a deeper understanding for the various issues and challenges faced by the youth.
- To discuss the positive aspects of youth development.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- Appreciate the term ‘youth’, ‘youth psychology’ in the light of various socio-cultural influences; about the phases in the development of youth identity; and the need for study in the present day world.
- Develop an understanding for the risk behaviors youth engage in, the challenges they face related to employment, education; health, body image and being in transition.
- Understand about the positive aspects of youth development and its related constructs of Responsibility, social capital, Citizenship and political engagement.

#### SYLLABUS OF DSE-1

##### UNIT – I

**(15 Hours)**

Introduction: Defining youth; Youth across cultures; Formulation of youth identity; Concerns and relevance of youth psychology.

##### UNIT – II

**(15 Hours)**

Issues and challenges: Youth and risk behaviors (Drug abuse, delinquency, sexuality & suicide risk); Employment, education; Health and Body image Youth in transition.

##### UNIT – III

**(15 Hours)**

Youth and sustainable social well-being: Positive youth development: Responsibility, social capital, Citizenship and political engagement.

**Practical component****(30 Hours)**

Any Two Practicum based on above mention topics.

**Tutorial Component- NIL****Essential/recommended readings**

Brown, B. B., R. Larson, & T. S. Saraswathi. (2002). The world's youth: Adolescence in eight regions of the globe. New York: Cambridge University Press. (Unit 1: Chapter 1)

Edward Elgar, Rew, L. (2005). Adolescent health: A multidisciplinary approach to theory, research and intervention. India, Sage. (Unit 3: Chapter 6)

Furlong, A. (2013) Youth Studies: An Introduction. Routledge, New York. (Unit 1: Chapter 1 & Chapter 6) Unit 3 Chapter 10, Chapter 12)

Furlong, A. (2013) Hand Book of Youth and young adulthood. Routledge, New York. (Unit 3: Chapter 9, Chapter 36 & 37),

**Suggestive readings**

Jonathan, I., Thomas, K., & Ramaswamy, S. (2002). Social capital and wellbeing in developing countries: An introduction. In Jonathan Isham, Thomas Kelly, and Sunder Ramaswamy, eds. Social capital and economic development: Well-Being in developing countries. Northampton, MA (Unit 3)

Lernere, R.M; Napolitano, C.M; Boyd, M.J; Muller, M.K., & Callina K.S. (2014) Mentoring Positive Youth Development in Bous, D; and Karcher, M. j. (Eds.) Handbook of Youth Mentoring (Second edition) Sage.

Dyck, R. (2015). Youth Education and Social Responsibility. Systems Research and Behavioral Science Syst. Res. 32, 168–174 (2015) Published online 24 March 2014 in Wiley Online Library (wileyonlinelibrary.com) DOI: 10.1002/sres.2256

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE DSE-2 COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE-2 Introduction to Indian Psychology	4	3	1	0	12 <sup>th</sup> Pass	Nil

### Learning Objectives

The Learning Objectives of this course are as follows:

- To acquaint the student with the nature and scope of Indian Psychology.
- To acquaint the student with significant schools of Indian Psychology and its applications.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- Students will be able to apply the knowledge of Indian Psychology in making sense of lived experience in India, and understand the deeper psycho-spiritual significance of the deeper meaning of various customs and rituals.
- Students will be able to benefit personally from specific practices which are essential to Indian Psychology, such as meditation.
- Students will be able to apply principles of Indian Psychology in various fields such as Counseling, Organizational Behaviour, and Education.

## SYLLABUS OF DSE-2

### UNIT – I

**(15 Hours)**

Definition, nature and scope of Indian Psychology, Historical foundations and growth of the discipline.

### UNIT – II

**(15 Hours)**

An overview to Three major schools of Indian Psychology: Yoga as a path to self transformation, Buddhism as a way out of suffering, and Sufism as a path of love and self transformation.

### UNIT – III

**(15 Hours)**

Indian Psychology in the folk tradition: Sant Kabir Das - Social critique, inclusiveness: equality & justice. *Bhakti*: love & healing.

### UNIT – IV

**(15 Hours)**

Some applications of Indian Psychology –Psychotherapy (mainstream as well as folk traditions, Organizational Behaviour, and Education

**Tutorial Component - 15 Hrs.**

## **Practical component - Nil**

### **Essential/recommended readings**

Cornelissen, M., Misra, G. & Varma S. (Eds.) (2011). Chapters 3, 4, 7 & 12. Foundations of Indian Psychology, Vol. 2: Practical Applications New Delhi: Pearson.

Cornelissen, M., Misra, G. & Varma S. (Eds.) (2014). Introduction. Foundations and Applications of Indian Psychology. New Delhi: Pearson.

Fragar, R. & Fadiman, J. (2013). Chapters 13 & 15. Personality and Personal Growth. Pearson: Boston

Smith, Huston (1997). The world's religions. New Delhi: Harper Collins India

Varma S. (2017). Non-violent ways of relating: Love, healing, and beyond. In W. Shukla [Ed.], Annals of Hindi Studies. New Delhi: JBS Publications India

### **Suggestive readings**

Cornelissen, M. (2011). What is human knowledge? A reflection based on the work of Sri Aurobindo. In M. Cornelissen, G. Misra, & S. Varma (Eds.), Foundations of Indian Psychology, Vol. I. New Delhi: Springer.

Hedayetullah, M. (2009). Kabir: The apostle of Hindu-Muslim unity. Delhi: Motilal Banarsidass.

Paranjpe, A.C. (1998). Self and identity in modern psychology and Indian thought. New York: Plenum.

Peck, Scott M. (1978). The road less traveled. London: Arrow Books. Rogers, C. R. (1961). On becoming a person. Boston: Houghton Mifflin.

Shweder, R. A. & Haidt, J. (2000). The cultural psychology of emotions: Ancient and new. The cultural psychology of emotions. In M. Lewis & J. Hoviland, (Eds.) Handbook of emotions. (pp. 397-414). New York: Guilford Press.

Sinha, J. (1961). Indian psychology: Emotion and will (vol. 3) Calcutta: Sinha Publishing

Varma, S. (2005). From the self to the Self: An exposition on personality based on the works of Sri Aurobindo. In K. R. Rao, & S. M. Bhatt (Eds.), Towards a spiritual psychology. New Delhi: Samvad

Virmani, S. (2010). Walking with Kabir. Seminar, January Issue, # 605.

Ziad, H., Rao, V. & Virmani, S. (2008). In every body Kabir. Bangalore: Shrishti.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## COMMON POOL OF GENERIC ELECTIVES (GE) COURSES Offered by Department of Psychology

### GENERIC ELECTIVE (GE) COURSES

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE GE-9 COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>GE-9 Basics of Social Psychology</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>12<sup>th</sup> Pass</b>	<b>Nil</b>

#### Learning Objectives

- To define social psychology and describe its origins as a separate discipline within psychology.
- To develop an understanding of cognitions, and actions of oneself and others in the social and cultural context.
- To discuss the relationship between the person and the situation and its influence on attitudes, and social influence processes.

#### Learning outcomes

- Define social psychology and related terminology.
- Identify and evaluate the current and historical research, and research methods of social psychology, including ethical considerations.
- Apply social psychological principles to real-world issues

#### SYLLABUS OF GE-9

##### Unit I (11 Hours)

**Introduction to Social Psychology:** Nature, Scope, History, Methods of research, Social Psychology in India, and Current Trends.

##### Unit II (11 Hours)

**Person Perception & Social Cognition:** Social Schemas, Heuristics, Attribution: Types and theories.

### Unit III

(11 Hours)

**Attitudes:** Structure, Characteristics, Formation, Attitude-Behaviour Link, Attitude change

### Unit IV

(12 Hours)

**Social Influence Processes:** Compliance: principles and tactics; Conformity: Classic studies and recent trends; Obedience: factors affecting obedience.

**Tutorial Component – 15 Hrs.**

**Practical Component – NIL**

**Essential/recommended readings**

Baumeister, R. F., & Bushman, B. J. (2018). *Social Psychology and Human Nature*.

New Delhi: Cengage Learning.

Branscombe, N. R., & Baron, R. A. (2023). *Social Psychology Fifteenth Global*

*Edition*. Pearson Education Limited.

Dalal, A. & Misra, G. (2002) *Social Psychology in India : Evolution and Emerging*

*Trends in New Directions in Indian Psychology* (vol. 1: Social Psychology). In A. K.

Dalal & G. Misra ((Eds.). New Delhi: Sage

Hogg, M., & Vaughan, G. M. (2018). *Social Psychology*. Pearson Education Limited.

Misra, G. (2009). *Psychology in India: Theoretical and Methodological Developments*

(ICSSR Survey of Advances in Research), Vol 4. New Delhi: Pearson.

Pandey, J. & Singh, P. (2005) *Social psychology in India: Social roots and*

*development*. *International Journal of Psychology*, 40(4), 239-253.

### **Suggested Readings**

Misra, G., Sanyal, N., & De, S. (2021). *Psychology in Modern India Historical,*

*Methodological, and Future Perspectives*. Springer

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE GE-10 COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE-10 Youth and Mental Health	4	3	1	0	12 <sup>th</sup> Pass	Nil

### Learning Objectives

The Learning Objectives of this course are as follows:

- To develop understanding of common risk factors affecting mental health of young persons
- To develop knowledge of signs and symptoms of various disorders that are prevalent amongst youth
- To help students appreciate the competencies and strategies to build the competencies for positive youth development

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, the student will be able to understand the ecological perspective on the risk and protective factors affecting mental health amongst young people.
- By studying this course, students will be able to identify and distinguish amongst widely prevalent disorders afflicting youth.

### SYLLABUS OF GE-10

#### UNIT – I (12 Hours)

**Mental Health Determiners in Youth** – Ecological Model of Human Development; Risk Factors: Familial Dysfunction; Peer Pressure and Unpopularity; Academic and Career Related Stress; Bullying and Sexual Violence; Poverty and Discrimination; Media Saturation

#### UNIT – II (12 Hours)

**Internalizing Problems amongst Youth** – Signs and symptoms of Anxiety, Depression and Suicide, Eating Disorders (Anorexia Nervosa, Bulimia Nervosa), Gender Dysphoria, Self harm behaviours

#### UNIT – III (11 Hours)

**Externalizing Problems amongst Youth** – Crime and Delinquency, Signs and symptoms of Substance use disorder, Internet and Social Media addiction

#### UNIT – IV (10 Hours)

**Positive Youth Development** –5 C's model of Positive Youth Development, Strategies of promoting Positive Youth Development

**Tutorial Component – 15 Hrs.**

**Practical Component – NIL**

**Essential/recommended readings**

Arnett, J.J. (2013). *Adolescence and emerging adulthood: A cultural approach*, 5th ed. New Jersey: Pearson

Butcher, J.N., Hooly, J. M, Mineka, S., & Dwivedi, C.B (2017). *Abnormal Psychology*. New Delhi: Pearson.

Bronfenbrenner, U., & Morris, P. A. (2006). The bioecological model of human development. In W. Damon (Series Ed.) & R. M. Lerner (Vol. Ed.), *Handbook of child psychology: Theoretical models of human development* (pp. 793–828). New York, NY: Wiley.

Geldhof, G. J., Bowers, E. P., Mueller, M. K., Napolitano, C. M., Callina, K. S., Walsh, K. J., Lerner, J. V., & Lerner, R. M. (2015). The five Cs model of positive youth development. In E. P. Bowers, G. J. Geldhof, S. K. Johnson, L. J. Hilliard, R. M. Hershberg, J. V. Lerner, & R. M. Lerner (Eds.), *Promoting positive youth development: Lessons from the 4-H study* (pp. 161–186). Springer International Publishing.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE GE-11 COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE-11 Research Methods in Psychology	4	3	0	1	12 <sup>th</sup> Pass	Nil

### Learning Objectives

The Learning Objectives of this course are as follows:

- Awareness of the basic terminology used in research and understanding the features of various types of researches undertaken.
- To educate students with the process and the methods of quantitative and qualitative research traditions.
- To equip students with research skills.
- Understanding the importance of conducting ethical research.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- Demonstrate familiarity with research traditions, designs and methods
- Demonstrate ability to plan simple researches and state its requirements
- Demonstrate integrity and adherence to ethical values in approaching research work.

## SYLLABUS OF GE-11

### UNIT – I: Introduction (15 Hours)

What is research? Goals of research; Types/kinds of research; Consumers of research; The research process; Characteristics of good research; Ethics in research.

### UNIT – II: Designs in Psychological Research (15 Hours)

Research traditions- quantitative, qualitative & mixed methods research; Research design and types - experimental, correlational, cross-sectional, longitudinal; Sampling- probability and non-probability sampling techniques.

### UNIT – III: Techniques of Data Collection and Analysis (15 Hours)

Field Experiments, Survey; Interview, Observation, Case Study, Focus Group discussion, using secondary data; Listing techniques of data analysis - Descriptive, Inferential, Correlational, Content Analysis, Thematic & Discourse analysis.

### Practical component – (30 Hours)

Any one practicum based on units II/ III and writing a report on it.

### Tutorial Component – Nil

### Essential/recommended readings

Neuman, W.L. (2014). *Social Research Methods: Qualitative and Quantitative Approaches*. Boston: Pearson Education.

Kumar, R. (2018). *Research Methodology: A Step-by-Step Guide for Beginners*. 5<sup>th</sup> Ed. Sage Publications.

### **Suggestive readings**

Babbie, E. R. (2012). *The Basics of Social Research*. 7<sup>th</sup> Ed. Cengage Learning, Inc.

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

Flick, U. (2022). *An Introduction to Qualitative Research*. 7<sup>th</sup> Ed. Sage Publications Ltd., Thousand Oaks.

Mertens, D. (2020). *Research and evaluation in education and psychology: integrating diversity with quantitative, qualitative, and mixed methods* (5th Ed.). Sage Publications Ltd.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.