

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES

Discipline Specific Elective (DSE) Courses for Semester VI:

DSE 4: Psychological Research: Paradigms, Approaches, and Methods

DSE 5: Essentials of Media Psychology

DSE 6: Managing Human Capital at Workplace

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE – 4: PSYCHOLOGICAL RESEARCH: PARADIGMS, APPROACHES, AND METHODS

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE-4 Psychological Research: Paradigms, Approaches, and Methods	4	3	0	1	Passed Class 12 th	Basic knowledge of introductory psychology

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce the paradigmatic foundations of psychological research
- To understand the differences between the quantitative and qualitative traditions of research in psychology
- Present the essential considerations of research in Psychology
- Introduce the process, designs and techniques of data-analysis in the quantitative and qualitative research tradition

Learning Outcomes

After completing this course, the student will be able to:

- Critically analyse and compare paradigmatic frameworks and their underlying assumptions and contributions to the field of psychology
- Appreciate the nuances of quantitative and qualitative traditions of research in Psychology and select an appropriate research tradition for their own research problems.
- Understand the commonalities and differences in features, goals, steps, sampling procedures and ethics of quantitative and qualitative traditions of research.
- Design a quantitative and qualitative research and select an appropriate method of data collection and analysis.

SYLLABUS OF DSE - 4

Unit – I

(18 hours)

Essential considerations of Psychological Research

Paradigmatic considerations: Positivist, Post-positivist, Interpretivist, Critical Paradigm, and Constructivist.

Psychological research: Goals of research; Steps of Research - Problem identification, Hypothesis formulation, Designing the research, Data collection, Data analysis, and Interpretation; Common research forms - exploratory, descriptive and explanatory; Quantitative and Qualitative research traditions - overview, and differences.

Sampling: Defining Population and Sample, Sampling bias (Sampling error and Non sampling error), Types of Probability and Non-probability sampling.

Unit – II

(12 hours)

Quantitative Research Techniques

Experimental Method: Causality versus correlation, Laboratory experiments and field experiments; True experimental and quasi-experimental design; Within-subject design, Between subject design, Pre and Post designs.

Survey Research: The logic and types of survey; Designing a survey questionnaire.

Issues of ethics and rigour in quantitative research.

Unit – III

(15 hours)

Qualitative Research Techniques

Methods of data gathering: Interview, Focus group discussion, Case study, Observational Method, Using secondary data sources.

Techniques of qualitative analysis: content analysis and thematic analysis

Issues of ethics and rigour in qualitative research.

Orientation to Mixed Methods Research: Combining quantitative and qualitative approaches

Practical component –

(30 hours)

Suggestive list of practicals:

1. To identify and illustrate the basic assumptions of paradigms using different research works.
2. Designing a true experimental or quasi-experimental study using any designs such as between-subjects, within-subjects, or pre-post designs.
3. Conducting a survey which may involve designing a questionnaire, collecting and analysing the data.
4. Conducting an interview (structured, semi-structured, unstructured, life-history etc.)/ observation (participant or non-participant)/ focus group discussion (online or in-person)/ case-study (single/multiple) as a method of data collection. The data obtained may be analysed using a suitable method of data analysis such as thematic or content analysis.
5. Designing a mixed-method study and writing a detailed research plan/proposal for the same.

Essential/recommended readings

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

Coolican, H. (2006). *Introduction to Research Methodology in Psychology*. London: Hodder Arnold

Corbetta, P. (2003). *Social Research: Theory, Methods and Techniques*. United Kingdom: SAGE Publications.

Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 4th ed. Thousand Oaks, California, SAGE Publications

Denzin, N. K., & Lincoln, Y. S. (2018). *The sage handbook of qualitative research*. 5th Ed. Sage.

Gall, M., Gall, J., & Borg, R. (2007). *Educational research: An introduction* (8th ed.). New York, NY: Pearson Education

Howitt, D., Cramer, D. (2014). *Introduction to Research Methods in Psychology*. United Kingdom: Pearson.

Lammers, W. J., & Badia, P. (2005). *Fundamentals of Behavioral Research*. United States of America: Thomson/Wadsworth.

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

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

Willig, C. (2021). *Introducing Qualitative Research in Psychology*. United Kingdom: Open University Press.

Suggestive readings

Givens, L.M. (2008) *The SAGE Encyclopaedia of Qualitative Research Methods*. United Kingdom: SAGE Publications.

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

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE – 5: ESSENTIALS OF MEDIA PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 5: Essentials of Media Psychology	4	3	1	0	Passed Class 12 th	Basic knowledge of introductory psychology

Learning Objectives

The Learning Objectives of this course are as follows:

- To educate learners about media and its impact
- To acquaint learners with the role of media in psychosocial change.
- To help learners understand critical issues related to media

Learning outcomes

After completing this course, the student will be able to:

- Understand the concept of media and its interface with psychology
- Distinguish between fantasy and reality
- Analyse the relationship between advertising and persuasion
- Critically examine the psychosocial influences of media

SYLLABUS OF DSE - 5

Unit – I

(9 Hours)

Introduction to Media Psychology- - Nature and scope of media psychology; Classic Theories in Media Studies (Marshall McLuhan, Baudrillard); Research in Media Psychology; Indian perspective of Media Psychology

Unit – II

(12 Hours)

Media and the User- Fantasy and reality; Expressing self and identity through social media; Finding communities (Fandoms, virtual communities); Use and abuse of internet

Unit – III

(12 Hours)

Social Impact of Media- Media influences on pro-social behaviours, violence, and aggression; Psycho-social effects (social comparisons, body image, substance use); Advertising and persuasion (Advertising appeals, AIDAS Model)

Unit – IV

(12 Hours)

Critical Issues in Media Psychology- Media as a tool for social and political change (Social Media movements, Propaganda); Representations of social groups in media (Gender and sexuality, religious minorities, disability); Ethics and Media

Tutorial component

(15 Hours)

Suggestive Tutorial Activities

- Discussions around use of media for campaign promotion like Swachh Bharat Abhiyan, Fit India etc.
- Critical thinking exercises like Advertisement Analyser worksheets
- Questionnaires to understand social media and its impact, such as Social Media Use Questionnaire (e-SMUQ) or Internet Addiction Scale
- Reflective exercise on identifying influence of social media on behaviour
- Documentary screenings and discussions
- Discussions around FOMO and JOMO

Practical component (if any) - NIL

Essential/recommended readings

Batra, R., Aaker, D. A., and Myers, J. G. (2006). *Advertising management*. New Delhi Dorling Kindersley (India).

Cill, J.C., Culbert, D.H., & Welsh, D. (2003) *Propaganda and mass persuasion: A Historical Encyclopedia*, Santa Barbara: ABC-CLIO, Inc.

Dill, K. E. (2009). *How fantasy becomes reality: Seeing through media influence*. Oxford University Press.

Dill, K. (Ed.). (2013). *Oxford handbook of media psychology*. New York: Oxford University Press.

Gayle, S.S., Giles, D.C., Cohen, D., & Meyers, M.E. (2021). *Understanding Media Psychology*. Routledge

Giles, D. (2008). *Media psychology*. Lawrence Erlbaum

Giles, D. (2010). *Psychology of the media*. Macmillan International Higher Education.

Kumar, N. (2021). *Media psychology: Exploration and application*. Routledge.

Mc Mahon, C. (2019). *The psychology of social media*. Routledge.

McLuhan, M. (2001). *Understanding Media: The extensions of man*. United Kingdom: Routledge.

Newman, M. J. (2015). Image and identity: Media literacy for young adult Instagram users. *Visual Inquiry*. 4 (3): 221–227

Sharma, S. & Singh, R. (2011). *Advertising: Planning and implementation* (5thed.). PHI Learning Pvt Ltd.

Tiwari, S., Jina, P., Pathak, D.N., Uniyal, V., and Singh, U.K. (2022). The paradox of use, abuse, and misuse of the internet by the children. *International Journal of Mechanical Engineering*, 7(3), 707-713.

Suggestive readings

Frohardt, M. & Tamin, J. (2003). Use and abuse of media in vulnerable societies. *Special Report*, United Institute of Peace, www.usip.org

Joinson, A., McKenna, K. Y. A., Postmes, T., & Reips, U.-D. (Eds.). (2007). *The Oxford handbook of internet psychology*. Oxford: Oxford University Press.

Merrin, W. (2005). *Baudrillard and the media: A critical introduction*. Polity. Wiley

Pescott, C. K. (2020). “I Wish I was wearing a filter right now”: An exploration of identity formation and subjectivity of 10- and 11-year olds’ Social Media Use. *Social Media + Society*, 6(4).

Spies Shapiro LA, Margolin G. (2014). Growing up wired: social networking sites and adolescent psychosocial development. *Clinical Child and Family Psychology Review*, 17(1),1-18.

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**DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE - 6: MANAGING
HUMAN CAPITAL AT WORKPLACE**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE
COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 6: Managing Human Capital at Workplace	4	3	1	0	Passed Class 12 th	Basic knowledge of introductory psychology

Learning Objectives

The Learning Objectives of this course are as follows:

- To help students understand the various processes and practices related to Human Capital.
- Enable students to develop a connection between concepts, process and practices in organizations.
- Understanding counterproductive behavior in organization.
- To develop the understanding of the importance of employee talent and job analysis at workplace.

Learning outcomes

After completing this course, the student will be:

- Able to understand the different processes and practices related to human capital.
- Able to understand issues, functioning and challenges of managing human capital at workplace.
- Able to develop knowledge and skills related to employee recruitment, Job Analysis and talent management.

SYLLABUS OF DSE - 6

Unit – I

(15 Hours)

Job Analysis and Talent Management

Basics of job Analysis, Methods for Collecting job Analysis Information, Writing Job Description, Talent Management Process, Profiles in Talent Management: Competencies and Competency-Based Job Analysis.

Unit – II

(15 Hours)

Attraction and Socialization: An Organizational Perspective

Recruitment Process: Applicant's Perspective, Organizational Socialization: Diversity in Organization.

Unit – III**(15 Hours)****Counterproductive Behavior at workplace**

Nature of Counterproductive Behavior, Ineffective Job Performance, Employee Absenteeism, Employee Turnover, Odd Forms of Counterproductive Behavior .

Tutorial component**(15 Hours)****Suggestive Tutorial Activities:**

- Case study on an Indian Organization based on primary/secondary data, on Job Analysis/ Talent management
- Case study on an Indian Organization based on Organizational socialization, diversity in organizations
- Role play on Counterproductive Work Behavior.

Practical component (if any) - NIL**Essential/recommended readings**

Aamodt, M. G. (2022). *Industrial/organizational psychology: An applied approach*. Cengage Learning. (Unit 1: chapter 2; Unit 2: chapter 4, chapter 5, chapter 6)

Dessler, G., & Varkkey, B. (2020). *Human Resource Management* (16th Edition). New Delhi, India: Pearson Education. (Unit 1: chapter 1, chapter 4; Unit 3: chapter 8)

Jex, S.M. & Britt, T.W. (2014). *Organizational Psychology: A Scientist–Practitioner Approach*, John Wiley & Sons

Lynton, R. P., & Pareek, U. (2011). *Training for development*. SAGE publishing India.

Rao, V.S.P. (2009). *Human Resource Management*. 2nd ed. Excel books (Unit 1: chapter 1, chapter 3; Unit 2: chapter 4, chapter 5; Unit 3: chapter 13)

Suggestive readings

Bulger, C. A., Schultz, D. P., & Schultz, S. E. (2020). *Psychology and work today*. Routledge.

DeCenzo, D. A., Robbins, S. P., & Verhulst, S. L. (2020). *Fundamentals of human resource management*. John Wiley & Sons.

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

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

Pareek, U. (2010) *Understanding Organizational Behaviour*. Oxford: Oxford University Press.

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