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| **Course Code** | **Course Name** | **L-T-P** | **Credits** |
| **PSY2111** | **Research Methods in Psychology** | **5-1-0** | **6** |

**Module 1: What do we mean by research in Psychology. (15 lecture hours)**

Why do we do research? Difference between scientific knowledge, faith-based knowledge, and anecdotal evidence. What is the outcome of doing research? Finding the truth- Understanding Phenomena/noumena –description, causality, prediction –towards building theory and finding application. Theories as maps of reality; Quantitative/positivistic and Qualitative/naturalistic perspectives, universals, and cultural specifics of human behavior

Types of research: lab experiments, field experiments, naturalistic research. Subjectivity and Objectivity: Understanding the assumptions, applications, and limitations of different research approaches.

**Suggested Activities**

Assignment 1-(Individual)Review three TEDX videos on *any* topic of psychological research. **And/ Or** Assignment 2- (Group Presentation):Read and understand three classic research studies in psychology. List and describe the key terminologies used in the reviewed studies.

**Module 2: Research Process: Basic concepts in Quantitative perspectives (15 lecture hours + 3 tutorial hours)**

Framing Research questions: Description and linking concepts and constructs.What is a variable? Independent and dependent variables, Setting Hypothesis, Relationship between the independent and dependent variables; the idea of control and confounding variables, generating evidence scientifically. Is that which is true for me, true for all?: Generalizability, Samples, population and the assumptions of representation and homogeneity. What is a research design; understanding elements of design; varieties of research designs; Research in Labs and fields: experimental and non-experimental designs.

**Suggested Activity**:

Assignment 3- (Group /Individual); Examine and study one relevant MA/MPhil/PhD research report from inflibnet/any other online e-data base.

**Module 3: Research Process: Basic concepts in Qualitative perspectives (15 lecture hours + 4 tutorial hours)**

Critique of the positivistic quantitative perspectives: how do we describe self-experience, or experiences in conversation? Can description alone lead to theory building? Can we frame our research questions differently? Reflexivity- self as part of research process.Developing research framework: linking experience, concepts and methods of enquiry**.** Sampling purposively – Theoretical sampling, Critical and Typical case sampling. Ethnography and Naturalistic methods: Systematic narratives, observation, interviews and group discussions

**Suggested Activity**:

Assignment 4-( Individual); Create 2 research questions that utlise any two concepts learnt in the chapter and develop the most probable/reasonable research method. **AND/OR** (Assignment 5 – Group) Simulate a research problem and formulate the research question from any of the branches/specializations of psychology. Outline the steps involved, if you wanted to develop the question as a research proposal.

**Module 4: Mixed Method Research (15 lecture hours + 4 tutorial hours)**

What is Mixed Methods research? Introduction, working with mixed methods approaches.

Stages of mixed method research. Why use mixed method? Working with Indian knowledge traditions in psychology.

**Suggested Activity**

Assignment 6- (Individual); Identify and describe any one Indian cultural concept that can be studied with a mixed methods approach. AND/OR (Assignment 7- Group); Review one research paper that has used mixed methods and outline the key learnings.

**Module 5: Describing and Communicating Research (15 lecture hours + 4 tutorial hours)**

Understanding concepts and theories visually- Mind maps, understanding past research- reviewing research and drawing insights. Reference styles and bibliography, organizing research process – Writing for clarity, Data and Cases: Describing data and cases visually.

Analysis and conclusions: Formal writing of research reports, locating the voice of the researcher. Communicating research for various audiences.

**Suggested Activity**

Assignment 8 –(Individual/Group): Simulate a peer review board among the students and blind review research reports by students, through a defined criterion. Publish the agreed to criteria for a good research report. Individual students will have to take up a research problem, write a research report according to format and submit to the review board.

**Readings**

1. Cohen, L., Manion, L., & Morrison, K. (2000). Research methods in education (5th Ed.).
2. London: Routledge.
3. Coolican, Hugh (2019). Research Methods and Statistics in Psychology (7th Ed.) Oxford, Routledge.
4. Howitt, D. & Cramer, D. (2011). Introduction to Statistics in Psychology (5th Ed.). London: Pearson Education.
5. Kerlinger, F. (1986). *Foundations of behavioral research*. NY: Holt Rinehart.
6. Aron, A., Aron, E.N., & Coups, E.J. (2007). for Psychology. (6th Ed.) India: Pearson Education, Prentice Hall.
7. Chadha, N.K. (1991) Statistics for Behavioral and Social Sciences. Reliance Pub. House: New Delhi.
8. King, B.M. & Minium, E.W, (2007). Statistical Reasoning in the behavioral Sciences USA: John Wiley & Sons.
9. Mangal, S.K. (2012). Statistics in Psychology & Education. 2nd Edition. New Delhi: PHI learning Pvt. Ltd

**Evaluation Pattern**

The course follows a continuous evaluation system with 30% weightage on internal components and 70 % on the end term examination. The internal component consists of a series of assignments which will be spread throughout the course.

**Evaluation Matrix**

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| Practicums | 5% |
| Individual assignments | 5% |
| Group assignments  | 5% |
| Attendance | 5% |
| Mid-term Examination  | 10% |
| End Term Exam | 70% |
| Total | 100% |

The assignments involved in the CIA will be subject to plagiarism checks. A submission with unexplained similarities exceeding 20% for MSc courses will be reverted for resubmission. The final submission is subject to score penalization as defined by the course instructor at the start of the course, with a clear communication of the same to all the registered candidates.