**CENTRAL UNIVERSITY**

**OF**

**HARYANA**

**DEPARTMENT OF PSYCHOLOGY**

**Syllabus**

**PG & Ph. D.**

**2020-21**

**CENTRAL UNIVERSITY OF HARYANA**

**Master of Arts in Psychology (Semester-wise structure)**

**Semester-I**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S.No.**  | **Course code**  | **Course title**  | **L**  | **T** | **P**  | **Credit**  |
| 1.  | SAHS PSY 01 01 01 C 4004 | Theoretical Foundations of Psychology  | 4 | 0  | 0  | 4 |
| 2.  | SAHS PSY 01 01 02 C 4004 | Experimental Psychology  | 4 | 0  | 0  | 4 |
| 3.  | SAHS PSY 01 01 03 C 4004 | Research Methodology | 4 | 0  | 0  | 4 |
| 4 | SAHS PSY 01 01 04 C 4004 | Statistics in Psychology | 4 | 0 | 0 | 4 |
| 5.  | SAHS PSY 01 01 05 C 00105  | Practicum-I (Experiments and Profiling)  | 0  | 0  | 10 | 5 |
|  | **GEC** |  |  |  |  |  |
| 1.  | SAHS PSY 01 01 01 GEC 4004  | General Psychology  | 4  | 0  | 0  | 4  |

**Semester-II**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S.No.**  | **Course code**  | **Course title**  | **L**  | **T** | **P**  | **Credit**  |
|  | SAHS PSY 01 02 06 C 4004 | Biopsychology  | 4 | 0  | 0  | 4 |
|  | SAHS PSY 01 02 07 C 4004 | Cognitive Psychology  | 4  | 0  | 0  | 4  |
|  | SAHS PSY 01 02 08 C 4004 | Research Methodology & Statistics | 4  | 0  | 0  | 4  |
|  | SAHS PSY 01 02 09 C 4004 | Applied Social Psychology  | 4  | 0  | 0  | 4  |
|  | SAHS PSY 01 02 10 C 0202 | Review Article | 0 | 2 | 0 | 2 |
|  | SAHS PSY 01 02 11 C 00105  | Practicum-II (Experiments and Profiling)  | 0 | 0  | 10 | 5 |
|  | DCEC | Optional Papers | 4 | 0  | 0  | 4 |
| SAHS PSY 01 02 01 DCEC 4004  | Personality  |
| SAHS PSY 01 02 02 DCEC 4004 | Sports Psychology  |
| SAHS PSY 01 02 03 DCEC 4004 | Motivation and Emotion  |
| SAHS PSY 01 02 04 DCEC 4004 | Indian Psychology  |
| SAHS PSY 01 02 05 DCEC 4004 | Child Psychology  |
|  | SAHS PSY 01 02 06 DCEC 4004 | Environmental Psychology |  |  |  |  |
|  | **GEC** |  |  |  |  |  |
| 1. | SAHS PSY 01 02 02 GEC 4004  | Psychology in Everyday Life  | 4  | 0  | 0  | 4  |

**Semester-III**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S.No.**  | **Course code**  | **Course title**  | **L**  | **T** | **P**  | **Credit**  |
|  | SAHS PSY 01 03 12 C 4004 | Psychopathology  | 4 | 0  | 0  | 4 |
|  | SAHS PSY 01 03 13 C 4004 | Mental Abilities  | 4 | 0  | 0  | 4 |
|  | SAHS PSY 01 03 14 C 4004 | Psychological Testing | 4 | 0  | 0  | 4 |
|  | SAHS PSY 01 03 15 C 00105  | Practicum-III (Psychological Tests)  | 0  | 0  | 10  | 5  |
|  |  DCEC | Optional Papers |  |  |  |  |
| SAHS PSY 01 03 07 DCEC 0404  | Dissertation\* | 0 | 4 | 0 | 4 |
| SAHS PSY 01 03 08 DCEC 4004  | Rehabilitation Psychology  | 4  | 0  | 0  | 4  |
| SAHS PSY 01 03 09 DCEC 4004  | Military Psychology  |
| SAHS PSY 01 03 10 DCEC 4004  | Criminal and Forensic Psychology  |
| SAHS PSY 01 03 11 DCEC 4004  | Organizational Behaviour and Training  |
| SAHS PSY 01 03 12 DCEC 4004  | Positive Psychology  |
| SAHS PSY 01 03 13 DCEC 4004 | Human Resource Management |
| SAHS PSY 01 03 14 DCEC 4004 | Consumer Behaviour and Marketing |
|  | **GEC** |  |  |  |  |  |
| 1. | SAHS PSY 01 03 03 GEC 4004  | Social and Community Psychology  | 4  | 0  | 0  | 4  |

***\*The Course on Dissertation may be offered to students after assessment by the Departmental Committee.***

**Semester-IV**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S.No.**  | **Course code**  | **Course title**  | **L**  | **T** | **P** | **Credit**  |
|  | SAHS PSY 01 04 16 C 4004 | Clinical Psychology  | 4 | 0  | 0  | 4 |
|  | SAHS PSY 01 04 17 C 4004 | Psychometrics | 4 | 0  | 0  | 4 |
|  | SAHS PSY 01 04 18 C 4004 | Guidance and Counselling | 4 | 0  | 0  | 4 |
|  | SAHS PSY 01 04 19 C 00105 | Practicum-IV (Psychological Tests)  | 0  | 0  | 10  | 5 |
|  | DCEC | Optional Papers |  |  |  |  |
| SAHS PSY 01 04 15 C 0404 | Dissertation\*  | 0  | 4  | 0 | 4 |
| SAHS PSY 01 04 16 C 4004  | Cyber Psychology | 4 | 0  | 0  | 4 |
| SAHS PSY 01 04 17 C 4004  | Educational Psychology |
| SAHS PSY 01 04 18 C 4004  | Developmental Psychopathology |
| SAHS PSY 01 04 19 C 4004 | Health Psychology |
| SAHS PSY 01 04 20 C 4004 | Cross-Cultural Psychology |
| SAHS PSY 01 04 21 C 4004 | Asian/Indian Healing Psychotherapies  |
| SAHS PSY 01 04 22 C 4004 | School Counselling |
| SAHS PSY 01 04 23 C 4004 | Exceptional Children |
|  | **GEC** |  |  |  |  |  |
| 1. | SAHS PSY 01 03 04 GEC 4004  | Stress & Health  | 4  | 0  | 0  | 4  |

***\*. Eligibility Criteria: The students who opted for dissertation in third semester may be encouraged to continue Dissertation in 4th Semester.***

C= Core Course

DCEC= Discipline Centric Elective Course

GEC= Generic Elective Course

**CENTRAL UNIVERSITY OF HARYANA**

**Master of Arts in Psychology (Syllabus)**

## Semester I

## CORE COURSE-I

## THEORETICAL FOUNDATIONS OF PSYCHOLOGY

## SAHS PSY 01 01 01 C 4004

***Credits: 4***

***Objective:***

*To give an overview of historical foundations of Psychology and the developments within the discipline.*

***Learning Outcomes:***

*After completing the course, student will be able to understand:*

* *Emergence of Psychology as a discipline.*
* *Historical antecedents making Psychology a science.*
* *Contributions of different schools of thoughts in Psychology.*
* *Various methodological issues of Psychology.*
* *Various approaches used in the study of subject matter of Psychology.*
* *Various systems and theories of Psychology.*

**UNIT – I**

Emergence of Psychology– Psychology as a Science, Nature & Scope of Psychology. Schools of Psychology: Basic Tenets- Structuralism, Functionalism

**UNIT – II**

Classical Psychoanalysis: Freud, Adler, Jung, Sullivan, Horney.

Behaviorism. Gestalt psychology.

**UNIT- III**

Theories of Learning: Thorndike, Hull, Guthrie, Tolman, Bandura.

Motivation: Lewin, Maslow.

Emotions: James Lange, Cannon- Bard, Schachter- Singer.

 **UNIT- IV**

Type Theories of Personality: Sheldon, Kretchmer. Trait theories: Allport, Eysenck, Cattell.

Eastern Models of Psychology: Vedic and Buddhist.

**Suggested Readings:**

Brenman, J. F. (2004). *History and Systems of Psychology* (6thEd). Delhi. Pearson Pub.

Cornelissen, M; Mishra, G & Verma, S. (2013). *Foundations of Indian Psychology*. New Delhi; Pearson Education.

Dalal, A.K. & Mishra, G. (2002). *New Directions in Indian Psychology: Social Psychology, Vol.1*. New Delhi, Sage Publications.

Marx, M.H. &Hillix, W.A. (1978). *Systems and Theories in Psychology*. New Delhi: Tata McGraw-Hill. Publication Ltd.

Schultz, D. & Schultz, S. (2000). *A History of Modern Psychology*. U.S.A.: Harcourt Brace & Co.

Shiraev, E. (2015). *A History of Psychology- A Global Perspective*. New Delhi. SAGE

Viney, W. & King, D. (1998). *History of Psychology*. Boston: Allyn and Bacon.

Wolman, B.B. (1995). *Contemporary Theories and Systems in Psychology.* Delhi: Freeman.

## CORE COURSE-II

## EXPERIMENTAL PSYCHOLOGY

## SAHS PSY 01 01 02 C 4004

***Credits: 4***

***Objective:***

*Through this course, the students will be introduced to branch fields of Psychology. The students will be taught popular theories related with the field and will be made acquainted with fundamentals of conducting a Psychology experiment in laboratory setting.*

***Learning Outcomes:***

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

* *Identify and explain the principles of empiricism, including how these are applied to implementation of research.*
* *Describe the distinct differences and distinguish between the goals of basic vs. applied scientific research.*
* *Describe the fundamental differences between the methods of carrying out an experiment vs. systematic observation and their effect on questions of causation.*

**UNIT-I**

Experimental Psychology: Nature, Historical Background, Contribution of Weber, Fechner, Wundt & Galton. Sensory Processes: Visual and Auditory; Structure and Functions of Eye and Ear.

**UNIT- II**

Perceptual Processes: Nature, Perception of Form, Size, Space, Movement, and Time.

Perceptual Constancy, Illusions, Subliminal Perception.

**UNIT-III**

Psychophysics: Problems and Methods of Classical Psychophysics.

Signal Detection Theory: Basic Concepts, Assumptions and Applications.

**UNIT- IV**

Classical Conditioning: Nature and Process; Factors affecting Classical Conditioning.

Instrumental and Operant Conditioning: Basic Concepts, Schedules of Reinforcement; Applications

Verbal Learning: Methods, Organizational Processes, Discrimination Learning: Nature and Paradigms.

**Suggested Readings:**

Anderson, D.C. and Borkowski, J.G. (1978). *Experimental Psychology: Research Tactics and their Applications*. Illinois: Scott foreman.

Chance. (1988). *Learning and Behaviour.* California: Wadsworth.

D’Amato, M.R. (1970). *Experimental Psychology: Methodology, Psychophysics, and Learning*. New Delhi, Tata Mc-Graw Hill Publishing Company.

Domjan, M. (2003). *The Principles of Learning and Behaviour*. California: Wadsworth, Thomson.

Flaherty, C.F., Hamilton, L.W., Gandelman, R.J., & Spear, N.E. (1977). *Learning and Memory*. Chicago: Rand McNally.

Goldstein, E.R. (2007). *Psychology of Sensation and Perception*. New Delhi: Cengage Learning.

Kantowitz, B. H., Roediger, H. L., &Elmes, D. G. (2014). *Experimental Psychology.* Cengage Learning.

Liberman, D.A. (1990). *Learning: Behaviour and Cognition*. California: Wadsworth

Riggs, L. A., Woodworth, R. S., Schlosberg, H., & Kling, J. W. (1972). *Woodworth & Schlosberg's Experimental Psychology*. London: Methuen.

Woodworth, R. S., & Schlosberg, H. (1971). *Experimental Psychology*. New Delhi Oxford and IBH.

## CORE COURSE-III

## RESEARCH METHODOLOGY

## SAHS PSY 01 01 03 C 4004

***Credits: 4***

***Objectives:***

*This course introduces the* *students to the field background and understanding of the scientific foundation of Psychology. It will enable students to develop a knowledge base of human behavior across the broad areas of psychology. It introduces students with research methods used in psychology, apply their knowledge in research design and data analysis. It will enable the students like conduct the psychological research in the professions associated with psychology.*

***Learning Outcomes:***

*After completing the course student will be able to:*

* *Demonstrate the knowledge of research approaches and findings in Psychology*
* *Critically access information related to the study of behavior and mental processes and use the critical assessment in forming conclusions and arguments.*
* *Develop a set of skills that extend beyond the field of Psychology*
* *Use technology for studying concepts and conducting research*
* *Able to communicate their ideas in writing and speech.*

**UNIT-I**

Psychological Research: Nature, Characteristics, Need. Univariate vs. Multivariate Approach; Variables: Types, Control of relevant variables

Research Problem: Formulation, Sources, and Criteria.

Hypothesis: Types and basic concepts related with hypotheses testing, and Virtues of problem and hypothesis

**UNIT-II**

Psychological Research: General Steps, Types-Experimental (Field and Laboratory), Ex Post facto, Field studies, Longitudinal, Cross sectional, cross-cultural and Correlational.

**UNIT-III**

Sampling: Basic Principles, Probability and Non-Probability sampling techniques.

Data Collection Techniques: Case Study, Observation, Interview, Questionnaire.

**UNIT-IV**

Quantitative v/s Qualitative Research-Nature, Methods-Grounded Theory, Ethnography, In-Depth Interview and Focused Group Discussion.

Analysis- Thematic Analysis, Narrative Analysis, Conversation Analysis and Content Analysis

**Suggested Readings:**

Berg, B. L. (2001). *Qualitative Research Methods for Social Sciences*. Pearson. M.A.

Kerlinger, F.N. (1973). *Foundation of Behavioural Research*. New York: Holt Rinehart and Winston.

McGuigan, F.J. (1983). *Experimental Psychology: Methods of Research (4th Ed.).* New Jersey: Prentice Hall.

Richards Lyn and Morcse Janice M. (2013). *Read Me First for A User’s Guide to Qualitative methods.* (3rd Ed.). Sage Publication.

Shaughnessy, J.J. & Zechmeister, E.B. (1997). *Research Methods in Psychology.* New York: Mc Graw Hill.

Singh, A.K. (1986). *Tests, Measurements and Research Methods in Behavioural Sciences.* New Delhi: Tata McGraw Hill.

CORE COURSE-IV

**STATISTICS IN PSYCHOLOGY**

## SAHS PSY 01 01 04 C 4004

***Credits: 4***

***Objective:***

*This course introduces the students to the field of statistics and hypothesis testing. This is the first of the "basic skills" courses for Psychology majors and it is a required course for students in several other disciplines. It is a course concerned with data – or the information we collect when we do empirical research.*

***Learning Outcomes:***

*At the end of this course, students will be able to:*

* *Completely describe a data set (a set of scores) using appropriate descriptive statistics,*
* *Understand the logic and application of hypothesis testing,*
* *Interpret a set of descriptive statistics and understand the limitations of each measure,*
* *Apply the appropriate inferential statistical technique to situations covered in class,*
* *Interpret the results of an inferential test and understand the limitations of each procedure, and*
* *Compute descriptive and inferential statistics using a calculator and computer.*

**UNIT-I**

Statistics: Aims and Objectives, Descriptive and Inferential Statistics, Parametric and Non-Parametric Statistics.

Organizing Data: Frequency Distribution, Graphical Presentation-Histogram, Polygon, Pie and Ogive.

**UNIT-II**

Four Levels of Measurement; Measures of Central Tendency: Mean, Median, Mode.

Measures of Variability: Range, Average Deviation, Quartile Deviation, Standard Deviation, Variance.

**UNIT-III**

Normal Probability Curve: Characteristics, Applications; Divergence from Normality-Skewness and Kurtosis.

Hypothesis Testing: Chi-square- Testing, Equal Probability, Normal Probability & Independence Hypothesis; z/t-test.

**UNIT-IV**

Correlation: Concept, Product-Moment and Rank Difference Methods.

Other methods of correlation: Biserial, Point Biserial, Tetra choric, Phi-Coefficient.

Partial Correlation (first order), Multiple Correlation (three variables).

**Suggested Readings:**

Coolican, H. (2004). *Research methods and Statistics in Psychology.* Hoddes Arnold. London.

Heiman, G.W. (2001). *Understanding research methods and statistics: An integrated introduction for psychology (2nd Ed.).* Houghton Mifflin Company. Boston

Garrett, H.E. (1981). *Statistics in Psychology and Education*. Bombay: Vakils.

Guilford, J.P. (1981). *Fundamental Statistics in Psychology and Education (6th Ed.)*. New Delhi: McGraw Hill.

Howell D.C. (1997). *Statistical Methods for Psychology (4th Ed).* Duxbury. Pacific Grove, CA.

Winer, B.J. (1971). *Statistical principles and experimental design*. Kogakusha: McGraw.

## CORE COURSE-V

## PRACTICUM-I (EXPERIMENTS AND PROFILING)

## SAHS PSY 01 01 05 C 00125

*Credits: 5*

**Objective:**

*This course will enable students to understand and apply the general concepts of psychology through experiments & psychological tests.*

**Learning Outcomes:**

*At the end of this course, you should be able to:*

* *Know about the profile basic experiments and instruments in Psychology.*
* *Able to independently administer the instruments for testing purpose.*

**Part-A**

Any ten practicals out of the following are to be conducted during the semester. One Practical will be allotted to the candidate during examination, and evaluation will be based on Conduction, Report, and Viva-Voce.

1. Depth Perception
2. Perceptual Constancy
3. Discrimination Learning.
4. Perception of Time
5. Muller Lyer Illusion
6. Retinal Colour Zones
7. Experiment of Classical Conditioning
8. Maze Learning
9. Autokinetic Movement
10. Verbal Learning.
11. Achievement Motivation
12. Emert’s Law/ Weber Law
13. Determination of AL/ DL
14. Incidental Versus Intentional Learning
15. Signal Detection Theory (SDT)
16. Survey.
17. Phi-Phenomenon
18. Data Entry and analysis using SPSS/Excel
19. Colour Contrast.
20. Colour Mixture.

**Part-B Profiling of Equipment-**

Candidate is required to prepare profile of 5 equipments. Profile of one equipment will be allotted to the candidate during the examination and evaluation will be based on Profile Record, Report and Viva –Voce.

 GENERIC ELECTIVE COURSE-I

## GENERAL PSYCHOLOGY

## SAHS PSY 01 01 01 GEC 4004

***Credits: 4***

***Objective:***

*This course will introduce the students with the basic principles of Psychology. It will further introduce students with the recent advancements in the general Psychology*

***Learning Outcomes:***

*At the end of this course students will be able to:*

* *Define and explain the basic principles in Psychology.*
* *Demonstrate the principles of the Psychology in daily life.*

**UNIT-I**

Psychology: Nature and Scope & Schools of Psychology

Methods of Study: Case Study, Observation, Interview and Experimental Method

**UNIT-II**

Sensation: Nature and Types

Perception: Nature, and Perceptual Organization.

**UNIT-III**

Learning: Definition, how do we learn: Trail & Error, Insight, Conditioning and Social Learning

Motivation: Nature, Theories: Drive Theory, Maslow’s Need Hierarchy Theory Emotion: Emotional expression, and Theories of Emotions.

**UNIT-IV**

Intelligence: Nature, Theories: Two Factor and Group Factor Theories and Measurement of Intelligence.

Personality: Nature, Determinants and Measurement.

**Suggested Readings:**

1. Baron. A. Robert (2002). *Psychology.* (5th Edition) Pearson Education. New Delhi.
2. Clifford T. Morgan, Richard King, John R. Weis, and John Schopler (1993). *Introduction to Psychology (7th Edition).* Tata McGraw Hill Book Co. New Delhi.
3. Ernest R. Hillgard, Richard C. Atkinson, Rita L. Atkinson (1975). *Introduction to Psychology. (6th Edition)*, Oxford IBH publishing Co. Pvt. Ltd. New Delhi.
4. Gazzaniga, M. Heatherton, T. Halpern, D. & Heine Steve (2012). *Psychological Science.* WW Norton & Company. Inc. New York.

**CENTRAL UNIVERSITY OF HARYANA**

**Scheme**

**Ph. D. in Psychology**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr No**  | **Courses** | **Code**  | **Credits**  |
|  | **Course I: Advanced Research Methodology** | SAHS PSY 02 01 01 C 4004 | 4 |
|  | **Course II: Research and Publication Ethics** | SAHS PSY 02 01 02 C 2002 | 2 |
|  | **Course III: Specialization- Optional (anyone from the following)**1. Individual Differences
2. Organizational Psychology
3. The Science and Application of Positive Psychology
 | SAHS PSY 02 01 03 E 4004SAHS PSY 02 01 04 E 4004SAHS PSY 02 01 05 E 4004 | 4 |
|  | **Course IV:** Seminars\* | SAHS PSY 02 01 06 C 0202 | 2 |
|  | ***Total*** |  | **12** |

\* Research Scholars are required to present two seminars, one from advanced research methodology and one from a course of specialization.

**CENTRAL UNIVERSITY OF HARYANA**

**PH.D. IN PSYCHOLOGY (SYLLABUS)**

**CORE COURSE-I**

**ADVANCED RESEARCH METHODOLOGY**

**SAHS PSY 02 01 01 C 4004**

***Credits:4***

***Objective:***

*This course will introduce the student with some basic concepts of research and its methodologies. It will introduce the student with advancements in the domain of Research Methodology.*

***Learning Outcomes:***

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

1. *Demonstrate the knowledge of research approaches and findings in Psychology*
2. *Critically access information related to the study of behavior and mental processes and use the critical assessment in forming conclusions and arguments.*
3. *Use technology for studying concepts and conducting research*

**UNIT-I**

Psychological Research: Nature. Major Approaches: Univariate and Multivariate.

Research Designs: Principles and Basic Parameters of Experimental Design. Within Groups

Designs-Two Factors Repeated Measures, Latin Square, and Graeco-Latin Square Design.

Between Groups Designs: Factorial-Two and Three Dimensional.

**UNIT-II**

Analysis of Variance: Uses, Assumptions, and Applications of ANOVA in Psychological

Research.

ANOVA: Independent and unequal N (One way, two way, and three-way); Repeated

Measures (One way and two way).

**UNIT-III**

Multivariate Analyses: Factor Analysis, Cluster Analysis, Canonical Correlation, Multiple

Regression (SEM, Path Analysis), Discriminant Function Analysis, Multidimensional Scaling.

**UNIT-IV**

Qualitative Analysis: Applications, Assumptions, and Limitations.

Qualitative Methods: Content Analysis, Grounded Theory, Category Identification,

Narratives.

**Suggested Books:**

Broota, K.D. (1989). *Experimental Design in Behavioural Research.* New Delhi: Willey Eastern.

Creswell, J. W., & Creswell, J. D. (2017). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. London: Sage Publications.

Guilford, J.P. (1954). *Psychometric Methods (2nd Ed.)* New York: McGraw Hill.

Hair, J.F., Anderson, R.E., Tatham, R.L., & Black, W.C. (1995). *Multivariate Data Analysis*. Jersey: Prentice-Hall.

Kerlinger, F. N. (1966): *Foundations of Behavioural Research*. (Third Edition). Bangalore: Prism Books Pvt. Ltd.

Nunnally, J. (1978). *Psychometrics Theory (2nd Ed.).* New York: McGraw Hill.

Singh A.K (1996). *Testes, Measurement, and Research Methods in Behavioral Science.* Patna: Bharathi Bhavan.

Shaughnessy, J.J. Zechmeister E.B., and Zechmeister, J.S. (2000). *Research Method in Psychology.* New York: McGraw Hill.

Smith, J.A. (2008). *Qualitative Psychology: A Practical Guide to Research Methods.* New Delhi: Sage.

**CORE COURSE-II**

**RESEARCH AND PUBLICATION ETHICS**

**SAHS PSY 02 01 02 C 2002**

***Credits:2***

***Objective:***

*This course will enable the student to address the ethical concerns involved in carrying out research in psychology, since it is essentially about living beings - humans and animals and involves funding from different agencies to carry out research.*

***Learning Outcomes:***

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

1. *Identify different ethics involved in conducting research in the field of psychology.*
2. *Apply the ethics in conducting the research in the field of psychology.*
3. *Develop research plan that is ethically sound and to execute it*

**Unit I:  Philosophy and Ethics**

1. Introduction to Philosophy: Definition, nature and scope, concept, branches
2. Ethics: Definition, moral philosophy, nature of moral judgments and reactions

**Scientific Conduct**

1. Ethics with respect to science and research
2. Intellectual honesty and research integrity
3. Scientific misconducts: Falsification, fabrication, and plagiarism (FFP)
4. Redundant publications: Duplicate and overlapping publications, salami slicing
5. Selective reporting and misrepresentation of data

**c. Publication Ethics**

1. Publication ethics: Definition, introduction, and importance
2. Best practices/ standards setting initiatives and guidelines: COPE, WAME, etc.
3. Conflicts of interest
4. Publication misconduct: Definition, concept, problems that lead to unethical behaviour and vice versa, types
5. Violation of publication ethics, authorship, and contributor ship
6. Identification of publication misconduct, complaints and appeals
7. Predatory publishers and journals

**Unit II: Practice**

* 1. **Open Access Publishing**
1. Open access publications and initiatives
2. SHERPA/RoMEO online resource to check publisher copyright & self-archiving policies
3. Software tool to identify predatory publications developed by SPPU
4. Journal finder/ journal suggestion tools viz. JANE, Elsevier Finder, Springer Journal Suggested, etc

**b. Publication Misconduct**

1. **Group Discussions**
2. Subject specific ethical issues, FFP, authorship
3. Conflicts of interest
4. Complaints and appeals examples and fraud from India and abroad
5. **Software tools**

Use of plagiarism software like Turnitin, Urkund and other open source software tools

**c. Databases and Research Metrics**

1. **Databases**1. Indexing databases

2. Citation databases: Web of Science, Scopus, etc.

1. **Research Metrics**

1. Impact Factor of Journal as per Journal Citation Report. SNIP, SJR, IPP, Cite Score

2. Metrics: h-index, g index, i10 index, altimetric

**Suggested Books:**

Bell, J. (2012). *Predatory Publishers are Corrupting Open Access*. Nature, 489(7415), 179-179. http//doi.org/10.1038/489179a

Bird, A. (2006). *Philosophy of Science*. Routledge.

Chadda, P. (2018). *Ethics in Competitive Research: Do not get scooped; do not get plagiarized*. Self-Published.

Indian National Science Academy (INSA). (2019). *Ethics in Science Education, Research and Governance*. <http://www.insaindia>. In /pdf/Ethics Book.pdf

Iphofen, R. (2020). *Handbook of Research Ethics and Scientific Integrity*. Switzerland: Springer Nature

Resnik, D.B. (2011). *What is ethics in research & why is it important.* National Institute of Environmental Health Science, 1-10.

**COURSE III**

**Specialization- Optional (anyone from the following)**

**ELECTIVE COURSE-I**

**INDIVIDUAL DIFFERENCES**

**SAHS PSY 02 01 03 E 4004**

***Credits: 4***

***Objective:***

*This course will provide the student acquaintance with the theories, models, and advances in the approaches of personality, intelligence, and creativity.*

***Learning Outcomes:***

*On the completion of the course the student will be able to:*

*1.* *Demonstrate* *the theories, models, and approaches of individual differences in view of personality, intelligence, and creativity.*

*2.* *Measurement of different aspects of individual differences.*

**UNIT-I**

Personality: Nature and Determinants. Psychometric Approach to Personality: Cattell’s Theory, Eysenckian Model, Big Five-Alternative Five, and HEXACO models.

**UNIT-II**

Intelligence: Nature and Determinants. Neurobiological Approach.

Psychometric Approach-Spearman, Cattell, and Guilford.

Information Processing Approach- Jensen, Das, and Sternberg. Emotional Intelligence: Concept and Dimensions.

**UNIT-III**

Creativity: Nature; Theoretical Approaches- Psychometric, Psychodynamic, Cognitive. Intellectual Styles.

Research Trends: Creativity and Intelligence; Creativity and Personality; Creativity and Motivation.

**UNIT-IV**

Measurement of Personality: Self Report Inventories, Projective Techniques, and Objective Tests.

Measurement of Intelligence: Issues and Approaches. Assessment of Creativity.

**Suggested Books:**

Anastasi, A. (1988). *Psychological Testing (6thEd.).* New York: McMillan.

Cattell, R.B. (1987). *Intelligence: Its Structure, Growth, and Action.* North-Holland: Amsterdam.

Eysenck, H.J.& Eysenck, M.W. (1985). *Personality and Individual Differences: A Natural Science Approach*. Plenum Press- New York and London.

Hall G.S. and Lindsey, G. (1988). *Theories of Personality (4Ed.)* New Delhi: Wiley Eastern.

John, O.P., Robins, R.W. & Pervin, L.A. & (2008). *HB of Personality: Theory and Research (3Ed.).* NY: Oxford Press.

Kaufman, J.C. & Sternberg, R.J. (2010). *The Cambridge Handbook of Creativity*. NY: Cambridge University Press.

Larsen, R.J. & Buss, D.M. (2011). *Personality Psychology: Domains of Knowledge about Human Nature*. New Delhi: Tata McGraw-Hill.

Pervin, L.A. (1978). *Personality Theory Assessment and Research*. New York: John Wiley

Sternberg, R.J. & Grigorenko, E. (1997). *Intelligence, Heredity, and Environment.* London: Cambridge University Press.

Sternberg, R.J. (1990). *Metaphors of Mind: Conceptions of the Nature of Intelligence.* London: Cambridge University Press.

Sternberg, R.J. (1999). *Handbook of Creativity*. NY: Cambridge University Press.

Sternberg, R.J. (2003). *Handbook of Human Intelligence*. London: Cambridge University Press.

Wolman, B.B. (1985). *Handbook of Intelligence: Theories, Measurements, and Applications.* New York: John Wiley & Sons.

**ELECTIVE COURSE-II**

**ORGANIZATIONAL PSYCHOLOGY**

**SAHS PSY 02 01 04 E 4004**

***Credits: 4***

***Objectives:***

1. *To orient the student towards understanding of individual, group and organization processes in organizational set up.*
2. *To develop training and testing skills in the student.*
3. *To help the student know the relevance of emerging research areas.*

***Learning Outcomes:***

*On the completion of the course the student will be able to:*

1. *Explain overall organizational processes and analyze them.*
2. *Demonstrate skills to work on different processes of the organization*
3. *Recognize the importance of Positive work environment and acquire skills to develop it.*

**Unit- I**

History of Industrial/Organizational Psychology, Paradigms in organizational psychology, Scientific management, Human relations and Contingency approach, Review of literature.

**Unit- II**

Employee selection and training, Employee motivation and satisfaction, Emotions and workplace performance, Employee health and well-being, Review of literature.

**Unit- III**

Job and Task analysis, Organizational Design and Development, Group dynamics and Decision making, Team building, Leadership and Governance, Workplace Counseling and high performance and productivity, Organizational Efficiency and Effectiveness.

**Unit -IV**

Training and development in organizations, Assessment of training needs, design, execution and evaluation, Basic skills of an organizational trainer, Various types of psychological and behavioral training, Role of organizational assessment in training and development.

**Suggested Books:**

Katz. D and Kahn R.L. (1967). *Social Psychology of Organizations*. Prentice Hall.

Luthans, F. (1998). *Organizational Behaviour*. New York: McGraw-Hill

Nelson D.L., Quick, J. C. (2008). *Organizational Behavior: Foundation, Realities and Challenges,* Thompson-South Western, New Delhi.

Pareek, U. (2006). *Understanding Organizational Behavior*, Oxford University Press, New Delhi.

Schultz, D. and Schultz, S.E. (2002). *Psychology and Work Today*. (8th ed.). New Delhi: Pearson Education.

**ELECTIVE COURSE-III**

**THE SCIENCE AND APPLICATION OF POSITIVE PSYCHOLOGY**

**SAHS PSY 02 01 05 E 4004**

***Credits: 4***

***Objective:***

*This course would**enable the student to understand the theory and research related to positive psychology and equip the student to develop and apply positive psychology for enhancement of their self and others****.***

***Learning Outcomes:***

*On the completion of the course the student will be able to:*

1. *Identify different components of positive psychology.*
2. *Describe the components of positive psychology.*
3. *Demonstrate the principles of positive psychology in real life.*

**Unit I**

Introduction: Positive psychology: Meaning, definition, assumptions, and goals; Relation with other fields, Meaning and measures of happiness and well-being: Hedonic and eudemonic traditions, Indian perspectives, and positive psychology

**Unit II**

Happiness and well-being: Happiness: Concept and definitions, Happiness, and the facts of life: Gender, love, marriage, close relationships and others, Happiness across the life span: Happiness and well-being across culture and nationalities

**Unit III**

Emotions, personality traits and well-being: Positive emotions and well-being, Cultivating positive emotions, Positive traits

**Unit IV**

Virtues, character strengths, and well-being: Classification of human virtues, Wisdom as a foundational strength and virtue; Character strengths and health, Religion, and virtues: Buddhism, Confucianism, Islam, and Hinduism

Suggested Books:

Goleman, D. (2006). *Emotional Intelligence*. Bantam Books.

Seligman M.E. Csikszentmihalyi, M. (2014). *Positive Psychology: An Introduction*. Springer.

Snyder, C. R. & Lopez S.J. (2009). *Oxford Handbook of Positive Psychology*. Oxford University Press.

**ELECTIVE COURSE-VI**

**CORE COURSE-IV**

**SEMINARS**

**SAHS PSY 02 01 06 E 4004**

***Credits: 2***

***Objective:***

*Encourage and expose PhD work to support the designed research community of the Institute of Design and beyond*

***Learning Outcomes:***

*On the completion of the course the student will be able to progress on their own work and develop a rich set of critiques of each other’s work and they will be able to:*

1. *Demonstrate the learning of advanced research methodology and his area of specialization.*
2. *Construct the research proposal in specialization.*
3. *Present the proposal in front of the panel.*

Research Scholars are required to present two seminars:

1. One from advanced research methodology
2. One from course of specialization.