

PH. D. PROGRAMME IN PSYCHOLOGY CONTENTS

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Ph. D. First Semester

RESEARCH METHODS

Course Code: PSY CC141

Credit: 04

Objectives

Hours = 60

This course has been developed with the objectives to inculcate the ability in the research scholars to understand the basic meaning and needs of research design with its various types and suitability for different types of psychological research, the basic outlay of different research designs, to develop the skill of generating research questions, to make familiar with advanced tools of statistical analyses of data and to instill the ability to develop original research design for his/her own research. The course is also designed to give the researchers/students some idea of important techniques in qualitative research that are frequently used in Psychology and other social sciences. Apart from theoretical knowledge the student shall be required to go through at least two research studies based on particular technique and do some practice.

SECTION A

Unit I Research Design

1. Types of Psychological Research: Theoretical and empirical, Library research, Theory construction, observation, correlational research and experimentation
2. Types of variables and their control
3. Hypothesis and hypothesis testing

Unit II Research Design

1. Within and between research design, More than two randomized group design,
2. Factorial Design: Two way and three way, repeated measures
3. Latin Square Design

Unit III Statistical Principles in Research Design

1. Significance of difference between means: t-test, (correlated and uncorrelated), One-way and two way Analysis of Variance
2. Post hoc tests: Newman-Keuls and Tukeys Tests

Unit IV Multivariate Research

1. Correlation: Bivariate and multivariate
2. Regression: Simple and Stepwise
3. Factor Analysis: Exploratory and confirmatory

Unit V Qualitative Research Methods

1. Differences between qualitative and quantitative methods, Theories of qualitative research, Research question, Theoretical traditions,
2. Grounded Theory: Background analysis and report writing, Discourse analysis. Ethnography, content analysis.
3. Focused Group Discussion, Interview, key informant interview

Readings

Essential Readings:

1. Tabachnick, B. G. and Fidell, L. S. (2007). Using multivariate statistics. Harper & Row Publishers, New York.
2. Giles, David (2002). *Advanced Research Methods in Psychology*. NY: Routledge.

Suggested Reading:

1. Best, J. W. and Kahn, J. V. (1995). *Research in Education*. N. D.: Prentice Hall.

Ph. D. First Semester

COMPUTER APPLICATIONS & RESEARCH COMMUNICATION

Course Code: PSY CC142

Credit: 04

Objectives

Hours = 60

The major objective of this course is to instigate the analysis and interpretation of psychological data. The students will be familiarized with analysis software's like SPSS & AMOS which are widely used for statistical analysis in social science researches. The recent years have witnessed a methodical change in standardizing the research papers of Psychology. The course entitled 'Communication of Research' has been framed keeping in mind the above issues to provide the fundamental knowledge and skill to students with an opportunity to conceive the meaning, importance and basic structures of standard research papers of Psychology along with ethical, legal and plagiarism issues in publication.

SECTION A {Computer Applications}

Unit I General use of MS Excel

1. Data entries, Graphical presentations,
2. Statistical analysis using MS excel and SPSS

Unit II Analysis and interpretation of data using SPSS

1. t-test,
2. ANOVA, MANOVA, ANCOVA,
3. Post-hoc comparisons.

Unit III Variables and Treatment of Data

1. Analysis and interpretation of research questions: Bivariate and multivariate correlation analysis using SPSS;
2. Bivariate correlation, partial correlation, and multiple regression analysis.
3. Structural Equation Modeling: exploratory and confirmatory factor analysis; Path analysis.

SECTION B {Communication of Research and Publication}

Unit IV research

1. Types of research articles, objectives of scientific writing, indices of good research journals and articles, publication manual of the American Psychological Association (Sixth edition) and publication process.
2. Manuscript structure and content: journal article reporting standards, title, authors name and institutional affiliation, author's note, abstract, introduction, method, results, discussion, references footnotes appendices and supplemental materials.

Unit V Ethical and Legal Standards

1. Ethical and legal standards in publishing,
2. Protecting the rights and welfare of the participants.
3. Plagiarism and self-plagiarism.

Readings

Essential Readings:

1. Field, A. (2005). *Discovering statistics using SPSS*. London: Sage Publications.
2. Gliner, J. A., Morgan, G. A., and Leech, N. L. (2009). *Research methods in applied setting: An integrated approach to design and analysis* (2nd Ed.). NY: Routledge (Taylor and Francis Group).
3. American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th Ed.) Washington, DC: Author.

Suggested Readings:

1. Anastasi, A., Urbina, S. (1997). *Psychological testing*. Pearson Education, Inc.
2. APA Publications and Communications Board Working Group on Journal Article Reporting Standards. (2008). *Reporting standards for research in psychology: Why do we need them? What might they be?* *American Psychologist*, 63, 839-851. Doi:10.1037/0003-066X.63.9.839.

Ph. D. First Semester

REVIEW OF LITERATURE

Course Code: PSY CC143

Credit: 04

Objectives

120 Hours

This course has been designed to inculcate the skills of reviewing the concerned area of his/her research. The students are expected to review the articles as much as possible with the collaboration of his/her supervisor/s. He/she is expected to go through the milestone researches and books relevant to the work. They must focus on the chronological development of the constructs and develop the skills of observation of change/advancements that have taken at methodological levels. Thus, it is expected that they must develop full conceptual and methodological understanding of their area of interest.

वी.एच.डी. कार्यक्रम (2016 से आगे), मनोविज्ञान विभाग, मानविकी एवं सामाजिक विज्ञान अध्ययनशाळा, डॉ. एच.एस. गौर विश्वविद्यालय, सगर, राजस्थान

Ph. D. First Semester

CURRENT TRENDS IN PSYCHOLOGY OF HEALTH AND WELL-BEING

Course Code: PSY EC144

Credit: 04

Objectives

Hours = 60

The objective of this course is designed to develop an understanding of the historical perspective and some of the major concerns of Health Psychology from application point of view.

Unit I Introduction to Health Psychology

1. A sound mind in a sound body: A critical historical analysis of health Psychology,
2. Suffering: Communication, compassion and explanation,
3. Health and illness: A hermeneutical, phenomenological approach.

Unit II Psychology of Health and Well-being

1. Stress and coping from traditional Indian and Chinese perspectives.

Unit III Anasakti and Health

1. Anasakti and Health: An empirical study of Anasakti,
2. Cultural perspectives on nature and experience of happiness.

Unit IV Chronic Disease and Psychology

1. Living with Chronic Disease: Healing and Psychological adjustment in Indian society,
2. Health Modernity: Concept and Correlates.

Unit V Life Events Stress

1. Emotional Vital Signs and Hypertension,
2. Psychological correlates of C. H. D.

Readings

Essential Reading:

1. Dalal, A. K. and Mishra, G. (2011). New Directions in Health Psychology: New Delhi: Sage.

Suggested Reading:

2. Michael Murray (2004). Critical Health Psychology. N. Y: Palgrave Macmillan.

Ph. D. First Semester

HUMAN MEMORY

Course Code: PSY EC145

Credit: 04

Objectives

Hours = 60

The basic objective of this course is to make the students familiar with the basic theoretical, practical and methodological issues of the Psychology of memory.

Unit I

1. What is Memory,
2. Short-term Memory,
3. Working Memory.

Unit II

1. Learning,
2. Organising and Remembering,
3. Forgetting.

Unit III

1. Repression,
2. Storing Knowledge,
3. Retrieval.

Unit IV

1. Eyewitness Testimony,
2. Amnesia,
3. Memory in Childhood.

Unit V

1. Memory and Ageing,
2. Improving Your Memory,
3. What's next in the Study of Memory.

Readings

Essential Reading:

1. Baddeley, D. A. (1996). "Essentials of Human memory" Cognitive psychology, A modular Course.

Suggested Reading:

1. Cognitive Psychology, learning and memory. (IGNOU Help Book for MPC-001 IN English Medium)

Ph. D. First Semester

HIGHER MENTAL PROCESSES

Course Code: PSY EC146

Credit: 04

Objectives

Hours = 60

The course focuses upon the cognitive processes occurring in human brain at conscious level. In other words, the performer is aware of these cognitive processes. Logical thinking and syllogistic reasoning are such processes. By learning this course the students will be capable of understanding the processes involved in scientific progression and related phenomena. In this context the title Higher Mental Processes, instead of cognitive process, is used for the course.

Unit I Introduction

1. Nature of Higher Mental Processes,
2. Characteristics of scientific progression,
3. Language of Science. Definition, Concept and Rule.

Unit II Basics Of Logical Reasoning

1. Logical Appraisal, Formal logic and Truth function,
2. Classes: An alternative Interpretation of the Tabular System,
3. Predicative formulae and quantifiers. Subjects, Predicates, and Existence.

Unit III General Statements and Relations

1. Two kinds of Logic: (i) Formal logic – Applications and Limitations. (ii) Types-difference and Formation– Rules,
2. The Logic of language. Inductive Reasoning and Probability.

Unit IV Piaget's View of Cognition

1. Basic terms characterizing Cognitive Development (From Sensory motor to formal Operation).
2. Nature of 'Structure'. Structures of Various Disciplines.

Unit V Discovering Intellectual Processes

1. Observing Process vis- a-vis Product: Understanding vs Performance.
2. Changing the role of variables, and the indicators of behaviour, to seek. The step-by-step process of obtaining desired product.
3. Verbal report of performance by the performer.
4. Searching the process vis-à-vis product–Discovery or Invention?

Readings

Essential Readings:

1. Butts, R. E., and Hintikka, J. (Eds.). 1977. Historical and Philosophical Dimensions of Logic, Methodology and Philosophy of Science. Part Four of the Proceedings of the Fifth International Congress of Logic, Methodology and Philosophy of Science. London, Ontario, Canada–1975. Dordrecht: D. Reidel Publishing Company.
2. Kuhn, T. (1968). The Structure of Scientific Revolutions. Chicago: University of Chicago Press
3. Pantin, C.F.A (1972). Relation Between the Sciences

Suggested Readings:

1. Piaget, J. (1968). Structuralism. Routledge and Kegan Paul London
2. Strawson, P. F. (2011). Introduction to Logical Theory. Routledge.

Ph. D. First Semester

EYEWITNESS PSYCHOLOGY

Course Code: PSY EC147

Credit: 04

Objectives

Hours = 60

The major objective of this course is to acquaint the students with the basic issues and paradigms of research the Psychology of Eyewitness Memory along with its theoretical and practical aspects. With the successful completion of the course, the students would be able to design, devise and plan research projects on eyewitness memory and related field of inquiry.

Unit I Eyewitness Memory: Themes and variations

1. Meaning and scope,
2. Social and cognitive factors in children's testimony,
3. Effects of stress on children for a natural disaster,
4. Interviewing child victim.

Unit II Methodological Issues in Eyewitness Memory

1. Sources and methods of data collection: Interview, Case studies, field studies, and laboratory studies,
2. Issues of reliability, validity and generalization.

Unit III Individual Differences

1. Age and gender differences
2. personality and eyewitness memory,
3. Internal and external factors,
4. Meta-memory and eyewitness memory.

Unit IV Eyewitness memory and suggestibility

1. Suggestibility: Meaning and types,
2. Relations between acquiescence and suggestibility, suggestibility and accuracy of witnessed details,
3. Examining relations between acquiescence, dissociation and resistance to misleading information.

Unit V Emotion and Eyewitness memory

1. Emotional arousal and Eyewitness Memory,
2. Emotion regulation and Eyewitness Memory,
3. Easterbrook's Cue Utilization Theory.
4. The Current Status.

Readings

Essential Readings:

1. Thompson, P. C., Herrmann, D. J., Read, J. D. Bruce, D., Payne, D. G., & Toglia, M. P. (2014). Eyewitness Memory: Theoretical and Applied Perspectives, Psychology Press.
2. Lewis M., Jeannette M. Haviland-Jones, and Lisa Feldman Barrett (Eds.) (2008). Handbook of emotions (3rd Ed.). New York: Guilford Press.
3. Wells, G. L., & Loftus, E. F. (2003). Eyewitness memory for people and events. In A. M. Goldstein (Ed.), Handbook of psychology: Forensic psychology (pp. 149 –160). New York: Wiley.

Suggested Readings:

1. Eisen, M. L., Morgan, D. Y., & Mickes, L. (2002). Individual differences in eyewitness memory and suggestibility: Examining relations between acquiescence, dissociation and resistance to misleading information. *Personality and Individual Differences*, 33, 553–572
2. Lorenza, S. M. (2013). Factors Affecting the Accuracy of Eyewitness Identification. *Undergraduate Review: A Journal of Undergraduate Student Research*, 6(1), 45-50.

Ph. D. First Semester

CLINICAL ASSESSMENT AND INTERVENTION

Course Code: PSY EC148

Credit: 04

Objectives

Hours = 60

The core objective of this course is to promote the understanding of psychological distress and promote subjective well-being and personal growth. The students will be given the theoretical knowledge to comprehend the psychological disorders in precise manner. They will also be taught to collect the clinical assessment data by using various assessment tools to make the diagnosis and design the plan for intervention.

Unit I Psycho-diagnostics

1. Nature and scope,
2. Process and stages of diagnostic assessment.

Unit II Sources of Clinical Data

1. The assessment interview;
2. Behavioural assessment,
3. Ratings and checklists,
4. Psychological tests,
5. Case history taking,
6. Differential diagnosis.

Unit III Clinical interview

1. Nature and types, intake, diagnostic and crisis interviewing;
2. Diagnostic interviewing skills;
3. Mental status examination.

Unit IV Therapeutic Interventions

1. Behavior Modification,
2. Assertiveness Training,
3. Cognitive behavior therapy,
4. Psychoanalytical Psychotherapy,
5. Client-centered therapy.

Unit V Writing the Clinical Assessment Report

1. Ethical considerations,
2. Core components of clinical assessment report.

Readings

Essential Reading:

1. Goldenberg, H. (1983). Contemporary clinical psychology (2nd Ed.) New York: Brooks & Cole.

Suggested Reading:

1. Neitzel, M. T., Bernstein, D. A. & Millich, R. (1998). Introduction to clinical psychology. (5th Ed.). Upper Saddle River, N. J.: Prentice Hall.

Ph. D. First Semester

ORGANIZATIONAL BEHAVIOUR

Course Code: PSY EC149

Credit: 04

Objectives

Hours = 60

Individuals behave differently when acting in their organizational roles than acting separately from the organization. This course primarily focuses on studying the behaviour of an individual in his/her organizational roles. The researcher will be taught to understand the theories and concepts of organizational behaviour for the better conceptualization of organizational life.

Unit I **Organizational Behavior**

1. Historical and Current Perspectives,
2. Theoretical Framework,
3. Ethics and Ethical Behavior in Organization.

Unit II **Cognitive Processes of Organizational Behavior**

1. Personality and Attitudes,
2. Job Satisfaction,
3. Organization Commitment.

Unit III **Dynamics of Organizational Behavior**

1. Group and teams,
2. Stress and conflicts,
3. Negotiation skills, Power and Politics.

Unit IV **Managing Leadership for High Performance**

1. Quality of Work, HPWPs, Goal Setting,
2. Theories of Leadership,
3. Leadership Styles.

Unit V **Organizational culture**

1. Modern organizational designs,
2. Creation and maintenance of culture in organization,
3. Organizational citizenship behavior,
4. Organizational reward.

Readings

Essential Reading:

1. Luthans, F. (2010). Organizational behaviour (12th Ed.). New York: McGraw Hill.

Suggested Reading:

1. Robbins S. P., and Judge (2010). Organizational behaviour. New York: Prentice Hall.