

## **Syllabus of PhD Coursework**

**(Programme Code: PSY-3)**

**(Revised 2017)**

### **Programme Objectives:**

- To prepare and enable the students to consolidate the prerequisites of conducting a Doctoral research
- To enable students to appreciate the philosophical, ethical and practical underpinnings of research.
- To enable students to critically analyze the principles and paradigms prevalent in the discipline.

### **Programme Outcomes:**

- Students will be equipped to carry out research pertaining to the philosophy of the discipline.
- They will be able to reach the level of abstraction needed to conduct high quality research.

The coursework will be for one semester of six months duration. (July-December). There will be four paper of 100 marks each

**I. Advanced Research Methodology and Statistics (Code: PSY-3-C-1)**

**II. Positive Psychology (Code: PSY-3-C-2)**

**III. Seminar (Presentation of Research Proposal) (Code: PSY-3-C-3)**

**IV. Book Review(Code: PSY-3-C-4)**

## **Paper-I**

### **Advanced Research Methodology & Statistics**

#### **Course Objectives**

- To familiarize students with advanced level of skills in conducting research.
- To enable them in conducting research work and formulating research synopsis and report.
- Mastery of Statistical packages such as SPSS / EXCEL.
- To impart knowledge for enabling students to develop data analytics skills and meaningful interpretation to the data sets so as to solve the Research problem.

#### **Learning Outcomes:** Students are expected to

- Develop understanding on various kinds of research, objectives of doing research, research process, research designs and sampling.
- Have advanced knowledge on quantitative and qualitative research techniques

#### Research Methodology

Research as a need to find an answer; discover something new and having the patience and perseverance to find an answer

Ethics of research, right to life with dignity of the subject and data as the foundation

Understanding hypotheses

Cause and effect relationship in psychology

Sampling and its limitations

#### Research designs

Experimental designs: Solomon four group design

Quasi-experimental and correlational designs

Single subject designs

#### Qualitative research

Qualitative research in earlier studies

Qualitative data as indicative of processes not uncovered in quantitative data

The different approaches

#### Developing a proposal

Taking a case study and critically analysing the paper

Writing a research paper

Available help in the net and other softwares

#### Developing basic expertise in computer

Computer as a support system; use of WORD, EXCEL and POWERPOINT

Accessing internet and e-journals through univ net

Use of mail and net for other resources

Social media for ideas and discussions

## Understanding statistics

- Statistics as one of the tools of research
- Basic statistics: an understanding of the process.
- The scales in psychology
- The two aspects of research: difference and relationship
- Probability, the logic of statistical inferences, significance and errors
- The statistical tests for nominal and ordinal scales
- The analysis of variance, post-hoc tests
- Understanding interaction effect, effect size and simple effect
- Correlation, regression and multiple regression
- Advanced statistics, Mutli-variate analysis and the tests
- Factor analysis, discriminant function analysis

## Books

1. **Research methods in social sciences-Lee Ellies, Brown & Brachmarh**
2. **Psychological testing-Anne Anastax-Preture Hall.**
3. **Applied Multivariate statistical Analysis Statistical Analysis Johnson & Wichern-Prentice Hall of India.**

## Paper-II

### Positive Psychology

#### Course Objectives:

- To help students to identify the basic premises of Positive Psychology, and analyze criticisms of the field.
- To make them identify different ways to define and measure happiness, as well as variables that are related/unrelated to happiness and well-being.

#### Learning Outcomes: Students will be able to

- Describe the history of Positive Psychology and its relationship to traditional psychology.
- Identify the difference between values and character strengths. Use signature strengths in new ways.
- Identify the components of enabling institutions.
- Demonstrate comprehension of research and current theories in Positive Psychology.
- Employ Positive Psychology interventions to increase personal well-being.

**Unit-I:** Introduction to Positive Psychology, Eastern and Western perspectives, classifications and measures of Psychological Strength, Positive Psychology in a cultural context

**Unit-II:** Developmental focus on Positive Psychology; Resilience in childhood; Positive Youth Development; Life tasks of Adulthood; Successful ageing.

**Unit-III:** Positive emotional states and process; Understanding positive affect, positive emotions, happiness and subjective wellbeing; Distinguishing the Positive and the Negative.

**Unit-IV:** Positive cognitive states and process: self efficiency, Optimism and Hope; Life Enhancement strategies, concept of Psychological capital in workplace.

**Unit-V:** Mindfulness, Flow and spirituality; balanced Conceptualization of Mental health and Behavior.

**Text Books:**

- **Positive Psychology (The Scientific and Practical Explorations of of Human Strengths): C.R.Snyder S.J. Lopez & J.T. Pedrotti, 2<sup>nd</sup> editor Sage Publication 2015**

**Reference Books:**

- **Positive Psychology in a Nutshell: The Science of Happiness (3rd edition), by Ilona Boniwell. ...**
- **Flow: The Psychology of Optimal Experience, by Mihaly Csikszentmihalyi. ...**
- **Authentic Happiness, by Martin E. P. Seligman. ...**
- **Positivity, by Barbara L.**

**Paper-III**  
**Seminar (Presentation of Research Proposal)**

**Course Objectives**

- To enable students to develop proposals for undertaking research
- To enable students to communicate clearly and precisely.
- Build confidence while presenting ideas in a group setting.

**Learning Outcomes:** Students will be able to

- Develop scientific research proposals pertaining to the discipline
- Develop Questioning & Interdisciplinary Inquiry
- Develop Engaging with Big Questions and Studying Major Works.

This course involves developing a research proposal for Doctoral work in one's area of interest and making a seminar presentation

**REFERENCE BOOKS:**

- **Developing Research Proposals, by Pam Denicolo & Lucinda Becker - Reading University, UK, SAGE pub**
- **How to Design, Write, and Present a Successful Dissertation Proposal : by Elizabeth A. Wentz, SAGE Publications, Lt**

## **Paper –IV Book Review**

### **Course Objectives:**

- To tone up the learners' reading skills and to equip them with a rich reading experience.
- To make them understand that a book review is a critical evaluation (opinion) of a text that includes a short description and recommendation. •
- To develop in them reading comprehension through the communication of new ideas including summarizing texts and identifying relationships between texts.

### **Learning Outcomes:** The students will be able to

- Summarize the author's qualifications and main points, often providing examples from the text. Review.
- Provide an opinion on whether the author succeeds or not in convincing readers of his or her points.

The course involves writing a critical review of a book on any topic of Psychology and submitting it at the end of the semester. The following books are prescribed.

### **Book List:**

- The Working Mind (J.P.Das, 1998, Sage publications)
- Leadership Sustainability (Michael Fullan, 2005, Corwin Press, Sage Publication)
- Emotional Intelligence at Work-A Professional Guide ( Dalip Singh,2003,Response Books 2<sup>nd</sup> Ed)
- Teach your Child How to Think (Edward De Bono, 1992, Penguin-Blackwell)
- Successful Intelligence (Robert J. Sternberg,1996, A-Plume Book)
- Savage Humans and Stray Dogs(A Study of Aggression): (Sage Publications 2008)
- Super Motivation (A Blueprint for energizing your organisation from Top to Bottom): Prentice Hall, 2007
- A Short Introduction to Counselling Psychology(SAGE 2009)
- Psychology at School (Neelkamal Pub, 2005)
- A Teacher's Guide to the Psychology of Learning(Michael J.A.Howe, 2<sup>nd</sup> Edition 1999)

### **Suggested Readings:**

- **Kindle, Peter A. "Teaching Students to Write Book Reviews." Contemporary Rural Social Work 7 (2015): 135-141;**
- **Erwin, R. W. "Reviewing Books for Scholarly Journals." In Writing and Publishing for Academic Authors. Joseph M. Moxley and Todd Taylor. 2nd edition. (Lanham, MD: Rowan and Littlefield, 1997), pp. 83-90.**

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