

SIKKIM UNIVERSITY

(A Central University Established by an Act of Parliament of India, 2007)

**LEARNING OUTCOME - BASED
CURRICULUM**

PH.D. COURSEWORK CURRICULUM IN PSYCHOLOGY

(With effect from Academic Session 2023-24)



**DEPARTMENT OF PSYCHOLOGY
SIKKIM UNIVERISTY
6TH MILE, TADONG - 737102
GANGTOK, SIKKIM, INDIA**

SIKKIM UNIVERSITY**DEPARTMENT OF PSYCHOLOGY****CURRICULUM FOR PH.D. COURSE WORK IN PSYCHOLOGY****Preamble**

The Department of Psychology aspires to be a leader in the cutting edge of scientific research, development, and teaching in Psychology and to become a recognized and trusted education centre for Psychology and related fields.

The learning outcomes-based curriculum framework (LOCF) for Doctor of Philosophy Programme in Psychology will have courses harnessing both fundamental and advanced areas of the subject. Total credits for the programme are 14. The programme aims to impart conceptual clarity to the students for both the theory and practical subjects.

Programme Learning Outcomes

After the completion of the Ph.D. program, the scholars would be able to:

PLO1: Analyze the problems from a psychological perspective.

PLO2: Formulate relevant questions, plan and implement research and scientific development.

PLO3: Assess the appropriateness and application of various methods and processes within research and scientific development.

PLO4: Demonstrate professional skills in writing through organizing, thinking critically, and communicating ideas and information in documents, presentations, and publications.

PLO5: Contribute to the development of new knowledge, new theories, methods, interpretations and forms of documentation within the field.

STRUCTURE OF THE PH.D. COURSEWORK

Sl. No.	Title of Course	Course	Course Code	Credits	Marks
1.	Research Methods	Core	PSY-C-701	4	100
2.	Writing Research Proposal	Core	PSY-C-702	4	100
3.	Research and Publication Ethics	Core	PSY-C-703	2	50
4.	<i>Emerging Fields of Research in Psychology</i> <i>(Any One of the Following):</i>	--	--	4	100
a.	Child and Adolescent Psychopathology Or,	Elective	PSY-E-704 (A)		
b.	Advanced Social Psychology Or,	Elective	PSY-E-704 (B)		
c.	Organizational Psychology	Elective	PSY-E-704 (C)		
Total:				14	350

CURRICULUM

DETAILED PH.D. COURSEWORK IN PSYCHOLOGY

Course I

Course Title	Code	Credits	Credit Distribution of the Course			Total Teaching Hours
			Lecture	Tutorial	Practical	
Research Methods	PSY-C-701	4	3	1	0	60
Course Learning Outcomes		<p>The course is designed to explore the different methods of research in Psychology and teach the essential concepts and techniques of statistics, which enable collection, analysis, and interpretation of data in psychological research. After course completion:</p> <ol style="list-style-type: none"> 1. Students would be able to select the appropriate method and samples for their research question. 2. They would make informed choices regarding techniques required to analyze particular data sets. 3. They would apply relevant statistical methods to analyze particular data sets. 4. They would interpret results and arrive at correct conclusions from particular data sets 5. They would learn how to write in APA style and format 				
Unit	Title & Teaching Hours	Contents				
I	Basics of research (15 Hrs.)	<p>Types of research: Quantitative research; Qualitative research; Mixed methods research; Problems and Hypotheses, Levels of significance; Effect size; Errors in statistical decisions, Bayesian hypothesis testing</p> <p>Methods of Psychology: Descriptive methods, Correlational methods, Experimental methods; Sampling techniques: Probability and non-probability sampling</p> <p>Constructing the measures for research: Rating scales, Interview schedules, Questionnaires, Ability tests, Experimental tasks</p> <p>Scales of measurement and Errors in measurement, Establishing the Reliability and Validity of Quantitative Measures, Validity of qualitative and mixed methods research</p>				
II	ANOVA (15 Hrs.)	<p>Assumptions of ANOVA and their tests, Links of ANOVA with the General Linear Model, t ratio, and multiple regression, One way ANOVA, Planned and post hoc comparisons (Scheffe's, LSD, Newman Keuls, Duncan's, Tukey's), Trend analyses;</p> <p>ANOVA in factorial designs: Independent samples, repeated measures, and mixed designs, Latin Square designs</p>				

III	Correlation based Analyses (15 hours)	Regression equation and coefficients – calculation and Multiple Regression analyses: Linear, Stepwise, and logistic regression Factor Analyses, Basics, Extraction and rotation of factors, Exploratory and Confirmatory factor analyses Structural equation modelling: Basic principles, Relation with regression, ANOVA, and factor analyses; Modelling for Mediation and Moderation Analyses
IV	Research Report Writing (15 Hrs.)	Ethical issues in psychological research, APA style of writing (using the latest publication manual); Similarities and differences between writing a thesis, a review, and an empirical research-based article.

Teaching Learning Strategies: All techniques to be practiced with calculators and statistical software packages, Lectures, Tutorial, Problem solving, Review of relevant resources (Articles / Books, etc.),

Assessment Framework

Assessment Method (Weightage: 100%; 4 Credits: 100 Marks)

Formative Assessment (In-Semester)	Sessional	Assignment I	Assignment II	Assignment III
	Weightage	25	25	25
	Assessment Tools	Presentation, Group Discussion, Poster Presentation, Assignment, Written Test, Field Visit report, Viva-voce, etc.		

The department will have three Sessional Tests out of which the best two are counted for computation of SGPA.

Summative Assessment (End-Semester)	Sessional	End Semester Examination
	Weightage	50
	Assessment Tools	Assessment scheme and mode shall be prescribed by the Examination branch, Sikkim University, from time to time.

Suggested Readings:

1. Agresti, A. (2017). *Statistical methods for the Social Sciences* (5th edition). USA: Pearson.
2. Anastasi, A., & Urbina, S. (1997). *Psychological testing*. New Delhi: Prentice Hall.
3. Aron, A., Aron, E. N., & Coups, E. (2012). *Statistics for Psychology*. New Delhi: Pearson.
4. Breakwell, G.M., Hammond, S., & Fife-Schaw, C. (2000). *Research Methods in Psychology* (2nd ed.). London: Sage
5. Broota, K. D. (2020). *Experimental Designs in Behavioural Research*. New Delhi: New Age Publishers.
6. Field, A. (2018). *Discovering statistics using IBM SPSS Statistics* (5th edition). USA: Sage.
7. Giles, D. (2002). *Advanced Research method in Psychology*. New York: Psychology Press.
8. Howell, D.C. (2017). *Fundamental statistics for the behavioural sciences* (9th edition). USA: Cengage.
9. Kerlinger, F.N. (1986). *Foundations of Behavioural Research* (3rd edition). USA: Holt, Rinehart & Winston.
10. Kopala, M., & Suzuki L.A. (1999). *Using qualitative Methods in Psychology* (2nd ed). Thousand Oaks: Sage.

Note: Learners are advised to use the latest edition of readings.

Course II

Course Title	Code	Credits	Credit Distribution of the Course			Total Teaching Hours
			Lecture	Tutorial	Self-Preparation	
Writing Research Proposal	PSY-C-702	4	0	0	4	60
Course Learning Outcomes	<p><i>On successful completion of the course, the students will be able to:</i></p> <ul style="list-style-type: none"> • Understand the value of a research proposal and the contribution it makes to the project • Craft a research proposal to demonstrate and articulate the merits of the researcher, the research question, and the proposed methods • Identify the key preparation steps of a research proposal • Use each step to effectively articulate the research question and general research plan • Learn how to assess and implement proposal guidelines • Follow the correct steps to clearly articulate what they know when writing a proposal • Understand what each section of the proposal requires • Anticipate potential obstacles in writing the proposal and develop strategies to overcome or avoid them 					
<p>This will be a no-lecture paper.</p> <ul style="list-style-type: none"> ❖ For this paper, the candidates will write a detailed proposal of their research including a thorough review of literature on a topic of their choice in consultation with their respective teachers and present the same in a seminar at least 10 days before the End-Term examination. ❖ A Department Research Committee consisting of at least 3 members including Head of the department will internally evaluate the candidate on 100 marks (4 credits), which will include the following: <ul style="list-style-type: none"> • Synopsis submission • Final synopsis presentation (PPT) 						
<p>Teaching Learning Strategies: Classroom lecture, Tutorial, Problem solving, Review of relevant resources (Articles / Books, etc.), ICT, Practical, Group discussion, Seminar, Case studies, Field work, etc.</p>						
Assessment Framework						
Assessment Method (Weightage: 100%; 4 Credits: 100 Marks)						
To be Evaluated by the Department Research Committee Members						100

Assessment Tools	PPT Presentation, Synopsis submission, Group Discussion, Question and Answer Session, etc.	(4 Credits)
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Course III

Course Title	Code	Credits	Credit Distribution of the Course			Total Teaching Hours
			Lecture	Tutorial	Practical	
Research and Publication Ethics	PSY-C-703	2	2	0	0	30
Course Learning Outcomes	<i>On successful completion of the course, the students will be able to:</i>					
	<ul style="list-style-type: none"> Equip the students to carry out the research and report their findings in an ethical manner. Demonstrate intellectual honesty & research Integrity. Evaluate the best practices in publishing the research findings. Evaluate the predatory publishers and journals. Use indexing and citation databases. 					
Unit	Unit Title & Teaching Hours	Contents				
I	Philosophy & Ethics (3 Hrs.)	Introduction to Philosophy: Definition, Nature & Scope, Concept, Branches. Ethics: Definition, Moral Philosophy, Nature of Moral Judgments & Reactions				
II	Scientific Conduct (5 Hrs.)	Scientific Conduct: Ethics with regard to science & Research; Intellectual Honesty & Research Integrity; Scientific Misconducts: Falsification, Fabrication & Plagiarism (FFP); Redundant Publications: Duplicate & Overlapping Publications, Salami Slicing; Selective Reporting & Misrepresentation of Data				
III	Publication Ethics (7 Hrs.)	Publication Ethics: Definition, Introduction & Importance; Best Practices/Standards Setting Initiatives & Guidelines: COPE, WAME etc.; Conflicts of Interest; Publication Misconduct: Definition, Concept, Problems that lead to unethical behavior & vice versa, types; Violation of Publication Ethics, Authorship & Contributorship; Identification of Publication Misconduct, Complaints & Appeals; Predatory Publishers & Journals.				
IV	Open Access Publishing (4 Hrs.)	Open Access Publishing: Open Access Publications & Initiatives; SHERPA/RoMEO Online Resource to check publisher copyright & self-archiving policies; Software tools to identify predatory publications developed by SPPU; Journal Finder/Journal Suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggester, etc.				

V	Publication Misconduct (7 Hrs.)	Publication Misconduct: Subject Specific Ethical Issues, FFP, Authorship; Conflicts of Interest; Complaints & Appeals: Examples and Fraud from India & Abroad. Software Tools: Use of Plagiarism Software like Turnitin, Urkund & other Open-Source Software tools
VI	Databases & Research Metrics Databases (4 Hrs.)	Databases & Research Metrics Databases: Indexing Databases, Citation Databases: Web of Science, Scopus etc. Metrics: Impact Factor of Journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score; Metrics: h-index, g index, i10 index, altmetrics

Teaching Learning Strategies: Classroom lecture, Tutorial, Problem solving, Review of relevant resources (Articles / Books, etc.), ICT, Practical, Group discussion, Seminar, Case studies, Field work, etc.

Assessment Framework

Assessment Method (2 Credits: 50 Marks)

Formative Assessment (In-Semester)	Sessional	Assignment I	Assignment II	Assignment III*
	Marks	10	10	15
	Assessment Tools	Presentation, Group Discussion, Poster Presentation, Assignment, Written Test, Field Visit report, Viva-voce, etc.		

The department will have three Sessional Tests out of which the best one from Assignment I and II are counted for computation of SGPA. However, in case of **Assignment III***, the marks secured by the candidate will be counted for computation of SGPA.

Summative Assessment (End-Semester)	Sessional	End Semester Examination
	Marks	25
	Assessment Tools	Assessment scheme and mode shall be prescribed by the Examination branch, Sikkim University, from time to time.

Suggested Readings:

1. Alasdair (1967) A Short History of Ethics. London.
2. Bird, A. (2006). Philosophy of Science. Routledge MacIntyre,
3. Chaddah, P. (2018) Ethics in Competitive Research: Do not get Scooped; do not get Plagiarized, ISBN: 978-9387480865
4. Sana, L. (2019). Text book of research ethics: Theory & practice. Springer.
5. Yadav, S. K. (2020). Research and publication ethics. New Delhi: Ane Books Pvt. Ltd.

Note: Learners are advised to use the latest edition of readings.

Course IV

Course Title	Code	Credits	Credit Distribution of the Course			Total Teaching Hours
			Lecture	Tutorial	Practical	
Child and Adolescent Psychopathology	PSY-C-704 (A)	4	3	1	0	60
Course Outcomes	Learning	<i>On successful completion of the course, the students will be able to:</i>				
		<ul style="list-style-type: none"> • Demonstrate in-depth understanding of factors and processes associated with the onset and course of problems and disorders experienced by children and youth • Apply a broad range of developmentally appropriate and culturally relevant diagnostic and assessment criteria to accurately identify psychological disorders in children and adolescents • Critically review child and adolescent psychopathology issues and challenge social and cultural assumptions of what is normal or pathological. • Critically evaluate evidence-based interventions and prevention strategies of childhood disorders 				
Unit	Unit Title & Teaching Hours	Contents				
I	Clinical Assessment (15 Hrs.)	Observation; Interview; Case history; psychological tests; Neurological; Psycho neurological examination.				
II	Mental Disorders diagnosed in Childhood (15 Hrs.)	Causes, Symptoms, and treatment of: Specific developmental disorders; Pervasive and other developmental disorders; attention deficit disorders; conduct disorders				
III	Causes, Symptoms, and treatment of Tic and Elimination Disorders (15 Hrs.)	Tic disorders; Nonorganic enuresis and encopresis; Emotional disorders (Anxiety dis.; School refusal; Sibling rivalry; Phobic dis.; OCD, Somatoform dis.; Depressive dis.; Suicide and Para-suicide; Child abuse; Feeding and eating dis.; PTSD, Panic dis.); Impulse control disorders				
IV	Child Abuse and Neglect (15 Hrs.)	Child Mal-treatment and non-accidental trauma				

Teaching Learning Strategies: Classroom lecture, Tutorial, Problem solving, Review of relevant resources (Articles / Books, etc.), ICT, Practical, Group discussion, Seminar, Case studies, Field work, etc.

Assessment Framework

Assessment Method (Weightage: 100%; 4 Credits: 100 Marks)

Formative Assessment (In-Semester)	Sessional	Assignment I	Assignment II	Assignment III*
	Weightage	25	25	25
	Assessment Tools	Presentation, Group Discussion, Poster Presentation, Assignment, Written Test, Field Visit report, Viva-voce, etc.		

The department will have three Sessional Tests out of which the best two are counted for computation of SGPA. However, in case of Practical Paper (Assignment III*), the Practical marks secured by the candidate will be counted for computation of SGPA.

Summative Assessment (End-Semester)	Sessional	End Semester Examination
	Weightage	50
	Assessment Tools	Assessment scheme and mode shall be prescribed by the Examination branch, Sikkim University, from time to time.

Suggested Journal Readings:

1. Kapur, M. (1995). Mental Health of Indian Children. New Delhi: Sage Publication.
2. Kronenberger, W.G. & Mayer, R.G. (2001). The Child Clinicians Handbook. London: Allyn and Bacon.
3. Lewis, M. (1991). Child and Adolescent Psychiatry. London: Williams and Wilkins.
4. Malhotra, S. (2002). Child Psychiatry in India. New Delhi: MacMillan.
5. Mash, E.J. & Wolfe, D.A. (2005). Abnormal Child Psychology. Singapore: Thomson Wadsworth.
6. Sadock, B.J. & Sadock, V.A. (2008). Kaplan and Sadock's Synopsis of Psychiatry: Behavioural Sciences/Clinical Psychology. New York: Wolters Kluwer/Lippincott Williams and Wilkins.
7. Sharma, N., Kalia, A.K. Husain, A. (2008). Counselling: Theory, Research and Practice. New Delhi: Global Vision.
8. Sue, B., Sue, D.W., Sue, S. (2003). Understanding abnormal behaviour. New York: Houghton Mifflin.
9. Thapa, K., Van der Aalsvoort, Pandey. J. (Eds.) (2008). Perspectives on Learning Disabilities in India: Current Practices and Prospects. New Delhi: Sage.
10. Weis, R. (2008). Abnormal Child and Adolescent Psychology. London: Sage Publications.

Note: Units will be taught by referring to research articles of last ten years. Students are also advised to refer to the latest publications in the above-mentioned fields.

Or,

Course Title	Code	Credits	Credit Distribution of the Course			Total Teaching Hours
			Lecture	Tutorial	Practical	
Advanced Social Psychology	PSY-C-704 (B)	4	3	1	0	60
Course Learning Outcomes		<i>On successful completion of the course, the students will be able to:</i>				
		<ul style="list-style-type: none"> • Explain the role of social psychology in social problems and social change. • Analyze the socio-psychological factors of poverty. • Understand the physical, social, cultural and economic consequences of disadvantaged and deprived groups. • Educate and motivate the disadvantaged towards development. • Critically evaluate violence in families, terrorism and strategies to deal with terrorism psychology of corruption. • Apply social psychology to the interpersonal aspects of legal system, health related behaviour. 				
Unit	Unit Title & Teaching Hours	Contents				
I	Increasing role of Social Psychology (15 Hrs.)	Increasing role of Social Psychology in Social problems, Applied Social Psychology and Social Policy Social Change: Approaches, Factors affecting change and Resistance to Social change Social Integration Concept and Measures to achieve Social Integration.				
II	Poverty and Deprivation (15 Hrs.)	Poverty and Deprivation: Social Psychological analysis of Poverty, Consequences and Explanations of Poverty, Concepts of Disadvantaged, Deprivation and Socially Deprived, Physical, Social, Cultural and Economic Consequences of Disadvantaged and Deprived Groups, Educating and Motivating the Disadvantaged towards Development.				
III	Violence (15 Hrs.)	Violence: Concept, Explanations, Violence in Families, Terrorism and Strategies to deal with Terrorism Psychology of Corruption Impact of Information Technology and Communication Technology on Social Behaviour.				

IV	Applying Social Psychology (15 Hrs.)	Applying Social Psychology to the Interpersonal aspects of Legal System, Health Related Behaviour and the World of Work.
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Teaching Learning Strategies: Classroom lecture, Tutorial, Problem solving, Review of relevant resources (Articles / Books, etc.), ICT, Practical, Group discussion, Seminar, Case studies, Field work, etc.

Assessment Framework

Assessment Method (Weightage: 100%; 4 Credits: 100 Marks)

Formative Assessment (In-Semester)	Sessional	Assignment I	Assignment II	Assignment III*
	Weightage	25	25	25
	Assessment Tools	Presentation, Group Discussion, Poster Presentation, Assignment, Written Test, Field Visit report, Viva-voce, etc.		

The department will have three Sessional Tests out of which the best two are counted for computation of SGPA. However, in case of Practical Paper (Assignment III*), the Practical marks secured by the candidate will be counted for computation of SGPA.

Summative Assessment (End-Semester)	Sessional	End Semester Examination
	Weightage	50
	Assessment Tools	Assessment scheme and mode shall be prescribed by the Examination branch, Sikkim University, from time to time.

Suggested Readings:

1. Baron, R. A. & Byne, D. (2006). Social Psychology, Understanding, Human Interaction, Prentice Hall of India, New Delhi.
2. Jain, U. (1987). The Psychological Consequences of Crowding, Sage Publications Pvt. Ltd., New Delhi.
3. Lindzey, G. & Aronsen, E. (1975). The Handbook of Social Psychology, American Publishing Co., New Delhi.
4. Raven, B. H. & Rubin, H. L. (1983). Social Psychology, John Willy Sons, New York.
5. Shaver, K. G. (1987) Principles of Social Psychology, Lawrence Erlbaum, Associates, Publisher, London.
6. Shaw, M. E. & Costanzo, P. R. (1976). Theories of Social Psychology, McGraw Hill & Co., New York.
7. Sinha, D. (1981) Socialization of the Indian Child, Concept Publishing Co., New Delhi.

8. Worchel, S., Cooper, J. & Coethals, G. R. (1988). Understanding Social Psychology. The Dosrey Press, Chicago.

Note: Learners are advised to use the latest edition of readings.

Or,

Course Title	Code	Credits	Credit Distribution of the Course			Total Teaching Hours
			Lecture	Tutorial	Practical	
Organizational Psychology	PSY-C-704 (C)	4	3	1	0	60
Course Learning Outcomes	<i>On successful completion of the course, the students will be able to:</i>					
	<ul style="list-style-type: none"> • Explain overall organizational processes and analyze them. • Demonstrate skills to work on different processes of the organization • Recognize the importance of Positive work environment and acquire skills to develop it. 					
Unit	Unit Title & Teaching Hours	Contents				
I	History of Industrial/Organizational Psychology (15 Hrs.)	<ul style="list-style-type: none"> • History of Industrial/Organizational Psychology, • Paradigms in organizational psychology, • Scientific management, • Human relations and Contingency approach, • Review of literature. 				
II	Employee selection, training, Employee health and well-being (15 Hrs.)	<ul style="list-style-type: none"> • Employee selection and training, • Employee motivation and satisfaction, • Emotions and workplace performance, • Employee health and well-being, • Review of literature. 				
III	Job, Task analysis, Organizational Design and Development (15 Hrs.)	<ul style="list-style-type: none"> • Job and Task analysis, • Organizational Design and Development, • Group dynamics and Decision making, • Team building, • Leadership and Governance, • Workplace Counselling and high performance and productivity, • Organizational Efficiency and Effectiveness. 				

IV	Training, development and assessment in organizations (15 Hrs.)	<ul style="list-style-type: none"> • 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.
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Teaching Learning Strategies: Classroom lecture, Tutorial, Problem solving, Review of relevant resources (Articles / Books, etc.), ICT, Practical, Group discussion, Seminar, Case studies, Field work, etc.

Assessment Framework

Assessment Method (Weightage: 100%; 4 Credits: 100 Marks)

Formative Assessment (In-Semester)	Sessional	Assignment I	Assignment II	Assignment III*
	Weightage	25	25	25
	Assessment Tools	Presentation, Group Discussion, Poster Presentation, Assignment, Written Test, Field Visit report, Viva-voce, etc.		

The department will have three Sessional Tests out of which the best two are counted for computation of SGPA. However, in case of Practical Paper (Assignment III*), the Practical marks secured by the candidate will be counted for computation of SGPA.

Summative Assessment (End-Semester)	Sessional	End Semester Examination
	Weightage	50
	Assessment Tools	Assessment scheme and mode shall be prescribed by the Examination branch, Sikkim University, from time to time.

Suggested Readings:

1. Katz, D.& Kahn, R.L. (1967). Social Psychology of Organizations. Prentice Hall.
2. Luthans, F. (1998). Organizational Behaviour. New York: McGraw-Hill.
3. Nelson D.L., &Quick, J. C. (2008). Organizational Behavior: Foundation, Realities and Challenges, Thompson-South Western, New Delhi.
4. Pareek, U. (2006). Understanding Organizational Behavior, Oxford University Press, New Delhi.
5. Schultz, D. & Schultz, S.E. (2002). Psychology and Work Today. (8th ed.). New Delhi: Pearson Education.

Note: Learners are advised to use the latest edition of readings.