



Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore
Shri Vaishnav Institute of Social Sciences, Humanities and Arts
Choice Based Credit System (CBCS) in Light of NEP-2020
BA Psychology
Semester VII (Batch 2022-2026)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHNPSY701	Major	Basics of Rehabilitation Psychology	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; Q/A– Quiz/Assignment/Attendance, MSTMidSem Test.

Course Educational Objectives (CEOs):

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

- CEO1:** To understand the meaning of rehabilitation and its various contexts.
- CEO2:** To know about various disabilities and their diagnosis.
- CEO3:** To understand about implementation of various intervention strategies.
- CEO4:** To provide the knowledge of different types of injuries and their rehabilitation.
- CEO5:** To develop understanding of the laws and legal issues in rehabilitation.

Course Outcomes (COs) The student will be able to:

- CO1:** Recognize the network of psychological, social, biological, and environmental factors that influence rehabilitation.
- CO2:** Diagnose mental health issues and problems in person with disability.
- CO3:** Recommend and carry out appropriate psychological and behavioral interventions and counseling in persons with disability.
- CO4:** Work with community to promote health and enhance quality-of-life and psychological well-being.
- CO5:** Apply knowledge and problem-solving skills in a wide variety of settings and facilitate legal and ethical guidelines in practice.

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BAHNPSY701	Major	Basics of Rehabilitation Psychology	60	20	20	0	0	3	0	0	3

BAHNPSY701
Basics of Rehabilitation Psychology

Contents

Unit I

Introduction to Rehabilitation Psychology: Meaning and Nature of Rehabilitation, Goals and Purpose of Rehabilitation, Ethical Issues in Rehabilitation Psychology; Enhancing Quality of Life for Individuals with Chronic Illnesses

Unit II

Concept and Definition of Differently-Abled, Types, Causes and Prevention of various disabilities; Intellectual Disability, Specific Learning Disorders and their Treatment; Supporting Differently-Abled Individuals in Academic and Vocational Settings

Unit III

Psychological Rehabilitation: Meaning, and Scope; Psychiatric Rehabilitation: Meaning, Definitions, Steps, Approaches, and Methods of Psychiatric Rehabilitation; Interventions in Psychological and Psychiatric Rehabilitation; Cognitive and Behavioral Strategies for Recovery

Unit IV

Neuropsychological Aspects of Rehabilitation: Brain Structures – Frontal, Temporal, Parietal and Occipital lobes and related Pathology, Rehabilitation in Traumatic Brain Injury and Stroke; Neuroplasticity and its Role in Rehabilitation

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BAHNPSY701	Major	Basics of Rehabilitation Psychology	60	20	20	0	0	3	0	0	3

Unit V

Psychosocial and Cognitive Rehabilitation in Elderly; Rehabilitation in Neurodegenerative Disorders; Mental Healthcare Act, Rights of Persons with Disabilities Act (RPWD), and Rehabilitation Council of India (RCI) Act.

Recommended Readings:

- Dunn, D. S. (Ed.). (2021). *Understanding the experience of disability: Perspectives from social and rehabilitation psychology*. Oxford University Press.
- Wilson, B. A., & Betteridge, S. (2019). *Essentials of neuropsychological rehabilitation*. Guilford Publications.
- Kennedy, P. (Ed.). (2019). *The Oxford handbook of rehabilitation psychology* (2nd ed.). Oxford University Press.
- American Psychological Association. (2019). *Handbook of rehabilitation psychology* (3rd ed.). Author.
- Anthony, J. A. (2022). *Rehabilitation psychology (Psychology in action)*. Mason Crest Publishers.

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			END SEM University	Mid Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHNPSY702	Major	Introduction to Positive Psychology	60	20	20	30	20	2	0	2	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs)

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

CEO 1: Understand the fundamental principles, theories, and research in Positive Psychology.

CEO 2: Explore the role of well-being, happiness, and strengths in human flourishing.

CEO3: Apply positive psychological interventions to enhance personal and professional well-being.

CEO 4: Analyze the impact of positive emotions, resilience, and gratitude on mental health.

CEO 5: Evaluate the effectiveness of positive psychology strategies in various life domains, including education, workplaces, and relationships.

Course Outcomes (COs) The student will be able to:

CO1: Remember key concepts, theories, and pioneers of Positive Psychology.

CO2: Explain the scientific basis of happiness, well-being, and resilience.

CO 3: Apply positive psychology techniques such as gratitude exercises and mindfulness in daily life.

CO 4: Analyze how strengths-based approaches influence personal and professional growth.

CO 5: Critically evaluate research studies and interventions related to well-being and human flourishing.

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BAHNPSY702	Major	Introduction to Positive Psychology	60	20	20	30	20	2	0	2	3

BAHNPSY702
Introduction to Positive Psychology

Contents

Unit I

Introduction to Positive Psychology: Definition, history, and emergence of Positive Psychology; Key contributors: Martin Seligman, Mihaly Csikszentmihalyi, Sonja Lyubomirsky; Comparison with traditional psychology (deficit vs. strengths-based approach); Research methods in Positive Psychology

Unit II

Well-being and Happiness: Models of well-being: PERMA Model (Seligman), Self-Determination Theory; Theories of happiness: Hedonic vs. Eudaimonic well-being; Role of positive emotions, flow, and meaning in life; Factors influencing happiness (genetics, circumstances, intentional activities)

Unit III

Strengths and Virtues: Character strengths and the VIA Classification; The role of optimism, hope, and resilience; Gratitude and its psychological benefits; Strength-based approaches in education and workplace settings

Unit IV

Positive Relationships and Social Well-being: The impact of social connections on happiness; The role of compassion, altruism, and kindness; Love and relationships in Positive Psychology (e.g., John Gottman's research); Building supportive communities and workplaces; Application of Positive Psychology in Digital Well-being

Unit V

Practical Applications and Interventions: Positive Psychology interventions (gratitude journaling, mindfulness, goal-setting); Role of Positive Psychology in mental health and therapy (Positive CBT, strengths-based therapy); Enhancing resilience and stress management; Future directions and applications in education, organizations, and healthcare

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Semester - I (Batch 2021-2023)											
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BAHNPSY702	Major	Introduction to Positive Psychology	60	20	20	30	20	2	0	2	3

List of Practical:

1. Altruism scale
2. Emotional Intelligence scale
3. Happiness scale
4. Life Satisfaction scale
5. Well-being scale

Recommended Readings:

- Paul-Choudhury, S. (2025). *The bright side: Harnessing the power of positive thinking*. Penguin Books.
- Doyle, G., Wambach, A., & Doyle, A. (2025). *We can do hard things: Answers to life's 20 questions*. Random House.
- Snyder, C. R. (2021). *Positive provocation: 25 questions to elevate your coaching practice*. Wiley.
- Biswas-Diener, R. (2021). *The courage quotient: How science can make you braver*. Wiley.
- Peterson, C., & Seligman, M. E. P. (2021). *Character strengths and virtues: A handbook and classification* (2nd ed.). Oxford University Press.

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BAHNPSY703	DSE	Educational Psychology	60	20	20	0	0	4	0	0	4

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***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs)

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

CEO 1: Understand the fundamental concepts, theories, and principles of Educational Psychology and their relevance to teaching and learning.

CEO 2: Analyze the cognitive, emotional, and social development of learners and their impact on educational practices.

CEO3: Apply psychological theories to create effective instructional strategies and classroom management techniques.

CEO 4: Evaluate the role of motivation, intelligence, and individual differences in learning outcomes.

CEO 5: Develop an understanding of assessment methods and their role in measuring student learning and progress.

Course Outcomes (COs) The student will be able to:

CO1: Remember and explain key theories and concepts in Educational Psychology.

CO2: Understand the psychological factors influencing learning, motivation, and development.

CO 3: Apply psychological principles to design effective teaching methods and learning environments.

CO 4: Analyze various learning styles and individual differences to enhance teaching effectiveness.

CO 5: Evaluate the effectiveness of different instructional strategies and psychological interventions in education.

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BAHNPSY703	DSE	Educational Psychology	60	20	20	0	0	4	0	0	4

BAHNPSY703
Educational Psychology

Contents

Unit I

Introduction to Educational Psychology: Definition, nature, and scope of Educational Psychology; Importance and applications in teaching and learning; Relationship between psychology and education; Methods of Educational Psychology (experimental, observational, case study); Integration of National Education Policy (NEP) and Educational Psychology

Unit II

Human Growth and Development: Theories of cognitive development (Jean Piaget, Lev Vygotsky); Stages of physical, emotional, and social development; Role of heredity and environment in learning; Implications of developmental psychology in Inclusive education

Unit III

Learning and Motivation: Theories of learning: Classical Conditioning, Operant Conditioning, Social Learning Theory; Factors affecting learning (intelligence, interest, aptitude, learning styles); Theories of motivation: Maslow's Hierarchy of Needs, Self-Determination Theory; Role of reinforcement and punishment in education

Unit IV

Intelligence and Individual Differences: Theories of intelligence (Spearman's g-factor, Gardner's Multiple Intelligences, Sternberg's Triarchic Theory); Emotional intelligence and its role in education; Giftedness, and special education needs; Addressing individual differences in the classroom.

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BAHNPSY703	DSE	Educational Psychology	60	20	20	0	0	4	0	0	4

Unit V

Assessment and Evaluation in Education: Meaning, types, and functions of assessment; Norm-referenced vs. criterion-referenced tests; Standardized tests and teacher-made tests; Formative and summative assessment strategies; Role of feedback in learning

Recommended Readings:

- Schutz, P. A., & Muis, K. R. (Eds.). (2023). *Handbook of educational psychology* (4th ed.). Routledge.
- Yeager, D. (2024). *10 to 25: How to speak young adult*. HarperCollins.
- Schleider, J. (2024). *Resilience interventions in education: Coping strategies for students*. Oxford University Press.
- Haidt, J. (2024). *The anxious generation: How the great rewiring of childhood is causing an epidemic of mental illness*. Penguin Random House.
- Dweck, C. S. (2021). *Mindset: The new psychology of success* (Updated ed.). Ballantine Books

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BAHNPSY704	DSE	Cyber Psychology	60	20	20	0	0	4	0	0	4

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; Q/A Quiz/Assignment/Attendance, MST Mid Sem Test.

Course Educational Objectives (CEOs):

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

CEO1: To understand the fundamental concepts, scope, and historical development of cyberpsychology.

CEO2: To examine the impact of cyberspace on personality, identity, and social interactions.

CEO3: To analyze internet-based disorders, online addictions, and their psychological consequences.

CEO4: To explore the influence of social media on behavior, relationships, and mental health.

CEO5: To apply cyber psychological principles in therapeutic settings and mental health interventions.

Course Outcomes (COs): The student will be able to:

CO1: Explain the core concepts of cyberpsychology and its role in human behavior and cognition.

CO2: Identify the psychological effects of cyberspace on personality, identity, and self-presentation.

CO3: Evaluate the causes, symptoms, and treatments of internet-based disorders and addictions.

CO4: Assess the impact of social media on mental health, emotional well-being, and social relationships.

CO5: Apply cyber psychological theories and principles to mental health interventions and ethical online practices.

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BAHNPSY704	DSE	Cyber Psychology	60	20	20	0	0	4	0	0	4

BAHNPSY704
Cyber Psychology

Contents

Unit I

The Concept and Meaning of Cyberpsychology; Historical Developments of Cyberspace; Sensory-Motor Interfaces, Learning and Memory, Transfer and Interference; Psychosocial Aspects of Cyber Culture: Neuropsychology of Internet, Biological and Technological Bases of Cyber Culture, Models and Metaphors in Cyber Culture.

Unit II

Online community- Definition, Early history; Methods of Online Communication-Information Model; Psychology of Text Relationship, Transient and Long-Term Relationship, Cyberspace Romance; The Social Consequences of Online Interactions; social media and Cyber activism; Positive Aspect of social media; Personality Types in Cyberspace-Narcissistic, Schizoid, Paranoid, Depressive, Manic masochistic, Obsessive/Compulsive, Psychopathic, Histrionic, Schizotypal

Unit III

Concept of Online identity and Multiple selves; Theories of self – Goffman's theory of self-presentation, Arkin's self-presentation strategies, Self-Discrepancy Theory, Impression management and Self-Presentation-Definition, Motivation for Managing Self-Impression and its Impact; Cyberspace and Personality - Unique Components of Internet Environment- Anonymity, Control Over Physical Appearance, The Black Hole of Cyberspace, Online Gender-Switching.

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BAHNPSY704	DSE	Cyber Psychology	60	20	20	0	0	4	0	0	4

Unit IV

Types of Addicts: Individual-Workers (at workplace) and Children; Causes of Addiction- Gaming, Loneliness, Marital Discontent, Work Related Stress, Boredom, Depression, Financial Problems, Insecurity about Physical Appearance, Anxiety; Psychomotor Agitation, Anxiety-obsessive thinking about what is happening on internet-fantasies or Dreams about Internet.

Unit V

Importance of Mental Health in cyber space; internet-based disorders – Gaming, Cyber Bullying, Cybersickness, Cyberchondriasis, Phantom Effect, Online Depression, Internet Addictions, Nomophobia, Depression, Social Isolation and Ostracism, Fear of Missing Out (FOMO), Sleep Deprivation, Addictive Behavior, Positive Correlates of Social Media Use, social media and Memes; Psychotherapy in Cyberspace – A Five-Dimensional Model of Online and Computer-mediated Psychotherapy. Online Mental Health Therapies-Individual Tele psychotherapy, Self-Help Therapy, Online Self-Help Groups, AI Therapy.

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BAHNPSY704	DSE	Cyber Psychology	60	20	20	0	0	4	0	0	4

Suggested Readings:

- Kirwan, G., Connolly, I., Barton, H., & Palmer, M. (2022). *An Introduction to Cyberpsychology* (2nd ed.). Routledge.
- Gonzalez, C. (2023). *Cyberpsychology Can Help Us Understand Cybercrime*. Nova Science Publishers.
- Haidt, J. (2024). *The Anxious Generation: How the Great Rewiring of Childhood Is Causing an Epidemic of Mental Illness*.
- Hayes, C. (2024). *The Sirens' Call: How Technology Is Reshaping Human Experience*.
- Rosen, C. (2024). *The Extinction of Experience: The Erosion of Human Interaction in a Digital World*

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BAHNPSY705	DSE	Palliative Care	60	20	20	0	0	4	0	0	4

Legends: L – Lecture; T – Tutorial/Teacher Guided Student Activity; P – Practical; C – Credit ;Q/A–Quiz/Assignment/Attendance, MST Mid Sem Test

Course Educational Objectives (CEOs):

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

CEO1: To understand the principles, scope, and significance of palliative care.

CEO2: To explore the psychological and emotional aspects of chronic and terminal illnesses.

CEO3: To examine pain and symptom management techniques, including psychosocial approaches.

CEO4: To understand ethical, legal, and cultural considerations in palliative care.

CEO5: To develop skills for working with families, caregivers, and multidisciplinary teams in palliative care settings.

Course Outcomes (COs) The student will be able to:

CO1: Define the fundamental principles and models of palliative care.

CO2: Assess the psychological and emotional challenges faced by patients and families in palliative care.

CO3: Implement effective pain and symptom management strategies using psychological techniques.

CO4: Evaluate ethical, legal, and cultural aspects of end-of-life care and decision-making.

CO5: Collaborate with caregivers and multidisciplinary teams to enhance patient well-being and provide bereavement support.

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Choice Based Credit System (CBCS) in Light of NEP-2020
BA Psychology
Semester VII (Batch 2022-2026)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING &EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHNPSY705	DSE	Palliative Care	60	20	20	0	0	4	0	0	4

BAHNPSY705
Palliative Care

Contents

Unit I

Foundations of Palliative Care: Definition and scope of palliative care; Principles of palliative care; Difference between palliative care and curative treatment; Evolution and history of palliative care; Palliative care models: Home-based, hospital- based, and hospice care; Concept of "Serious Health-Related Suffering" among individuals with chronic and terminal conditions

Unit II

Psychological Aspects in Palliative Care: Emotional and psychological responses to chronic and terminal illnesses; Coping mechanisms in patients and families; Anxiety, depression, and grief in palliative care patients; Psychological assessment in palliative care; Role of psychologists in end-of-life care.

Unit III

Pain and Symptom Management in Palliative Care: Understanding pain: Types, assessment, and management; Psychosocial and behavioral approaches to pain management; Managing symptoms in fatigue, breathlessness, nausea, and insomnia; Role of relaxation techniques, mindfulness, and therapy; Communication skills in managing patient distress; Psychological interventions for distress management in terminal illnesses

Unit IV

Ethical considerations: Autonomy, dignity, and informed consent; Legal frameworks for end-of-life care in India and globally; Cultural perspectives on death and dying; Decision-making and role of psychologists in ethical dilemmas;

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BAHNPSY705	DSE	Palliative Care	60	20	20	0	0	4	0	0	4

Unit V

Family, Multidisciplinary Care, and Community Support: Family dynamics in palliative care; Caregiver stress and support interventions; Role of a multidisciplinary team: Physicians, nurses, psychologists, and social workers; Bereavement counseling and post-loss support; Contributions of Dr. M. R. Rajagopal: Father of Palliative Care in India, his role in the National Program for Palliative Care (NPPC), and the work of Pallium India

Recommended Readings:

- Smith, T. J., & Temin, S. (2021). *Palliative care in the global setting: ASCO resource-stratified practice guideline summary*. *Journal of Global Oncology*, 7, 160-168.
- Kelley, A. S., & Bollens-Lund, E. (2020). *Identifying the population with serious illness: The "denominator" challenge*. *Journal of Palliative Medicine*, 23(3), 393-394.
- Ritchie, C. S., & Kelley, A. S. (2019). *Consensus-based recommendations for research priorities in palliative care for older adults with cancer*. *Journal of Palliative Medicine*, 22(7), 769-778.
- Hui, D., & Bruera, E. (2019). *Integrating palliative care into the trajectory of cancer care*. *Nature Reviews Clinical Oncology*, 16(3), 159-168.
- Twycross, R. (2024). *Reflections on palliative care and the assisted dying debate*. *Palliative Medicine*, 38(5), 321-323.

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BAHN706	Minor	Research Methods in Behavioral Sciences with SPSS	60	20	20	30	20	2	1	2	4

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C – Credit.

***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks

Course Educational Objectives:

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

- CEO1:** To choose a research problem in behavioral science
- CEO2:** To enable students to frame hypothesis.
- CEO3:** To operate various types of data with SPSS.
- CEO4:** To analysis parametric test with SPSS.
- CEO5:** To comprehend the non-parametric tests with SPSS

Course Outcomes (COs) The student will be able to:

- CO1:** Formulate a research problem in behavioral science.
- CO2:** Evaluate quality research work.
- CO3:** Estimate variables with SPSS.
- CO4:** Experiment with parametric test using SPSS.
- CO5:** Experiment with non-parametric test using SPSS

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Contents

UNIT I : Defining the Research Problem

Formulating a Research Problem, Selecting the Problem, Necessity of Defining the Problem, Steps in formulating a research problem. Ethical Considerations at Every Step (Including IRB Perspectives and Research Ethics)

UNIT II : Hypothesis and Research Design

Hypothesis- Concept, Function, Types and Testing, Research Design, Functions of a Research Design, Quantitative and Qualitative Research, Features of a Good Design. Ethical Issues in Research Design, Misuse of AI in Research, and Data Manipulation Concerns

UNIT III: Data Entry and Tabular Analysis

Coding and Decoding of Data, Types of Data and Data entry, Variable Entry, Understanding the Scales of Variable: Ratio, Interval, Ordinal and Nominal. Converting Data into Cross Tabulation of 2X2, 2X3, 3X3, 3X2 etc; Ensuring Data Integrity and Ethical Considerations in Data Handling

UNIT IV: Parametric Test

Two-Sample t-Test, Paired t-Test, Analysis of Variance (ANOVA), Pearson Coefficient of Correlation, Regression Analysis with SPSS; Ethical Aspects of Statistical Analysis and Reporting

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UNIT V: Non-Parametric Test

Chi Square Test, Median, Goodness of Fit, Significance Level, Kruskal Wallis test, Mann Whitney U test, Wilcoxon Signed – Rank test; Training on Plagiarism Detection and Responsible Research Practices

Suggested Readings

- Cattaneo, M. D., Idrobo, N., & Titiunik, R. (2023). *A practical introduction to regression discontinuity designs: Extensions*. arXiv preprint arXiv:2301.08958.
- Sarstedt, M., & Cheah, J.-H. (2022). *Advanced issues in partial least squares structural equation modeling (2nd ed.)*. SAGE Publications.
- Mackey, A., & Gass, S. M. (2021). *Second language research: Methodology and design (3rd ed.)*. Routledge.
- Hammersley, M. (2023). *Methodological concepts: A critical guide*. Routledge.
- Hammersley, M. (2024). *A dictionary of social research methodology*. Routledge.

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BAHN707	Project	Dissertation I	-	-	-	60	40	0	2	8	6

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C – Credit.

Teacher Assessment shall be based on following components: Quiz/Assignment/

Project/Participation in Class, given that no component shall exceed more than 10 marks.

As part of the partial fulfillment of the Honors/Research Degree, students are required to submit Dissertation I, which consists of two key components:

1. Extensive Literature Review
2. Preparation of a Research Proposal (Synopsis)

The feasibility and suitability of Dissertation I will be determined based on the identification of research gaps in the literature review. The research proposal/synopsis must be developed under the guidance of an assigned supervisor and must adhere to ethical research standards. Each student must submit three hard-bound copies of their research proposal upon completion.

Key Guidelines:

1. Assignment of Supervisor: Each student will be assigned a faculty supervisor who will guide them throughout the research process.
2. Regular Tutorials and Consultation: Students must attend regular tutorial sessions with their supervisors to refine their research direction.
3. Synopsis Submission: Each student must submit a research synopsis outlining their proposed project for Dissertation II (VIII Semester).
4. Internal Panel Presentation: Students must present their literature review findings before an internal review panel.
5. Credit Allocation: The literature review presentation will carry three credits as part of Dissertation I.

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BAHN707	Project	Dissertation I	-	-	-	60	40	0	2	8	6

6. Dissertation I Evaluation: Total Marks: 100 where, Internal Evaluation: 40 Marks and External Evaluation: 60 Marks.
7. Joint Evaluation: Both internal and external examiners will assess and assign marks for the dissertation.
8. Synopsis Approval: Successful completion of the literature review is a prerequisite for synopsis submission.
9. Mandatory Ethical Review: Each research proposal must include a section on ethical considerations related to the topic, incorporating Institutional Review Board (IRB) perspectives.
10. Local IRB Review: A separate local IRB will review research proposals to ensure compliance with ethical research practices, which will be appointed by the director of the Institute.
11. Ethical Implementation: Students must integrate ethical principles in study design, data collection, and participant protection.
12. University-Mandated Plagiarism Check: A plagiarism check is compulsory, and the research synopsis will not be accepted without it.
13. Permissible Plagiarism Limit: The maximum allowable plagiarism percentage should be below 10 percent.

Suggested Readings:

- Sieger E Joan(1982), The Ethics of Social Research: Fieldwork, Regulation, and Publication, Springer, Delhi Book Store.
- https://www.ugc.gov.in/pdfnews/7771545_academic-integrity-Regulation2018.pdf.

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