SNDT Women's University, Mumbai

Master of Psychology

as per NEP-2023-24

Syllabus

(w.e.f. 2023-24)

Approved by Academic Council 7th August,2023

Prof Nilesh Thakre
Chairperson-BoS in Psychology

SNDT WOMEN'S UNIVERSITY
Postgraduate Programme
MA in Psychology
Credit Structure with Course Titles (MA- I & MA- II) &
Syllabus MA-PSYCHOLOGY-1st Year (SEM-I & SEM-II)

Programme: MA in Psychology

Programme Degree		**M.A.**
Parenthesis if any (Specialization)		**PSYCHOLOGY**
Preamble		Students will be able to analyze psychological components of behaviour, regardless of the domain of its expression, and with all theoretical underpinnings, such as theories of personality, and psychological testing. Apply principles of core psychological disciplines such as cognitive processes, neuropsychology and research methodology to their chosen field of work. Work effectively in the applied domain of their choice, as per the specialization of psychology they are trained in.
Programme Specific Outcomes (POs)		After completing this programme, the Learner will
	1.	Focus on strengthening core subject knowledge in Psychological Theory
	2.	Acquire Ethical aspects of psychology study and its practice
	3.	Explain Neurocognition and its application
	4.	Use Cognitive Psychology Psychometry, and Psychological Research, as well as Personality Theory
	5.	Gain mastery over applied aspects of Psychology, both in the Field, as well as in Research
	6.	Attain skill-based learning and expertise in the area of psychological research.

Eligibility Criteria for Programme		M.A. I PSYCHOLOGY – Graduates in Psychology Major with practicals from SNDT Women's University or any other recognized University. OR Psychology Graduates from any other UGC recognized University should have completed 8 courses of 4 credits each in Psychology with at least one course of practical of 4 credits in Psychology at Bachelor's programme through regular mode. (If required practicum journal is to be submitted) M. A. - II Psychology A student from this University should have cleared the first year in the same subject or has passed with admissible ATKT.
Intake (For SNDT WU Departments and Conducted Colleges)		Aided Programme: 25 Unaided Programme: 30

RM: Research Methodology
OJT: On-Job Training
RP: Research Project

Structure with Course Titles

Postgraduate Programme of 2 years: MA in Psychology

SN	Courses	Type of Course	Credits	Marks	Int	Ext
	Semester I					
111011	Neuropsychology	Major (Core)	4	100	50	50
111012	Psychological Testing and Assessment	Major (Core)	4	100	50	50
111023	Psychological Practical - Testing	Major (Core)	4	100	50	50
111014	Applications of Personality Theories	Major (Core)	2	50	0	50
121011	Application of Statistics in Psychology	Major (Elective)	4	100	50	50
131011	Research Methodology for Behavioural Sciences	Minor Stream (RM)	4	100	50	50
			22	**550**	**250**	**300**
	Semester II					
211011	Sports and Exercise Psychology	Major (Core)	4	100	50	50
211012	Qualitative Research Methods in Psychology	Major (Core)	4	100	50	50
211023	Psychological Practical - Experiments	Major (Core)	4	100	50	50
211014	Peace and Conflict Psychology	Major (Core)	2	50	0	50
221011	Positive Psychology	Major (Elective)	4	100	50	50
241041	Internship	OJT	4	100	50	50
			22	**550**	**250**	**300**

SNDT WOMEN'S UNIVERSITY
Postgraduate Programme MA in Psychology
Credit Structure with Course Titles & Syllabus
YEAR - II
MA-SEM-III & IV – Industrial & Organizational Psychology

Programme Degree		MA in Psychology
Parenthesis if any (Specialization)		INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY
Preamble		The Master's in Industrial and Organizational Psychology student is able to critically apply scholarly insights and methods in the evaluation and development of organizational and human resource knowledge. The development of core skills such as independent analysis, synthesis, judging and communicating is as important as the direct preparation for a professional career. The student gets the opportunity to apply their new insights and ideas to the world of real-life HRM practice, this is achieved by classroom teaching and interaction and also by direct on the job field training and internship in the organization and they will learn the application of concepts of Industrial-Organizational Psychology under direct supervision and mentorship of Organizational HR Professionals
Programme Specific Outcomes (POs)		**After completing this programme, Learner will:**
	1	Apply the basic elements of organizational behaviour and its application in the industry. Describe concepts of consumer behaviour, advertising, branding and marketing.
	2	Explain the human resource processes in the workplace
	3	Application of HR strategies and HR analytics
	4	Apply the concept of talent management and the process of linking talent management to organizational strategy and other HR practices,
	5	Examine the process for identifying high-potential talent and developing a pipeline of talent to serve organizational present and future needs
	6	Carry out research in Industrial and Organizational Psychology, that facilitates independent testing, analyzing, diagnosing as well as report writing
Eligibility Criteria for Programme	7	A student from this University should have cleared the first year in Psychology or has passed with admissible ATKT.
Intake (For SNDT WU Departments and Conducted/Affiliated Colleges)		Aided Programme – 25 Unaided Programme -30

RM: Research Methodology
OJT: On-Job Training
RP: Research Project

SNDT WOMEN'S UNIVERSITY
Postgraduate Programme MA in Psychology
Structure with Course Titles
Postgraduate Programme of 2 years: MA in Psychology
Year II
MA-SEM- III & IV- INDUSTRIAL & ORGANIZATIONAL PSYCHOLOGY

SN	Courses	Type of Course	Credits	Marks	Int	Ext
	Semester III-INDUSTRIAL & ORGANIZATIONAL PSYCHOLOGY					
312711	Human Resource Processes and Industrial Relations	Major (Core)	4	100	50	50
312712	Talent Management and Competency Mapping	Major (Core)	4	100	50	50
312713	Consumer Psychology	Major (Core)	2	50	00	50
312724	Orientation to Practicum in Industrial Psychology & Field Work	Major (Core)	4	100	50	50
322711	Organizational Behavior	Major (Elective)	4	100	50	50
352731	Research Proposal	RP	4	100	50	50
			22	**550**	**250**	**300**
	Semester IV-INDUSTRIAL & ORGANIZATIONAL PSYCHOLOGY					
412711	Organizational Development and Change Management	Major (Core)	4	100	50	50
412722	Field-Based Practicum in Industrial Psychology	Major (Core)	4	100	50	50
412733	Internship in Industrial Psychology	Major (Core)	4	100	50	50
422711	Employee and Workplace Counselling	Major (Elective)	4	100	50	50
452731	Research Dissertation	RP	6	150	100	50
			22	**550**	**300**	**250**

Programme Degree	MA in Psychology
Parenthesis if any (Specialization)	**Clinical Psychology**
Preamble	The Clinical Psychology Master's second year deepens understanding of complex psychological dynamics and enhances skills in addressing mental distress for well-being. Building on the first year, this curriculum progresses seamlessly from Semester III to IV, offering advanced insights, proficiencies, and vital practical experiences. Semester III maintains psychological exploration, dissecting psychopathology intricacies. "Foundations of Psychopathology" scrutinizes disorders meticulously, including origins, symptoms, and diagnostics. "Advanced Psychodiagnostics" sharpens expertise in assessing diverse mental health conditions. "Psychotherapy" integrates therapeutic art and science, applying evidence-based approaches. "Clinical Psychology in India" analyzes socio-cultural influences, while "Global Mental Health" explores diverse perspectives. Semester III concludes with "Research Proposal-I." Transitioning to Semester IV, the focus sharpens on mastering clinical practice. "Advanced Psychopathology" delves deeper into specific disorders. "Psychotherapy for Diverse Populations" is equipped with tailored techniques. "Practicum in Clinical Psychology" bridges theory and real-world contexts, and "Internship in Clinical Psychology" immerses in practice. "Research Project-II" realizes earlier proposals, substantively advancing knowledge. Throughout, emphasis on critical thinking, ethics, and evidence-based practice empowers adept navigation. Progress molds students into skilled clinicians, researchers, and advocates within mental health dynamics.
ProgrammeSpecific Outcomes (POs)	**After completing this programme, Learner will:**

	1. Develop a deeper comprehension of intricate psychological dynamics to effectively address complex mental distress and promote holistic well-being.

2. Acquire expertise in skillfully assessing diverse mental health conditions, utilizing advanced insights and assessment methodologies.

3. Demonstrate evidence-based approaches, combining the art and science of psychotherapy to facilitate psychological healing and personal growth.

4. Analyze and evaluate socio-cultural influences on mental health practices, fostering the ability to provide contextually relevant care within diverse cultural settings.

5. Attain advanced proficiency in diagnosing and intervening with specific psychological disorders, enabling precise assessment and effective therapeutic strategies.

6. Function effectively in in real-world contexts through practicum and internship experiences, translating theory into practical competence while instilling professional confidence. |
| **Eligibility Criteria for Programme** | A student from this University should have cleared the first year in Psychology or has passed with admissible ATKT. |
| **Intake**

(For SNDT WU Departments and Conducted Colleges) | Aided Programme – 25

Unaided Programme -30 |

RM: Research Methodology
OJT: On-Job Training
RP: Research Project

Structure with Course Titles of specialization in Clinical Psychology

SN	Courses	Type of Course	Credits	Marks	Int	Ext
	Semester III **CLINICAL PSYCHOLOGY**					
312811	Foundations of Psychopathology	Major (Core)	4	100	50	50
312812	Advanced Psycho-diagnostics	Major (Core)	4	100	50	50
312813	Psychotherapy	Major (Core)	2	50	00	50
312824	Orientation to Practicum in Clinical Psychology & Field Work	Major (Core)	4	100	50	50
322811	Global Mental Health	Major (Elective)	4	100	50	50
352831	Research Proposal	RP	4	100	50	50
			22	**550**	**250**	**300**
	Semester IV **CLINICAL PSYCHOLOGY**					
412811	Advanced Psychopathology	Major (Core)	4	100	50	50
412822	Practicum in Clinical Psychology	Major (Core)	4	100	50	50
412833	Internship in Clinical Psychology	Major (Core)	4	100	50	50
422811	Psychotherapy for Diverse Population	Major (Elective)	4	100	50	50
452831	Research Dissertation	RP	6	150	100	50
			22	**550**	**300**	**250**

Structure with Course Titles of specialization in Counseling Psychology

Programme Degree	MA in Psychology
Parenthesis if any (Specialization)	Counseling Psychology
Preamble	The second year of the Counseling Psychology program, where assessment assumes a pivotal role in unravelling and promoting psychological well-being. This academic process entails the exploration of adept counselling skills, fostering meaningful interactions with diverse clients. A solid grasp of psychological adjustment equips individuals to guide others through life's complexities, while multicultural counselling enriches an understanding of diverse societal contexts.
	In furthering this exploration, the practical application of counselling within the Indian context is examined through the module "Counseling Practice in India." Advancing to Semester IV, expertise is augmented through a comprehensive exploration of counselling approaches and techniques, accompanied by experiential learning in the "Practicum in Counseling Psychology." An integral aspect involves scrutinizing the psychological adjustments people experience across their lifespans, culminating in acquiring specialized counselling methodologies for diverse demographic groups.
	As this academic voyage culminates, "Research Proposal-I" and "Research Project-II" hone the ability to contribute substantively to the discipline's body of knowledge. The program's design shapes students into proficient counseling professionals, adept in assessment, interventions, and nurturing well-being across a myriad of dynamic contexts.
Programme Specific Outcomes (POs)	**After completing this programme, Learner will:**
	1. Develop advanced skills in assessment techniques, enabling students to comprehensively evaluate psychological well-being and guide appropriate interventions.

	2. Acquire adept counselling skills to engage meaningfully with a diverse clientele, fostering positive interactions and therapeutic relationships.
	3. Cultivate a deep understanding of psychological adjustment processes, empowering students to assist individuals in navigating life's complexities.
	4. Develop sensitivity to diverse societal contexts through multicultural counselling, enabling students to provide contextually relevant support to clients from various backgrounds.
	5. Use counselling theories and practices effectively within the Indian context, addressing the unique challenges and nuances of the local population.
	6. Apply specialized counselling methodologies tailored for diverse demographic groups, equipping students with the tools to address individual needs across the lifespan.
Eligibility Criteria for Programme	A student from this University should have cleared the first year in Psychology or has passed with admissible ATKT.
Intake **(For SNDT WU Departments and Conducted Colleges)**	Aided Programme – 25 Unaided Programme -30

RM: Research Methodology
OJT: On-Job Training
RP: Research Project

Structure with Course Titles of specialization in Counselling Psychology

SN	Courses	Type of Course	Credits	Marks	Int	Ext
	Semester III **COUNSELLING PSYCHOLOGY**					
312911	Assessment in Counselling Psychology	Major (Core)	4	100	50	50
312912	Effective Counselling Skills	Major (Core)	4	100	50	50
312913	Multicultural Counselling	Major (Core)	2	50	00	50
312924	Orientation to Practicum in Counselling Psychology & Field Work	Major (Core)	4	100	50	50
322911	Psychology of Adjustment	Major (Elective)	4	100	50	50
452931	Research Proposal	RP	4	100	50	50
			22	**550**	**250**	**300**
	Semester IV **COUNSELLING PSYCHOLOGY**					
412911	Counselling and Psychotherapy Approaches and Techniques	Major (Core)	4	100	50	50
412922	Field Based Practicum in Counselling Psychology	Major (Core)	4	100	50	50
412933	Internship in Counselling Psychology	Major (Core)	4	100	50	50
422911	Psychological Adjustment Across Lifespan	Major (Elective)	4	100	50	50
452931	Research Dissertation	RP	6	150	100	50
			22	**550**	**300**	**250**

SNDT Women's University
Postgraduate Programmes
MA PSYCHOLOGY
NEP – 2023
Syllabus of
MA- 1st Year - SEM-1
Neuropsychology - Major (Core)

Course Title	Neuropsychology
Course Credits	4
Course Outcomes	After going through the course, learners will be able to ….
	1. Explain the historical development of neuropsychology and its significance in understanding brain-behavior relationships.
	2. Describe the organization and function of the nervous system, including the structure and electrical activity of neurons and their communication.
	3. Explain the principles and applications of various imaging techniques used in neuropsychology.
	4. Analyze the organization and functions of sensory and motor systems, as well as the principles of neocortical function and cerebral asymmetry.
	5. Discuss the neural mechanisms underlying higher cognitive functions such as learning and memory, language, emotion, spatial behavior, attention, mental imagery, and consciousness.
	6. Explain the concepts of brain plasticity and its role in development, learning, and recovery from neurological disorders.
	7. Develop critical thinking skills and the ability toapply neuropsychological principles to real-world scenarios.
Module 1 (Credit 1) Foundations of Neuropsychology	
Learning Outcomes	After learning the module, learners will be able to ….
	1. Discuss the historical development andmilestones of neuropsychology.

	2. Explain the evolutionary origins of the human brain and its connection to behaviour.
	3. Analyze the organization of the nervous system and the role of neurons in neuralcommunication.
	4. Explain the role of neuroimaging techniques and neuropsychological assessment
Content Outline	**1.1 The Development of Neuropsychology** Historical overview of the development of neuropsychologyas a discipline Pioneers and key figures in the field of neuropsychology Evolution of theories and methodologies inneuropsychological research Origins of the Human Brain and Behavior **1.2 Overview of the evolution of the human brain** Comparative anatomy and neurobiology of different species Relationship between brain structure and behaviour inaevolutionary context, Organization of the Nervous System **1.3 Introduction to the central nervous system (CNS) and peripheral nervous system (PNS)** Structure and function of the brain and spinal cord Overview of the divisions and subdivisions of the CNS and PNS, The Structure and Electrical Activity of Neurons **1.4 Overview of different neuroimaging techniques and neurological assessment** Principles and applicationsof neuroimaging (e.g., MRI, fMRI, PET, EEG) in neuropsychology. Ethical considerations in neuroimaging research. Definition and purpose of neuropsychological assessment, Role of neuropsychological assessment in diagnostic and research settings.

	Module 2 (Credit 1) Cortical Organization and Functions
Learning Outcomes	After learning the module, learners will be able to….
	1. Explain sensory systems' anatomy and functions and their contribution to perception.
	2. Analyze neural mechanisms underlying perception, attention, and memory in higher cognitive functions.
	3. Discuss cerebral asymmetry, differentiate between hemispheres, and explain its impact on language,emotion, and cognition.
	4. Recognize individual differences in cerebral asymmetry and evaluate clinical implications and associated disorders.
Content Outline	**Module: 2 - Cortical Organization and Functions** **2.1 Organization of the Sensory Systems** Anatomy and functions of sensory systems (e.g., vision, audition, somatosensation) Neural processing and perception of sensory information Disorders and dysfunctions related to sensory systems Principles of Neocortical Function **2.2 Overview of the neocortex and its role in higher cognitive functions** Neural mechanisms underlying perception and attention **2.3 Hemispheric specialization and lateralization of brain functions** Differences between the left and right hemispheres Role of cerebral asymmetry in language, emotion, and cognition Variations in Cerebral Asymmetry

	2.4 Individual differences in cerebral asymmetry Effects of age, sex, and genetics on cerebral lateralization Clinical implications and disorders associated with atypical cerebral asymmetry

Module 3 (Credit 1) Higher Cognitive Functions

	After learning the module, learners will be able to….
	1. Discuss the processes of learningand memory.
	2. Explain the neural basis of languageprocessing and production.
	3. Analyze the neural mechanisms ofemotion and its interaction with cognition.
	4. examine the neural mechanisms underlying spatial cognition and navigation.
Content Outline	**3.1 Learning and Memory** Neural mechanisms of learning and memory Types of memory (e.g., working memory, long-term memory) Memory disorders and amnesias **3.2 Language** Neurobiology of language processing Language disorders (e.g., aphasia, dyslexia) **3.3 Neural basis of emotion** Emotion regulation and emotional processing Psychopathology and emotional disorders **3.4 Neural mechanisms underlying spatial perception and navigation** Spatial memory and cognitive maps Disorders affecting spatial cognition

Module 4 (Credit 1) Plasticity and Disorders

	After learning the module, learners will be able to….
	1. Explain brain development,plasticity, and its role in learning and recovery.
	2. identify symptoms and neural correlatesof neurological disorders.
	3. Analyze plasticity, recovery, and rehabilitation of the adult brain.
	4. Explain neural plasticity in the adult brain and its implications for neurorehabilitation and recovery from brain injuries.

Content Outline	**Module: 4 - Plasticity and Disorders** **4.1 Brain Development and Plasticity** Brain development from infancy to adulthood, Critical periods and sensitive periods in brain development Neural plasticity and its role in learning, memory, and recovery **4.2 Neurodevelopmental disorders (e.g., autism spectrum disorder, ADHD)** Etiology, symptoms, and cognitive impairments associated with developmental disorders **4.3 Intervention and treatment approaches** Plasticity, Recovery, and Rehabilitation of the Adult Brain **4.4 Neural plasticity in the adult brain** Neurorehabilitation and recovery from brain injuries

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Literature Review: Students can be assigned a literature review on a specific topic related to neuropsychology. They will be required to gather and critically analyze research articles and provide a comprehensive review of the current understanding in the field.

2. Case Studies: Students can be given case studies of individuals with neurological or neuropsychological disorders. They will be required to analyze the case, identify the underlying cognitive or behavioural impairments, and propose appropriate assessment and intervention strategies.

3. Neuroimaging Analysis: Students can be provided with neuroimaging data (e.g., MRI, fMRI) and tasked with analyzing and interpreting the findings. They will need to identify brain regions involved, discuss potential implications for cognitive functions, and present their findings in a written report.

4. Neuropsychological Assessment Report: Students can be given hypothetical neuropsychological assessment data for a client and asked to write a comprehensive assessment report. This report should include a summary of the client's background, cognitive test results, interpretation of findings, and recommendations for intervention or further assessment.

5. Class Presentations: Students can be assigned specific topics from the syllabus and asked to prepare and deliver presentations to the class. This can include summarizing research articles, presenting case studies, or discussing recent advancements in a specific area of neuropsychology.

6. Critical Analysis of Research: Students can be given research articles in the field of neuropsychology and asked to critically analyze the methodology, results, and implications of the study. They will need to provide their own insights and perspectives on the research findings.

7. Group Discussions and Debates: Students can participate in group discussions or debates on controversial topics in neuropsychology. This can involve discussing ethical considerations, different theoretical frameworks, or conflicting research findings.

8. Quizzes and Assignments: Quizzes and assignments can be used to assess students' understanding of key concepts, theories, and research findings. These can be in the form of multiple-choice questions, short answer questions, or case-based scenarios.

References:

Anderson, S. W., Damasio, H., & Tranel, D. (2016). Clinical Neuropsychology: A Practical Guide to Assessment and Management forClinicians. Oxford University Press.

Bigler, E. D. (2017). The Traumatized Brain: A Family Guide to Understanding Mood, Memory, and Behavior after Brain Injury. Oxford University Press.

Golden, C. J., & Espe-Pfeifer, P. (2014). Neuropsychological Interpretation of Objective Psychological Tests. Springer Publishing Company.

Heilman, K. M., & Valenstein, E. (2011). Clinical Neuropsychology (5th edition). Oxford University Press.

Kolb, B., & Whishaw, I. Q. (2021). Fundamentals of Human Neuropsychology (8th edition). Worth Publishers.

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SNDT Women's University
Postgraduate Programmes
MA PSYCHOLOGY

NEP – 2023
Syllabus of

MA- 1st Year - SEM-1

Psychological Testing and Assessment - Major (Core)

Course Title	Psychological Testing and Assessment
Course Credits	4
Course Outcomes	After going through the course, learners will be able to ….
	1. Explain measurement concepts, types of assessments, and purposes of various types of assessment tools
	2. Apply the scientific approach to the assessment of individual differences
	3. Interpret individual differences based on the assessmenttools.
	3. Develop an understanding of the reliability, validity, item analysis and use of various assessment measures
	4. Design the psychometric test, and test adaptation in a practical manner
	5. Apply the psychological assessment in various fields

Module 1 (Credit 1) Introduction to Psychological Testing and Assessment

Learning Outcomes	After learning the module, learners will be able to ….
	1. Explain concepts of psychologicaltesting and assessment
	2. Differentiate between psychological testing and assessment.
	3. Discuss basic tools of psychological assessment and classification of psychological tests

	4. Implement the ethical and cultural issues in psychological testing
Content Outline	**Module: 1 - Introduction to Psychological Testing and Assessment** 1.1 Definition of psychological testing and assessment and their distinction 1.2 Tools of Psychological Assessment 1.3 Psychological tests- Classification, characteristics of good tests, Strengths and limitations of psychological tests 1.4 Ethical and cultural issues in psychological testing

Module 2 (Credit 1) Test Psychometrics and Standardization

Learning Outcomes	After learning the module, learners will be able to….
	1. Critically evaluate the reliability and validity of psychological tests.
	2. Differentiate various types of norms and theirinterpretation
	3. Discuss the need and process of standardization and norming
Content Outline	**Module: 2 - Test Psychometrics and Standardization** 2.1 Reliability: definition, types, and Importance 2.2 Validity: definition, types, and Importance 2.3 Test Standardization -purpose 2.4 Norms: types and Interpretation

Module 3 (Credit 1) Psychometric Test Construction

Learning Outcomes	After learning the module, learners will be able to ….
	1. Explain psychological test, writing items, scaling, and item analysis
	2. Design a psychological test and carry out the process of psychological test construction
	3. Carry out test revision and test adaptation

Content Outline	**Module: 3 - Psychometric Test Construction**
	3.1 Defining test variable and sample
	3.2 Writing Items & Scaling Methods
	3.3 Item Analysis -types
	3.4. Test Revision and Test Adaptation
Module 4 (Credit 1)	**Applications of Psychological Tests**
Learning Outcomes	After learning the module, learners will be able to
	1. Implement psychological tests in the field of education, counselling, organizational and clinical settings.
	2. Critically evaluate the strengths and limitations of psychological tests
Content Outline	**Module: 4 - Applications of Psychological Tests** 4.1 Educational and counselling (achievement, aptitude, interest, values tests) 4.2 Clinical, Forensic, Diagnostic (personality, intelligence, diagnostic interview, neuropsychological testing, basic areas assessed in forensic psychology) 4.3 Occupational/ Organizational settings, Consumer behaviour (ability, aptitude, decision making, pre-employment, burnout and job satisfaction, surveys and polls for consumer behaviour and advertising) 4.4 The use of technology in psychological assessment

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Test construction, with psychometric properties such as reliability, validity, and norms.

2. Comprehensive information and critical evaluation of psychological tests of the area of the student's choice.

3. Critical evaluation of any one scale/test with analysis of applicability and potential for revision or adaptation

4. Assessment plan in any one area/ field for simulated cases

References:

Anastasi, A. & Urbina, S. (2002). Psychological testing. New Delhi: Pearson Education Asia.

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SNDT Women's University

Postgraduate Programme

MA PSYCHOLOGY

NEP – 2023
Syllabus of

MA- 1st Year - SEM-1

Psychological Practical (Testing) - Major (Core)

Course Title	**Psychological Practical (Testing)**
Course Credits	**4**
Course Outcomes	After going through the course, learners will be able to ….
	1. Discuss the need for psychological assessments
	2. Explain the different areas/constructs of psychological assessment
	3. Develop skills to administer, score and interpret results of different psychological tests
	4. Develop skills for report writing and psycho-educating the client about the results
	5. Acquire practical training in the conduction of psychological Tests to strengthen the theoretical knowledge acquired in the testing course

Module 1 (Credit 1)   Tests of Intelligence

Learning Outcomes	After learning the module, learners will be able to ….
	1. Define the construct of 'Intelligence'
	2. Differentiate between individual, group, verbal andperformance intelligence tests
	3. Develop skills to administer, score and interpret intelligence tests
Content Outline	**Module: 1 - Tests of Intelligence** 1.1 Cattell's Culture Fair Intelligence Scale (Indian adaptation) 1.2 Non–Verbal Test of Intelligence (NVTI) 1.3 Bhatia's battery of performance intelligence tests 1.4 Binet Kamath Verbal Test of Intelligence

Module 2 (Credit 1)	Aptitude Tests & Interest Inventory
Learning Outcomes	After learning the module, learners will be able to….
	1. Define constructs underlying Aptitude, Ability & Interest
	2. Explain uses of comprehensive test batteries used foraptitude & ability testing
	3. Develop skills to administer, score and interpret aptitude tests & interest inventory
Content Outline	**Module: 2 - Aptitude Tests & Interest Inventory** 2.1 Differential Aptitude Test Battery (DAT) 2.2 General Aptitude Test Battery (GATB) 2.3 David's Battery of Differential Abilities (DBDA) 2.4 Strong's Vocational Interest Blank (SVIB)
Module 3 (Credit 1)	**Personality Assessment**
Learning Outcomes	After learning the module, learners will be able to ….
	1. Define constructs underlying the term 'Personality'
	2. Apply personality trait theories for the creation of personality tests
	3. Carry out administration, scoring and interpretation of personality tests & assessments
Content Outline	**Module: 3 - Personality Assessment** 3.1 Cattell's 16 PF 3.2 Cattell's High School Personality Questionnaire (HSPQ) 3.3 Multi-Dimensional Assessment of Personality (MAP) 3.4 NEO – PI/FFI
Module 4 (Credit 1)	**Individual Assessment**
Learning Outcomes	After learning the module, learners will be able to
	1. Define psychological constructs like emotional intelligence, Locus of Control, Gender role and Creativity
	2. Develop skills to administer, score and interpret personality tests & assessments

Content Outline	Module: 4 - Individual Assessment
	4.1 Emotional intelligence tests
	4.2 Locus of control scale
	4.3 Bem's/ any other sex/gender role inventory
	4.4 Test of creativity

Assignments/Activities towards Comprehensive ContinuousEvaluation (CCE)

1. Assignments

2. Report writing

3. Practical Journal & Viva

References:

1. Manuals and materials of the tests mentioned above.

Note: A total of **TEN** tests are to be conducted and a **minimum of two tests are to be conducted from each module.**

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Applications of Personality Theories - Major (Core)

Course Title	**Applications of Personality Theories**
Course Credits	2
Course Outcomes	After going through the course, learners will be able to
	1. Explain personality types based on theoretical perspectives
	2. Integrate knowledge of models into different therapeutic situations
	3. Use existing theoretical models to plan appropriate strategies for intervention
Module 1 (Credit 1)	**Applications of Psychodynamic, Humanistic & Existential Theories**
Learning Outcomes	After learning the module, learners will be able to
	1. Explain the uses of psychodynamic, humanistic & existentialconcepts in personal counselling
	2. Design therapeutic strategies using psychodynamic, humanistic and existential concepts.
Content Outline	**Module- 1 Applications of Psychodynamic, Humanistic & Existential Theories** 1.1 Psychodynamic Applications using Freud's psychoanalysis –Dream analysis, Transference, Free Association, and Defense mechanisms. 1.2 Neo-Freudian applications using Melanie Klein's PlayTherapy and Karen Horney's Feminine Psychology. 1.3 Existential psychotherapy of Rollo May and Viktor Frankl – Death, Meaning, Isolation and Freedom 1.4 Humanistic theories – client-centred and gestalt Therapeutic Systems, Self-Actualization & Needs Assessment

Module 2 (Credit 1) Applications of Behaviourist, Cognitive, Dispositional Theories & Indian Psychology Theories	
Learning Outcomes	After learning the module, learners will be able to
	1. Apply behaviourist, social cognitive, dispositional & Indian Psychology concepts in different settings.
	2. Design therapeutic strategies using behaviourist, cognitive, dispositional and Indian Psychology based theories.
Content Outline	**Module 2 (Credit 1) Applications of Behaviourist, Cognitive, Dispositional Theories & Indian Psychology Theories** 2.1 Behaviour Conditioning (Behavior Modification, Reinforcements, Self-Management), Social Learning Theory (Modeling, Self-Efficacy) 2.2 Social Cognitive Theory, Trait Theories 2.3 Adler's Individual Theory – Superiority & Inferiority, Style of Life, Social Interest & Birth Order 2.4 Indian Psychology Applications of Personality (Guna Theory, Orientation to Chakra Theory)

Assignments/Activities towards Comprehensive ContinuousEvaluation (CCE)

- Multiple Choice Test – for practice

Note: This is 2 credit course and only an external theory exam will beconducted.

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Application of Statistics in Psychology (Elective)

Course Title	Application of Statistics in Psychology
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. Attain a comprehensive understanding of the fundamental concepts underlying statistical application in psychology, enabling the interpretation and analysis of data through statistical methods.
	2. Acquire the knowledge and skills necessary to describe the structure and characteristics of statistical data, facilitating accurate and informative data representation.
	3. Develop computational skills essential for conducting appropriate statistical analyses, thereby enabling the accurate interpretation of research findings.
	4. Demonstrate the ability to employ suitable statistical techniques in the analysis of research data, ensuring the robust interpretation of research outcomes.
	5. Evaluate the generalizability of statistical analysis results to a larger population, applying critical thinking to determine the broader implications of research findings.
	6. Gain proficiency in utilizing software packages specifically designed for statistical analyses in the social sciences, leveraging these tools to conduct comprehensive statistical analyses.
	7. Successfully perform statistical analyses using social

	science software packages, allowing for efficient and accurate data analysis and interpretation.

Module 1 (Credit 1) Fundamental Statistical Concepts

Learning Outcomes	After learning the module, learners will be able to
	1. Apply descriptive statistics, includingmeasures of central tendency (e.g., mean, median) and measures of variability (e.g., range, standard deviation).
	2. Comprehend the concept of normality and normal distribution, and apply this understanding to analyze and interpret data appropriately.
	3. Demonstrate knowledge of standard scores and the principles of Null Hypothesis Statistical Testing (NHST), allowing for the accurate evaluation of research hypotheses.
	4. Explain levels of significance, power, and effect size, enabling the critical interpretation of statistical results and their practicalsignificance.
Content Outline	**Module 1: Fundamental Statistical Concepts**
	1.1 Descriptive Statistics: Measures of central tendency & Measures of Variability
	1.2 Concept of Normality & normal distribution
	1.3 Concept of standard scores, Null Hypothesis Statistical Testing (NHST)
	1.4 Levels of Significance, Power, and effect size

Module 2 (Credit 1) Measures of Association and Prediction:

Learning Outcomes	After learning the module, learners will be able to:
	1. Apply various measures of correlation to assess relationships between variables.
	2. Utilize nonparametric correlations for analyzing relationships in non-normal data.
	3. Apply regression techniques for prediction, including linear regression, multiple regression, and logistic

	regression.
Content Outline	**Module 2: Measures of Association and Prediction** 2.1 Correlation: product moment, partial correlation, special correlations 2.2 Nonparametric correlations: Kendall's tau, Spearman's rho, other measures. 2.3 Linear Regression (OLS), Multiple Regression, Logistic Regression 2.4 Mediation Analysis – Concepts only

Module 3 (Credit 1) Inferential Statistics- Univariate & Multivariate

Learning Outcomes	After learning the module, learners will be able to: 1. Apply t-tests to compare differences between two groups (independent and dependent samples).
	2. Utilize one-way and two-way ANOVA to examine differences among multiple groups.
	3. Apply advanced multivariate techniques, such as MANOVA, Discriminant Function Analysis, and ANCOVA.
	4. A pply non-parametric tests, includingthe Chi-Square test and various tests for non-normal data.
Content Outline	**Module 3: Inferential Statistics- Univariate & Multivariate** 3.1 Two group Differences: t-test- Independent and dependent samples 3.2 Multi-group Differences: One-way ANOVA: Independent and dependent samples; 3.3 Two-way ANOVA: Independent samples and dependent samples 3.4 Non-Parametric- Chi-Square, Wilcoxon Sign-Rank test; Median test; U test; Kruskal-Walli's test

Module 4 (Credit 1) Factor Analysis and Software Packages	
Learning Outcomes	After learning the module, learners will be able to
	1. Explain the basic concepts of factor analysis and demonstrate proficiency in applying methods of extraction and rotation to uncover underlying latent factors in data.
	2. Demonstrate skills in conducting confirmatoryfactor analysis, allowing for the evaluation of theoretical models and the confirmation of hypothesized factor structures.
	3. Utilize software packages commonly used in social sciences, such as SPSS and JASP, to perform statistical analyses and interpret results effectively.
	4. Explore software packages designed for qualitative analysis, enabling the systematic analysis and interpretation of qualitative data in research studies.
Content Outline	**Module 4: Factor Analysis and Software Packages** 4.1 Factor analysis: basic concepts, methods of extraction and methods of rotation 4.2 Confirmatory factor analysis 4.3 SoftWare Package in Social Sciences (SPSS), JASP(Open source) etc 4.4 Packages for qualitative analysis

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Developing an analysis plan (descriptive + inferential) based on the research problem

2. Written assignment on advanced statistical methods

3. Analysis and Interpretation of Data through various statistical methods

4. Working on a software package in social science

NOTE: Unit IV only theoretical questions are to be asked in the Internal andSemester End examination.

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Syllabus of

MA- 1st Year - SEM-1

Research Methodology for Behavioural Sciences- Major (Core)

Course Title	Research Methodology for Behavioral Sciences
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. Attain a comprehensive understanding of the methodology employed in psychological research.
	2. E xecute independent research endeavours within the realm of psychology.
	3. Develop familiarity with the ethical considerations, design principles, and evaluation criteriarelevant to conducting research in the field of psychology, thereby exemplifying a commendable level of integrity and professional ethics.
	4. I dentify pertinent research inquiries, thereby demonstrating a capacity for critical analysis and intellectual curiosity.
	5. Formulate and implement robust research designs, meticulously executing each stage of the research process with precision and accuracy.
	6. Decide about selecting appropriate research designs, ensuring compatibility between thechosen methodology and the research objectives.
	7. Exhibit a comprehensive understanding of the ethical standards governing psychological research, adhering to these guidelines in a principled and morally conscientious manner.

Module 1 (Credit 1)- Research- A Way of Thinking	
Learning Outcomes	After learning the module, learners will be able to
	1. Explain the meaning, aims, objectives, and characteristics of research as a way of thinking.
	2. Identify and apply basic concepts such as variables, problems, and hypotheses in research.
	3. Apply ethical standards in planning, conducting, and reporting psychological research, as outlined by the APA.
	4. List steps in proposing and reporting quantitative research, including study design, data analysis, and effective communication of research findings.
Content Outline	**Module 1: Research- A Way of Thinking** 1.1 Research – Meaning, aims, objectives and characteristics. 1.2 Basic concepts –Types of variables, Problems and Hypotheses 1.2.1 Variable: Meaning, types and control 1.2.2 Problem: Meaning and characteristics of good problem. 1.2.3 Hypothesis: Meaning, objectives, types and characteristics. 1.3 Ethical Standards of psychological research (APA), planning, conduction, and reporting research 1.4 Proposing and reporting research: APA style of preparing research reports and articles for journals, Collecting and reporting references in APA format from various sources.
Module 2 (Credit 1): Research Settings & Data Collection Methods	
	After learning the module, learners will be able to
	1. Explain experimental research settings toinvestigate cause-and-effect relationships.
	2. Analyze non-experimental quantitative research methods, such as surveys and correlational studies.
	3. Acquire skills in collecting data using primary sources, including interviews, observations, and questionnaires.
	4. Develop knowledge and skills in collecting data using secondary sources, such as archival data and literature reviews.

Content Outline	Module 2: Research Settings & Data Collection Methods
	2.1 Experimental Research Settings
	2.2 Non - Non-experimental Quantitative Research
	2.3 Collecting Data Using Primary Sources
	2.4 Collecting Data Using Secondary Sources

Module 3 (Credit 1) Research Validity and Sampling

Learning Outcomes	After learning the module, learners will be able to
	1. Explain the importance of research validity and demonstrate the ability to apply strategies to ensure validity in psychological research.
	2. Differentiate sampling techniques and their role in selecting representative participants for research studies.
	3. Differentiate between probability sampling and non-probability sampling methods,
	4. Demonstrate theability to select and apply appropriate sampling techniques based on research objectives.
	5. Identify and analyze potential sources of errors and biases in sampling, and develop strategies to minimize these errors and enhance the validity of research findings.
Content Outline	**Module 3: Sampling and Validity** 3.1 Introduction- Ensuring Research Validity 3.2 Elements and Basic Principles of Sampling 3.3 Nature and types of Probability Sampling and Non-probability Sampling 3.4 Sources of Errors/biases in Sampling

Module 4 (Credit 1) Quantitative Research Design

Learning Outcomes	After learning the module, learners will be able to
	1 . Explain principles of experimental design to establish cause-and-effect relationships in research.
	2. Apply quasi-experimental researchdesigns when true experiments are not feasible.

Assignments/Activities towards Comprehensive Continuous

	3. Explain survey research design, including questionnaire development and data collection techniques.
	4. Apply action research principles to address practical problems and promote positive change within a specific context.
Content Outline	**Module 4: Quantitative Research Designs** 4.1 Experimental Design 4.2 Quasi-experimental Research Design 4.3 Survey Research Design 4.4 Action Research

Evaluation (CCE)

1. Multiple Choice Questions

2. Small scale Research: Actual data Collection, scoring and section 1.4 (Sample size min. 30) – 10 Marks

3. Identifying variables, hypothesis, appropriate design etc for a research problem

4. Assignment based on psychological research ethics

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SNDT Women's University
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Syllabus for
MA- I Year - SEM-II
Sports and Exercise Psychology - Major (Core)

Course Title	Sports and Exercise Psychology
Course Credits	**4**
Course Outcomes	1. Examine the historical trajectory and evolutionary milestones that have led to the establishment of sports psychology as a distinct and autonomous discipline.
	2. Demonstrate a comprehensive comprehension of the fundamental principles and underlying tenets that form the basis of Sports Psychology.
	3. Investigate the intricate interplay between personality attributes and situational determinants, elucidating their combined influence on performance outcomes in both individual and team sporting endeavors.
	4. Explain psychological interventions applied within the context of sports, exploring their effects on athletes' mental well-being and performance enhancement
	5. Discuss multifaceted impact of exercise on overall health, encompassing physical, mental, and emotional well-being.
Module 1 (Credit 1) Introduction to Sports Psychology	
Learning Outcomes	After learning the module, learners will be able to
	1. Explain nature, scope, and historical progression of sports psychology.
	2. Differentiate between the roles and impacts of educational, clinical, and exercise psychologists in sports.
	3. Apply various sports psychology techniques to enhance athletes' mental resilience and performance.

	4. Analyze and debunk myths surrounding sports psychology using evidence-based approaches.
Content Outline	1.1 Definition, Nature, Scope, and History of Sports Psychology 1.2 Impact of Sports Psychology & Types of Sports Psychologists – Educational, Clinical, and Exercise Psychologists 1.3 Techniques Used in Sports Psychology 1.4 Myths and Facts in Sports Psychology

Module 2 (Credit 1) Group Dynamics and Athletes' Behavior

Learning Outcomes	After learning the module, learners will be able to…
	1. Explore the influence of spectators' presence on athletes' performance, emotions, and focus during competitive events.
	2. Investigate the dynamics of team interaction, leadership and its impact on team cohesion, communication, and performance outcomes.
	3. Examine the fluctuation of aggressive tendencies in athletes, understanding the factors that contribute to their rise or fall in different competitive situations.
	4. Analyze the interplay between innate abilities, learned skills, and psychological factors in shaping excellence in athletic performance,
Content Outline	2.1 Spectators' presence 2.2 Team interaction and Leadership 2.3 Aggressive Tendencies: Rise or Fall 2.4 Abilities and skills and excellence in performance, Great Athletes: Born or Made? and All-round Athlete

Module 3 (Credit 1) Practice and Performance Factors

Learning Outcomes	After learning the module, learners will be able to…
	1. Explain practice, motivation, and cues impact athletes' performance and goal attainment. 2. Explore the role of mental rehearsal, practice management, and warm-up techniques in enhancing athletic performance. 3. Analyze superstitious behaviors and their influence on athletes' confidence and decision-making

	4. Examine pain tolerance, overload effect, athlete burnout, & psychological aspects of sports injuries.
Content Outline	3.1 Practice, Motivation, Level of Aspiration, and Cues and Aids 3.2 Mental Rehearsal, Management of Practice sessions: Trade-Offs, Retention, Warm-up and Placebo Effect 3.3 Superstitious Behaviors 3.4 Pain Tolerance, Overload Effect and Fatigue, Athlete burnout, Sports injury.

Module 4 (Credit 1) Psychological Factors Affecting Sportspersons

Learning Outcomes	After learning the module, learners will be able to
	1. Explore the link between physical activity, exercise, and mental health, emphasizing their impact on athletes' well-being and quality of life. 2. Investigate personality changes due to athletic experiences, focusing on champion athletes and comparing different sports groups 3. Analyze the role of sportsmanship, anxiety, stress, and mental attitude in athletes' performance 4. Apply the critical learning period, optimal performance years, and the aging process's effects on sportspersons
Content Outline	4.1 Physical activity- exercise and health with special emphasis on mental health and quality of life. 4.2 Changes in personality due to athletic experiences and Champion Athletes, Comparison among sport groups 4.3 Sportsmanship, Anxiety, Stress, and Mental Attitude 4.4 Critical Learning Period, Optimal Performance Years, and the aging process for sportspersons

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

Internal Assessment:

- Individual and Group assignment interviews with an athlete to understand psychological processes
- Film viewing followed by discussion
- Written Assignment

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Syllabus for
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Qualitative Research Methods in Psychology - Major
(Core)

Course Title	Qualitative Research Methods in Psychology
Course Credits	**4**
Course Outcomes	After going through the course, learners will be able to..
	1. Comprehend the principles and fundamentals of Qualitative Research.
	2. Explain the philosophical assumptions guiding qualitative research in psychology
	3. Evaluate and interpret qualitative research designs effectively.
	4. Formulate appropriate data collection and analysis techniques for qualitative research.

Module 1 (Credit 1) Introduction to Qualitative Research

Learning Outcomes	After learning the module, learners will be able to-
	1) Explain the epistemology of qualitative research.
	2) Recognize the relationship between qualitative &quantitative research
	3) Produce ethically sound research.
	4) Comprehend the qualities of a good researcher.

Module 1 (Credit 1): Introduction to Qualitative Research

Content Outline	1.1 The nature of qualitative research
	1.2 Relation between Qualitative & Quantitative Research
	1.3 Ethics in Qualitative Research
	1.4 Reflexivity in a Researcher

Module 2 (credit 1): Philosophical Assumptions in Qualitative Research

	1. Explain interpretive, constructivist and hermeneutic theories in qualitative research
	2. Explore gender assumptions through feminist &queer theory
	3. Evaluate cultural studies model, & post-colonial models
Content Outline	2.1 Positivism, post-positivism 2.2 Interpretivism, constructivism, hermeneutics 2.3 Feminist theory, Queer theory 2.4 Cultural studies models, Postcolonialism

Module 3 (Credit 1) Research Design

Learning Outcome	After Learning the module learners will be able to-
	1) Develop the knowledge to construct research based on grounded theory & ethnographic methods
	2) Acquire the ability to plan research based on narrative and case study methods
	3) Explain the principles and techniques involved in conducting phenomenological and historical research studies.
	4) Integrate the method of triangulation in qualitative research
Content Outline	3.1 Grounded Theory, Ethnography 3.2 Narrative research & case studies 3.3 Phenomenology & Historical studies 3.4 Triangulation

Module 4 (Credit 1): Data Collection & Data Analysis

Learning outcomes	After learning the module, learners will be able to
	1) Explain the methods verbal data collection
	2) Discuss data collection without personal interaction
	3) Translate data collected into research output using coding methods
	4)List the benefits of data analysis software commonly used in qualitative research.

Content Outline	1.1 Observation, Interviews, Focus Groups
	1.2 Visual & Documented data
	1.3 Grounded Theory, Thematic Coding & Content Analysis
	1.4 Data Analysis Software – nVivo, Atlas.ti.etc

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Generate research questions

2. Practice active listening skills and transcribing interview data

3. Exercise on coding, identifying themes

4. Assignment on Critical evaluation of qualitative and quantitative research

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Psychology Practical: Experiments - Major (Core)

Course Title	Psychology Practical: Experiments
Course Credits	**4**
Course Outcomes	After going through the course, learners will be able to ….
	1. Comprehend experimental design principles, including research inquiries, hypotheses, and variable selection, emphasizing the importance of manipulation and randomization for valid results.
	2. Acquire adeptness in data collection methods, such as surveys, observations, and psychological tests, utilizing reliable instruments for accurate assessment.
	3. Explain ethical guidelines for psychological experimentation, covering informed consent, privacy protection, and risk mitigation.
	4. Follow APA guidelines for research reports.
Module 1 (Credit 1) Learning and memory	
Learning Outcomes	After learning the module, learners will be able to ….
	1. Demonstrate proficiency in conducting experiments and tasks to assess sensory memory, short-term memory, recognition memory (using the Signal Detection Method), and auditory information persistence in memory.
	2. Develop the skills to design and execute experiments that investigate autobiographical memory, flashbulb memory, prospective memory, paired associate learning, and the serial position curve.
	3. Analyze and interpret the impact of visual and auditory backgrounds on the learning process.
	4. Comprehend the differences between episodic and semantic memory, and apply knowledge of priming

	and conditioning effects in memory-related experimental settings.
Content Outline	Module 1 Learning and Memory 1. Sensory memory. 2. Short term memory a. Recognition memory [Signal Detection Method] 3. Persistence of auditory information in memory 4. Autobiographical memory 5. Flashbulb memory 6. Prospective memory 7. Paired Associate Learning 8. Serial position curve 9. Effect of visual and auditory background on the learning process 10. Categorization as an aid in memory 11. Episodic and semantic memory 12. Priming and conditioning
Module 2 (Credit 1) Attention/Perception	
Learning Outcomes	After learning the module, learners will be able to: 1. Explain the phenomenon of semantic priming and its implications on cognitive processing. 2. Identify differentiated visual and acoustic confusion in perceptual processes, gaining the skills to conduct experiments that explore the influence of these factors on cognitive performance. 3. Demonstrate the ability to design and conduct experiments to investigate dual task performance, examining the cognitive limitations and resource allocation in attentional tasks. 4. Analyze the effect of size and variable distance on apparent motion perception, applying knowledge of visual perception principles to experimental design and interpretation.

Content Outline	Module: 2 - Attention/Perception
	1. Semantic Priming
	2. Visual & Acoustic confusion
	3. Dual task performance
	4. Effect of size and variable distance on apparent motion
	5. Emotional stroop effect
	6. Pattern recognition
	7. Feature Integration
	8. Intentional Blindness, Change Detection.
	9. Imagery and perception

Module 3 (Credit 1) Thinking/Reasoning

Learning Outcomes	1. Demonstrating the ability to construct valid and invalid deductive arguments and apply logical principles to real-world scenarios. 2. Analyze conditional reasoning, gaining skills to identify and evaluate conditional statements and their logical implications. 3. Demonstrate competence in concept identification, distinguishing between various cognitive concepts and understanding how they relate to different aspects of human cognition. 4. Design and conduct experiments on concept attainment, problem-solving, and creative thinking, exploring various cognitive processes involved in generating innovative solutions.
Content Outline	**UNIT III: Thinking/Reasoning** 1. Syllogistic Reasoning 2. Conditional Reasoning 3. Concept Identification. 4. Concept attainment 5. Problem solving 6. Creative thinking

Module 4 (Credit 1) Cognitive Biases and Motivation in Decision Making	
Learning Outcomes	1. Design experiments to investigate how these cognitive biases influence human choices and judgments. 2. Analyze the impact of active reading strategies on reading comprehension. 3. Apply experimental methodologies to investigate the cognitive processes involved in recognizing and understanding written words. 4. Identify the influence of incentives on performance.
Content Outline	**Module: 4 - Cognitive Biases and Motivation in Decision Making** 1. Framing Effect 2. Anchoring Effect 3. Effect of active strategies on reading comprehension Word Recognition 4. The influence of incentives on performance 5. Achievement Motivation

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

Assignment/Activity 1: Experimental Design Proposal

Description: Students submit a detailed experimental design proposal for a psychology study of their choice. The proposal includes research questions, hypotheses, methodology, and data analysis plans. This assignment assesses their ability to plan and conceptualize experiments.

Assignment/Activity 2: Data Collection and Analysis

Description: Students collect data for their proposed experiment or use provided data from a pre-designed study. They analyze the data using appropriate statistical techniques, interpret the results, and draw conclusions based on their findings.

Assignment/Activity 3: Ethical Review and Informed Consent

Description: Students conduct an ethical review of a psychology experiment, identifying potential ethical issues and proposing solutions. They draft informed consent forms for participants, demonstrating their understanding of ethical considerations in research.

Assignment/Activity 4: Experimental Report Writing

Description: Students write a comprehensive research report based on the results of their experiment. The report includes an introduction, methodology, results, discussion, and conclusion, following APA style guidelines.

Assignment/Activity 5: Peer Review and Feedback

Description: Students exchange their experimental reports with peers for review and feedback. They assess the methodology, data analysis, and interpretation of results, providing constructive criticism to improve the quality of the report.

Assignment/Activity 6: Replication Study

Description: Students choose an existing psychology experiment and replicate it in their own study. They compare their results with the original study, assessing the validity and generalizability of the findings.

Assignment/Activity 7: Research Presentation

Description: Students present their experimental findings in a research conference-style presentation. They showcase their research objectives, methodology, results, and conclusions, followed by a Q&A session.

Note:
1. In all 10 experiments are to be conducted
2. Any two experiments are to be designed and conducted from any unit individually or in groups of 4 to 5 students
3. Any 4 Assignment/Activities are to be conducted
4. Writing and submitting Experimental Psychology Journal is compulsory.

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SNDT Women's University
Postgraduate Programme
MA PSYCHOLOGY
NEP – 2023
Syllabus for
MA- I Year - SEM-II
Peace and Conflict Psychology - Major (Core)

Course Title	Peace and Conflict Psychology
Course Credits	**2**
Course Outcomes	After going through the course, learners will be able to …. 1. Demonstrate a comprehensive understanding of the core principles and theoretical underpinnings of peace psychology. 2. Analyze and differentiate between various manifestations of direct and structural violence, critically evaluating their wide-ranging consequences on individuals and societies 3. Construct a robust theoretical framework that elucidates the complexities and multifaceted nature of peace, incorporating psychological perspectives to enhance comprehension. 4. Apply psychological insights to the process of peace-building, evaluating the interplay of human behavior, cognition, and emotion in fostering sustainable and harmonious resolutions to conflicts.
Module 1 (Credit 1) Introduction to Psychology of Peace	
Learning Outcomes	After learning the module, learners will be able to ….
	1. Explore evolving trends within the field, analyzing the historical development and contemporary advancements. 2. Examine various theories of peace, evaluating their contributions to understanding the psychological dynamics underlying peaceful processes and conflict resolution. 3. Discuss psychological aspects of peace within the context of war, exploring the intricacies of human behavior, cognition, and emotions during times of conflict and their implications for peace building. 4. Explain the scope and practical applications of peace psychology, identifying its relevance in promoting peace, justice, and reconciliation in diverse settings and global contexts.

Content Outline	**Module: 1 - Introduction to Psychology of Peace**
	1.1 Definition of peace psychology and trends in peace psychology 1.2 Theories of peace 1.3 Understanding psychology of peace in the context of war 1.4 Defining the scope and applications of peace psychology

Module 2 (Credit 1) Peace, Conflict and Violence

Learning Outcomes	After learning the module, learners will be able to….
	1. Analyze the concept of direct violence, exploring its various forms and understanding the underlying psychological factors contributing to aggressive behaviors. 2. Examine the notion of structural violence, identifying its systemic and societal manifestations, and assessing the psychological impact on affected individuals and communities. 3. Explore the process of conflict resolution, studying the psychological mechanisms involved in conflict resolution, negotiation, and mediation to achieve peaceful outcomes. 4. Investigate different approaches to peace-building
Content Outline	**Module: 2 - Peace, Conflict and Violence** 2.1 Direct violence 2.2 Structural violence 2.3 Approaches to Conflict Resolution 2.4 Peace-building: Approaches to social justice

Note: This is 2 credit course and only an external theory exam will beconducted.

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE) for conceptual clarity (No internal marks)

1. Book Review or Press Clippings on Peace and Conflict (individual reflections)
2. Interviewing Interesting Activists (individual / group reflections)
3. Critical evaluation of Theories and case studies of peace, conflict and violance
4. Assessment from any one area/ field for simulated cases

References:

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SNDT Women's University
Postgraduate Programme
MA PSYCHOLOGY
NEP – 2023
Syllabus for
MA- I Year - SEM-II

Positive Psychology - Major (Core)

Course Title	Positive Psychology
Course Credits	4
Course Outcomes	After going through the course, learners will be able to ….

1. Acquire an in-depth comprehension of the fundamental principles and theoretical underpinnings that constitute the core of Positive Psychology.

2. Demonstrate an awareness of the profound importance of positive emotions in fostering well-being and their crucial role in enhancing psychological flourishing.

3. Differentiate and discern the cognitive and interpersonal dimensions that are integral to the multifaceted framework of Positive Psychology.

4. Critically examine applications of Positive Psychology in the domain of Mental Health,

5. Assess the efficacy and relevance of positive psychology in promoting mental well-being and resilience.

Module 1 (Credit 1) Introduction to Positive Psychology

Learning Outcomes	After learning the module, learners will be able to ….
	1. Examine assumptions, goals, and key themes of positive psychology, 2. Investigate the historical antecedents and developmental roots of positive psychology 3. Differentiate between Eastern and Western perspectives on positive psychology,

	4. identify cultural influences and unique approaches to understanding and promoting well-being.
	5. Analyze the classification and measurement of strengths within positive psychology,
	6. Explain the methodologies and tools used to assess and harness individual strengths for personal growth and thriving.
Content Outline	**Module: 1 - Introduction to Positive Psychology** 1.1 Definition, assumptions, goals and themes of positive psychology 1.2 Historical antecedents of positive psychology 1.3 Differentiating between eastern and western perspectives on positive psychology 1.4 Classification and measure of strengths

Module 2 (Credit 1) Positive Emotions

Learning Outcomes	After learning the module, learners will be able to….
	1. Explain the concept of subjective well-being,
	2. Investigate resilience as a psychological construct,
	3. Analyze significance of resilience in coping with adversity,
	4. Identify strategies to foster and enhance resilience in oneself and others.
	5. Examine the concept of flow,
	6. Analyze emotional intelligence and emotional creativity,
	7. Discuss contribution of emotional creativity to adaptive and innovative behavior in various contexts.
Content Outline	**Module: 2 – Positive Emotions** **2.1** Subjective well being 2.2 Resilience **2.3** Flow 2.4 Emotional intelligence and emotional creativity

	Module 3 (Credit 1) Cognitive and Interpersonal Factors
Learning Outcomes	After learning the module, learners will be able to ….
	1. Analyze the concept of optimism, 2. Investigate hope as a psychological construct, 3. Examine self-efficacy beliefs and identifying their influence 4. Discuss the psychological dimensions of gratitude, empathy, and altruism,
Content Outline	**Module: 3 - Cognitive and Interpersonal Factors** 3.1 Optimism 3.2 Hope 3.3 Self-efficacy 3.4 Gratitude, empathy and altruism

Module 4 (Credit 1) Applications of Positive Psychology

Learning Outcomes	After learning the module, learners will be able to
	1. Analyze the principles and techniques of positive psychotherapy, 2. Examine positive organizational behavior, identifying strategies and practices that enhance employee engagement, productivity, and satisfaction within workplaces 3. Investigate the role of positive psychology in building better communities, 4. Develop proficiency in the assessment of positive psychological constructs 5.
Content Outline	**Module: 4 - Applications of Positive Psychology** 4.1 Assessment in positive psychology 4.2 Positive psychotherapy 4.3 Positive organizational behavior 4.4 Building better communities: education, health

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Literature search on the existing work that differentiate between eastern and western perspectives on positive psychology.

2. Critical review of research studies published on any one of the areas of positive psychology mentioned in the syllabus.

3. Comparative analysis of positive and traditional approach to psychotherapy, organizational behavior, community psychology and assessment.

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SNDT Women's University
Postgraduate Programme
MA PSYCHOLOGY
NEP – 2023
Syllabus for
MA- I Year – SEM II

Internship - Major (Core)

Course Title	Internship
Course Credits	**4**
Course Outcomes	After going through the course, learners will be able to ….
	1. Apply theoretical knowledge from various subfields of psychology to real-world scenarios and practical situations encountered during the internship.
	2. Demonstrate proficiency in conducting psychological assessments and evaluations, considering ethical considerations and cultural sensitivity.
	3. Design research projects using different methodologies and data collection techniques to investigate psychological phenomena.
	4. Analyze research data, drawing meaningful conclusions and insights to contribute to the field of psychology.
	5. Develop effective communication and interpersonal skills while interacting with clients, colleagues, and stakeholders in diverse psychological settings.
	6. Apply psychological principles to address social issues, promote diversity, and enhance well-being in various community contexts.
	7. Reflect on personal and professional growth throughout the internship, identifying strengths, areas for improvement, and future career goals in psychology.
Module 1 (Credit 1) Community Psychology Internship	
Learning Outcomes	After learning the module, learners will be able to ….
	1. Assess community needs and strengths to design and implement effective community-based interventions.
	2. Apply principles of social justice and cultural

	competence to advocate for marginalized populations.
	3. Evaluate the impact of community interventions and measure outcomes to inform evidence-based practices.
	4. Collaborate with community partners and organizations to
	5. Foster sustainable community development.
Content Outline	**Module 1 Community Psychology Internship** Throughout the duration of the community psychology internship, students shall engage in a comprehensive immersion within a multitude of community settings, thereby facilitating a profound comprehension of the distinctive requirements and inherent capabilities of diverse populations. The individuals in question shall engage in a proactive manner in community-oriented endeavours, working in conjunction with nearby establishments and invested parties to conceive and execute initiatives with the goal of ameliorating societal concerns and fostering the overall welfare of the community. Through this course, students will have the opportunity to acquire practical skills in the realm of community assessments, engaging in advocacy efforts on behalf of marginalised populations, and critically evaluating the efficacy of community interventions.

Module 2 (Credit 1) Sports Psychology Internship

Learning Outcomes	After learning the module, learners will be able to….
	1. Apply psychological techniques to enhance athletes' performance and mental resilience.
	2. Identify and address psychological challenges in athletes and sports teams.
	3. Analyze the impact of leadership and coaching styles on athletes' motivation and performance.

	4. Engage in sports psychology research and contribute to evidence-based practices.
Content Outline	**Module: 2 Sports Psychology Internship** During the sports psychology internship, students shall engage in close collaboration with athletes and sports teams, with the primary objective of enhancing their cognitive and emotional prowess, as well as their overall state of well-being. The esteemed professionals shall undertake sport-specific psychological evaluations and craft customised mental training regimens with the aim of augmenting athletes' goal-setting capabilities, concentration levels, and resilience. In addition to the aforementioned aspects, it is imperative for students to delve into the intricate realm of psychological hurdles encountered by athletes, including but not limited to performance anxiety and burnout. Furthermore, it is of utmost importance for students to cultivate an environment that nurtures favourable team dynamics, thereby enhancing the overall efficacy and cohesiveness of the athletic collective. During the course of this internship, students shall acquire practical proficiencies in the field of sports psychology, thereby making valuable contributions towards enhancing athletes' overall performance and mental well-being.

Module 3 (Credit 1) Peace and Conflict Psychology Internship:

Learning Outcomes	1. Analyze the root causes and dynamics of conflicts in diverse settings. 2. Implement conflict resolution techniques and promote peaceful dialogue. 3. Design and implement peacebuilding initiatives to foster reconciliation and social cohesion. 4. Advocate for sustainable peace and social change through policy and community engagement.

Content Outline	**UNIT III: Peace and Conflict Psychology Internship**
	The peace and conflict psychology internship shall afford students the invaluable opportunity to meticulously analyse and effectively address conflicts within a myriad of diverse settings. The students shall be instructed in the comprehensive understanding of the fundamental origins and intricate workings of conflicts, delving into the realm of psychological elements that play a significant role in both the exacerbation and resolution of said conflicts. The individuals in question shall proceed to employ various conflict resolution methodologies, such as mediation and restorative justice, with the aim of fostering dialogue between parties involved in conflicts. This endeavour is undertaken with the ultimate objective of fostering reconciliation and promoting social cohesion. During the course of this internship, students will acquire profound understandings of the intricate nuances surrounding peacebuilding methodologies, thereby enabling them to ardently champion the cause of establishing enduring peace and effectuating transformative societal modifications.

Module 4 (Credit 1) Positive Psychology Internship

Learning Outcomes	1. Apply positive psychology principles to promote well-being and flourishing in individuals and organizations.
	2. Assess and measure well-being and positive outcomes in diverse populations.
	3. Apply positive psychology principles in organizational settings to enhance employee engagement and productivity.
	4. Advocate for positive psychology practices and policies in various contexts.

Content Outline	Module: 4 - Positive Psychology Internship
	In the context of the positive psychology internship, students will direct their attention towards the facilitation of well-being and the cultivation of flourishing within both individuals and organisations. The application of positive psychology principles will be utilised in order to conceive and execute interventions, including but not limited to gratitude exercises, strengths-based approaches, and mindfulness
	practises. The students shall undertake the task of evaluating and quantifying the state of well-being and favourable results within various demographic groups, delving into the ramifications of implementing positive psychology techniques within the context of organisational environments. Furthermore, it is worth noting that these individuals will actively endorse and support policies and practises rooted in the field of positive psychology. By doing so, they aim to make significant contributions to the overall well-being of both individuals and society at large.

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

Community Psychology Internship:

a. Community Needs Assessment Report:

Students will conduct a community needs assessment in collaboration with a local organization. They will identify social issues, assets, and challenges within the community. Based on the assessment, students will develop a comprehensive report with recommendations for community-based interventions.

b. Advocacy Project:

Students will choose a specific social issue affecting a marginalized population and design an advocacy project. They will create awareness materials, engage in community outreach, and develop strategies to advocate for policy changes that address the issue.

c. Program Evaluation Presentation:

Students will evaluate the effectiveness of a community intervention they have been involved in during the internship. They will present their findings, including

data analysis and interpretations, to showcase the impact of the program on the community.

d. Reflection Journal:

Throughout the internship, students will maintain a reflection journal, documenting their experiences, challenges, and personal growth while working in community settings. They will critically reflect on their role as community psychologists and identify areas for further development.

Sports Psychology Internship:

a. Mental Training Program Design:

Students will design a mental training program for a specific sports team or individual athlete. They will outline the goals, techniques, and strategies to enhance mental resilience, concentration, and performance. They will also conduct a pilot implementation of the program.

b. Athlete Case Study and Intervention Plan:

Students will conduct a case study on an athlete facing psychological challenges (e.g., performance anxiety, burnout). Based on the assessment, they will develop a personalized intervention plan, providing support and strategies to address the athlete's mental well- being.

c. Team Dynamics Workshop:

Students will organize and facilitate a team dynamics workshop for a sports team. They will use group exercises and activities to improve team communication, cohesion, and trust, fostering a positive team environment.

d. Sports Psychology Research Proposal:

Students will develop a research proposal on a sports psychology topic of interest. They will identify research questions, design the study, and propose data collection and analysis methods to explore a specific aspect of sports psychology.

Peace and Conflict Psychology Internship:

a. Conflict Analysis and Resolution Simulation:

Students will participate in a conflict resolution simulation, where they will play various roles in a simulated conflict scenario. They will apply conflict resolution techniques, negotiation skills, and mediation strategies to reach a resolution.

b. Peacebuilding Project Development:

Students will design a peacebuilding project that aims to promote reconciliation and social cohesion within a specific community or organization. They will outline the goals, activities, and expected outcomes of the project.

c. Conflict Analysis Report:

Students will analyze a real-world conflict situation and produce a comprehensive conflict analysis report. They will examine the root causes, dynamics, and stakeholders involved, providing insights into potential peacebuilding interventions.

d. Peace Psychology Workshop:

Students will organize and conduct a workshop on peace psychology for a group of participants, such as community members or students. They will share knowledge about peace psychology principles and engage participants in activities promoting empathy and understanding.

Positive Psychology Internship:

a. Positive Psychology Intervention Implementation:

Students will implement a positive psychology intervention in a selected setting, such as a workplace, school, or community organization. They will assess the impact of the intervention on participants' well-being and collect feedback for improvement.

b. Well-Being Assessment Project:

Students will conduct a well-being assessment among a specific group of individuals to measure their levels of happiness, life satisfaction, and positive emotions. They will analyze the data and create individualized feedback reports for the participants.

c. Positive Organizational Culture Analysis:

Students will assess the organizational culture of a workplace or institution using positive psychology principles. They will identify strengths and areas for improvement, providing recommendations for creating a positive work environment.

d. Positive Psychology Outreach Program:

Students will design and implement a positive psychology outreach program for a target audience, such as school children or elderly individuals. The program will focus on promoting positive emotions, resilience, and gratitude through interactive activities.

Note: Any two Project/Activity to be completed from each internship area and one Internship report to be submitted by each student.

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