NOIDA INTERNATIONAL UNIVERSITY

SCHOOL OF LIBERAL ARTS
Department of Psychology

COURSE STRUCTURE OF POST GRADUATE PROGRAMME (CBCS)

(M.A. Applied) PSYCHOLOGY

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**COURSE STRUCTURE AND SYLLABUS OF POSTGRADUATE
PROGRAMME
M.A. (Applied) PSYCHOLOGY**

COURSE STRUCTURE OF POSTGRADUATE PROGRAMME

Scheme, Syllabi and Courses of Reading: -

The courses of study in M.A. (Applied) Psychology have been redesigned with the objective of making the entire programme more comprehensive and to enhance skill based learning among students to help them understand different aspects of behavioural and cognitive development of an individual in social, organizational and across over all life span of an individual by acquiring knowledge of theories and concepts that have been developed in the field so far. Understanding of research methods, experimental psychology and psychological testing have also been kept as integral components of the programme both at theoretical as well as at practical levels.

The duration of the course leading to the degree of Masters of Arts (Applied) in Psychology will be of four semesters.

❖ In first year there will be two semesters—Semester 1st and Semester 2nd. The first semester will have four theory papers of 100 marks each. In second

semester, there will be three theory papers of 100 marks and one practicum of 100 marks.

- ❖ In second year, there will be two semesters—Semester 3rd and Semester 4th. Semester 3rd, the student will choose the specialization from Clinical, Counselling and Organizational Psychology, there are two specialized theory papers of 100 marks each (from selected field) and one field training (3 Case submissions) of 100 marks & one Dissertation, which will be continued in Semester 4th. In semester 4th, there are four papers, in continuation from 3rd semester, another two specialized theory papers of 100 marks each, field training with 2 cases (100 Marks) and one Dissertation of 200 marks (3rd & 4th semester).
- ❖ External and internal examiners will evaluate dissertation/viva-voice jointly.

The papers included in the curriculum will be based on Choice based credit system.

CHOICE BASED CREDIT SYSTEM (CBCS):

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations, the UGC has formulated the guidelines to be followed.

Outline of Choice Based Credit System:

1. **Core Course:** A course which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

   The Core papers for Semester 1st are Advanced Counselling Skills & Research Methodology, which will be continued in Semester 2nd. With these two papers,

there are three more theoretical and one practical paper which will be studied in semester 1st & 2nd. In Masters in Psychology (M.A. Applied), we offer only 3 specialized courses i.e., Clinical, Counselling and Organizational Psychology.

1.1 In Masters in Psychology (M.A. Applied), we offer only 3 specialized courses i.e., Clinical, Counselling and Organizational Psychology. Students can opt. any one, from three of the specialization i.e., Clinical, Counselling and Organizational Psychology for Semester 3rd & 4th.

2. Dissertation/Project:

Project work/Dissertation is considered as a special course involving application of knowledge in solving / analysing /exploring a real life situation / difficult problem. A Project/Dissertation work would be of 6 credits (for each semester). A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

3. Field Training:

Each student would undergo supervised training for a period of 90 days (each semester) in an institution related to the opted discipline specific area. A detailed report of the training would be submitted to the institute concerned, at the end of the week, and full report to the Department before the examination. Evaluation would be based on Report and viva- voce.

The report will be prepared as per the following module: About the institution: Mission, goals and objectives of the institution where training is undertaken. Topic of training program: Introduction Case history, Identification of problem, goals and achievement, Conclusion (Experience of the student) (Minimum 5 cases to be reported)

3 cases to be submitted in 3rd Semester and 2 cases in 4th Semester. The cases will be as follows:

1. IQ Assessment Report – 2
2. Personality/Psychological Disorder Report – 1
3. Neuropsychological Report – 1
4. Psychoevaluation Report (any child related cases) - 1

The M.A. (Applied Psychology CBCS) is divided into three parts as under. Each part will consist of two semesters.

Part 1	First Year	Semester I	Semester II
Part 2	Second year	Semester III	Semester IV

The schedule of Papers prescribed for various semesters shall be as follows:

M.A. (H.) Psychology Semester Wise Syllabus

Semester-I

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	PYM-101	A Conceptual History of Psychology	3	1	0	4	40	60	100
2	PYM-102	Cognition, Neuroscience & Consciousness	3	1	0	4	40	60	100
3	PYM-103	Research Methodology –I (Issues & essential techniques in Statistics & Experimental Design)	3	1	0	4	40	60	100
4	PYM-104	Advance Counselling Skills- I (General Counselling Skills)	3	1	0	4	40	60	100
		Total	**12**	**4**	**0**	**16**	**160**	**240**	**400**

Semester-II

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	PYM-201	Social Psychological Perspective	3	1	0	4	40	60	100
2	PYM-202	Advance Counselling Skills –II (Facilitating Personal Growth)	3	1	0	4	40	60	100
3	PYM-203	Research Methodology-II(Qualitative & Contemplative practices)	3	1	0	4	40	60	100
4	PYM-P1	Psychology Practicum-P1	0	0	2	2	40	60	100
		Total	**9**	**3**	**2**	**14**	**160**	**240**	**400**

Semester-III

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	PYM-301,303, 305	Specialization Paper - I	3	1	0	4	40	60	100
2	PYM-302, 304, 306	Specialization Paper - II	3	1	0	4	40	60	100
3	PYM-307	Research Project/Dissertation (Relevant to specific specialization)	1	1	4	6	60	40	100
4	PYM-P2	Field Training- P2 (Relevant to specific specialization)	1	1	4	6	40	60	100
		Total	**8**	**4**	**8**	**20**	**180**	**220**	**400**

Semester-IV

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	PYM-401,403, 405	Specialization Paper -III	3	1	0	4	40	60	100
2	PYM-402,404, 406	Specialization Paper -IV	3	1	0	4	40	60	100
3	PYM-407	Research Project/Dissertation (Relevant to specific specialization)	1	1	4	6	60	40	100
4	PYM-P3	Psychology Practicum-P3	1	1	4	6	40	60	100
		Total	**8**	**4**	**8**	**20**	**180**	**220**	**400**

Grand Total -- 1600

Total Credits 70

*= Specific course code Indicator

L: Lecture hours; T: Tutorial hours; P: Laboratory/ Practical hours;

Internal Marks include class tests, Assignments, Presentations and Attendances (75% mandatory).

Programme: M.A. (Applied) Psychology
SYLLABI of CORE COURSES

SEMESTER-I

A Conceptual History of Psychology

Programme: M.A. (Applied) Psychology (Part –I)
Semester-I
Course code: PYM-101
Course Name: A conceptual history of psychology

Credit: 4

Total Marks: 100

Course Objectives:

- To acquaint the student with a wider (global) history of psychology in general and India in particular.

- To highlight the paradigms and dominant concerns of mainstream Euro American psychology, and issues therein.

- To elucidate the major paradigms of psychological knowledge in India and highlight the contribution of Indian knowledge systems.

- To critically appreciate the significant contributions of major schools of Psychology evolved in Eastern and Western traditions.

Course Contents:

1. **Unit 1: Historical Evolution**

    1.1.   Introduction to psychological thought— Early roots of Psychology, Psychology as a study of Soul & Consciousness, Emergence and Birth of Psychology as a scientific discipline in Euro-American tradition.

1.2. Six important paradigms of Western psychology: Positivism, Post- positivism, the critical perspective, Social constructionism, existential phenomenology, and co-operative enquiry.

1.3. Issues: Crisis in psychology due to strict adherence to experimental-analytical paradigm (logical empiricism); Move from modern to Postmodern Psychology; Indic influences on modern psychology.

2. **Unit 2: Perspectives & Paradigms in Psychology**

   2.1 Psychodynamic Perspective, Behaviouristic Perspective, Humanistic & Existential Perspective, Cognitive Perspective, Socio-Cultural perspective, Biopsychological perspective.

   2.2 Behaviouristic Perspective—Learning Paradigms, Classical conditioning, Operant conditioning & Social Cognitive Learning.

   2.3 Socio-cultural Perspective—Learning Paradigms, Classical conditioning, Operant conditioning & Social Cognitive Learning.

3. **Unit 3: Cognitive Perspective**

   3.1 Approaches in Cognitive Psychology: Information Processing Approach, Connectionist Approach, Ecological Approach, Linguistic approach, Effect of drugs on cognitive performance.

   3.2 Attention & Perception—Concept and theories of attention; Form, Depth & Movement Perception, Plasticity in Perception, Effect of Nature & Nurture on perception, Improving visual and auditory perception in everyday life.

   3.3 Thinking & Memory—Role of mental imagery & language in thinking; Memory as a process, Three stage model, Levels of Processing theory, Everyday memory, Working memory, Memory Improvement, Eye-witness testimony.

4. Unit 4: Existential, Humanistic & Indian Psychology

4.1 Existential Philosophy & thought—Influence of Existential philosophy on Psychology, Early existential thinkers, Existential Search for Meaning & Anxiety

4.2 Humanistic Perspective—Emergence of Humanism & Humanistic Thinking, Humanistic perspective as Third force in psychology, Early humanistic thinkers-Carl Rogers, Abraham Maslow

4.3 Indian Psychology: The primacy of self-knowledge, Major Indian systems influencing and exploring mind and behaviour: Vedas, Upanishads, Bhagavad Gita, Tantra, Buddhism, Sufism, Kriya Yoga and Integral Yoga of Sri Aurobindo, Emergence of Indian psychology in academia.

Suggested Readings:

- Bhatia, S. (2002). Orientalism in Euro-American and Indian psychology: Historical representations of ―natives‖ in colonial and postcolonial contexts. History of Psychology, 5(4), 376–398.
- Brock, A. C. (2006). Internationalizing the history of psychology. New York: New York University Press.
- Brysbaert, M., & Rastle, K. (2009). Historical and conceptual issues in psychology. New Delhi, India: Pearson Educational.
- Chalmers, A. F. (1982). What is this thing called science? Queensland, Australia: University of Queensland Press.
- Corelissen, R. M., Misra, G., & Varma, S. (Eds.) (2014). Foundations and applications of Indian psychology. New Delhi, India: Pearson.
- Gergen, K. J. (1990). Toward a postmodern psychology. The Humanistic Psychologist, 18(1), 23.

- Guba, E. G. (1990). The alternative paradigm dialog. In E. G. Guba (Ed.), The paradigm dialog (pp. 17-30). New Delhi, India: Sage.

- Heron, J., & Reason, P. (1995). Cooperative enquiry. In J. A. Smith, R. Harre & L. Van Langenhove (Eds.), Rethinking methods in psychology. New Delhi, India: Sage.

- Joshi, K. (2009). Integral yoga: Major aims, methods, processes, and results. New Delhi, India: The Mother's Institute of Research.

- Joshi, K. (2009). The new synthesis of yoga. New Delhi, India: The Mother's Institute of Research.

- Leahey, T. H. (2004). A history of psychology: Main currents in psychological thought (6th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

- Lincoln, Y. S., Lynham S. A., & Guba, E. G. (2011). Paradigmatic controversies, contradictions, and emerging confluences, revisited. In Y. S. Lincoln & S.A. Lynham (Eds.), The SAGE handbook of qualitative research (4th ed.). Thousand Oaks: Sage.

- Lincoln, Y. S., Lynham, S. A., & Guba, E. G. (2005). Paradigmatic controversies, contradictions, and emerging confluences. In Y. S. Lincoln and S. A. Lynham (Eds.), The SAGE handbook of qualitative research (3rd ed.). Thousand Oaks: Sage.

- Misra, G., & Paranjpe, A. C. (2012). Psychology in modern India. In Robert B. Rieber (Ed.), Encyclopedia of the history of psychological theories (Part 1, pp. 881-892). New Delhi, India: Springer Science.

- Misra, G., & Kumar, M. (2011). Psychology in India: Retrospect and prospect. In G.Misra (Ed.), Psychology in India Vol.4: Theoretical and methodological developments (pp. 339-376). New Delhi : Pearson.

- Misra, G. (Ed.) (2011). Handbook of psychology in India. New Delhi: Oxford University Press.

- Misra, G. (Ed.) (2014). Psychology and psychoanalysis. New Delhi: Centre for Civilizational Studies.

- Nicholson, P. (1995). Feminism and psychology. In J. A. Smith, R. Harre, & L. Van Langenhove (Eds.), Rethinking psychology. New Delhi, India: Sage.

- Paranjpe, A. C., & Misra, G. (2012). Psychology in premodern India. In Robert B. Rieber (Ed.), Encyclopedia of the history of psychological theories (Part 16, pp. 892-908). New Delhi, India: Springer Science.

- Pickren, W. E., & Rutherford, A. (2010). A history of modern psychology in context. Hoboken, New Jersey: John Wiley & Sons.

- Rao, K. R., & Paranjpe, A. C. (2016). Psychology in the Indian tradition. New Delhi, India: Springer.

- Salmon, D. (2001). What if we took Indian psychology seriously. Retrieved from http://www.infinityfoundation.com/mandala/i_es/i_es_salmo_psych_frameset.htm

- Teo, T., Stenner, P., Rutherford, A., & Baerveldt, C. (2009). Varieties of theoretical psychology: International philosophical and practical concerns. Toronto, Canada: Captus University Publications.

- Valsiner, J. (2011). A guided science: History of psychology in the mirror of its making. New Brunswick, NJ: Transaction Publishers.

- Varma, S. (1996). The scientific paradigm in psychology: Challenges and possibilities. Ph.D. Dissertation, Department of Psychology, Barkatullah University, Bhopal, India.

SEMESTER-I

Cognition, Neuroscience and Consciousness

Programme: M.A. (Applied) Psychology (Part –I)
Semester-I
Course code: PYM-102
Course Name: Cognition, Neuroscience and Consciousness

Credit: 4
Total Marks: 100

Course Objective:

- To provide an in-depth understanding of some of the cognitive processes in terms of current theories, models and applications.

- To help learners understand the importance of these cognitive processes in everyday life.

- To understand of brain, mind and Behavior relationship with the help of current developments in the field of neuroscience, scientific theories, clinical and real-life examples.

Course Content:

Unit 1: Brain, Mind and Behavior

1.1 Historical Perspectives

1.2 Emerging areas in neuropsychology

1.3 Philosophical antecedents

1.4 Approaches and key issues

Unit 2: Cognitive Neuroscience

2.1 Structure of Neuron & Nervous system

2.2 Function of cortical lobes – Frontal, Temporal & Parietal

2.3 Neurotransmitters & their role in cognitive functioning

2.4 Neuro-behavioural pathology

Unit 3: Consciousness

3.1 The difficulty of defining consciousness

3.2 Current theories of consciousness

3.3 What Consciousness is, does, and how it fits into the evolving universe

3.4 An understanding of consciousness from first principles

Unit 4: Cognition

4.1 Two Approaches to the study of mind: The Outer approach used in Cognitive Science, and the Inner approach of various meditative traditions

4.2 Can outer, third-person, approaches provide a complete understanding of mental phenomena?

4.3 Advaita and Madhyamika View: perception is fundamentally non-dual and subject and object are one in non-dual perception

4.4 Need for new approach to perception and cognition that combines scientific and experimental methodologies and recognizes that subject-object non-duality is central to our biological nature.

Suggested Readings:

- Ataria, Y., Dor-Ziderman, Y., & Berkovich-Ohana, A. (In Press). Lacking the sense of boundaries: How does it feel? *Consciousness and Cognition*.

- Berkovich-Ohana, A., & Glicksohn, J. (2014). The consciousness state space (CSS) – A unifying model for consciousness and self. *Frontiers in Psychology*. *Doi: 10.3389/fpsyg.2014.00341. 1-19.*

- Bitbol, M., Kerszberg, P., & Petitot, J. (Eds.) (2009). *Constituting objectivity: Transcendental perspectives on modern physics* (Vol. 74). New Delhi: Springer Science & Business Media.

- Das, J. P. (2014). *Consciousness quest.* New Delhi, India: Sage.

- Dor-Ziderman, Y., Berkovich-Ohana, A., Glicksohn, J., & Goldstein, A. (2013). Studying mindfulness-induced selflessness: A MEG neurophenomenological study. *Frontiers in Human Neuroscience*, *7*, 582.

- Glicksohn, J., & Berkovich-Ohana, A. (2011). From trance to transcendence: A neurocognitive approach. *The Journal of Mind and Behavior*, *32*, 49-62.

- Goswami, A., Reed, R. A., & Goswami, M. (1995). *The self-aware universe: How consciousness creates the material world.* New York: Putnam.

- Kak, S. (2016). *Mind and self.* Mississauga, Ontario, Canada: Mount Meru Publishing.

- Lorimer, D. (Ed.) (2001). *Thinking beyond the brain: A wider science of consciousness*. Glasgow, Scotland: Floris Books.

- Menon, S. (2014). *Brain, self and consciousness: Explaining the conspiracy of experience*. New Delhi, India: Springer.

SEMESTER-I

Research Methodology – I
(Issues & essential techniques in Statistics & experimental design)

Programme: M.A. (Applied) Psychology (Part –I)
Semester-I
Course code: PYM-103
Course Name: Research Methodology – I (Issues & essential techniques in statistics & experimental design)
Credit: 4

Total Marks: 100

Course Objective:

- The course plan aims to provide exposure to the fundamentals of various research techniques and methods.
- It tries to build upon the basic assumptions in adopting different methodologies for different kinds of research themes.
- It introduces certain philosophical ideas underlying the emergence of different methodologies in social sciences.
- It also attempts to sensitize the students to develop a critical outlook at the existing perspectives and methods and to evolve conceptual clarity, which can help them in their future research.

Course Content:

Unit I: Psychological Research

- Concept and nature of research
- Types of Psychological Research
- Problems of Objectivity- Positivist & Post Positivist perspectives
- Ethical issues and Concerns

Unit II: Basic Elements of Social Research

- Formulating a Research Problem-- assumptions & characteristics

- Hypotheses-- Meaning, Importance, Types and Formulation

- Sampling-- Meaning, & Factors influencing sampling

- Types of Sampling methods

Unit III: Tools of Data Collection

- Meaning and Nature of data—Primary & Secondary

- Methods of Data Collection- Experimental, Observational

- Survey method—Interview & questionnaire

- Research Design: Meaning and Types of Research Designs

Unit IV: Psychological Testing & Measurement

- Psychological Testing—standardization and objectivity

- Reliability, Validity & Norms

- Steps in test development & standardization

- Applications & Ethical issues

Suggested Readings:

- A.K. Singh (2005). Tests, Measurements and Research Methods in Behavioural Sciences. Bharati Bhawan: Patana.

- Ahuja, Ram (2001), Research Methods, Delhi: Rawat Publications.

- Bailey, Kenneth D. (1982), Method of Social Research, New York: The Free Press, Second Edition.

- Blalock, Hubert M. (1979), Social Statistics. New York:

- Tata Mc-Graw-Hill. Boss, P.K. (1995), Research Methodology, New Delhi, ICSSR.

- Champion, Dean. J. (1981), Basic Statistics for Social Research New Delhi: Macmillan Publishing New York.

- Goode, W.J. and P.K. Hatt, (1952), Methods in Social Research, New York: McGraw International Students Edition.
- Gupta, S.P. (2002). Statistical Methods, New Delhi:Sultan Chand and Sons Publication.
- Moser, S.C. and G. Kalton (1971), Survey Methods in Social Investigation, London:
- Heinmann.Seltiz, Claire et al (1959). Research Methods in Social Relation, New York: Henry Holt and Co. Srinivas, M.N. and A.M. Shah (1979). Fieldworker and The Field, New Delhi: Oxford University Press.
- Thakur, D. (2003). Research Methodology in Social Science, Deep and Deep Publications Pvt. Ltd.: New Delhi.
- Young, P.V. (1988), Scientific Social Surveys and Research, New Delhi Prentice Hall.

Advance Counselling Skills - I
(General Counselling Skills)

Programme: M.A. (Applied) Psychology (Part –I)
Semester-I
Course code: PYM-104
Course Name: Advance Counselling Skills - I (General Counselling Skills)

Credit: 4
Total Marks: 100

Course Objectives:

- Demonstrate process and its dynamics.

- Appreciate the ethical, legal, basic attending and listening skills.

- Appreciate the counseling and cultural issues associated with counseling.

- Examine how their own attitudes and beliefs affect the counseling outcome.

- Identify their own strengths and weaknesses as counselors.

Course Contents:

Unit 1: Professional Foundation of Counseling

1.1. Concept of counseling & link to other related concepts

1.2.Characteristics of an Effective Counselor

1.3. Professional aspects of being a counselor

1.4. The Attribution and Systematic framework of Counseling

Unit 2. Ethical Concerns

2.1. Discussion: What do practicing counselors need to know about the ACA code of

ethics?

2.2. Relationship between counseling, ethics, morality and the law.

2.3. The role of ethics in specific counseling situations.

2.4. Case studies discussion to explore ethical concern in counseling.

Unit 3. During class, students will practice, discuss, and reflect upon:

3.1. Attending and listening skills

3.2. Interviewing skills

3.3. Responding skills (perceptiveness, knowledge, assertiveness)

3.4. Empathy and unconditional positive regard

3.5. Probing and summarizing

3.6. Self-disclosure

3.7. Immediacy

3.8. Effective challenging (with support)

3.9. Decision-making and goal-setting skills

3.10. Interpretation/reframing skills, etc.

Unit 4. Counseling with Diverse Populations

4.1. Counseling Aged Population

4.2. Counseling with children

4.3. Counseling disabled population

4.4. Issues in counseling; Gender- Based Counseling; Counseling cases with gender

identity, Considerations with Different Cultural Groups in India.

Suggested Readings:

- Belkin, G. S. (1984). Introduction to counseling. Dubuque, Iowa: WCB/McGraw-Hill.
- Bellack, A. S., Hersen, M., & Kazdin, A. E. (Eds.) (2012). International handbook of behavior modification and therapy. New York: Springer Science & Business Media.

- Corey, G. (2015). Theory and practice of counseling & psychotherapy. New Delhi: Pearson.
- Cormier, L. S., & Nurius, P. S. (2003). Interviewing and change strategies for helpers (Fifth ed.). Pacific Grove, CA: Brooks/Cole.
- Gladding, S. T. (2012). Counseling: A comprehensive profession. New Delhi: Pearson .
- Herlihy, B., & Corey, G. (2014). ACA ethical standards casebook. New Jeresy: John Wiley & Sons.
- Joyce, P., & Sills, C. (2014). Skills in gestalt counseling & psychotherapy. Los Angeles: Sage.
- Kaplan, D. M. (2003). Family counseling for all counselors. Greensboro N.C.: ERIC Counseling and Student Services Clearinghouse, University of North Carolina.
- Lister-Ford, C. (2002). Skills in transactional analysis counseling & psychotherapy. Los Angeles: Sage.
- Nathan, P. E., & Gorman, J. M. (Eds.) (2015). A guide to treatments that work. New York: Oxford University Press.
- Neukrug, E., & Schwitzer, A. M. (2006). Skills and tools for today's counselors and psychotherapists: From natural helping to professional counseling. Belmont, CA: Thomson/Brooks/Cole.
- Seligman, L. (1990). Selecting effective treatments. San Francisco: Jossey— Bass.
- Tolan, J. (2012). Skills in person-centred counseling & psychotherapy. Los Angeles: Sage.
- Wills, F. (2008). Skills in cognitive behaviour counseling & psychotherapy. Los Angeles: Sage.

SEMESTER-II

Social Psychological Perspective

Programme: M.A. (Applied) Psychology (Part –II)
Semester-II
Course code: PYM-201
Course Name: Social Psychological Perspective

Credit: 4

Total Marks: 100

Course Objectives:

- To understand the use of social psychological perspectives to explore human experiences and behaviour within social situations or socio-historical context.

- To develop insights about the basic assumptions and scope of social psychological perspectives.

- To learn the use of research methodologies in social psychology.

- To explore the use of social psychological perspectives in addressing the issues and problems of the real world.

Course Details:

1. **Introduction to Social Psychological Perspectives**

   1.1. Nature and scope of social psychology; brief history of social psychology; psychological social psychology and sociological social psychology; symbolic interactionism; social constructionism; social representation; cultural and cross-cultural psychology; traditional theoretical perspectives (field theory, cognitive dissonance, sociobiology, psychodynamic approaches)

1.2. Use of experimental, correlational and qualitative methods in social psychological research

2. **Social Influence and Responding to Social Situations**

   2.1. Social facilitation; social loafing; conformity, compliance, obedience; social power; reactance; cultural context of getting influenced or resisting influence

   2.2. Social perception; attitude and its change within cultural context; aggression and ways to manage aggression; prosocial behaviour

3. **Intergroup relations**

   3.1. Group dynamics, leadership style and effectiveness

   3.2. Theories of intergroup relations (minimal group experiment and social identity theory, relative deprivation theory, realistic conflict theory, equity theory), conflicts and resolution

4. **Applications in real world**

   4.1. Application for whom and for what? Revisiting the meanings of ‗social' in social psychological perspectives; exploring voice of end-users/stakeholders in social psychological perspectives; challenges of societal development

   4.2. Issues of gender, poverty, marginalization and social suffering; facilitating wellbeing and self-growth in diverse cultural and socio-political contexts

Suggested Readings:

- Baron, R. A., & Byrne, D. (2000). (8th ed.). *Social psychology.* New Delhi: Prentice Hall of India.
- Billig, M. (1976). *Social psychology and intergroup relations.* NY: Academic Press.
- Dalal, A.K., & Misra, G. (Ed.) (2001). *New directions in Indian psychology, Vol. 1: Social psychology.* New Delhi: Sage.

- McGarty, C., & Haslam, S. A. (Eds.) (1997). *The message of social psychology*. Oxford, UK: Blackwell.
- Misra G. (Ed.) (2009*). Psychology in India, Vol. 2: Social and organizational processes.* New Delhi: Pearson.
- Misra, G. (Ed.) (1990). *Applied social psychology in India.* New Delhi: Sage.
- Shaw, M. E., & Costanzo, P. R. (1970). *Theories of social psychology.* USA: McGraw-Hill.
- Strickland, L. H., Aboud, F. E., & Gergen, K. J. (1976). *Social psychology in transition.* New York: Plenum.
- Tajfel, H. (1981). *Human groups and social categories.* London: Cambridge
- University Press.
- Taylor. M., & Moghaddam, F.M. (1987). *Theories of intergroup relations.* NY: Praeger.

SEMESTER-II

Advance Counselling Skills – II
(Facilitating Personal Growth)

Programme: M.A. (Applied) Psychology (Part –II)
Semester-II
Course code: PYM-202
Course Name: Advance Counselling Skills – II (Facilitating Personal Growth)

Credit: 4

Total Marks: 100

Course Objectives:

- To learn to engage with the process of conscious self-development and self-mastery.
- To understand the complexities and nuances of life and find a personally meaningful view on the existential issues of life.
- To practice psychological capacities that can be potentially useful in times of stress and distress and that give a deeper insight into life.
- To view life as a continually changing process that requires continuous questioning of cultural hegemonies, creative renewal and psychological imagination.
- To learn to facilitate the development of self and others

Course Contents:

Unit 1: The Existential Questions of Life

    1.1 Journey of Personal Growth

    1.2 Meaning of Freedom and Determination in Personal Growth

    1.3 Exploring the relational self- Forgiveness, Gratitude and Letting go.

    1.4 Engaging with pain, grief and death

Unit 2: Exploring the Moral Self

    2.1 Concept of Moral Self and Moral Reasoning

2.2 Hope, Self- Compassion and Wisdom

2.3 Exploring the Power of Silence

Unit 3: Power & Personal Conflicts

3.1 Working with the Body

3.2 Non- violent Communication

3.3 Engaging with complexity and ambiguity: Understanding the complexity of the situation, avoid quick- fix solutions and tolerate ambiguity

Unit 4: Spirituality in Everyday Life

4.1 Spiritual Self & the meaning of life

4.2 Exploring the power of creativity and imagination

4.3 Facilitating changes

Suggested Readings:

The following readings are only suggestive and must be considered resources for deepening thought and experience rather than as prescribed compulsory readings and must be updated regularly:

- Dalal, A. S. (2000). Living within: The yoga approach to psychological health and growth. Pondicherry, India: Sri Aurobindo Ashram.
- Frankl, V. (1992). Man's search for meaning. Massachusetts, Boston: Beacon Press. Friere, P. (1985). Pedagogy of the oppressed. London: Continuum Pub.
- Fromm, E. (2013). To have or to be. London: Bloomsbury Academics Pub.
- Gandhi, M. K. (1993). My experiments with truth. Ahmedabad, India: Navjivan Press. Halder, B. (2006). A life less ordinary. New Delhi, India: Penguin Books.
- Kegan, R. (1982). The evolving self: Problem and process of human development. Cambridge: Harvard University Press.

- Laing, R. D. (1965). The divided self: An existential study of sanity and madness. London: Penguin.
- Leary, M. R. (2004). The curse of the self: Self-awareness, egotism, and the quality of human life. Oxford: Oxford University Press.
- Neff, C. (2011). Self-compassion. New York: Hodder and Stoughton.
- Rosenberg, M. (2012). Living nonviolent communication: Practical tools to connect and communicate skilfully in every situation. Boulder: Sounds True Pub.
- Hahn, T. N. (1990). Peace is every step: The path of mindfulness in everyday life. New York: Bantam Books.
- Hahn, T. N. (2009). The heart of Buddha's teaching: Transforming suffering into peace, joy and liberation. New York: Broadway Books.
- Valmiki, O. (2003). Joothan: A Dalit's life. Kolkata, India: Samya Pub. Jung, C. (1969). Man and his symbols. New York: Doubleday Pub.

SEMESTER-II

Research Methodology – II
(Qualitative & Contemplative Practices)

Programme: M.A. (Applied) Psychology (Part –II)
Semester-II
Course code: PYM-203
Course Name: Research Methodology – II (Qualitative & Contemplative Practices)

Credit: 4

Total Marks: 100

Course Objective:

- The course plan aims to provide exposure to the fundamentals of various research techniques and methods.

- It tries to build upon the basic assumptions in adopting different methodologies for different kinds of research themes.

- It introduces certain philosophical ideas underlying the emergence of different methodologies in social sciences.

- It also attempts to sensitize the students to develop a critical outlook at the existing perspectives and methods and to evolve conceptual clarity, which can help them in their future research.

Unit I: Introduction

- Purpose and Dimensions of Research

- Paradigms of Research—Qualitative & Quantitative

- Sampling and Nature of data for qualitative and quantitative researches, Scales of measurement

- Ethical issues and concerns

Unit II: Quantitative Research Methods

- Descriptive Statistics: Measures of Central Tendency, Measures of variability, Graphical representation of data

- Normal Distribution Curve- characteristics & properties

- Correlation

- Chi-square test

Unit III: Inferential Statistics

- Inferential Statistics—Hypothesis Testing, Concept and Characteristics of Random Sampling Distribution of Means, Errors in Hypothesis Testing

- Parametric and Non-parametric tests—Assumptions and applications

- Parametric tests--Student's distribution of 't'—Independent and Dependent Sample, ANOVA and Factorial Designs

- Non-Parametric Statistics—Mann-Whitney U test, Sign Rank test, Kruskal Walis Test

Unit IV: Basic Procedures in Qualitative Inquiry

- Formulating qualitative research problems, Role of Empathy & Reflexivity

- Paradigms- Social constructionist, Participative inquiry, Grounded theory

- Type of qualitative data—In-depth interviews, Focused group discussions, Case- studies, ethnographic manuscripts, narratives, cinematographic narratives

- Coding & thematic analysis in qualitative research

Suggested Readings:

- A.K. Singh (2005). Tests, Measurements and Research Methods in Behavioural Sciences. Bharati Bhawan: Patana.
- Ahuja, Ram (2001), Research Methods, Delhi: Rawat Publications.
- Bailey, Kenneth D. (1982), Method of Social Research, New York: The Free Press, Second Edition.
- Blalock, Hubert M. (1979), Social Statistics. New York:
- Tata Mc-Graw-Hill. Boss, P.K. (1995), Research Methodology, New Delhi, ICSSR.
- Champion, Dean. J. (1981), Basic Statistics for Social Research New Delhi: Macmillan Publishing New York.
- Goode, W.J. and P.K. Hatt, (1952), Methods in Social Research, New York: McGraw International Students Edition.
- Gupta, S.P. (2002). Statistical Methods, New Delhi:Sultan Chand and Sons Publication.
- Moser, S.C. and G. Kalton (1971), Survey Methods in Social Investigation, London:
- Heinmann.Seltiz, Claire et al (1959). Research Methods in Social Relation, New York: Henry Holt and Co. Srinivas, M.N. and A.M. Shah (1979). Fieldworker and The Field, New Delhi: Oxford University Press.
- Thakur, D. (2003). Research Methodology in Social Science, Deep and Deep Publications Pvt. Ltd.: New Delhi.
- Young, P.V. (1988), Scientific Social Surveys and Research, New Delhi Prentice Hall.

SEMESTER-II

Psychology Practicum

Programme: M.A. (Applied) Psychology (Part –II)
Semester-II
Course code: PYM-P1
Course Name: Psychology Practicum

Credit: 2

Total Marks: 100

Course Objectives:

- To enable the students to understand the processes and steps involved in administered the psychological Tests in laboratory setup.
- The students are supposed to administer at least two tests based on the following along with a detailed introductory report on 'Psychological Testing and Assessment'

Course Content:

- Case History & Mental Status Examination

- TAT (Thematic Appreception Test)

- I Q Assessment (GDT, VSMS, SFBT & MISIC)

- BGT (Bender Gestalt Test)

- CARS

- M- CHAT

Suggested Reading:

- Anastasi, A. (1968) & Urbania, S. (1997). Psychological Testing. Pearson Education Asia: Pearson Publication.
- Singh A.K. (1997). Tests, Measurement and Research Methods in Behavioral Sciences. New Delhi: Bharat Bhawan.

- Cronbach, l. J. (1970). Essential of Psychological Testing. New York: Harper & Row.
- Murphy. K.R. & Davidshafer, C.D. (1994). Psychological Testing: Principles and Applications (3rd ed.) New Jersey: Prentice Hall, Englewood Cliffs
- Barve, B. N., & Narake, H. J. (2008). *Manomapan*. Nagpur, India: Vidya Prakashana.
- Desai, B., & Abhyankar, S. (2007). *Manasashatriya mapan*. Pune, India: Narendra Prakashana.
- Fernandes-Ballesteros, R. (Ed.) (2003). Encyclopedia of psychological assessment (Vol. I & II). New Delhi, India: Sage.
- Hersen, M., Kazdin, A. E., & Bellack, A. S. (Eds.) (1991). The clinical psychology handbook (2nd ed.). New York: Pergamon Press.
- Holt, R. R. (Ed.) (1984). Diagnostic psychological testing (Revised edition). New York: International Universities Press.

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SEMESTER-III

CLINICAL PSYCHOLOGY (Specialization I)

Introduction to Clinical Psychology
(Specialization Paper –I)

Programme: M.A. (Applied) Psychology (Part –III)
Semester-II
Course code: PYM-301
Course Name: Introduction to Clinical Psychology (Specialization Paper – I)

Credit: 4

Total Marks: 100

Course Objectives:

- To familiarize with the history and development of clinical psychology as a field in India and its evolving professional identity.

- To orient students to major theoretical models which guide clinical psychological practice and research.

- To orient about clinical assessment process and its applications in various domains.

Course Contents:

1. **Foundations**

   1.1. Historical background: Early & recent history.

   1.2. Nature of discipline: Theory and research.

   1.3. Developing a professional identity: Education & training, professional activities and employment settings, sub-specializations.

2. **Psychodynamic approach**

   2.1. Brief orientation to four psychoanalytic psychologies – Drive, ego, object relations & self-psychology

   2.2. Understanding psychological defences, regression, and the true and false self-systems

3. **Other major approaches**

   3.1. Behavioural and cognitive-behavioural

   3.2. Humanistic

   3.3. Existential

   3.4. Family systems

   3.5. Biological

   3.6. Attempt at integration: Bio-psycho-social

4. **Clinical assessment**

   4.1. Rationale and planning

   4.2. Clinical interviewing

   4.3. Areas of applications: Intellectual and educational; personality and interpersonal; behavioural and psycho-diagnostic

Suggested Readings:

- Aiken, L. R. (2000). Psychological testing and assessment (10th ed.). Boston: Allyn & Bacon.
- Anastasi, A., & Urbina, S. (1997). Psychological testing (7th ed.). Delhi, India: Pearson Education.
- Fernandes-Ballesteros, R. (Ed.) (2003). Encyclopedia of psychological assessment (Vol. I & II). New Delhi, India: Sage.
- Freeman, F. S. (1965). Theory and practice in psychological testing (3rd ed.). New Delhi, India: Oxford and IBH.

- Gregory, R. J. (2000). Psychological testing: History, principles, aand applications (3rd ed.). Boston: Allyn & Bacon.
- Hecker, J. E., & Thorpe, G. L. (2005). Introduction to clinical psychology: Science, practice, and ethics. Delhi, India: Pearson Education.
- Hersen, M., Kazdin, A. E., & Bellack, A. S. (Eds.) (1991). The clinical psychology handbook (2nd ed.). New York: Pergamon Press.
- Holt, R. R. (Ed.) (1984). Diagnostic psychological testing (Revised edition). New York: International Universities Press.
- Kaplan, R. M., & Saccuzzo, D. P. (2001). Psychological testing: Principles, applications, and issues (5th ed.). New Delhi, India: Asian Books Pvt. Ltd.
- Koocher, G. P., Norcross, J. C., & Hill , S. S. (Eds.) (1998). Psychologists' desk reference. Oxford: Oxford University Press.
- Marks, D. F., & Yardley, L. (Eds.) (2004). Research methods for clinical and health psychology. New Delhi, India: Sage.
- Osborne, R. E., Lafuze, J., & Perkins, D. C. (2000). Case analysis for abnormal psychology: Learning to look beyond the symptoms. Philadelphia, USA: Psychology Press.
- Pomerantz, A. M. (2008). Clinical psychology: Science, practice, and culture. New Delhi, India: Sage Publications.
- Trull, T. J., & Phares, E. J. (2001). Clinical psychology: Concepts, methods, and profession (6th ed.). Belmont, CA: Wadsworth/Thomson Learning.

CLINICAL PSYCHOLOGY (Specialization I)

Psychopathology
(Specialization Paper –II)

Programme: M.A. (Applied) Psychology (Part –III)
Semester-III
Course code: PYM-302
Course Name: Psychopathology (Specialization Paper – II)

Credit: 4

Total Marks: 100

Course Objectives:

- To develop understanding of the various manifestations of psychopathology.
- To familiarize with DSM V and ICD 10 classificatory systems in the context of diagnosis of various psychiatric/psychological disorders.

Contents:

1. **Classification and models of psychopathology**

   1.1. Psychopathology and systems of classification.

   1.2. Basic features of DSM-V & ICD-10: Similarities, differences and critical evaluation.

   1.3. Major theoretical models of psychopathology.

   1.4. Critical evaluation.

2. **Disorders of mood, anxiety, somatoform & behavioural syndromes**

   2.1. Clinical characteristics and etiology of depression, bipolar affective disorders.

   2.2. Clinical characteristics and etiology of phobia, panic, OCD, PSTD, adjustment disorder.

2.3. Clinical characteristics and etiology of dissociative disorder, somatoform disorder, other neurotic disorders.

2.4. Clinical characteristics and etiology of eating disorder, sleep disorder.

3. **Psychotic spectrum disorders**

3.1.Clinical characteristics and etiology of schizophrenia, delusion, other psychotic disorders.

3.2. Schizophrenia and its spectrum.

3.3. Delusional, brief and shared psychotic disorders.

3.4. Schizo-affective disorders and related manifestations.

3.5. Other psychotic disorders, cultural specific manifestations, organic overlay.

4. **Disorders of infancy, childhood and adolescence**

4.1.Clinical characteristics and etiology of specific developmental disorder of scholastic skills.

4.2. Pervasive developmental disorders.

4.3. Behavioural and emotional disorders.

4.4. Disorders of social functioning.

Suggested Readings:

- Adams, P. B., & Sutker, H. E. (2001). Comprehensive handbook of psychopathology (3rd ed.). New York: Springer.
- Craighead, W. E., Miklowitz, D. J., & Craighead, L. W. (2008). Psychopathology: History, diagnosis and empirical foundations. New York: John Wiley and Sons.
- Hersen, M., & Beidel, D. (2012). Adult psychopathology and diagnosis (6th ed.). New York: Wiley.
- Maddux, J. E., & Winstead, B. A. (2007). Psychopathology: Foundations for a contemporary understanding. New York: CRC Press.

- Blaney, P. H., Krueger, R. F., & Millon, T. (2015). Oxford textbook of psychopathology (3rd ed.). New York: Oxford University Press.
- Millon, T., Krueger, R. F., & Simonsen, E. (2011). Contemporary directions in psychopathology. New York: Guilford Press.
- Sadock, B. J., & Sadock, V. A. (2015). Kaplan and Sadock's synopsis of psychiatry (11th ed.). PA, USA: Lipincott, Williams and Wilkins.

CLINICAL PSYCHOLOGY (Specialization I)

Psychotherapy
(Specialization Paper –III)

Programme: M.A. (Applied) Psychology (Part –IV)
Semester-IV
Course code: PYM-401
Course Name: Psychopathology (Specialization Paper – III)

Credit: 4
Total Marks: 100

Course Objectives:

- To understand theories and techniques of major psychotherapy approaches.

- To develop an appreciation for the importance of psychotherapy research.

Course Contents:

1. **Foundations**

   1.1. Becoming a psychotherapist: Training and supervision.

   1.2. Stages of therapy.

   1.3. Modes of therapy: Individual, group, couples & family.

   1.4. Psychotherapy research.

   1.5. Critical/controversial issues in psychotherapy.

2. **Psychodynamic therapies**

   2.1. Psychoanalytic therapies.

   2.2. Brief analytic therapies.

   2.3. Object-relations therapies.

   2.4. Interpersonal approaches.

3. **Humanistic & transpersonal therapies**

   3.1.Client-centred therapies.

   3.2. Existential therapies.

   3.3. Gestalt therapies.

   3.4. Transpersonal therapies.

4. **Behavioural & cognitive-behavioural therapies**

   4.1.Behavioural therapy.

   4.2. Cognitive therapy (Beck).

   4.3. Rational emotive behaviour therapy (Ellis).

*Suggested Readings***:**

- Brems, C. (2000). Dealing with challenges in psychotherapy and counseling. Singapore: Brooks/Cole.
- Brems, C. (2001). Basic skills in psychotherapy and counseling. Singapore: Brooks/Cole.
- Corey, G. (2015). Theory and practice of counseling and psychotherapy (10th ed.). Boston: Cengage Learning.
- Dryden, W. (2007). Dryden's handbook of individual therapy (5th ed.). New Delhi, India: Sage.
- Feltham, C. (Ed.) (1999). Controversies in psychotherapy and counseling. New Delhi, India: Sage.
- Hecker, J. E., & Thorpe, G. L. (2005). Introduction to clinical psychology: Science, practice, and ethics (Low Price Edition). Delhi, India: Pearson Education.
- Ivey, A. E., D'Andrea, M., Ivey, M. B., & Simek-Morgan, L. (2007). Theories of counseling and psychotherapy: A multicultural perspective (6th ed.). Boston: Allyn & Bacon.
- Koocher, G. P., Norcross, J. C., & Hill, S. S. (Eds.) (1998). Psychologists' desk reference. Oxford: Oxford University Press.

- Miltenberger, R. G. (2001). Behavior modification: Principles and procedures (2nd ed.). Belmont, CA: Wadsworth/Thomson Learning.
- Palmer, S. (Ed.) (2006). Introduction to counseling and psychotherapy: The essential guide. New Delhi, India: Sage.
- Prochaska, J. O., & Norcross, J. C. (2003). Systems of psychotherapy: A transtheoretical analyses (5th ed.). Pacific Grove, CA: Thomson-Brooks/Cole.
- Sharf, R. S. (2000). Theories of psychotherapy and counseling: Concepts and cases (2nd ed.). Singapore: Brooks/Cole.
- Simon, L. (2000). Psychotherapy: Theory, practice, modern and postmodern influences. Westport, Connecticut: Praeger.
- Sundel, M., & Sundel, S. S. (2004). Behavior change in the human services: Behavioral and cognitive principles and applications (5th ed.). Thousand Oaks, CA: Sage Publications.
- Todd, J., & Bohart, A. C. (2005). Foundations of clinical and counseling psychology. Grove, Il: Waveland Press.
- Trull, T. J., & Phares, E. J. (2001). Clinical psychology: Concepts, methods, and profession (6th ed.). Belmont, CA: Wadsworth/Thomson Learning.

Philosophy of Clinical Psychology
(Specialization Paper –IV)

Programme: M.A. (Applied) Psychology (Part –IV)
Semester-IV
Course code: PYM-402
Course Name: Philosophy of Clinical Psychology (Specialization Paper – IV)

Credit: 4
Total Marks: 100

Course Objectives:

- To familiarize with the philosophical problems/criticisms prevailing in the various approaches within the discipline of clinical psychology.

- To assess the criticisms of the prevailing approaches in clinical psychology and attempt to frame them into a coherent philosophy of science.

- To begin to actively consider/reflect upon one's own philosophy as a trainee clinical psychologist/psychotherapist'.

Course Contents:

1. **Introduction**

   1.1. Clinical psychology and the philosophy of science.

   1.2. Philosophical problems.

2. **Philosophical issues of the psychoanalytic approach; Phenomenological & existential approaches.**

3. **Philosophical issues of the behavioural and cognitive behavioural approaches.**

4. **Philosophical issues of the biological approach.**

Suggested Readings:

- Miller, R. B. (1992). The restoration of dialogue: Readings in the philosophy of clinical psychology. Washington DC:American Psychological Association.
- O'Donohue, W. T. (2013). Clinical psychology and the philosophy of science. New York: Springer.

SEMESTER-III

COUNSELLING PSYCHOLOGY (Specialization II)

Methods and Approaches
(Specialization Paper –I)

Programme: M.A. (Applied) Psychology (Part –III)
Semester-III
Course code: PYM-303
Course Name: Methods and Approaches (Specialization Paper – I)

Credit: 4

Total Marks: 100

Course Objectives:

- To give a comprehensive understanding of the different methods and approaches to counselling.

- To give the student the experience of undergoing as well as performing counselling using different methods.

Course Contents:

1. **Approaches to Counselling**

   1.1. Psychodynamic approaches.

   1.2. Behaviouristic approaches.

   1.3. Humanistic approaches.

   1.4. Existential counselling.

   1.5. Indian spiritual/yogic approaches.

2. **Dynamic Methods**

   2.1. Psychoanalytic counselling.

   2.2. Jungian theory based counselling.

2.3. Adlerian counselling.

2.4. Other Neo-Freudian methods.

3. **Other Techniques**

   3.1. Behaviouristic counselling.

   3.2. Cognitive counselling.

   3.3. Non-directive counselling.

   3.4. Directive counselling.

   3.5. Psycho-drama, use of fine arts in counselling.

4. **Miscellaneous Approaches, Methods and Techniques**

   4.1. Group counselling.

   4.2. Peer counselling, co-counselling.

   4.3. Other counselling approaches and methods.

   4.4. Modern developments in counselling.

Readings:

- Chandra, R. (2011). Psychology, counseling and therapeutic practices. N.D.:Gyan Books.
- Clarkson, P. (Ed.) (1998). Counseling Psychology. U.K.:Psychology Press.
- Corey, G. (2004). Theory and practice of counseling and psychotherapy. NJ, USA: Princeton.
- Feltham, C., & Horton, I. (Eds.) (2012). The Sage handbook of counseling and psychotherapy. LosAngeles:Sage.
- Gelso, C., Williams, E. N., & Fretz, B. R. (2014). Counseling psychology. Washington:APA Publication.
- Misra, G. (Ed.) (2011). Handbook of psychology in India. New Delhi, India: Oxford University Press.
- Nelson-Jones.,R. (2012). Introduction to counselling skills. Los Angeles:Sage

- Sejwal, P., & Arora, M. (2012). Counseling psychology. N.D.:Crescent Publishing Corporation.

SEMESTER-III

COUNSELLING PSYCHOLOGY (Specialization II)

Assessment and Research
(Specialization Paper –II)

Programme: M.A. (Applied) Psychology (Part –III)
Semester-III
Course code: PYM-304
Course Name: Methods and Approaches (Specialization Paper – II)

Credit: 4
Total Marks: 100

Course Objectives:

- To give the student a broad acquaintance with psychological measurement and assessment, psychological tests, testing in India and methods of test development.

- To train the students in methods of research and analysis of data in counselling psychology.

Course Contents:

1. **Psychological Measurement**

   1.1. Methods of personality assessment.

   1.2. Psychological testing.

   1.3. Well known psychological tests.

   1.4. Tests and testing in India used for counselling.

2. **Test Development**

   2.1. Steps in test development.

   2.2. Item analysis.

2.3. Preparation of norms.

2.4. Methods for determining reliability and validity.

3. **Research Methods**

    3.1. Quantitative data and analysis.

    3.2. Types of qualitative data and techniques for analysis.

    3.3. Research design.

    3.4. Computerisation, writing research reports, papers, books.

4. **Counselling in India**

    4.1. Problems of test development in India.

    4.2. History of counselling movement in India, Indianisation of counselling.

    4.3. Contemporary issues relating to counselling practice in India.

    4.4. Future of counselling practice, research and development in India.

Suggested Readings:

- Blocher, D. H. (2000). Evolution of counseling psychology. N.Y.:Springer.
- Breakwell, G. M., Smith, J. A. & Wright, D. B. (Eds.) (2012). Los Angeles: Research methods in psychology. Sage.
- Groth-Marnat, G., & Wright, A. J. (2016). Handbook of psychological assessment. N.J: Wiley.
- Lane, S., Raymond, M. R., & Haladyna, T. M. (Eds.) (2015). Handbook of test development. U.K.: Routledge.
- Misra, G. (Ed.) (2009). The structure of Indian mind. New Delhi, India: L.B. Shastri
- Sanskrit Vidyapeeth.
- Yerroju, B. (2013). Guidance and counseling. Delhi:Jain Book Depot.

SEMESTER-IV

COUNSELLING PSYCHOLOGY (Specialization II)

Areas and Related Disciplines
(Specialization Paper –III)

Programme: M.A. (Applied) Psychology (Part –IV)
Semester-IV
Course code: PYM-403
Course Name: Areas and Related Disciplines (Specialization Paper – III)

Credit: 4
Total Marks: 100

Course Objectives:

- To study of application of counselling in different areas.

- To understand the connection with and difference from related other disciplines.

Course Contents:

1. Areas of Counselling

1.1. Counselling for personal and adjustment problems.

1.2. Educational counselling.

1.3. Vocational guidance and career counselling.

1.4. Family and marital counselling.

2. Purposes of Counselling

2.1. Counselling for health problems, hospital counselling.

2.2. Paediatric counselling.

2.3. Geriatric counselling.

2.4. Adolescent problems.

2.5. Counselling related to gender issues.

2.6. Cross-cultural counselling.

3. **Special Counselling Applications**

3.1. Rehabilitation counselling.

3.2. Crisis and trauma counselling.

3.3. Counselling and substance abuse.

3.4. Psychiatric counselling.

3.5. Disability counselling.

4. **Counselling and Related Other Disciplines**

4.1. Counselling and case work as practised by social work people.

4.2. Psychiatry, psychotherapy, and clinical psychology.

4.3. Community psychology.

4.4. Rehabilitation psychology.

4.5. Popular lay movements like Transactional Analysis, NLP, etc.

Suggested Readings:

- Blocher, D., & Biggs, D. (1983). Counseling psychology in community settings. N.Y.:Springer Publishing Co.
- Gelso, C. J., Williams, E. N., & Fretz, B. (2014). Counseling psychology (3rd ed.).
- Washington, D.C.: American Psychological Association.
- Brown, S. D., & Lent, R.W. (2008). Handbook of counseling psychology (4th ed.).
- New York: Wiley.
- Moodley, Gielen, & Wu,R. (2013). Handbook of counseling and psychotherapy in an international context. New York: Routledge.
- Gerstein, H., Ægisdóttir, L., & Norsworthy. (2009). International handbook of crosscultural counseling: Cultural assumptions and practices worldwide. Los Angeles: Sage.

- Hohenshil, Amundson, & Niles. (2013). Counseling around the world: An international handbook. Alexandria, VA: American Counseling Association.
- Gielen, Fish, & Draguns. (2004). Handbook of culture, therapy, and healing.
- Mahwah, NJ: Erlbaum.
- Pedersen, P. B., Draguns, J. G., Lonner, W. J., & Trimble, J. E. (Eds.) (2008).
- Counseling across cultures (6th ed.). Thousand Oaks, CA: Sage.
- Ponterotto, J. G., Casas, J. M., Suzuki, L. A., & Alexander, C. M. (Eds.) (2010).
- Handbook of multicultural counseling (3rd ed.). Thousand Oaks, CA: Sage.
- Hill, C. E. (2014). Helping skills (4th ed.). Washington, D.C.: American Psychological Association.
- Gielen, U. P., Fish, J. M., & Draguns, J. G. (Eds.) (2004). Handbook of culture, therapy, and healing. Mahwah, NJ: Lawrence Erlbaum.
- Misra, G., & Mohanty, A. K. (Ed.) (2002). Perspectives on indigenous psychology.
- New Delhi, India: Concept.

SEMESTER-IV

COUNSELLING PSYCHOLOGY (Specialization II)

Background Fields
(Specialization Paper –IV)

Programme: M.A. (Applied) Psychology (Part –IV)
Semester-IV
Course code: PYM-404
Course Name: Background Fields (Specialization Paper – IV)

Credit: 4
Total Marks: 100

Course Objectives:

- To understand different theories of Personality, Personality development and personal growth.
- To familiarise students with Indian society, social issues and problems of people in India.

Course Contents:

1. **Personality and Personality Development**

    1.1. Theories of personality.

    1.2. Theories of personality development and personal growth.

    1.3. Developmental psychology, stages of growth and life stages.

    1.4. Indian theories of life stages and growth.

2. **Counseling and Indian Psychology**

    2.1. Positive psychology.

    2.2. Psychology of consciousness.

    2.3. Personal growth of the counsellor and counselling skill, counselling training.

    2.4. Professionalization of psychology in India and counselling psychology.

3. **Psychology of Indians**

   3.1. Social psychology.

   3.2. Cross-cultural psychology, anthropological psychology.

   3.3. Health psychology.

   3.4. Indian psychology (yoga, Buddhism, Sufism, etc.)

   3.5. Personality of Indians.

4. **Counselling in the Indian Context**

   4.1. Contemporary Indian society.

   4.2. Social change in India.

   4.3. Needs and problems of Indians.

   4.4. Ethical issues in counselling practice with special reference to India.

   4.5. Legal issues: Licensing and certificating counselling practice in India.

Suggested Readings:

- Adler, L. L., & Gielen, U. P. (Eds.) (2001). Cross-cultural topics in psychology.
- Westport, CT: Praeger.
- Blocher, D. H. (1966). Developmental counseling. U.K.:Ronald.
- Blocher, D. H. (2000). Counseling: A developmental approach. N.J.:John Wiley.
- Cohen, L. M., McChargue, D. E., & Collins Jr., F. L. (Eds.) (2003). The health psychology handbook: Practical issues for the behavioral medicine specialist.
- Thousand Oaks, CA: Sage Publications.
- Farthing, G. (1992). The Psychology of consciousness. N.J.:Prentice-Hall.
- Gibson, R. L., & Mitchell, M. H. (2003). Introduction to counseling and guidance. N.J.: Prentice-Hall.
- Mischel, W., Shoda, Y., & Smith, R. E. (2004). Introduction to personality: Toward an integration. New York: John Wiley & Sons.
- Misra, G. (Ed.) (1990). Applied social psychology in India. New Delhi: Sage.

- Peterson, C. (2006). A primer in positive psychology. U.K.:Oxford University Press.
- Rao, K. R. (Ed.) (2011). Handbook of Indian psychology. U.K.:Foundation Books.
- Schwartz, T., White, G. M. et al. (Eds.) (1992). Newdirections in psychological anthropology. Cambridge, UK: Cambridge University Press.
- Sejwal, P., & Arora, M. (2012). Child psychology. N.D.:Crescent Publishing
- Corporation.
- Sharma, R. N., & Sharma, R. (2004). Guidance and counselling in India N.D.:Atlantic.

SEMESTER-III

ORGANIZATIONAL PSYCHOLOGY (Specialization III)

Organizational Behaviour in Indian Context
(Specialization Paper –I)

Programme: M.A. (Applied) Psychology (Part –III)
Semester-III
Course code: PYM-305
Course Name: Organizational Behavior in Indian Context (Specialization Paper – I)

Credit: 4
Total Marks: 100

Course Objectives:

- To understand how behaviour of an individual is shaped by various factors in Indian culture, society, and organization.
- To understand how behaviour of managers impacts performance.
- To understand what steps can be taken to improve performance effectiveness.

Course Contents:

1. **Indian cultural context**

    1.1. History of OB in India

    1.2. The Indian mind-set

    1.3. Appreciating enabling and disabling contexts

    1.4. Context sensitivity of Indians

2. **Self, culture and personality**

    2.1. Understanding Indian view of self

    2.1.1. The cultural construction of self: Indian familial self (symbiosis reciprocity; socially contextual ego ideal; contextual mode of functioning; religious rites, rituals, gurus to realize spiritual pursuits).

    2.1.2. Understanding one's limitations and its impact on others

    2.1.3. Individual differences and their impact on managerial and interpersonal behaviour: Dependence proneness; Orientations:

Collectivist; materialist and holistic.

2.2. Perception, attitude and decision making

    2.2.1. Becoming aware of one's biases & personal prejudices and their

        impact on perception

    2.2.2. Understanding the cultural aspects of decision making

    2.2.3. Perceptual influences on managerial behaviour and decision making

2.3. Motivation and well-being

    2.3.1. Conceptualization of well-being in the Indian context

    2.3.2. Understanding people's needs and using this data for motivating

        others

3. Interpersonal and group dynamics

3.1. Interpersonal dynamics

    3.1.1. Latent and manifest determinants of interpersonal dynamics

    3.1.2. Techniques of building group consensus

3.2. Groups and teams

    3.2.1. Understanding and managing team dynamics

3.3. Creating and building effective teams in Indian organizations

4. Leadership

4.1. Theories of Leadership

4.2. Becoming aware of Leadership styles congruent with Indian culture: Pioneering-
Innovative (PI) style; Paternalistic Leadership; Nurturant Task
Leadership style

4.3. Understanding the difference between leader and manager

4.4. Becoming aware of how to influence others

Suggested Readings:

- Gupta, R. K. (1991). Employees and organization in Indian context: The need for moving beyond American and Japanese models. Economic and Political Weekly, 26(21), 68-76.
- Gupta, R. K. (1997). Towards effective management in Indian culture. HRD Newsletter, Jan-March.
- Khandwalla, P. N. (1985). Pioneering innovative management: An Indian excellence. Organization Studies, 6(2), 161-183.
- Khandwalla, P. N. (2003). Corporate creativity: The winning edge. New Delhi, India: Tata McGraw-Hill.
- Paranjpe, A. C. (1984). Theoretical psychology: The meeting of east and west. New York: Plenum.
- Paranjpe, A. C. (1998). Self and identity in modern psychology and Indian thought. New York: Plenum.
- Paranjpe, A. C. (2006). From tradition through colonialism to globalization:
- Reflections on the history of psychology in India. In A. C. Brock (Ed.), Internationalizing the history of psychology (pp. 56–74). New York: New York University Press.
- Pareek, U. (2007). Understanding Organizational Behaviour (2nd ed.). Delhi, India: Oxford University Press.
- Parikh, M., & Gupta, R. K. (2010). Organisational behavior. New Delhi: Mc Graw
- Hill.
- Sinha, J. B. P. (2009). Culture and organizational Behaviour. New Delhi: Sage Publications.
- Sinha, J. B. P. (2014). Psycho-social analysis of Indian mind set. New Delhi: Springer.
- Sinha, J. B. P. (1979). The nurturant task leader: Model of effective executive. ASCI Journal of Management, 8(2), 109-19.

SEMESTER-III

ORGANIZATIONAL PSYCHOLOGY (Specialization III)

Learning and Development
(Specialization Paper –II)

Programme: M.A. (Applied) Psychology (Part –III)
Semester-III
Course code: PYM-306
Course Name: Learning & Development (Specialization Paper – II)

Credit: 4
Total Marks: 100

Course Objectives:

- To understand the psychology of learning process on which training is based.

- To examine the role of training and development in human resource management.

- To analyse the training needs of an organization.

- To gain proficiency in designing, implementing, and evaluating various training /learning programs.

Course Contents:

1. **The strategic importance of people development: An overview**

   1.1. Introduction to adult learning theories – Behaviour learning theory; Cognitive theory;

   Social learning theory; Psychodynamic theory; Humanistic theory;

   Experiential Learning; Andragogy.

   1.2. Learning for spiritual development.

   1.3. Overview of training methods: Lecture, Simulation, Outbound, Role play, T-group,

   Case study.

   1.4. Characteristics of alternate training methods and media.

2. **Program design**

   2.1. Analysis of training/learning and development needs: Selection of appropriate

   training methods based on training objectives, trainee characteristics, and

   organizational constraints.

   2.2. Designing the program: Preparation of learning objectives/outcomes of training,

   training techniques to be used (on-the-job/off-the-job), training program content, cost

   of training, period of training, training materials, aids, equipment's.

   2.3. Designing training, macro (annual calendar) & micro (curriculum development).

2.4. Technology, learning and development: Designing and evaluating E-learning and M-learning programs.

3. **Evaluating learning and development programs**

   3.1. Models for evaluation of program effectiveness:

      3.1.1. Kirkpatrick's four level model.

      3.1.2. Hamblin's five level model.

      3.1.3. Warr's framework of evaluation.

      3.1.4. Virmani and Premila's model of evaluation.

      3.1.5. Peter Bramely's model of evaluation.

      3.1.6. David Reay's approach to evaluation.

   3.2. Transfer of learning: Kellers ARCS model.

   3.3. Monitoring, controlling, and following up on the learning process.

4. **Learning and development practices in organizations**

   4.1. Learning and development at entry level: Socialization process.

   4.2. Career planning and development.

   4.3. Special training initiatives: Leadership development; training for diversity management.

   4.4. Preparing employees for international assignment.

   4.5. Training in yoga and meditation.

   4.6. Management of learning environment: Culture of learning; Roles of trainer, Coordinator, faculty, Training manager and Chief learning officer.

Suggested Readings:

- Agrawal, R. K., & Bedi, K. (2002). Transforming the self: Exploring effects of
- Vipassana on Delhi Police trainees. Journal of Human Values, 8(1), 45-56.
- Alexander, C. N., & Alexander, V. K. (2000). Spiritual seeker and psychologist.

- Journal of Adult Development, 7(4), 191–192.

- Alexander, C. N., & Langer, E. J. (Eds.) (1990). Higher stages of human development: Perspectives on adult growth. New York: Oxford University Press.

- Alexander, C. N., Davies, J. L., Dixon, C. A., Dillbeck, M. C., Oetzel, R. M., Druker, S. M., Muehlman, J. M., & Orme-Johnson, D. W. (1990b). Growth of higher stages of consciousness: Maharishi's Vedic psychology of human development. In C. N. Alexander & E. J. Langer (Eds.), Higher stages of human development: Perspectives on adult growth (pp. 386–340). New York: Oxford University Press.

- Alexander, C. N., Swanson, G. C., Rainforth, M. V., Carlisle, T. W., Todd, C. C., & Oates Jr., R. M. (1993). Effects of the Transcendental Meditation program on stress reduction, health, and employee development: A prospective study in two occupational settings. Anxiety, Stress and Coping, 6, 245–262.

- Argote, L. (2013) Organizational Learning: Creating retaining and transferring knowledge. New York: Springer.

- Bramley, P. (2003). Evaluating training (2nd ed.). London: CIPD.

- Garvin, D. A. (1993). Building a learning organization. Harvard Business Review, 71(4), 78.

- Goldstein, I., & Ford, K. (2001). Training in organizations: Needs assessment, development and evaluation (4th ed.). Boston, Mass: Cengage Learning.

- Hamblin, A. C. (1974). Evaluation and control of training. U.K.: McGraw Hill Book Company (U.K.) Ltd.

- Jarvis, P. (1987). Adult learning in the social context. London: Croom Helm.

- Kapp, K. M. (2012). The gamification of learning and instruction: Game-based methods and strategies for training and education. New York: John Wiley & Sons.

- Keller, J. M. (1999). Using the ARCS motivational process in computer-based instruction and distance education. New Directions for Teaching and Learning, 78, 37-47.

- Kirkpatrick, D. L. (1978). Evaluating in-house training programs. Training and Development Journal, 38, 32-37.

- Kirkpatrick, D. L. (1996). Great ideas revisited. Training and Development, 50(1), 54-60.

- Knowles, M. S., Holton III, E. F., & Swanson, R. A. (2005). The adult learner: The definitive classic in adult education and human resource development (6th ed.). London: Butterworth-Heinemann.

- Lynton, R. P., & Pareek, U. (2011). Training for development (3rd ed.). New Delhi, India: Sage Publication.

- Noe, R. A., & Irwin, A. (2012). Employee training and development (6th ed.). New York: McGraw Hill.

- Pareek, U. (1997). Training instruments for HRD. New Delhi, India: Tata McGraw Hill.

- Phillips, J. (2011). Handbook of training, evaluation and measurement methods (3rd ed.). U.S.A.: Routledge (USA).

- Quinn, C. N. (2014). Revolutionize learning and development: Performance and innovation strategy for the information age. New York: Wiley & Sons.

- Rao, P. L. (2008). Enriching human capital through training and development. New Delhi: Excel Books.

- Senge, P. M. (1990). The fifth discipline. London: Century Business.

- Smith, E. S. (2006). Learning and development for managers: Perspectives from research and practice. New York: Wiley & Sons.

- Virmani, B. R. (2009). Training and development in public enterprises. Personnel Today Journal, April-June.

- Virmani, B. R., & Seth, P. (1985). Evaluating management training and development. New Delhi, India: Vision Books.

- Wilson, M. S. (2011). Developing tomorrows leaders today: Insights from corporate India. New York: Wiley & Sons.

SEMESTER-IV

ORGANIZATIONAL PSYCHOLOGY (Specialization III)

Interpersonal and Team Processes in Organizations (Specialization Paper –III)

Programme: M.A. (Applied) Psychology (Part –IV)
Semester-IV
Course code: PYM-405
Course Name: Learning & Development (Specialization Paper – III)

Credit: 4
Total Marks: 100

Course Objectives:

- To grasp principles of interpersonal communication.
- To understand the stages of team development and design an effective team.
- To turn a group of individuals into a collaborative team that achieves high performance.
- To break down your personal barriers in diversity awareness and appreciation.
- To understand types and causes of conflict in teams.
- To develop capacity to manage conflicts.

Course Contents:

1. **Importance of interpersonal relationships in organization**

    1.1. Introduction: Team as a sub-system of an organization.

    1.2. Importance of experiential learning: Significance of self-learning, introspection.

    1.3. Overview of interpersonal relationships: Interpersonal needs; FIRO-B.

    1.4. The psychology of individuals in groups: Trust, identity, attachment.

    1.5. Perceptiveness and feedback in team setting: JOHARI window; Indian perspective.

    1.6. Processes in interpersonal relationships: Issues in coordinated action; interpersonal communication; culture sensitive; face saving processes such as personalized relationship, role of work as an instrument to discharge family obligations, persuasive communication; altruism; Importance of establishing growth promoting relationship.

    1.7. Buddhist values - *maîtri* (love), *karuna* (compassion), *mudita* (joy) and *upeksha* (equanimity).

2. Groups and teams

2.1. Difference between groups and teams.

2.2. Hindrance in team building: Group think; Indian societal stereotypes and prejudice.

2.3. Building effective teams: Stages of team building and issues at each stage.

2.4. Creating a balanced team: Team roles; Establishing trust in teams.

2.5. Shared vision/mission of the team: Goal clarification in teams.

2.6. Gaining commitment in teams.

3. Conflicts in groups and teams

3.1. Concept of conflict and its implications on team effectiveness.

3.2. Nature and causes of conflict: Resource scarcity.

3.3. Managing conflicts: *Jugaad*; Consensus building; Keeping relationships above goals;

Negotiation; Third party intervention; Face saving for self and others.

3.4. Importance of super ordinate goals.

4. Developing skills for team management

4.1. Team leadership skills: Process intervention and structural intervention.

4.2. Skills for managing different types of teams: Homogeneous & heterogeneous teams;

Self-managed; Virtual teams and project teams.

4.3. Managing interdependence: Intergroup and team relations.

4.4. Linking team processes to team effectiveness.

Suggested Readings:

- Buddhism in a Nutshell. Retrieved on July 29, 2016 from http://slbuddhists.org/inanutshell/brahmavihara.html
- Gupta, R. K. (2002). Prospects of effective teamwork in India: Some cautionary conjectures from a cross-cultural perspective. Indian Journal of Industrial Relations, 38(2), 211-229.
- Gupta, R. K., & Panda, A. (2003). Cultural imperatives for developing leaders, teams, and organizations in Indian contexts. In A. K. Singh and D. Chauhan,

- Developing leaders, teams and organizations. New Delhi, India: Excel Books.

- Pareek, U. (1982). Managing conflict and collaboration. New Delhi, India: Oxford & IBH.

- Pareek, U. (2007). Understanding organizational behaviour (2nd ed.). New Delhi, India: Oxford University Press.

- Parikh, M., & Gupta, R. K. (2010). Organisational behaviour. New Delhi: Mc Graw Hill.

- Reddy, B. R. (2005). Team development and leadership. Mumbai: Jaico Publishing House.

- Schutz, W. (1958). The interpersonal underworld. Harvard Business Review, 36,123-145.

- Schutz, W. (1966). The interpersonal underworld. Palo Alto, CA: Science & Behavior Books.

- Sinha, J. B. P. (1979). The nurturant task leader: Model of effective executive. ASCI Journal of Management, 8(2), 109-119.

- Sinha, J. B. P. (1980). The nurturant-task leader. New Delhi, India: Concept.

- Sinha, J. B. P. (2009). Culture and organizational behaviour. New Delhi: Sage Publications.

- Thota, R. (2013). Teamwork & Indian culture: A practical guide for working with Indians. Create Space Independent Publishing Platform. Place of publication missing

- West, M., Tjosvold, D., & Smith, K. (2003). International handbook of organisational teamwork and cooperative working. New York: John Wiley & Sons.

SEMESTER-IV

ORGANIZATIONAL PSYCHOLOGY (Specialization III)

Coaching & Mentoring at Workplace
(Specialization Paper –IV)

Programme: M.A. (Applied) Psychology (Part –IV)
Semester-IV
Course code: PYM-406
Course Name: Coaching & Mentoring at Workplace (Specialization Paper – IV)

Credit: 4
Total Marks: 100

Course Objectives:

- To develop an appreciation of developmental relationship.
- To develop effective interpersonal skills for coaching and mentoring.
- To identify coaching and mentoring options for employees.

Course Contents:

1. **Overview of developmental relationships**

   1.1. An introduction to developmental relationships: Counselling, coaching and mentoring.

   1.2. Personality and developmental relationships: Altruism; extension motivation; *nishkam karma*.

   1.3. Issues in developmental relationships in Indian context: Managing Trishanku complex; dependency proneness, diversity; mind set towards Indian cultural diversity.

2. **Overview of coaching, counselling and mentoring**

   2.1. Process of counselling, coaching and mentoring.

   2.2. Mentor competencies: The nurturing superior.

   2.3. Indian perspective on coaching, counselling and mentoring: *Sneh-shraddha*.

3. **Developing dyadic relationships**

   3.1. Guru Shishya Parampara.

   3.2. Samkhya.

   3.3. Feedback process: Interpersonal and performance.

4. **Organizational systems: Coaching and mentoring process at work place**

4.1. Work-centric nurturant culture.

4.2. Views of Arthashastra (Kautilya).

4.3. Cosmic collectivism.

Suggested Readings:

- Garvey, B., Stokes, P., & Megginson, D. (2009). Coaching and mentoring: Theory and practice. London: Sage.
- Gupta, R. K., & Awasthy, R. (Eds.) (2015). Qualitative research in management: Methods and experiences. New Delhi, India: Sage Publications.
- Gupta, S. U. (2006). Mentoring: A practical guide to touching lives. New Delhi, India: Response Books.
- Kakar, S. (1991). The guru as healer. In S. Kakar, The analyst and the mystic:
- Psychoanalytic reflections on religion and mysticism (pp. 35–54). Chicago, IL: The University of Chicago Press.
- Pareek, U. (2007). Understanding organizational behaviour (2nd ed.). Delhi, India: Oxford University Press.
- Ragins, B. R., & Kram, K. E. (Eds.) (2007). The handbook of mentoring at work:
- Theory, research and practice. Los Angeles: Sage Publications.
- Rock, A. D., & Garavan, T. N. (2006). Reconceptualizing developmental relationships. Human Resource Development Review, 5(3), 330-354.
- Santhosh, B. (2012). Coaching: The art of developing leaders. New Delhi: Wiley-India.
- Shrowty, A. W. (1996). Knowledge transfer and the guru-shishya model. Journal of Human Values, 2(2), 127-135.
- Sinha, J. B. P. (2009). Culture and organizational behaviour. New Delhi: Sage Publication.