



**SOPHIA COLLEGE**

**(AUTONOMOUS)**

**Affiliated to the University of Mumbai**

**Syllabi for Semesters I to VI**

**Program: B. A.**

**Course: Psychology 2022-2023**

## **Revised Syllabi for Psychology Core Courses at the F.Y.B.A.**

Choice Based Credit System (CBCS)

### **Course objectives:**

1. Creation of a strong foundation for further studies in the subject of psychology.
2. Students will gain knowledge about the basic concepts and theories of psychology, as well as the biological underpinnings of the subject.
3. Students will be introduced to a variety of topics that will act as a starting point for further detailed study in the upcoming years.
4. Students will also develop a deeper understanding of psychological principles and an awareness of their applications in daily life.

### **Course Outcomes:**

After the completion of this course, students should be able to:

1. Describe and define, in considerable detail, the evolution of the field of psychology, the major pioneers in the field, and their theories about psychology.
2. Explain and illustrate the various biological processes underlying human behaviour.
3. Demonstrate an understanding of various psychological concepts that will aid their study of human behaviour.
4. Apply a practical understanding of the above topics to their daily life by drawing connections between psychological concepts/ theories and human behaviour.

### **Semester 1. Fundamentals of Psychology: Course Code SBAPSY 101**

(Credits = 3) 4 lectures per week

#### **Unit 1. The science of Psychology**

- a) The history of Psychology.
- b) The Field of Psychology Today.
- c) Scientific research.
- d) Ethics of Psychological Research.
- e) Applying Psychology to Everyday Life.

Note – As an important development, the subtopic ‘Psychology in India’ should be taught in brief; (questions will not be set on this sub-topic in the semester-end examination)

#### **Unit 2. The Biological Perspective.**

- a) Neurons and Nerves: Building the Network.
- b) An overview of the Nervous System.
- c) Distant connections: The Endocrine Glands.
- d) Looking inside the Living Brain.
- e) From the Bottom-up: The structures of the Brain.
- f) Classic studies in Psychology.
- g) Applying Psychology to Everyday Life.

#### **Unit 3. Learning.**

- a) Definition of Learning.

- b) Classical conditioning and Operant conditioning
- c) Cognitive learning Theory.
- d) Observational Learning.

#### Unit 4. Memory

- a) What is memory?
- b) The Information Processing Model: Three Memory Systems.
- c) Retrieval of Long –term Memories.
- d) Forgetting.
- e) Neuroscience of memory.
- f) Applying Psychology to Everyday Life.

### **Semester 2. Fundamentals of Psychology: SBAPSY 201**

(Credits = 3) 4 lectures per week

#### Unit 1. Cognition: Thinking, Intelligence, and Language.

- a) How People think.
- b) Intelligence.
- c) Language
- d) Applying Psychology to Everyday Life.

#### Unit 2. Motivation and Emotion.

- a) Approaches to Understanding Motivation.
- b) What, Hungry again? Why People Eat.
- c) Emotion.
- d) Culture and Emotions.
- e) Applying Psychology to Everyday Life.

#### Unit 3. Theories of Personality.

- a) Psychodynamic Perspective.
- b) Psychoanalysis in the East.
- c) The Behavioural and Social Cognitive View of Personality.
- d) The Third Force: Humanism and Personality.
- e) Trait Theories: Who are you?
- f) Modern Trait Theories: The Big Five and current thoughts on the trait Perspective.
- g) Personality: Genetics and Culture.
- h) Assessment of Personality.
- i) Applying Psychology to Everyday Life.

#### Unit 4. Statistics in Psychology.

- a) What are Statistics?
- b) Descriptive Statistics.
- c) Inferential Statistics.

#### **Book for Study**

**Ciccarelli, S. K., White, J. N., & Mishra, G. (2018). Psychology. 5<sup>th</sup> Edition; Indian Adaptation. Pearson India Education Services Pvt. Ltd.**

## **Additional Books for Reference**

- 1) Baron, R. A., & Kalsher, M. J. (2008). Psychology: From Science to Practice. (2nd ed.). Pearson Education inc., Allyn and Bacon
- 2) Ciccarelli, S. K. & Meyer, G. E. (2008). Psychology. (Indian sub-continent adaptation). New Delhi: Dorling Kindersley (India) pvt ltd.
- 3) Ciccarelli, S. K., & White, J. N. (2017). Psychology. 4<sup>th</sup>edi. New Jersey: Pearson education
- 4) Feist, G.J, & Rosenberg, E.L. (2010). Psychology: Making connections. New York: McGraw Hill publications
- 5) Feldman, R.S. (2013). Psychology and your life. 2<sup>nd</sup>edi. New York: McGraw Hill publications
- 6) Feldman, R.S. (2013). Understanding Psychology. 11<sup>th</sup>edi. New York: McGraw Hill publications
- 7) King, L.A. (2013). Experience Psychology. 2<sup>nd</sup>edi. New York: McGraw Hill publications
- 8) Lahey, B. B. (2012). Psychology: An Introduction. 11th edit. New York: McGraw-Hill Publications
- 9) Myers, D. G. (2013). Psychology. 10<sup>th</sup> edition; International edition. New York: Worth Palgrave Macmillan, Indian reprint 2013
- 10) Schachter, D. L., Gilbert, D. T., & Wegner, D. M. (2011). Psychology. New York: Worth Publishers.
- 11) Wade, C. & Tavis, C. (2006). Psychology. (8th Ed.). Pearson Education inc., Indian reprint by Dorling Kindersley, New Delhi

Bachelor of Arts (B. A.) Credit-Based Semester and Grading System  
S. Y. B. A. **Social Psychology**

### **Course Objectives:**

1. Initiating exposure to the field of Social Psychology, with emphasis on basic concepts as well as modern trends.
2. Fostering a sense of Social Understanding among students, with respect to various phenomena in the field of Social Psychology, by exposing them to a plethora of theories, real-life examples as well as numerous social experiments.
3. Sharing and discussing various experiments mainly having ecological validity that would encourage understanding of difficult, abstract concepts.
4. Aiming to increase students' interest, awareness as well as inclination towards knowing and understanding social psychology; not just theoretically, but also practically.

### **Course Outcomes:**

1. Students will be well acquainted with Social Psychology and will be empowered to introspect as well as understand the nuances of the subject.
2. Students will be able to apply as well as demonstrate their learnings in and around the branch of Social Psychology.
3. Students will be encouraged to creatively explore social phenomena through their lens, by applying it to their own lives, hence, also increasing their relatability to the field.
4. Students will also have an opportunity to explore and delve into whether they seek a future career within the field of Social Psychology.

### Semester III Social Psychology: SBAPSY 301

3 lectures per week, Credits = 3;

#### Unit 1: Social Psychology - The Science of the Social Side of Life

- a) Social psychology: an overview; advances at the boundaries
- b) How social psychologists answer the questions they ask: research as the route to increased knowledge; the role of theory in social psychology
- c) The quest for knowledge and rights of individuals: in search of an appropriate balance

#### Unit 2: Social Cognition – How we think about the social world

- a) Heuristics: how we reduce our effort in social cognition
- b) Schemas: mental frameworks for organizing social information
- c) Automatic and controlled processing: two basic modes of social thought
- d) Potential sources of error in social cognition
- e) Affect and cognition

#### Unit 3: Social Perception – Perceiving and Understanding Others

- a) Nonverbal communication: the unspoken language of expressions, gazes gestures, and scents
- b) Attribution: understanding the causes of others' behavior
- c) Impression formation and impression management: combining information about others

#### Unit 4: Attitudes - Evaluating and Responding to the Social World

- a) Attitude formation: how attitudes develop
- b) When and why do attitudes influence behaviour? How do attitudes guide behaviour?
- d) The fine art of persuasion: how attitudes are changed; Resisting persuasion attempts
- f) Cognitive dissonance: what it is and how do we manage it?

### Semester IV Social Psychology: Course Code SBAPSY401

3 lectures per week; Credits = 3

#### Unit 1: The Causes, Effects, and Cures of Stereotyping, Prejudice, and Discrimination

- a) How members of different groups perceive inequality
- b) The nature and origins of stereotyping
- c) Prejudice: feelings toward social groups; Discrimination: prejudice in action
- e) Why prejudice is not inevitable: techniques for countering its effects

#### Unit 2: Social Influence - Changing Others' Behaviour

- a) Conformity: Group Influence in Action
- b) Compliance: To Ask – Sometimes - Is to Receive
- c) Symbolic social influence
- d) Obedience to Authority

#### Unit 3: Aggression - Its Nature, Causes, and Control

- a) Perspectives on aggression: in search of the roots of violence
- b) Causes of human aggression: social, cultural, personal, and situational
- c) Bullying: singling out others for repeated abuse
- d) The prevention and control of violence: some useful techniques

#### Unit 4: Interpersonal Attraction Close relationships and Love

- a) Internal sources of attraction: The role of needs and emotions
- b) External sources of attraction: The effects of proximity and physical beauty
- c) Factors based on social interaction: Similarity and social liking.
- d) Close relationships: Foundations of social life

## **Book for Study:**

**Baron, R. A., & Branscombe, N. R. (2017). Social Psychology. (14th ed.). New Delhi: Pearson Education; Indian reprint 2014**

## **Books for Reference**

- 1) Aronson, E., Wilson, T. D., & Akert, R. M. (2007). Social Psychology. (6<sup>th</sup> ed.), New Jersey: Pearson Education Prentice Hall
- 2) Baron, R. A., Branscombe, N. R., & Byrne, D. Bhardwaj, G. (2014). Social Psychology. (13th ed.). New Delhi: Pearson Education, Indian adaptation 2014
- 3) Baron, R. A., Branscombe, N. R., & Byrne, D. Bhardwaj, G. (2008). Fundamentals of Social Psychology (Brief edition.). New Delhi: Pearson Education, Indian adaptation 2012
- 4) Baumeister, R. F., & Bushman, B. J. (2008). Social Psychology and Human Nature. International student edition, Thomson Wadsworth USA
- 5) Delamater, J. D., & Myers, D. J. (2007). Social Psychology. (6<sup>th</sup> ed.), Thomson Wadsworth International student edition, USA
- 6) Franzoi, S. L. (2003). Social Psychology. (3rd ed.). New York: McGraw Hill co.
- 7) Kenrick, D. T., Newberg, S. L., & Cialdini, R. B. (2007). Social Psychology: Goals in Interaction. (4<sup>th</sup> ed.). Pearson Education Allyn and Bacon, Boston
- 8) Mercer, J. & Clayton, D. (2014). Social Psychology. New Delhi: Dorling Kindersley India pvt Ltd.
- 9) Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). Social Psychology. (12<sup>th</sup> ed.). New Delhi: Pearson Education

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Bachelor of Arts (B. A.) Credit-Based Semester and Grading System  
S.Y.B.A. **Developmental Psychology** Paper III

## **Course Objectives:**

1. To enable students to understand the basic principles of development.
2. To develop an appreciation for the field and its real-life applications.
3. To increase student's awareness of the implications and applications of the various concepts, principles, and theories of Developmental Psychology in daily life in the Indian context

## **Course Outcomes**

1. Students will develop the ability to critically analyse the different theories pertaining to the field.
2. Students will be able to apply their theoretical knowledge to evaluate cases from the field and explain the practical implications of different developmental trajectories.
3. Students will be able to apply and understand concepts, principles and theories of Developmental psychology in various aspects of the Indian context and relevant situations at the global level

Semester III Developmental Psychology: Course Code SBAPSY302

Credits = 3; 3 lectures per week

## **Unit 1. An Introduction to Lifespan Development**

- a) An orientation to lifespan development
- b) Key issues and questions: determining the nature and nurture of lifespan development
- c) Theoretical perspectives on lifespan development
- d) Research methods

## **Unit 2. The Start of Life: Prenatal Development, Birth and the Newborn Infant**

- a) Earliest development, prenatal growth, and change
- b) Birth, birth complications

### Unit 3. Physical Development in Infancy

- a) The competent new-born
- b) Growth and stability
- c) Motor development
- d) The development of the senses

### Unit 4. Cognitive and Personality Development in Infancy

- a) Piaget's Approach to Cognitive Development
- b) Information Processing Approaches to Cognitive Development
- c) The Roots of Language
- d) Differences among infants

Semester IV Developmental Psychology: Course Code UAPS402  
Credits = 3; 3 lectures per week

### Unit 1. Physical and Cognitive Development in the Preschool Years

- a) Physical growth - the growing body, the growing brain, motor development
- b) Intellectual development
- c) The growth of language and learning

### Unit 2. Social and Personality Development in Pre-school years

- a) Forming a sense of self
- b) Friends and family: pre-schoolers social lives
- c) Moral development and aggression

### Unit 3. Physical and Cognitive Development in Middle Childhood

- a) Physical Development
- b) Intellectual development
- c) Schooling: The Three Rs (and more) of Middle Childhood

### Unit 4. Social and Personality Development in Middle Childhood

- a) The developing self
- b) Relationships: Building friendships in middle childhood
- c) Family and school: shaping children's behaviour in middle childhood

### **Book for study**

**Feldman, R. S. (2018). Development Across the Life Span. (8<sup>th</sup> Ed). New Jersey: Pearson Education Books for reference**

- 1) Berk, L. E. (2006). Child Development. (7<sup>th</sup> Ed). New Delhi: Pearson Education Dorling Kindersley India Pvt Ltd.
- 2) Berk, L. E. (2004). Development through the lifespan. (3rd Ed). New Delhi: Pearson Education Dorling Kindersley India Pvt Ltd.
- 3) Cook, J. L., & Cook, G. (2009). Child Development: Principles and Perspectives. Boston: Pearson Education
- 4) Crandell, T. L., Crandell, C. H., & Zanden, J. W. V. (2009). Human Development. (9<sup>th</sup> Ed). New York: McGraw Hill co. Inc.
- 5) Dacey, J. S. & Travers, J. F. (2004). Human Development across the lifespan. (5<sup>th</sup> Ed). McGraw Hill co.
- 6) Feldman, R. S., & Babu, N. (2011). Discovering the Life Span. Indian subcontinent adaptation, New Delhi: Dorling Kindersley India Pvt Ltd.
- 7) Kail, R. V. (2007). Children and their Development. (4<sup>th</sup> Ed). New Jersey: Pearson Education Inc.
- 8) McDevitt, T. M., & Omrod, J. E. (2007). Child Development and Education. (3<sup>rd</sup> Ed). New Jersey: Pearson Education Inc.
- 9) Papalia, D. E., Olds, S. W., & Feldman, R. (2012). Human Development. (12<sup>th</sup> Ed). McGraw Hill, International Edition
- 10) Shaffer, D. R., & Kipp, K. (2007). Developmental Psychology: Childhood and Adolescence. (7<sup>th</sup> Ed). Thomson Learning, Indian reprint 2007

## **TYBA**

Credit-Based Semester and Grading System

### **Psychological Testing and Statistics: Paper IV – SBAPSY501**

#### **Course Objectives:**

1. Students will gain knowledge and an understanding of the nature, uses, technical features and process of construction of psychological tests.
2. Students will become aware of psychological assessment's various steps and elements.
3. Students will understand the need for statistical tools and procedures and gain practical experience in calculating certain statistical measures.
4. Students will develop a strong foundation for an advanced Course in Psychological Testing, Assessment, and Statistics.
5. To create a foundation for advanced learning of Psychological Testing, Assessment, and Statistics
- 6.

#### **Course Outcomes:**

1. Describe and define systematically, the various elements of a psychological assessment as well as the steps involved.
2. Explain and justify the usage of reliability and validity in psychological assessment.



3. Calculate and utilise certain descriptive and inferential statistical tools of measurement.
4. Gain knowledge and understanding of the concepts in Statistics and the various measures of Descriptive Statistics - their characteristics, uses, applications, and methods of calculation

Semester 5. Psychological Testing and Statistics: (Credits = 4) 4 lectures per week

Unit 1. Introduction to Psychological Tests and their uses

- a. Psychological tests and their uses
- b. Norms
- c. Essentials of test score interpretation

Unit 2. Reliability & Validity

- a) Basic concepts
- b) Types
- c) Practical issues

Unit 3. Types of scores, Types of scales, Frequency Distribution, and Graphic representations

- a) Continuous and discrete scores – meaning and difference; Nominal, ordinal, interval, and ratio scales of measurement
- b) Preparing a Frequency Distribution; advantages and disadvantages of preparing a frequency distribution; smoothed frequencies: method of running averages
- c) Graphic representations: Frequency polygon, histogram, cumulative frequency curve, ogive, a polygon of smoothed frequencies

Unit 4. Measures of central tendency

- a) Calculation of mean, median, and mode of a frequency distribution; The assumed mean method for calculating the mean
- b) Comparison of measures of central tendency: Merits, limitations, and uses of mean, median, and mode

Semester 6. Psychological Testing and Statistics: (Credits = 4)

4 lectures per week **SBAPSY601**

Unit 1. Test Development

- a) Test conceptualization and Test construction
- b) Test tryout and Item analysis
- c) Test revision

Unit 2. Educational and Neuropsychological Assessment

- a) Test for special populations
- b) Neuropsychological assessment
- c) Measurement of interest and attitude

Unit 3. Measures of Variability, Percentiles, and Percentile Ranks & Probability, Normal Probability Curve, and Standard scores

- a) Calculation of 4 measures of variability: Range, Average Deviation, Quartile Deviation, and Standard Deviation
- b) Comparison of 4 measures of variability: Merits, limitations, and uses
- c) Percentiles – nature, merits, limitations, and uses; Calculation of Percentiles and Percentile Ranks

- d) The concept of Probability; laws of Probability; Characteristics, importance, and applications of the Normal Probability Curve; Area under the Normal Curve
- e) Skewness- positive and negative, causes of skewness, the formula for calculation; Kurtosis - meaning and formula for calculation
- f) Standard scores – z, T, Stanine; Linear and non-linear transformation; Normalized Standard scores

#### Unit 4. Correlation

- a) Meaning and types of correlation – positive, negative, and zero; Graphic representations of correlation - Scatterplots
- b) The steps involved in the calculation of Pearson's product-moment correlation coefficient
- c) Calculation of rho by Spearman's rank-difference method; Uses and limitations of the correlation coefficient

(Unit 6-b is only for theoretical understanding and questions, not for calculation in the exam.)

#### **Book for study**

Anastasi, A. & Urbina, S. (2017). *Psychological Testing*. (7<sup>th</sup> Ed.). Pearson Education, Indian reprint 2002

Gregory, R. J. (2018). *Psychological Testing: History, Principles, and Applications*. (7<sup>th</sup> ed.). Pearson Indian reprint 2014, by Dorling Kindersley India Pvt Ltd, New Delhi

Cohen, J. R., Swerdlick, M. E., & Sturman, E. D. (2018). *Psychological Testing and Assessment: An Introduction to Tests and Measurement*. (9<sup>th</sup> ed.). New York. McGraw-Hill International Edition. (Indian reprint 2015)

#### Books for reference

- 1) Aiken, L. R., & Groth-Marnat, G. (2006). *Psychological Testing and Assessment*. (12<sup>th</sup> ed.). Pearson. Indian reprint 2009, by Dorling Kindersley, New Delhi
- 2) Aaron, A., Aaron, E. N., & Coups, E. J. (2006). *Statistics for Psychology*. (4<sup>th</sup> ed.). Pearson Education, Indian reprint 2007
- 3) Cohen, J. R., Swerdlick, M. E., & Kumthekar, M. M. (2014). *Psychological Testing and Assessment: An Introduction to Tests and Measurement*. (7<sup>th</sup> ed.). New Delhi: McGraw-Hill Education (India) Pvt Ltd., the Indian adaptation
- 4) Hoffman, E. (2002). *Psychological Testing at Work*. New Delhi: Tata McGraw-Hill
- 5) Hogan, T. P. (2015). *Psychological Testing: A Practical introduction*. (3<sup>rd</sup> ed.). John Wiley & Sons, New Jersey
- 6) Hollis-Sawyer, L.A., Thornton, G. C. III, Hurd, B., & Condon, M.E. (2009). *Exercises in Psychological Testing*. (2<sup>nd</sup> ed.). Boston: Pearson Education
- 7) Kaplan, R. M., & Saccuzzo, D. P. (2005). *Psychological Testing – Principles, Applications, and Issues*. (6<sup>th</sup> ed.). Wadsworth Thomson Learning, Indian reprint 2007
- 8) Kline, T.J.B. (2005). *Psychological Testing: A Practical approach to design and evaluation*. New Delhi: Vistara (Sage) publications
- 9) Mangal, S.K. (1987). *Statistics in Psychology and Education*. New Delhi: Tata McGraw Hill Publishing Company Ltd.
- 10) McBurney, D.H. (2001). *Research Methods*. (5<sup>th</sup> ed.). Bangalore: Thomson Learning India
- 11) Miller, L.A., Lovler, R. L., & McIntire, S.A., (2013). *Foundations of Psychological Testing: A practical approach*. (4<sup>th</sup> ed.). Sage publications
- 12) Minium, E. W., King, B. M., & Bear, G. (2001). Statistical Reasoning in Psychology and Education. Singapore: John-Wiley
- 13) Urbina, S. (2014). *Essentials of Psychological Testing*. (2<sup>nd</sup> ed.). John Wiley & Sons, New Jersey

## T.YBA Abnormal Psychology: (Paper V)

### Course Objectives:

1. Introducing students to the world of mental health disorders with respect to its underlying causes, representation, symptomatology, manifestations, and related interventions.
2. Sensitizing students to the mental health field by deconstructing stigma around the same and normalizing the notion of how mental illnesses are also a part and parcel of one's life.
3. Placing an emphasis on being mindful when consuming and relaying information regarding mental health as well as fostering the habit of avoiding the use of mental health disorders as adjectives.
4. Make the students aware to not condone labelling and/or equating individuals to their mental health issues i.e., promoting the idea that the person is more than their problem.

### Course Outcomes:

1. Students will be able to identify and categorize various groups of disorders, with distinctly being able to classify them according to their individualistic representations.
2. Students will be able to chart out the disorders from a biopsychosocial perspective, tapping upon the biological, psychological as well as socio-cultural factors leading to a disorder.
3. Students will be aware of how these disorders can manifest in real-life situations. Hence, they will be alert and available in case of their assistance is required.
4. Most importantly, students will also be able to engage in timely introspection and will be sensitized enough to seek professional help (therapy & counseling) either for their near and dear ones or for themselves without any reservations, whenever needed.
5. Students will also have an opportunity to explore and delve into whether they seek a future career within the field of Abnormal Psychology.

### Semester 5. Abnormal Psychology: Course Code SBAPSY502

(Credits = 4) 4 lectures per week

#### Unit 1: Understanding Abnormal behavior, Diagnosis, Treatment, and Assessment

- a. What is Abnormal Behaviour? The social impact of psychological disorders; defining abnormality; biological, psychological, sociocultural causes of abnormal behavior, the biopsychosocial perspective; prominent themes in abnormal psychology throughout history – spiritual, humanitarian, and scientific approaches; what's new in the DSM-5 – definition of a mental disorder
- b. Psychological disorder: experiences of client and clinician; the diagnostic process, DSM-5, additional information, culture-bound syndromes
- c. Characteristics of psychological assessment; clinical interview and Mental Status Examination; behavioural, multicultural, neuropsychological assessment; neuroimaging

#### Unit 2: Theoretical Perspectives

- a. Theoretical perspectives in Abnormal Psychology; Biological perspective, Trait theory, Psychodynamic, Behavioral perspectives
- b. Cognitive, Humanistic, Sociocultural perspectives; Biopsychosocial perspectives on theories and treatments: an integrative approach

#### Unit 3: Anxiety, Obsessive-compulsive, and Trauma- and Stressor-related Disorders

- a. Anxiety disorders
- b. Obsessive-compulsive and related disorders
- c. Trauma- and Stressor-related Disorders; the biopsychosocial perspective

Unit 4: Depressive and Bipolar Disorders;

- a. Depressive disorders; disorders involving alterations in mood
- b. Theories and treatment of depressive and bipolar disorders; psychological and sociocultural perspectives
- c. Suicide; depressive and bipolar disorders: the biopsychosocial perspective

**Internal Assessment:** Law and Mental Health; Substance-related and Addictive Disorders

Semester 6. Abnormal Psychology: Part II (Credits = 4) 4 lectures per week **SBAPSY602**

Unit 1: Schizophrenia Spectrum and other Psychotic Disorders

- a. Schizophrenia, brief psychotic disorder, Schizophreniform Schizoffective, delusional disorders
- b. Theories and treatment of schizophrenia; Biological, Psychological, Sociocultural perspectives; Schizophrenia: the biopsychosocial perspective

Unit 2: Dissociative & somatic symptoms

- a. Dissociative Disorders; major forms; theories and treatment
- b. Somatic Symptom and related disorders- somatic symptom disorder, illness anxiety, and conversion disorders, conditions related to Somatic Symptom Disorder; theories and treatment
- c. Psychological factors affecting medical conditions; the biopsychosocial perspective

Unit 3: Paraphilic Disorders, Sexual Dysfunctions, and Gender Dysphoria

- a. What patterns of sexual behaviors represent psychological disorders? Paraphilic Disorders; theories and treatment
- b. Sexual Dysfunctions; theories and treatment
- c. Gender Dysphoria; theories and treatment; the biopsychosocial perspective

Unit 4. Personality Disorders

- a. The nature of personality disorders
- b. Cluster A and Cluster B personality disorders
- c. Cluster C personality disorders; the biopsychosocial perspective

**Internal Assessment:** Overview of Feeding and Eating disorders; Neurodevelopmental disorders

**Book for study**

**Whitbourne, S. K., & Halgin, R. P. (2014). *Abnormal Psychology: Clinical Perspectives on Psychological Disorders*. (7<sup>th</sup> ed.). McGraw-Hill (Indian reprint)**

**Ray, W.J. & Sovani A (2015). *Abnormal Psychology: neuroscience perspectives on human behaviour and experience*. Sage Publications, USA South Asian adaptation**

**Books for Reference**

1. Barlow, D.H., & Durand, V.M. (2005). *Abnormal Psychology: An Integrative Approach*. (4<sup>th</sup> ed.). New Delhi: Wadsworth Cengage Learning
2. Beidel, D. C., Bulik, C. M., & Stanley, M.A. (2010). *Abnormal Psychology*. New Jersey: Pearson Prentice Hall

3. Bennet, P. (2003). *Abnormal and Clinical Psychology: An Introductory Textbook*. Open University Press
4. Butcher, J. N., Hooley, J. M., & Mineka, S., (2014). *Abnormal Psychology*. (16<sup>th</sup> ed.). Pearson education
5. Hecker, J.E., & Thorpe, G.L. (2005). *Introduction to Clinical Psychology: Science, practice, and ethics*. New Delhi, Pearson Education, Indian reprint 2007
6. Kring, A.M., Johnson, S. L., Davison, G.C., & Neale, J.M. (2013). *Abnormal Psychology*. (12<sup>th</sup> ed.). International student version, John Wiley & Sons, Singapore
7. Nolen-Hoeksema, S. (2014). *Abnormal Psychology*. (6<sup>th</sup> ed.). New York: McGraw-Hill.
8. Oltmanns, T. F., & Emery, R. E. (2010). *Abnormal Psychology*. 6<sup>th</sup> ed., New Jersey: Pearson Prentice Hall

### **Industrial-Organizational Psychology: Course Code SBAPSY503**

**(Paper VI) 3 lectures per week**

#### **Course Objectives:**

1. To enable students to understand the role of I/O psychology in the workplace.
2. To help students develop an understanding of basic concepts and practices in the field of industrial and organizational psychology.
3. To be able to bridge theory and practice in real-life situations.

#### **Course Outcomes:**

1. Students will demonstrate an awareness of the role of I/O psychologists in the workplace, and critically evaluate the methods used in the field.
2. Students will develop the ability to apply theoretical concepts to design programs to solve workplace-related problems.
3. Students will develop the capacity to formulate hypotheses and conduct research on topics relevant to the workplace.

#### **Unit 1. Job Analysis**

- a) What is job analysis? Purposes of job analysis; How job analysis information is collected
- b) Methods of job analysis; Reliability and validity of job analysis information; Job evaluation

#### **Unit 2. Performance Appraisal**

- a) Why do we appraise employees? Performance criteria
- b) Objective and subjective methods for assessing job performance; the impact of technology on performance appraisal; legal issues in performance appraisal

#### **Unit 3. Assessment Methods for Selection and Placement**

- Job-Related characteristics.
- Characteristics of psychological tests
- Ability Tests, Knowledge, and Skills, Personality Tests, Emotional Intelligence Tests, Integrity Tests, Vocational Interest Tests, Drug Testing
- Other Methods: Biographical Information, Interviews, Work Samples, Assessment Centres, Electronic Assessment

#### Unit 4. Training

- a) Needs assessment, objectives, training design
- b) Delivery and evaluation of a training program

### **Sem. 6. Industrial-Organizational Psychology: Course Code SBAPSY603**

(Credits = 3.5)\_3 lectures per week

#### Unit 1. Theories of Employee Motivation

- a) What is motivation? Work motivation theories need theories
- b) Other Theories - Reinforcement theory, expectancy theory, and self-efficacy theory; Justice theories, goal-setting theory, control theory, and action theory

#### Unit 2. Feelings about Work: Job Attitudes and Emotions; Productive and Counterproductive Work Behaviour

- a) The nature of job satisfaction; how people feel about their jobs; the assessment and antecedents of job satisfaction
- b) Potential effects of job satisfaction; organizational commitment and emotions at work
- c) Productive work behavior: ability, motivation, personal characteristics, and task performance; environmental conditions and task performance; organizational constraints; organizational citizenship behavior (OCB)
- d) Counterproductive work behavior: withdrawal – absence, lateness, turnover; aggression, sabotage, and theft; labor unrest and strikes

#### Unit 3. Leadership and Power in Organizations

- a) What is leadership? Sources of influence and power; abuse of supervisory power: sexual and ethnic harassment
- b) Approaches to the understanding of leadership; women in leadership positions; cross-cultural issues in leadership

#### Unit 4. Organizational Development and Theory

- a) Organizational Development
- b) Organizational Theories

Note – As an Orientation to this paper, the following sub-topics should be taught in brief (questions will not be set on these sub-topics in the class test or semester-end examination)

- a) What is I-O Psychology? Activities and settings of I-O psychologists; I-O psychology as a profession and as a science; history of the field of I-O psychology; I-O psychology beyond the United States and the United Kingdom
- b) What it takes to become an I-O Psychologist; Internet resources for I-O Psychologists and students; ethics of the I-O Field; humanitarian work Psychology

#### **Book for study**

**Spector, P. E. (2012). Industrial and Organizational Psychology: Research and Practice. Singapore: John Wiley & Sons Pvt Ltd. (Indian reprint 2015)**

## Books for reference

- 1) Aamodt, M.G. (2004). *Applied Industrial/Organizational Psychology*. (4<sup>th</sup> ed). Wadsworth/ Thomson Learning
- 2) Aswathappa, K. (2005). *Human Resource and Personnel Management – Text and Cases*, 4<sup>th</sup> ed, New Delhi, Tata McGraw-Hill Publishing Co. Ltd.
- 3) Dessler, G., & Verkey, B. (2009). *Human Resource Management*. 11<sup>th</sup> ed., Pearson Education, Dorling Kindersley India, New Delhi
- 4) French, W.L., Bell, C.H. Jr, & Vohra, V. (2006). *Organization Development: Behavioural science interventions for organization improvement*. 6<sup>th</sup> ed., Pearson Education, Dorling Kindersley India, New Delhi
- 5) Greer, C.R. (2001). *Strategic Human Resource Management; A general managerial approach*. 2<sup>nd</sup> ed., Pearson Education, 6<sup>th</sup> Indian reprint 2004
- 6) Hellriegel, D., & Slocum, J.W. (2004). *Organizational Behavior*. (10<sup>th</sup> ed.). South-Western/ Thomson Learning
- 7) Hersey, P., Blanchard, K. H., & Johnson, D. E. (2001). *Management of Organisational Behaviour*. 8<sup>th</sup> ed., Pearson, Dorling Kindersley India, New Delhi. 3<sup>rd</sup> Indian reprint 2009
- 8) Hoyer, W.D., MacInnis, D.J., & Dasgupta, P. (2008). *Consumer Behaviour*. Biztantra, New Delhi
- 9) Jones, G.R., & Mathew, M. (2009). *Organizational theory, design, and change*. 5<sup>th</sup> ed., Pearson Education, Dorling Kindersley India, New Delhi
- 10) Landy, F. J., & Conte, J. M. (2013). *Work In The 21<sup>st</sup> Century: An Introduction to Industrial and Organizational Psychology*, 4<sup>th</sup> Edition, John Wiley & sons, USA (Indian reprint 2015)
- 11) Luthans, F. (2005). *Organizational Behavior*. (10<sup>th</sup> ed.). McGraw Hill.
- 12) Matthewman, L., Rose, A., & Hetherington, A. (2009). *Work Psychology: An Introduction to Human Behaviour in the workplace*. Oxford university press
- 13) McKenna, E. (2006). *Business Psychology and Organisational Behaviour: A student's handbook*. 4<sup>th</sup> ed., Psychology Press, 1<sup>st</sup> Indian reprint 2009
- 14) Miner, J.B. (2002). *Organizational Behaviour: Foundations, theories, analyses*. New York: Oxford university press
- 15) Muchinsky, P.M. (2003). *Psychology Applied to Work*. (7<sup>th</sup> ed.). Wadsworth/ Thomson Learning
- 16) Newstrom, J.W., & Davis, K. (2002). *Organizational Behavior: Human Behavior at work* (11<sup>th</sup>ed.). Tata McGraw- Hill
- 17) Pareek, U. (2003). *Training Instruments in HRD and OD* (2nd ed.), Tata McGraw- Hill Publishing Company, Mumbai
- 18) Pareek, U., Rao, T.V., Pestonjee, D.M. (1981). *Behavior Process in Organizations: Readings, Cases, Instruments*. Oxford and IBH Publishing Co., New Delhi
- 19) Pareek, U. (2008). *Understanding Organizational Behaviour*. Oxford University Press, New Delhi
- 20) Sanghi, S. (2007). *Towards personal excellence: psychometric tests and self-improvement techniques for managers*. 2<sup>nd</sup> ed., Response Books, Sage publications
- 21) Schultz, D., & Schultz, S. E. (2002). *Psychology and Work Today*. (8<sup>th</sup> ed.). Pearson Indian reprint 2008, by Dorling Kindersley India Pvt Ltd, New Delhi
- 22) Sekaran, U., (2004). *Organizational Behaviour: Text And Cases*. ( 2<sup>nd</sup> ed.). New Delhi: Tata McGraw- Hill
- 23) Shani, A. B., & Lau, J.B., (2005). *Behavior in Organizations: An Experiential Approach*. (8<sup>th</sup> ed.). McGraw Hill
- 24) Schultz, D., & Schultz, S. E. (2010). *Psychology and Work Today*. ( 10<sup>th</sup> ed.). Pearson Prentice Hall
- 25) Steptoe-Warren, G. (2014). *Occupational Psychology: An Applied Approach*. New Delhi: Dorling Kindersley (India) Pvt. Ltd.
- 26) Singh, D. (2006). *Emotional intelligence at work: A professional guide*. 3<sup>rd</sup> ed., New Delhi, Sage publications
- 27) Sinha, J. B. P. (2008). *Culture and Organisational Behaviour*. New Delhi, Sage publications.

T.Y.B.A. Psychology Syllabi  
**Cognitive Psychology: (Paper VII)**

**Course Objectives:**

1. Exposure to the realm of one of the most technical as well as functional branches of psychology - Cognitive Psychology where students will be nurtured to be aware of how their brain and cognition work in tandem.
2. Highlight the relevance as well as the generalizability of theories to various cognitive processes as well as the occurrence in real-life situations.
3. Sharing and discussing various experiments mainly having ecological validity that would encourage understanding of difficult, abstract concepts.

**Course Outcomes:**

1. Students will be aware of the various cognitive processes that occur on a daily basis, within their lives.
2. Students will be able to map out these cognitive processes to real-life examples, drawing connections between theory and practicality.
3. Students will be able to know and acknowledge the essence of cognitive psychology across various other disciplines of psychology.
4. Students will also have an opportunity to explore and delve into whether they seek a future career within the field of Cognitive Psychology and Neuroscience.

**Semester 5. Cognitive Psychology: Course Code SBAPSY504**

(Credits = 4) 4 lectures per week

**Unit I. Perception: Recognizing Patterns and Objects**

- a. Gestalt approaches to perception
- b. Bottom-up processes and Top-down processes
- c. Direct perception; Disruptions of perception: visual agnosia's

**Unit II. Attention: Deploying Cognitive Resources**

- a) Selective Attention; Neural Underpinnings of Attention
- b) Automaticity and the effects of practice
- c) Divided Attention

**Unit III. Working Memory: Forming and Using New Memory Traces**

- a) Traditional Approaches to the study of memory; Working Memory
- b) Executive Functioning
- c) Neurological studies of memory processes

**Unit IV. Retrieving Memories from Long-Term Storage**

- a) Aspects and Subdivisions of Long-Term Memory
- b) The Levels-of-Processing view
- c) The reconstructive nature of memory; Amnesia



## **Semester 6. Cognitive Psychology: Course code SBAPSY604**

(Credits = 4) 4 lectures per week

### **Unit I. Knowledge Representation: Storing and Organizing Information in Long-Term Memory**

- a) Organizing Knowledge
- b) Forming concepts and categorizing new instances

### **Unit II. Visual Imagery and Spatial Cognition**

- a) Codes in Long-Term Memory
- b) Empirical investigations of imagery; the nature of mental imagery
- c) Neuropsychological findings; Spatial cognition

### **Unit III. Thinking and Problem Solving**

- a) Classic problems and general methods of solution; Blocks to problem-solving
- b) The Problem Space hypothesis
- c) Expert systems; Finding creative solutions; Critical thinking

### **Unit IV. Reasoning and Decision Making**

- a) Reasoning; Types of Reasoning
- b) Decision Making; Cognitive illusions in decision making; Utility and Descriptive models of decision making
- c) Neuropsychological evidence on reasoning and decision making

### **Book for study**

**Galotti, K.M. (2014). Cognitive Psychology: In and Out of the Laboratory. (5<sup>th</sup> Ed.). Sage Publications (Indian reprint 2015)**

### **Books for reference**

- 1) Ashcraft, M. H. & Radvansky, G. A. (2009). *Cognition*. (5<sup>th</sup> ed), Prentice-Hall, Pearson education
- 2) Francis, G., Neath, I., & VanHorn, D. (2008). *Collab 2.0 on a CD*. Wadsworth Cengage Learning, international student edition
- 3) Galotti, K.M. (2008). *Cognitive Psychology: Perception, Attention, and Memory*. Wadsworth New Delhi: Cengage Learning
- 4) Goldstein, E. B. (2007). *Psychology of sensation and perception*. New Delhi: Cengage learning India, Indian reprint 2008
- 5) Goldstein, E. B. (2005). *Cognitive Psychology: Connecting Mind, Research, and Everyday Experience*. Wadsworth/ Thomson Learning
- 6) Matlin, M.W. (1995). *Cognition*. 3<sup>rd</sup> ed., Bangalore: Prism Books Pvt. Ltd.
- 7) Matlin, M.W. (2013). *Cognitive Psychology*, 8<sup>th</sup> ed., international student version, John Wiley & sons
- 8) Reed, S. K. (2004). *Cognition: Theory and Applications*. (6<sup>th</sup> ed.), Wadsworth/ Thomson Learning
- 9) Robinson-Riegler, B., & Robinson-Riegler, G. L. (2008). *Cognitive Psychology – Applying the science of the Mind*. (2<sup>nd</sup> ed.). Pearson Education. New Delhi: Indian edition by Dorling Kindersley India Pvt Ltd.
- 10) Srinivasan, N., Gupta, A.K., & Pandey, J. (Eds). (2008). *Advances in Cognitive Science*. Volume 1, New Delhi, Sage publications

- 11) Sternberg, R.J. (2009). *Applied Cognitive Psychology: Perceiving, Learning, and Remembering*. New Delhi: Cengage learning India, Indian reprint 2009
- 12) Solso, R.L., Maclin, O.H., & Maclin, M.K. (2013). *Cognitive Psychology*. Pearson Education, New Delhi, first Indian reprint 2014
- 13) Surprenant, A.M., Francis, G., & Neath, I. (2005). *Coglab Reader*. Thomson Wadsworth

### **Practicals in Cognitive Processes and Psychological Testing:**

(Paper VIII)

#### Objectives

1. To introduce the students to Experimentation through exposure to and experience of experimental designs, methodology, and conduct of experiments, statistical analysis, interpretation, and discussion of data.
2. To introduce the students to Psychological Testing: administration, scoring, and interpretation of test scores as well as a procedural understanding of concepts related to psychological testing
3. To familiarize the students with computer-based experiments (Coglab) and sensitize them to aspects of control, the precision of exposure, and measurement
4. To stimulate interest in the process of scientific inquiry with an analytical attitude and To create a foundation for advanced Experimentation and Research in Psychology and applications of advanced statistical techniques

### **Syllabus for Semester 5 Course Code SBAPSY505**

(6 lectures per week per Batch of 8 students)

#### **a. Basics of Experimentation and Statistics in Psychological Research**

- i) The distinction between descriptive statistics and inferential statistics; sampling methods, types of variables, conceptual and operational definition of variables; Experimental designs; Randomization and counterbalancing; null and alternative hypotheses, directional and non-directional hypotheses
  - ii) Identification of the research question, variables in studies, writing of various types of hypotheses, understanding of the relationship between the research question and the directionality of the hypothesis and understanding the role of extraneous variables on interpretation and listing the same in studies, sampling error, significant difference, rejection of the null hypothesis, one-tailed vs. two-tailed tests, Type I and Type II decision errors
  - iii) Application of inferential statistics - The t-test - Significance of difference between 2 means as applied to Repeated measures designs and Randomized group designs;
  - iv) Use of Excel or SPSS: data entry and basic statistical procedures; Correlation
  - v) Report writing: APA style for research reports
  - vi) Practice Exercises in Methodology and Statistics - Discussion and understanding of research situations – Practice exercise & experiments
- b. Two Experiments in Cognitive Processes to be conducted and Group data to be collected and analyzed using appropriate inferential statistics

- c. Two Exercises in Psychological Testing
- d. One Computer-based Experiment (Coglab)

**Syllabus for Semester 6 Course Code SBAPSY605**

(6 lectures per week per Batch of 8 students)

- a. Basics of Experimentation and Statistics in Psychological Research (i, ii, iv, v, and vi as given above); Application of inferential statistics - the chi-square test; One-way ANOVA as applied to Repeated measures designs and Randomized group designs
- b. Practice Exercises in Methodology and Statistics - Discussion and understanding of research situations - One self-designed study.
- c. Two Experiments in Cognitive Processes to be conducted and Group data to be collected and analyzed using appropriate inferential statistics
- d. Two Exercises in Psychological Testing
- e. One Computer-based Experiment (Coglab)

**Books for reference**

1. Anastasi, A. & Urbina, S. (1997). *Psychological Testing*. (7<sup>th</sup> ed.). Pearson Education, New Delhi, first Indian reprint 2002
2. Aaron, A., Aaron, E. N., & Coups, E. J. (2006). *Statistics for Psychology*. (4<sup>th</sup> ed.). Pearson Education, Indian reprint 2007
3. Carver, R. H., & Nash, J. G. (2009). *Data Analysis with SPSS version 16*. Brooks/Cole, Cengage Learning, first Indian reprint 2009
4. Cohen, B. H. (2013). *Explaining Psychological Statistics* (4<sup>th</sup> ed.). New Jersey. John Wiley & sons
5. Cohen, J. R., Swerdlik, M. E., & Sturman, E. D. (2013). *Psychological Testing and Assessment: An Introduction to Tests and Measurement*. (8<sup>th</sup> ed.). New York. McGraw-Hill International Edition. (Indian reprint 2015)
6. Elmes, D.G., Kantowitz, B.H., & Roediger, H.L. (1999) *Research Methods in Psychology*. (6<sup>th</sup> ed.). Brooks/Cole, Thomson Learning
7. Francis, G., Neath, I., & VanHorn, D. (2008). *Collab 2.0 on a CD*. Wadsworth Cengage Learning, International student edition
8. Garrett, H.E. (1973). *Statistics in Psychology and Education* (6<sup>th</sup> ed.) Bombay: Vakils, Feffer, and Simons Pvt. Ltd.
9. Guilford, J. P. (1954). *Psychometric Methods* (2nd ed.). New York: McGraw-Hill
10. Guilford, J.P. Fruchter, B. (1973). *Fundamental statistics in psychology and education*. (5th ed.) New York: McGraw-Hill
11. Goldstein, E. B. (2005). *Cognitive Psychology: Connecting Mind*

Credit-Based Semester and Grading System

T.Y.B.A.

Counseling Psychology: (Paper IX)

**Course Objectives:**

1. Students are introduced to the distinct field of counselling, and familiarise themselves with the characteristics and standards of an effective counsellor.

2. Students will be made aware of the ethical standards they must maintain as potential mental health practitioners.
3. Students will gain an understanding of cultural influences on the process of counselling.
4. Various counselling theories, techniques and skills will be discussed with the students to increase their interest in the field and lay a foundation for their further training as psychological therapists.

**Course Outcomes:**

After the completion of this course, students should be able to:

1. Define and describe counselling and the characteristics of an effective counsellor.
2. Discuss the ethical standards set by the ACA and apply this understanding to hypothetical and real-life situations.
3. Demonstrate an understanding of how to work with certain cultures and populations with a high degree of sensitivity.
4. Describe and demonstrate a detailed understanding of the various stages of counselling.
5. Identify and analyse an individual's problems through the lens of various psychotherapeutic frameworks.
6. At least on a theoretical level, gain some understanding regarding counselling groups of people.

Semester 5. Counseling Psychology: Course Code SBAPSY506  
Part I (Credits = 3), 3 lectures per week

Unit 1. Personal, Professional, and Ethical Aspects of Counseling

- a) Meaning of 'Profession', 'Counseling', 'Guidance' and 'Psychotherapy': The personality and background of the counselor – negative motivators, personal qualities, maintaining effectiveness; The 3 levels of helping relationships; Attribution and systematic framework of the counselor – attributes, systems of counseling; Engaging in professional counseling-related activities – continuing education, supervision, advocacy, and social justice, portfolios
- b) Definitions of Ethics, Morality, and Law; ethics and counseling; professional codes of ethics and standards; making ethical decisions; educating counselors in ethical decision making; ethics in specific counseling situations; multiple relationships; working with counselors who may act unethically

Unit 2. Counseling in Multicultural Society and with Diverse Populations

- a) Counseling across culture and ethnicity; defining culture and multicultural counseling; history of multicultural counseling; difficulties and issues in multicultural counseling; international counseling
- b) Counseling aged populations; gender-based counseling; counseling and sexual orientation; counseling and spirituality

Unit 3. Building a Counseling Relationship

- a) The six factors that influence the counseling process
- b) Types of initial interviews; conducting the initial interview
- c) Exploration and the identification of goals

Unit 4. Working in a Counseling Relationship

- a) Various counselor skills in the understanding and action phases
- b) Transference and counter-transference; the real relationship

Semester 6 Counseling Psychology: Course Code SBA606  
(Credits = 3), 3 lectures per week

### Unit 1. Testing, Assessment, Diagnosis in Counseling; Closing Counseling Relationships

- a) A brief history of the use of tests in counseling; tests and test scores; problems and potential of using tests; administration and interpretation of tests; assessment and diagnosis
- b) Function, timing of, and issues in closing counseling relationships; resistance to closing; premature closing; counselor-initiated closing; ending on a positive note; issues related to closing - follow-up and referral

### Unit 2. Psychoanalytic, Adlerian, and Humanistic Theories of Counseling

- a) Theory; the importance of theory; theory into practice
- b) Psychoanalytic theories, Adlerian theory, Humanistic theories

### Unit 3. Behavioral, Cognitive, Systemic, Brief, and Crisis Theories of Counseling

- a) Behavioral counseling; Cognitive and Cognitive-Behavioral counseling
- b) Systems theories; Brief counseling approaches; Crisis and trauma counseling approaches

### Unit 4. Groups in Counseling and Current trends in Counseling

- a) A brief history of groups; misperceptions and realities about groups; the place of groups in counseling; benefits, drawbacks, and types of groups
- b) Theoretical approaches in conducting groups; stages and issues in groups; Qualities of effective group leaders; the future of group work
- c) Current trends in Counseling - Dealing with violence, trauma, and crises; promoting wellness; concern for social justice and advocacy; greater emphasis on the use of technology

### **Book for study**

**Gladding, S. T. (2018). *Counseling: A Comprehensive Profession*. (8<sup>th</sup> Ed.). Pearson Education. New Delhi: Indian subcontinent version by Dorling Kindersley India Pvt Ltd.**

### Books for reference

1. Arulmani, G., & Nag-Arulmani, S. (2004). *Career Counseling – a handbook*. New Delhi: Tata McGraw-Hill
2. Capuzzi, D., & Gross, D. R. (2007). *Counseling and Psychotherapy: Theories and Interventions*. (4<sup>th</sup> ed.). Pearson Prentice Hall. First Indian reprint 2008 by Dorling Kindersley India Pvt Ltd.
3. Capuzzi, D., & Gross, D. R. (2009). *Introduction to the Counseling Profession*. (5<sup>th</sup> ed.). New Jersey: Pearson Education
4. Corey, G. (2005). *Theory and Practice of Counseling and Psychotherapy* (7<sup>th</sup> ed.). Stamford, CT: Brooks/Cole
5. Corey, G. (2008). *Group Counseling*. Brooks/Cole. First Indian reprint 2008 by Cengage Learning India
6. Cormier, S. & Nurius, P.S. (2003). *Interviewing and change strategies for helpers: Fundamental skills and cognitive-behavioral interventions*. Thomson Brooks/Cole
7. Dryden, W., & Reeves, A. (Eds). (2008). *Key Issues for Counselling in Action*. 2<sup>nd</sup> ed. London: Sage publications
8. Gelso, C.J., & Fretz, B.R. (2001). *Counseling Psychology: Practices, Issues, and Intervention*. First Indian reprint 2009 by Cengage Learning India
9. Gibson, R.L., & Mitchell, M.H. (2008). *Introduction to Counseling and Guidance*. 7<sup>th</sup> ed., Pearson Education, Dorling Kindersley India, New Delhi
10. Heppner, P. P., Wampold, B. E., & Kivlighan, D. M. Jr. (2007). *Counseling research*. Brooks/Cole, Indian reprint 2008 by Cengage Learning, New Delhi
11. Jena, S.P.K. (2008). *Behaviour Therapy: Techniques, research, and applications*. Sage publications, New Delhi
12. Kinara, A. K. (2008). *Guidance and Counseling*. Pearson, New Delhi: Dorling Kindersley India Pvt Ltd.
13. McLeod, J. (2009). *An Introduction to Counseling*. (4<sup>th</sup> ed.). Open University Press/ McGraw-Hill Higher Education

14. Nelson-Jones, R. (2008). *Basic Counselling Skills: A helper's manual*. 2<sup>nd</sup> ed., Sage South Asia edition
15. Nelson-Jones, R. (2009). *Introduction to Counselling Skills: Text and Activities*. 3<sup>rd</sup> ed., London: Sage publications
16. Nugent, F.A., & Jones, K.D. (2009). *Introduction to the Profession of Counseling* (5<sup>th</sup> ed.). New Jersey: Pearson Education
17. Rao, N. S. (1991). *Counseling and Guidance*. (2<sup>nd</sup> ed.). New Delhi: Tata McGraw-Hill. (17<sup>th</sup> reprint – 2004)
18. Simmons, J. & Griffiths, R. (2009). *CBT for Beginners*. London: Sage publications
19. Welfel, E. R., & Patterson, L. E. (2005). *The Counseling Process: A Multi-theoretical Integrative Approach*. (6<sup>th</sup> ed.). Thomson Brooks/ Cole