

UNIVERSITY OF MUMBAI



Revised Syllabus

Sem. V & Sem. VI

Program: B.A.

Course: Psychology

(As per Credit Based Semester and Grading System
with effect from the academic year 2013–2014)

Credit Based Semester and Grading System

T.Y.B.A. Psychology Syllabi to be implemented from 2013-2014

Psychological Testing and Statistics: Parts I and II

(Special course; Paper IV in old scheme)

Code	Sem.	Course Title	Credits	Marks
UAPS501	5	Psychological Testing and Statistics: Part I	4	100 (60 +40)
UAPS601	6	Psychological Testing and Statistics: Part II	4	100 (60 +40)

Objectives -

- 1) To impart knowledge and understanding of the nature, uses, technical features, and the process of construction of psychological tests
- 2) To create awareness about measurement of intelligence and assessment of personality
- 3) To impart knowledge and understanding of the basic concepts in Statistics and the various measures of Descriptive Statistics - their characteristics, uses, applications and methods of calculation
- 4) To create a foundation for advanced learning of Psychological Testing, Assessment, and Statistics

Semester 5. Psychological Testing and Statistics: Part I (Credits = 4)

4 lectures per week; 60 lectures per Semester

Unit 1. Psychological Testing and Assessment

- a) Definition of testing and assessment; the process and tools of assessment
- b) The parties and types of settings involved
- c) How assessments are conducted; assessment of people with disabilities

Unit 2. Tests, Testing and Norms

- a) Reference sources for authoritative information about tests
- b) Various assumptions about Psychological Testing and Assessment
- c) What is a 'Good Test'; Norms – sampling to develop norms, types of norms, fixed reference group scoring systems, norm-referenced versus criterion-referenced evaluation
- d) Inference from Measurement – meta analysis; culture and inference

Unit 3. Reliability

- a) The concept of Reliability; Reliability estimates: Test-Retest, Parallel and Alternate Forms, Split-Half, Inter-Item Consistency – Kuder-Richardson formulas, Cronbach's Coefficient Alpha; Inter-Scorer Reliability
- b) Using and interpreting a coefficient of Reliability – purpose and nature of the test

- c) Alternatives to the true score model: Generalizability theory and Item Response Theory
- d) Reliability and individual scores: SEM and SE-Difference

Unit 4. Validity

- a) The concept of Validity
- b) Content Validity
- c) Criterion-related Validity
- d) Construct Validity
- e) Validity, bias, and fairness

Unit 5. Types of scores, Types of scales, Frequency Distribution and Graphic representations

- a) Continuous and discrete scores – meaning and difference
- b) Nominal, ordinal, interval and ratio scales of measurement
- c) Preparing a Frequency Distribution; advantages and disadvantages of preparing a frequency distribution; smoothed frequencies: method of running averages
- d) Graphic representations: Frequency polygon, histogram, cumulative frequency curve, ogive, polygon of smoothed frequencies (*Unit 5-d is only for theoretical understanding and questions; graphs are not to be drawn in the exam.*)

Unit 6. Measures of central tendency

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

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

4 lectures per week; 60 lectures per Semester

Unit 1. Test Development

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

Unit 2. Measurement of Intelligence and Intelligence Scales

- a) What is Intelligence? - Definitions and theories; measuring Intelligence
- b) The Stanford-Binet Intelligence Scales
- c) The Wechsler Tests: WAIS, WISC, WPPSI
- d) Close-up: Factor analysis

Unit 3. Assessment of Personality

- a) Personality Assessment – some basic questions
- b) Developing instruments to assess personality – logic and reason, theory, data reduction methods, criterion groups; personality assessment and culture
- c) Objective methods of personality assessment

- d) Projective methods of personality assessment - Inkblots as Projective stimuli - the Rorschach; Pictures as Projective stimuli – Thematic Apperception Test; Projective methods in perspective

Unit 4. Probability, Normal Probability Curve and Standard scores

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

Unit 5. Measures of Variability, Percentiles, and Percentile Ranks

- 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

Unit 6. Correlation

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

Book for study

Cohen, J. R., & Swerdlik, M. E. (2010). Psychological Testing and Assessment: An introduction to Tests and Measurement. (7th ed.). New York. McGraw-Hill International edition

1 assignment of 10 marks in each Semester

Broad Topics for the assignments for Semester 5 and 6 are given below. The teacher-in-charge should prepare a list of various sub-topics under these broad topics and assign different specific topics to the students in the class to ensure maximum possible coverage of the suggested topics. The students should refer to the relevant books and present information about the specific assigned topic in written or typed form - maximum 1000 words, 2 full pages (4 sides) of A-4 size paper. Additional pages (maximum 2 or 3) may be used for Bibliography and Tables, Figures and Appendix if any. Assignments of a very high quality may be given maximum 9 marks out of 10.

1. History of Psychological Testing and Assessment
2. Culture and assessment
3. Legal and Ethical considerations of testing and assessment
4. The rights of test-takers
5. Definitions of personality and personality assessment; personality traits, types and states

6. Projective methods of Personality Assessment - Rosenzweig Picture-Frustration Study test; Words Projective stimuli – Word Association and Sentence Completion tests; Sounds as Projective stimuli; Production of figure drawings - figure drawing tests

Books for reference

- 1) Aiken, L. R., & Groth-Marnat, G. (2006). Psychological Testing and Assessment. (12th ed.). Pearson. Indian reprint 2009, by Dorling Kindersley, New Delhi
- 2) Anastasi, A. & Urbina, S. (1997). Psychological Testing. (7th ed.). Pearson Education, Indian reprint 2002
- 3) Aaron, A., Aaron, E. N., & Coups, E. J. (2006). Statistics for Psychology. (4th ed.). Pearson Education, Indian reprint 2007
- 4) Gregory, R. J. (2004). Psychological Testing: History, Principles, and Applications. (4th ed.). Pearson Indian reprint 2008, by Dorling Kindersley India pvt ltd, New Delhi
- 5) Hoffman, E. (2002). Psychological Testing at Work. New Delhi: Tata McGraw-Hill
- 6) Hollis-Sawyer, L.A., Thornton, G. C. III, Hurd, B., & Condon, M.E. (2009). Exercises in Psychological Testing. (2nd ed.). Boston: Pearson Education
- 7) Kaplan, R. M., & Saccuzzo, D. P. (2005). Psychological Testing – Principles, Applications and Issues. (6th ed.). Wadsworth Thomson Learning, Indian reprint 2007
- 8) Kline, T.J.B. (2005). Psychological Testing: A Practical approach to design and evaluation. New Delhi: Vistaar (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. (5th ed.). Bangalore: Thomson Learning India
- 11) McIntire, S.A., & Miller, L.A. (2000). Foundations of Psychological Testing. (1st ed.). McGraw-Hill Higher Education

Pattern of Question Paper for class test of 20 marks

The class test can be conducted in the class or if the technical facilities are available, it can be conducted online. It will be on any 1 unit taught in that Semester. If the unit is of Psychological Testing, the Pattern can be any one of the following types.

1. Write short notes. (Any 4 out of 6, each having 5 marks)
 2. Explain the terms in brief. (Any 10 out of 14, each having 2 marks)
 3. Fill in the blanks (Any 20 out of 24, each having 1 mark)
 4. Multiple choice question with 4 options (Any 20 out of 24, each having 1 mark)
 5. Part A, 10 marks – Any 2 Short Notes out of 4; Part B, 10 marks - Fill in the blanks or Multiple choice question with 4 options (Any 10 out of 14, each having 1 mark)
 6. Part A, 10 marks – Explain the terms in brief. (Any 5 out of 10, each having 2 marks); Part B, 10 marks - Fill in the blanks or Multiple choice question with 4 options (Any 10 out of 14, each having 1 mark)
 7. Part A, 10 marks – Explain the terms in brief. (Any 5 out of 10, each having 2 marks); Part B, 10 marks - Write short notes. (Any 2 out of 4, each having 5 marks)
 8. Part A, 10 marks - Fill in the blanks (Any 10 out of 14, each having 1 mark); Part B, 10 marks - Multiple choice question with 4 options (Any 10 out of 14, each having 1 mark)
 9. Part A, 10 marks - Match the columns; Part B, 10 marks - Fill in the blanks or Multiple choice question with 4 options (Any 10 out of 14, each having 1 mark)
- If the class test is on a unit of Statistics, the Pattern will be as follows -

Part A, 8 marks Theoretical question on the unit - Fill in the blanks or Multiple choice question (8 out of 10), or Match the columns (8 marks) or Explain the terms in brief (Any 4 out of 6).

Part B, 12 marks, depending on the unit – Prepare a Frequency Distribution of given scores or

Calculate of Mean, Median and Mode of a Frequency Distribution (5, 5, and 2 marks) or

Calculate QD or SD (9 marks) and 1 Percentile or 1 Percentile Rank (3 marks) or

Calculate rho by Spearman's rank-difference method (11 marks for Calculation, 1 mark for interpretation)

Pattern of Question Paper for Semester End Assessment

Duration of examination = 2 hours Marks = 60 (per semester)

All 4 questions carry 15 marks and are compulsory. There will be internal choice in each question. Students can answer either part A or part B of each question.

The first 3 questions will be on the first 4 units. The A and B parts in question no. 1 will be full-length essay-type, based on any 2 different units out of the first 4 units covered in the semester, in any combination like 1 and 2, 1 and 4, 2 and 4 etc. The A and B parts in question no. 2 will also be full-length essay-type, based on the remaining 2 units which are not covered in question no. 1.

In Q. no. 3, part A will be based on any 2 different units out of the first 4 units and part B will be based on the remaining 2 units. Both A and B parts Q. no. 3 will be short-answer type, of any of the following nature -

1. Explain the terms in brief. (Any 5 terms out of 6, each having 3 marks)
2. Give reasons for the following with the help of the relevant psychological principle or theoretical or empirical/ research basis. (Any 3 out of 4, each having 5 marks)
3. State whether the following statements are True or False and give the reasons why True or False with the help of the relevant psychological principle or theory and/or research. (Any 3 out of 4, each having 5 marks)
4. Explain the contributions made by or the theory given by the following. (Any 3 out of 4 names, each having 5 marks)
5. Discuss/Explain the following statements. (Any 3 out of 4 given statements which will be in quotation marks '-----', each having 5 marks).
6. Write any 3 short notes out of 4, each having 5 marks.
7. Differentiate between and (Any 3 out of 4, each having 5 marks)

Q. no. 4 will be based units 5 and 6 which are of Statistics. Part A in Q. no. 4 will be on unit 5 and part B on unit 6 of the semester. There will be a theoretical question for 3 marks and 12 marks will be for preparing a frequency distribution or for various calculations according to the topics in the unit.

Semester 5 - One Example – (questions 1, 2, and 3 on Psychological Testing; q. 4 on Statistics) Attempt either A or B in each question.

Q. 1	On units 1 and 3	A. Essay-type question on Unit 1. B. Essay-type question on Unit 3.
Q. 2	On units 2 and 4	A. Essay-type question on Unit 2. B. Essay-type question on Unit 4.
Q. 3	On units 1, 2, 3	A. Explain the terms in brief. (any 5 out of 6, on units 2 and 3; three terms from each unit)

	and 4	B. Differentiate between and (Any 3 out of 4, on units 1 and 4; two pairs from each unit)
Q. 4	On units 5 and 6; Statistics	A. i) Theoretical question for 3 marks on unit 5. (Types of scores, Types of scales, Frequency Distribution and Graphic representations*) ii) Prepare a Frequency Distribution of given scores - 12 marks B. i) Theoretical question for 3 marks on unit 6. (Measures of Central tendency) ii) Calculate of Mean, Median and Mode of a Frequency Distribution. (12 marks; 5, 5, and 2 marks respectively)

* Note - Only theoretical questions will be asked on frequency polygon, histogram, cumulative frequency curve, ogive and smoothing a frequency polygon; questions of drawing these graphs will not be asked in the class test or in the Semester End exam.

Semester 6 - One Example – Attempt either A or B in each question.

Q. 1	On units 1 and 3	A. Essay-type question on Unit 1. B. Essay-type question on Unit 2.
Q. 2	On units 2 and 4	A. Essay-type question on Unit 3. B. Essay-type question on Unit 4.
Q. 3	On units 1, 2, 3 and 4	A. Write short notes. (any 3 out of 4, on units 2 and 4; two short notes from each unit) B. Explain the following statements (Any 3 out of 4, on units 1 and 3; two statements from each unit)
Q. 4	On units 5 and 6 Statistics	A. i) Theoretical question for 3 marks on unit 5. (Measures of variability, percentiles, and percentile ranks) ii) Calculate QD or SD (9 marks) and 1 Percentile <u>or</u> 1 Percentile Rank (3 marks). B. i) Theoretical question for 3 marks on unit 6. (Correlation) ii) Calculate rho by Spearman's rank-difference method (11 marks for Calculation, 1 mark for interpretation)

Credit Based Semester and Grading System

T.Y.B.A. Psychology Syllabi to be implemented from 2013-2014

Abnormal Psychology: Part I and Part II (Special course; Paper V in old scheme)

Code	Sem.	Course Title	Credits	Marks
UAPS502	5	Abnormal Psychology: Part I	4	100 (60 +40)
UAPS602	6	Abnormal Psychology: Part II	4	100 (60 +40)

Objectives

- 1) To impart knowledge and understanding of the basic concepts in Abnormal Psychology and the theories about Abnormality
- 2) To impart knowledge and understanding of the different Psychological Disorders – their symptoms, diagnosis, causes and treatment
- 3) To create awareness about Mental Health problems in society
- 4) To create a foundation for higher education and a professional career in Clinical Psychology

Semester 5. Abnormal Psychology: Part I (Credits = 4)

4 lectures per week; 60 lectures per Semester

Unit 1: Understanding Abnormality: Definition, classification, and Assessment

- a) What is Abnormal Behaviour?
- b) The Diagnostic and Statistical Manual of Mental Disorders
- c) Psychological Assessment – Clinical interviews and Mental Status Examination
- d) Behavioural, Multicultural, Environmental, and Physiological assessment

Unit 2: Theoretical Perspectives

- a) The purpose of theoretical perspectives in Abnormal Psychology
- b) Psychodynamic perspective
- c) Humanistic perspective
- d) Sociocultural perspective
- e) Behavioral and cognitively based perspectives
- f) Biological perspective
- g) Biopsychosocial perspectives on theories and treatments: an integrative approach

Unit 3: Anxiety Disorders

- a) The nature of anxiety disorders
- b) Panic disorder and agoraphobia
- c) Specific phobias
- d) Social phobia
- e) Generalized anxiety disorder
- f) Obsessive-compulsive disorder
- g) Acute Stress Disorder and Post Traumatic Stress Disorder
- h) Anxiety disorders: the biopsychosocial perspective

Unit 4: Somatoform Disorders, Psychological Factors Affecting Medical Conditions and Dissociative Disorders

- a) Somatoform disorders
- b) Psychological factors affecting medical conditions
- c) Dissociative disorders
- d) Somatoform disorders, psychological factors affecting medical conditions and dissociative disorders: the biopsychosocial perspective

Semester 6. Abnormal Psychology: Part II (Credits = 4)

4 lectures per week; 60 lectures per Semester

Unit 1: Sexual Disorders

- a) What is abnormal sexual behavior?
- b) Paraphilias
- c) Gender identity disorder
- d) Sexual dysfunctions
- e) Sexual disorders: the biopsychosocial perspective

Unit 2: Mood Disorders

- a) General characteristics of mood disorders
- b) Depressive disorders
- c) Disorders involving alterations in mood
- d) Theories and treatments of mood disorders
- e) Suicide – who and why
- f) Mood disorders: the biopsychosocial perspective

Unit 3: Schizophrenia and Related Disorders

- a) Characteristics of schizophrenia
- b) Other psychotic disorders
- c) Theories and treatment of schizophrenia
- d) Schizophrenia: the biopsychosocial perspective

Unit 4. Personality Disorders

- a) The nature of personality disorders
- b) Antisocial personality disorder
- c) Borderline personality disorder
- d) Histrionic, narcissistic, paranoid, schizoid, schizotypal, avoidant, dependent, and obsessive-compulsive personality disorders
- e) Personality disorders: the biopsychosocial perspective

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)

- a) Abnormal psychology throughout history; research methods in abnormal psychology; impact of psychological disorders on the individual, family, community and society; reducing stigma
- b) Experiences of client and clinician; the diagnostic process; treatment planning and implementation
- c) Some ethical and legal issues relevant in India

1 assignment of 10 marks in each Semester

Broad Topics for the assignments for Semester 5 and 6 are given below. The teacher-in-charge should prepare a list of various sub-topics under these broad topics and assign different specific topics to the students in the class to ensure maximum possible coverage of the suggested topics. The students should refer to the relevant books and present information about the specific assigned topic in written or typed form - maximum 1000 words, 2 full pages (4 sides) of A-4 size paper. Additional pages (maximum 2 or 3) may be used for Bibliography and Tables, Figures and Appendix if any. Assignments of a very high quality may be given maximum 9 marks out of 10.

Broad Topic for assignment in Semester 5 -

Development-Related, Aging-Related and Cognitive Disorders

- a) Introductory issues
- b) Mental retardation
- c) Pervasive developmental disorders
- d) Attention deficit and disruptive behavior disorders
- e) Learning, communication and motor skills disorder
- f) Separation anxiety disorder
- g) Other disorders that originate in childhood
- h) Development-related disorders: the biopsychosocial perspective
- i) The nature of cognitive disorders
- j) Delirium, amnesic disorders, traumatic brain injury, dementia
- k) Cognitive disorders: the biopsychosocial perspective

Broad Topic for assignment in Semester 6

Eating Disorders and Impulse Control Disorders

- a) Eating disorders
- b) Impulse control disorders
- c) Internet addiction
- d) Self injurious behaviors
- e) Eating disorders and impulse control disorders: the biopsychosocial perspective

Book for study

Halgin, R. P., & Whitbourne, S.K. (2010). Abnormal Psychology: Clinical Perspectives on Psychological Disorders. (6th ed.). McGraw-Hill

Books for Reference

- 1) Barlow, D.H., & Durand, V.M. (2005). Abnormal Psychology: An Integrative Approach. (4th 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) Carson, R. C., Butcher, J. N., Mineka, S., & Hooley, J. M. (2007). Abnormal Psychology. (13th ed.). Indian reprint 2009 by Dorling Kindersley, New Delhi
- 5) Compas, B. E., & Gotlib, I. H. (2002). Introduction to Clinical Psychology: Science and Practice. McGraw- Hill
- 6) Dhanda, Amita. (2000) Legal Order and Mental Disorder. New Delhi, Sage publications pvt ltd
- 7) Mash, E. J., & Wolfe, D.A. (2005). Abnormal Child Psychology. (3rd ed.). Wadsworth / Thomson Learning
- 8) Nolen-Hoeksema, S. (2008). Abnormal Psychology. (4th ed.). New York: McGraw-Hill.
- 9) Oltmanns, T. F., & Emery, R. E. (2010). Abnormal Psychology. 6th ed., New Jersey: Pearson Prentice Hall

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Industrial-Organizational Psychology: Parts I and Part II

(Major Elective; Applied Component, Paper VI in old scheme)

Code	Sem.	Course Title	Credits	Marks
UAPS503	5	Industrial-Organizational Psychology: Part I	3.5	100 (60 + 40)
UAPS603	6	Industrial-Organizational Psychology: Part II	3.5	100 (60 + 40)

Objectives: -

1. To impart knowledge and understanding of the basic concepts in and various facets of Industrial and Organizational Psychology
2. To create awareness about the role and importance of Psychological factors and processes in the world of work
3. To create a foundation for higher education and a professional career in Industrial Psychology and Organizational Behaviour

Semester 5. Industrial-Organizational Psychology: Part I (Credits = 3)

3 lectures per week; 45 lectures per Semester

Unit 1. Employee Selection Principles and Techniques

- a) Manpower planning – the workforce planning process
- b) What's your ideal job?
- c) The recruitment process
- d) An overview of the selection process
- e) Fair employment practices
- f) Job and work analysis
- g) Biographical information
- h) Interviews
- i) References and letters of recommendation
- j) Assessment centers

Unit 2. Performance Appraisal

- a) Fair employment practices
- b) Why do performance appraisal?
- c) Objective, subjective, or judgmental performance appraisal techniques
- d) Performance appraisal methods for managers
- e) Sources of bias in performance appraisal
- f) Ways to improve performance appraisals
- g) The post-appraisal interview
- h) Performance appraisal: a poor rating?

Unit 3. Training and Development

- a) The scope and goals of organizational training
- b) Staffing for organizational training
- c) The pre-training environment
- d) How people learn: psychological issues
- e) Types of training programs
- f) Career development and planning
- g) Evaluating organizational training programs

Unit 4. Leadership

- a) The quality of modern leadership
- b) Leadership theories and leadership styles
- c) The role of power and the role of expectations
- d) Leadership functions
- e) Characteristics of successful leaders
- f) Pressures and problems of leaders
- g) Diversity issues in management

Semester 6. Industrial-Organizational Psychology: Part II (Credits = 3)

3 lectures per week; 45 lectures per Semester

Unit 1. Motivation, Job Satisfaction, and Job Involvement

- a) Content theories of motivation
- b) Process theories of motivation
- c) Job satisfaction: the quality of life at work
- d) The relationship between job satisfaction and pay
- e) Job involvement and organizational commitment

Unit 2. The Organization of the Organization

- a) The bureaucratic organizations of the past
- b) High-involvement management and employee participation
- c) Total quality management
- d) Organizational change
- e) Socialization of new employees
- f) Organizational culture

- g) Labor unions
- h) Informal groups: the organization within the organization
- i) Technological change and organizational structure

Unit 3. Stress in the Workplace

- a) Occupational health psychology
- b) Physiological effects of stress
- c) Individual differences in responding to stress
- d) Work-family balance
- e) Stressors in the work environment
- f) Stress-management programs
- g) Benefit picture today; employee benefits in India
- h) Employee welfare programs; Work Schedules; Psychological and Social Issues.

Unit 4. Consumer Psychology

- a) The scope of consumer psychology
- b) Research methods in consumer psychology
- c) The nature and scope of advertising
- d) Consumer behavior and motivation

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)

- a) Would people work if they did not have to? Industrial-organizational psychology on the job and in everyday life; what I-O psychology means to employers; an overview of the development of I-O psychology; challenges for I-O psychology; careers in I-O psychology; practical problems for I-O psychologists
- b) Requirements and limitations of psychological research; research methods - experimental method, naturalistic observation, surveys and public opinion polls, virtual laboratories: web-based research
- c) Problems with using psychological tests

Book for study

Schultz, D., & Schultz, S. E. (2010). Psychology and Work Today. (10th ed.). Pearson Prentice Hall

Books for reference

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

1 assignment of 10 marks in each Semester

The students can choose any sub-topic from any of the 4 units in the semester for assignment. The teacher-in-charge should prepare a list of various sub-topics in the 4 units in the semester and try to assign different specific topics to the students in the class. The students should refer to the relevant books and present information about the specific assigned topic in written or typed form - maximum 1000 words, 2 full pages (4 sides) of A-4 size paper. Additional pages (maximum 2 or 3) may be used for Bibliography and Tables, Figures and Appendix if any. Assignments of a very high quality may be given maximum 9 marks out of 10.

Programme – Bachelor of Arts (B. A.) Credit Based Semester and Grading System

T.Y.B.A. Psychology Syllabi to be implemented from 2013-2014

Cognitive Psychology: Parts I and Part II (Special course; Paper VII in old scheme)

Code	Sem.	Course Title	Credits	Marks
UAPS504	5	Cognitive Psychology: Part I	4	100 (60 +40)
UAPS604	6	Cognitive Psychology: Part II	4	100 (60 +40)

Objectives

- 1) To impart knowledge and understanding of the fundamental concepts of Cognitive Psychology and the basic Cognitive processes
- 2) To create awareness about the various applications of Cognitive processes in everyday life and a foundation to enable understanding of their applications in other fields - Social, Educational, Industrial, Abnormal, Counseling, Sports, Health, Education, and Neuro-Psychology
- 3) To provide the theoretical orientation and background for the courses on Practicals in Cognitive Processes
- 4) To create a foundation for higher education and a career in the field of Cognitive Psychology

Semester 5. Cognitive Psychology: Part I (Credits = 4)

(4 lectures per week; 60 lectures per Semester)

Unit 1. Cognitive Psychology: An Introduction

- a) Thinking about thinking
- b) Memory and cognition defined
- c) An introductory history of cognitive psychology
- d) Cognitive psychology and information processing

Unit 2. The Cognitive Science Approach

- a) Guiding principles and themes
- b) Measuring information processes
- c) The information-processing approach
- d) The modern cognitive approach: cognitive science
- e) Neurocognition: the brain and cognition together
- f) Neural net models: connectionism

Unit 3. Attention

- a) Multiple meanings of attention
- b) Basics of attention

- c) Basic input attentional processes
- d) Controlled, voluntary attention
- e) Attention as a mental resource
- f) Automatic and conscious processing theories

Unit 4. Short-Term Working Memory

- a) Short-term memory: a limited-capacity bottleneck
- b) Short-term memory retrieval
- c) Working memory
- d) Assessing working memory
- e) The impact of working memory on cognition

Semester 6. Cognitive Psychology: Part II (Credits =4)

(4 lectures per week; 60 lectures per Semester)

Unit 1. Learning and Remembering

- a) Preliminary issues
- b) Storing information in episodic memory
- c) Retrieving episodic information
- d) Amnesia and implicit memory

Unit 2. Knowing

- a) Priming in semantic memory
- b) Semantic memory
- c) Schemata and scripts
- d) Concepts and categorization
- e) Connectionism and the brain

Unit 3. Using Knowledge in the Real World

- a) The seven sins of memory
- b) Facts about the world
- c) Situation models and embodied cognition
- d) Metamemory
- e) False memories, eyewitness memory, and “forgotten memories”
- f) Autobiographical memories

Unit 4. Decisions, Judgments, and Reasoning

- a) Formal logic and reasoning
- b) Decisions
- c) Decisions and reasoning under uncertainty
- d) Limitations in reasoning

- e) Algorithms for coin tosses and hospital births

1 assignment of 10 marks

Broad Topics for the assignments for Semester 5 and 6 are given below. The teacher-in-charge should prepare a list of various sub-topics under these broad topics and assign different specific topics to the students in the class to ensure maximum possible coverage of the suggested topics. The students should refer to the relevant books and present information about the specific assigned topic in written or typed form - maximum 1000 words, 2 full pages (4 sides) of A-4 size paper. Additional pages (maximum 2 or 3) may be used for Bibliography and Tables, Figures and Appendix if any. Assignments of a very high quality may be given maximum 9 marks out of 10.

Semester 5 - Broad topic for assignment - Perception and Pattern Recognition

- a) Visual perception
- b) Pattern recognition
- c) Object recognition and agnosia
- d) Auditory perception

Semester 6 - Broad topic for assignment - Problem Solving

- a) The status of the problem-solving area
- b) Gestalt psychology and problem solving
- c) Insight and analogy
- d) Basics of problem solving
- e) Means–end analysis: a fundamental heuristic
- f) Improving your problem solving

Book for study

Ashcraft, M. H. & Radvansky, G. A. (2009). Cognition. (5th ed), Prentice Hall, Pearson education

Books for reference

- 1) Francis, G., Neath, I., & VanHorn, D. (2008). Coglab 2.0 on a CD. Wadsworth Cengage Learning, international student edition
- 2) Galotti, K. M. (2004). Cognitive Psychology: In and Out of the Laboratory. (3rd ed.). Wadsworth/ Thomson Learning
- 3) Galotti, K.M. (2008). Cognitive Psychology: Perception, Attention, and Memory. Wadsworth New Delhi: Cengage Learning
- 4) Galotti, K.M. (2007). Cognitive Psychology in and out of the Lab. (4th ed.). Thomson Learning
- 5) Goldstein, E. B. (2007). Psychology of sensation and perception. New Delhi: Cengage learning India, Indian reprint 2008
- 6) Goldstein, E. B. (2005). Cognitive Psychology: Connecting Mind, Research, and Everyday Experience. Wadsworth/ Thomson Learning
- 7) Matlin, M.W. (1995). Cognition. 3rd ed., Bangalore: Prism Books pvt. Ltd.
- 8) Reed, S. K. (2004). Cognition: Theory and Applications. (6th ed.), Wadsworth/ Thomson Learning

- 9) Robinson-Riegler, B., & Robinson-Riegler, G. L. (2008). Cognitive Psychology – Applying the science of the Mind. (2nd 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: Perceivnig, Learning, and Remembering. New Delhi: Cengage learning India, Indian reprint 2009
- 12) Surprenant, A.M., Francis, G., & Neath, I. (2005). Coglab Reader. Thomson Wadsworth

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Practicals in Cognitive Processes and Psychological Testing

(Special course; Paper VIII in old scheme)

Code	Sem.	Course Title	Credits	Marks
UAPS505	5	Practicals in Cognitive Processes and Psychological Testing: Part I	4	100 (60 +40)
UAPS605	6	Practicals in Cognitive Processes and Psychological Testing: Part II	4	100 (60 +40)

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, 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 (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; the chi square test; One-way ANOVA as applied to Repeated measures designs and Randomized group designs

iv) Use of Excel or SPSS: coding in data entry and basic statistical procedures

v) Report writing: APA style for research reports

vi) Practice Exercises in Methodology and Statistics - Discussion and understanding of research situations: Visual images and memory; Self-reference effect; Use of humour and role plays during lectures; Reaction Time; Levels of processing - Coglab and Live! Psych; Nine-Dot Problem Solving (Effect of procedural understanding of how to apply a given strategy for solving dot-connecting problems on performance on the 9-dot problem)

b. Two Experiments in Cognitive Processes to be conducted

1. Stroop effect
2. Sentence Picture Verification

c. Two Exercises in Psychological Testing

1. Use of scales of measurement – nominal, ordinal, interval and ratio
2. Administration, scoring and interpretation of Levenson's Locus of Control scale

One Assignment of 10 marks

Computer-based Coglab Stroop effect Experiment

5 marks for the report; 5 marks for viva based on the experiment and the results obtained.

Syllabus for Semester 6 (6 lectures per week per Batch of 8 students)

a. Two Experiments in Cognitive Processes to be conducted

- 1) Levels of Processing
- 2) Release from Proactive Inhibition

b. Two Exercises in Psychological Testing

1. Administration of Raven's Standard Progressive Matrices (SPM) and Calculation of Reliability Coefficients
2. The Process of Determining Predictive Validity

One Assignment of 10 marks

Computer-based Coglab Short term memory (Brown-Peterson) Experiment

5 marks for the report; 5 marks for viva based on the experiment and the results obtained.

Books for reference

- 1) Anastasi, A. & Urbina, S. (1997). Psychological Testing. (7th ed.). Pearson Education, New Delhi, first Indian reprint 2002
- 2) Aaron, A., Aaron, E. N., & Coups, E. J. (2006). Statistics for Psychology. (4th 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, J.R., & Swerdlik, M.E. (2010). Psychological Testing and Assessment: An introduction to Tests and Measurement. (7th ed.). New York. McGraw-Hill International edition
- 5) Elmes, D.G., Kantowitz, B.H., & Roediger, H.L. (1999) Research Methods in Psychology. (6th ed.). Brooks/Cole, Thomson Learning
- 6) Francis, G., Neath, I., & VanHorn, D. (2008). Coglab 2.0 on a CD. Wadsworth Cengage Learning, International student edition
- 7) Garrett, H.E. (1973). Statistics in Psychology and Education (6th ed.) Bombay: Vakils, Feffer, and Simons Pvt. Ltd.
- 8) Guilford, J. P. (1954). Psychometric Methods (2nd ed.). New York: McGraw-Hill
- 9) Guilford, J.P. Fruchter, B. (1973). Fundamental statistics in psychology and education. (5th ed.) New York : McGraw-Hill
- 10) Goldstein, E. B. (2005). Cognitive Psychology: Connecting Mind, Research, and Everyday Experience. Wadsworth/ Thomson Learning
- 11) Gaur, A. J., & Gaur, S. S. (2009). Statistical Methods for Practice and Research: A Guide to Data Analysis Using SPSS. 2nd ed., Response books, Sage Publications
- 12) Harris, P. (2008). Designing and Reporting Experiments In Psychology. 3rd ed., Open University Press, McGraw-Hill Education
- 13) Heppner, P. P., Wampold, B. E., & Kivlighan, D. M. Jr. (2007). Counseling research. Brooks/ Cole, Indian reprint 2008 by Cengage Learning, New Delhi
- 14) Hollis-Sawyer, L.A., Thornton, G. C. III, Hurd, B., & Condon, M.E. (2009). Exercises in Psychological Testing. (2nd ed.). Boston: Pearson Education
- 15) Kaplan, R. M., & Saccuzzo, D. P. (2005). Psychological Testing – Principles, Applications and Issues. (6th ed.). Wadsworth Thomson Learning, Indian reprint 2007
- 16) McBurney, D. H. (2001). Research Methods. (5th ed.). Bangalore: Thomson Learning India
- 17) Mangal, S. K. (1987). Statistics in Psychology and Education. New Delhi : Tata McGraw Hill Publishing Company Ltd.
- 18) Martin, D. W. (2004). Doing Psychology Experiments. (6th ed.). Belmont: Thomson Wadsworth
- 19) Matlin, M. W. (1995). Cognition. 3rd ed., Bangalore: Prism Books pvt. Ltd.
- 20) Minium, E. W., King, B. M., & Bear, G. (2001). Statistical Reasoning in Psychology and Education. Singapore: John-Wiley
- 21) Pareek, U. (2003). Training Instruments in HRD and OD (2nd ed.), Tata McGraw- Hill Publishing Company, Mumbai

- 22) Snodgrass, J. G., Levy-Berger G. V., & Haydon, M. (1985). Human Experimental Psychology. New York: Oxford University Press.
- 23) Solso, R. L., & McLin, M. K. (2002). Experimental Psychology: A case approach. 7th ed., Allyn Bacon, Pearson Education New Delhi, Indian reprint 2003
- 24) Steinberg, W. J. (2008). Statistics Alive! Los Angeles: Sage Publications, Inc.
- 25) Surprenant, A.M., Francis, G., & Neath, I. (2005). Coglab Reader. Thomson Wadsworth

Internal assessment 40 marks in each Semester

1 Class test of 20 marks; One Assignment of 10 marks; 5 marks Journal; 5 marks - Punctuality and Regularity - class attendance and report submission; Preparation for conduct, other assignments like reading, mock viva, contribution to discussions; Quality of performance through the_Semester - conduct of the experiments and reports/discussions; Initiatives taken – additional online/library reference, volunteering for preparation of materials or tables for data entry/ demonstration of conduct etc.

1 Class test of 20 marks

The Questions in the class test the will be based on the Introduction Points of the 2 experiments which are conducted in the Semester. The weightage of both experiments will be equal, i.e. of 10 marks each. The pattern of questions can be any one of the 9 types given at the end.

Semester-end examination of 60 marks, 2 hours

Each student has to pick up a chit and conduct the experiment mentioned on it. The distribution of marks will be as follows -

1. Instructions and conduct of the experiment – 25 marks
2. Viva 15 marks - 5 marks for Questions on the methodology of the experiment conducted; 5 marks for Questions for interpretation of group data table of the other experiment of the semester; 5 marks for Questions on Exercises in Psychological Testing of the semester
3. Report 20 marks - 5 for accuracy in data analysis; 8 marks for discussion of individual data; 7 marks for discussion of group data.

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Counseling Psychology: Part I and Part II

(Major Elective; Applied Component, Paper IX in old scheme)

Code	Sem.	Course Title	Credits	Marks
UAPS506	5	Counseling Psychology: Part I	3.5	100 (60 +40)
UAPS606	6	Counseling Psychology: Part II	3.5	100 (60 +40)

Objectives: -

1. To impart knowledge and understanding of the nature, process, goals, techniques, ethical issues and major theories in Counseling Psychology
2. To generate interest in the various applications and fields of counseling
3. To create a foundation for higher education in Counseling and a career as a professional counselor

Semester 5. Counseling Psychology: Part I (Credits = 3)

3 lectures per week; 45 lectures per Semester

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; Attribution and systematic framework of the counselor – attributes, systems of counseling; Professional aspects of counseling – 3 levels of helping relationships; engaging in professional counseling-related activities – continuing education, supervision, advocacy, 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
- b) Counseling aged populations; gender-based counseling; counseling and sexual orientation; counseling and spirituality

Unit 3. Building a Counseling Relationship

- a) Six factors that influence the counseling process
- b) Types of initial interviews
- c) Conducting the initial interview
- d) Exploration and the identification of goals

Unit 4. Working in a Counseling Relationship

- a) Counselor skills in the understanding and action phases
- b) Transference and counter-transference
- c) The real relationship

Semester 6 Counseling Psychology: Part II (Credits = 3)

3 lectures per week; 45 lectures per Semester

Unit 1. Testing, Assessment, Diagnosis and Termination in Counseling

- 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 and issues of termination; resistance to termination; premature termination; counselor-initiated termination; ending on a positive note; issues related to termination - follow-up and referral

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

- a) Theory
- b) Psychoanalytic Theories
- c) Adlerian Theory
- d) Humanistic Theories

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

- a) Behavioral Counseling
- b) Cognitive and Cognitive-Behavioral Counseling
- c) Systems Theories
- d) Brief Counseling Approaches
- e) Crisis Counseling Approaches

Unit 4. Groups in Counseling

- a) A Brief History of Groups; Misperceptions and Realities about Groups
- b) The Place of Groups in Counseling
- c) Benefits, Drawbacks and Types of Groups
- d) Theoretical Approaches in Conducting Groups; Stages and Issues in Groups
- e) Qualities of Effective Group Leaders
- f) The Future of Group Work

1 assignment of 10 marks in each Semester

Broad Topics for the assignments for Semester 5 and 6 are given below. The teacher-in-charge should prepare a list of various sub-topics under these broad topics and assign different specific topics to the students in the class to ensure maximum possible coverage of the suggested topics. The students should refer to the relevant books and present information about the specific assigned topic in written or typed form - maximum 1000 words, 2 full pages (4 sides) of A-4 size paper. Additional pages (maximum 2 or 3) may be used for Bibliography and Tables, Figures and Appendix if any. Assignments of a very high quality may be given maximum 9 marks out of 10.

1) History of Counseling - in India and in other countries

2) Current trends in Counseling - Dealing with violence, trauma, crises; Challenge of managed care; Promoting wellness; Concern for social justice; Greater emphasis on use of technology; Leadership by counselors; Identity of counselors; Pre-marital and marital counselling; Counseling in schools and colleges; Any other trend observed in Counseling.

3] Professional Aspects of Counseling – 3 levels of helping; Professional helping specialties (Psychiatry, Psychology, Social Work); Education and Credentialing of professional counselors; ethical/legal violations and actions taken about them

4] Legal Aspects of Counseling - The Law and Counseling; legal recognition of counseling; legal aspects of the counseling relationship; civil and criminal liability; legal issues involved when counseling minors; client rights and records; the counselor in court; ethics and the law: two ways of thinking

5] Tests commonly used in Counseling – intelligence/aptitude, interest/career, personality, achievement

Book for study

Gladding, S. T. (2009). Counseling: A Comprehensive Profession. (6th Ed.). Pearson Education. New Delhi: Indian edition 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. (4th 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. (5th ed.). New Jersey: Pearson Education
4. Corey, G. (2005). Theory and practice of counseling and psychotherapy (7th 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 behavioural interventions. Thomson Brooks/Cole
7. Dryden, W., & Reeves, A. (Eds). (2008). Key issues for Counselling in Action. 2nd ed. London: Sage publications
8. Ellis, A. & Abrams, M. (2009). Personality Theories: Critical perspectives. California, Sage publications
9. Gelso, C.J., & Fretz, B.R. (2001). Counseling Psychology: Practices, Issues, and Intervention. First Indian reprint 2009 by Cengage Learning India
10. Gibson, R.L., & Mitchell, M.H. (2008). Introduction to Counseling and Guidance. 7th ed., Pearson Education, Dorling Kindersley India, New Delhi
11. Heppner, P. P., Wampold, B. E., & Kivlighan, D. M. Jr. (2007). Counseling research. Brooks/Cole, Indian reprint 2008 by Cengage Learning, New Delhi
12. Jena, S.P.K. (2008). Behaviour Therapy: Techniques, research, and applications. Sage publications, New Delhi
13. Kinara, A. K. (2008). Guidance and Counseling. Pearson, New Delhi: Dorling Kindersley India pvt ltd.

14. McLeod, J. (2009). An Introduction to Counseling. (4th ed.). Open University Press/McGraw-Hill Higher Education
15. Nelson-Jones, R. (2008). Basic Counselling Skills: A helper's manual. 2nd ed., Sage South Asia edition
16. Nelson-Jones, R. (2009). Introduction to Counselling Skills: Text and Activities. 3rd ed., London: Sage publications
17. Nugent, F.A., & Jones, K.D. (2009). Introduction to the Profession of Counseling. (5th ed.). New Jersey: Pearson Education
18. Rao, N. S. (1991). Counseling and Guidance. (2nd ed.). New Delhi: Tata McGraw-Hill. (17th reprint – 2004)
19. Simmons, J. & Griffiths, R. (2009). CBT for Beginners. London: Sage publications
20. Welfel, E. R., & Patterson, L. E. (2005). The Counseling Process: A Multi-theoretical Integrative Approach. (6th ed.). Thomson Brooks/ Cole

Pattern of question paper for Semester-end examination at T.Y.B.A.
(Semesters 5 and 6; for the courses in Abnormal Psychology, Industrial-Organizational Psychology, Cognitive Psychology, and Counseling Psychology)

Duration of examination = 2 hours Marks = 60 (per semester)

All 4 questions carry 15 marks and are compulsory.

There will be internal choice in each Question. Students can answer either part A or part B of each question.

The A and B parts in each question will be based on any 2 different units out of the 4 units covered in the semester, in any combination like 1 and 2, 1 and 4, 2 and 4, and so on.

Both A and B parts in Q. no. 1 and 2 will have essay-type question of 15 marks.

Both A and B parts in Q. no. 3 and 4 will be short-answer type, of any of the following nature according to suitability to the particular Unit and the need to vary the combination of Unit and question each year.

1. Explain the terms in brief. (Any 5 terms out of 6, each having 3 marks)
2. Give reasons for the following with the help of the relevant psychological principle or theoretical or empirical/ research basis. (Any 3 out of 4, each having 5 marks)
3. State whether the following statements are True or False and give the reasons why True or False with the help of the relevant psychological principle or theory and/or research. (Any 3 out of 4, each having 5 marks)
4. Explain the contributions made by or the theory given by the following. (Any 3 out of 4 names, each having 5 marks)
5. Discuss/Explain the following statements. (Any 3 out of 4 given statements which will be in quotation marks '-----', each having 5 marks).
6. Write any 3 short notes out of 4, each having 5 marks.
7. Differentiate between and (Any 3 out of 4, each having 5 marks)

Example 1			Example 2		
Q.	Units	Attempt either A or B in each question.	Q.	Units	Attempt either A or B in each question.
1	1, 3	A. Essay-type on Unit 1. B. Essay-type on Unit 3.	1	1, 4	A. Essay-type on Unit 1. B. Essay-type on Unit 4.
2	2, 4	A. Essay-type on Unit 2. B. Essay-type on Unit 4.	2	2, 3	A. Essay-type on Unit 2. B. Essay-type on Unit 3.
3	3, 4	A. Explain terms on Unit 3.	3	3,	A. True/False with reasons on unit

		B. Differentiate between on Unit 4.		1	3. B. Explain contributions on unit 1.
4	1, 2	A. Write short notes on Unit 1. B. Discuss statements on Unit 2.	4	4, 2	A. Give reasons on unit 4. B. Explain terms on Unit 2.

Pattern of question paper for class test of 20 marks at T.Y.B.A.

(Semesters 5 and 6, for the courses in Abnormal Psychology, Industrial-Organizational Psychology, Cognitive Psychology, Practicals in Cognitive Processes and Psychological Testing and Counseling Psychology)

The class test can be on any 1 Unit in the semester. It can be conducted in the class or if the technical facilities are available, it can be conducted online. The Pattern can be any one of the following types, according to suitability to the particular Unit and the need to vary the combination of Unit and question each year.

1. Write short notes. (Any 4 out of 6, each having 5 marks)
2. Explain the terms in brief. (Any 10 out of 14, each having 2 marks)
3. Fill in the blanks (Any 20 out of 24, each having 1 mark)
4. Multiple choice question with 4 options (Any 20 out of 24, each having 1 mark)
5. Part A, 10 marks – Any 2 Short Notes out of 4; Part B, 10 marks - Fill in the blanks or Multiple choice question with 4 options (Any 10 out of 14, each having 1 mark)
6. Part A, 10 marks – Explain the terms in brief. (Any 5 out of 10, each having 2 marks); Part B, 10 marks - Fill in the blanks or Multiple choice question with 4 options (Any 10 out of 14, each having 1 mark)
7. Part A, 10 marks – Explain the terms in brief. (Any 5 out of 10, each having 2 marks); Part B, 10 marks - Write short notes. (Any 2 out of 4, each having 5 marks)
8. Part A, 10 marks - Fill in the blanks (Any 10 out of 14, each having 1 mark); Part B, 10 marks - Multiple choice question with 4 options (Any 10 out of 14, each having 1 mark)
9. Part A, 10 marks - Match the columns; Part B, 10 marks - Fill in the blanks or Multiple choice question with 4 options (Any 10 out of 14, each having 1 mark)