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CIRCULAR :

for REGISTRAR.

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25<sup>th</sup> August, 2005.

for REGISTRAR.

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# UNIVERSITY OF MUMBAI



## REVISED SYLLABUS FOR

**T.Y.B.A.  
Psychology**

**(with effect from the academic year 2005-2006)**

**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

**Section I - Psychological Testing 50 marks**

**50 Lectures**

**Topic I. Psychological Testing, Assessment and Norms (Ch. 1 and parts of Ch. 4)**      **10 Lectures**

- a) Testing and Assessment - definitions and tools
- b) The parties and types of settings involved
- c) Reference sources for authoritative information about tests
- d) Various assumptions about Psychological Testing and Assessment
- e) What is a 'Good Test'?
- f) Test Norms – Standardisation, sampling, norming, types of norms, fixed reference group scoring systems, norm-referenced versus criterion-referenced evaluation
- g) Inference from Measurement

**Topic II. Reliability (Chapter 5)**

**8 Lectures**

- a) The concept of Reliability
- b) Reliability estimates – Various methods
- c) Using and interpreting a coefficient of Reliability
- d) Reliability and individual scores

**Topic III. Validity (Chapter 6)**

**10 Lectures**

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

**Topic IV. Test Development (Chapter 7)**

**10 Lectures**

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

Topic V. Measurement of Intelligence and Assessment of Personality (Parts of Chapters 8, 9, 11 and 12; pgs. 232-246; 264-286; 335-361; 370-374; 376-402) 12 Lectures

- a) What is Intelligence? - Definitions and theories
- b) Measuring Intelligence
- c) The Stanford-Binet Intelligence Scales
- d) The Wechsler Tests
- e) Definitions of Personality and Personality Assessment
- f) Personality Assessment – some basic questions
- g) Developing instruments to assess Personality – logic and reason, theory, data reduction methods – the Big Five, Criterion groups
- h) Personality Assessment and culture
- i) Objective methods of Personality Assessment
- j) Projective methods of Personality Assessment

Section II Statistics - 50 marks

50 Lectures

Topic VI. Types of scores, Types of scales, Frequency Distribution and Graphic representations 8 Lectures

- a) Continuous and discrete scores – meaning and difference
- b) Nominal, ordinal, interval and ratio scales of measurement
- c) Preparing a Frequency Distribution
- d) Advantages and disadvantages of Preparing a Frequency Distribution
- e) Frequency polygon, histogram, cumulative frequency curve, ogive
- f) Smoothing a Frequency polygon – method of running averages

Topic VII Measures of central tendency

10 Lectures

- a) Calculation of mean, median and mode
- b) The assumed mean method for calculating the mean
- c) Merits, limitations, and uses of mean, median and mode
- d) Comparison of the 3 Measures of central tendency

Topic VIII. Measures of Variability, Percentiles, and Percentile Ranks

12 Lectures

- a) Range and Average Deviation
- b) Quartile Deviation and Standard Deviation
- c) Calculation of the 4 Measures of Variability
- d) Merits, limitations, and uses of Range, AD, QD, and SD
- e) Comparison of the 4 Measures of Variability
- f) Percentiles – nature, merits, limitations, and uses
- g) Calculation of Percentiles and Percentile Ranks

Topic IX. Probability, Normal Probability Curve and Standard scores

10 Lectures

- a) The concept of Probability
- b) Characteristics, importance and applications of the Normal Probability Curve
- c) Area under the Normal Curve
- d) Skewness- positive and negative, causes of Skewness, formula for calculation

- e) Kurtosis - meaning and formula for calculation
- f) Standard scores – z, T, stanine; linear and non-linear transformation; Normalised Standard scores

### Topic X. Correlation

10 Lectures

- a) Meaning and types of Correlation – positive, negative and zero
- b) Graphic representations of Correlation - Scatterplot
- 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) Regression – simple and multiple

### Book for study:

Cohen, J.R., & Swerdlik, M.E. (2005). Psychological Testing and Assessment: An introduction to Tests and Measurement. (6<sup>th</sup> ed.). New York. McGraw-Hill International edition

Note – Chapter no. 2 – 'Historical, Cultural, And Legal/Ethical Considerations Of Testing' will not have a question set on it. However, it should be taught as an orientation to Psychological Testing.

### Books for reference

- 1) Anastasi, A. & Urbina, S. (1997). Psychological Testing. (7<sup>th</sup> ed.). International edition. Prentice Hall International, Inc.
- 2) Guilford, J.P., and Fruchter, B. (1981). Fundamental Statistics in Psychology and Education. (6<sup>th</sup> ed.). McGraw-Hill co.
- 3) Hoffman, E. (2002). Psychological Testing at Work. New Delhi: Tata McGraw-Hill
- 4) Kaplan, R.M., & Saccuzzo, D.P. (2005). Psychological Testing – Principles, applications and issues. (6<sup>th</sup> ed.). Belmont: Thomson Wadsworth
- 5) Mangal, S.K. (1987). Statistics in Psychology and Education. New Delhi : Tata McGraw Hill Publishing Company Ltd.
- 6) McIntire, S.A., & Miller, L.A. (2000). Foundations of Psychological Testing. (1st ed.). McGraw-Hill Higher Education
- 7) McBurney, D.H. (2001). Research Methods. (5<sup>th</sup> ed.). Bangalore: Thomson Learning India

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

Section I - 50 marks -

50 Lectures

Topic I. Looking at Abnormality (Ch. 1 and parts of Chapter 4)

8 Lectures

- a. Defining Abnormality
- b. Historical Perspectives on Abnormality
- c. The Emergence of Modern Perspectives
- d. Modern Mental- Health Care
- e. Professions Within Abnormal Psychology
- f. Gathering information
- g. Diagnosis - DSM

Topic II. Contemporary Theories of Abnormality (Ch. 2)

10 Lectures

- a. Biological approaches
- b. Psychological approaches
- c. Social approaches

Topic III. Anxiety Disorders: Panic, Phobias, Generalized Anxiety Disorder, PTSD and OCD (Ch. 6 and Ch. 7)

12 Lectures

- a. Panic Disorder
- b. Phobias
- c. Generalized anxiety disorder
- d. Sociocultural approaches to the anxiety disorders
- e. Posttraumatic Stress Disorder
- f. Obsessive- Compulsive Disorder

Topic IV. Dissociative and Somatoform Disorders (Ch. 8)

10 Lectures

- a. Dissociative Disorders
- b. Somatoform Disorders

Topic V. Personality Disorders (Ch. 12)

10 Lectures

- a. Defining and diagnosing personality disorders
- b. Odd-Eccentric personality disorders
- c. Dramatic-Emotional personality disorders
- d. Anxious-Fearful personality disorders
- e. Alternative conceptualizations of personality disorders

Topic VI. Mood Disorders and Suicide (Ch. 9 And 10)

12 Lectures

- a. Symptoms, Diagnosis, and Prognosis
- b. Biological theories of mood disorders
- c. Psychological theories of mood disorders
- d. Sociocultural perspectives on mood disorders
- e. Mood disorders treatments
- f. Defining and Measuring suicide
- g. Understanding suicide
- h. Treatment and prevention

Topic VII. Schizophrenia (Ch. 11)

10 Lectures

- a. Symptoms, Diagnosis, and Prognosis
- b. Biological theories
- c. Psychosocial perspectives
- d. Treatments stress and schizophrenia

Topic VIII. Childhood Disorders (Ch. 13)

10 Lectures

- a. Behaviour Disorders
- b. Separation Anxiety disorder
- c. Elimination disorders
- d. Disorders of cognitive, motor and communication skills
- e. Mental retardation
- f. Autism

Topic IX. Cognitive Disorders and Life- Span Issues (Ch. 14)

10 Lectures

- a. Dementia
- b. Delirium
- c. Amnesia
- d. Mental disorders in later life

Topic X. Sexual Disorders and Gender Identity Disorder (Ch. 16)

8 Lectures

- a. Sexual dysfunctions
- b. Paraphilias
- c. Gender Identity disorder

Book for study:

Nolen- Hoeksema, S. (2004). Abnormal Psychology. (3<sup>rd</sup> ed.). McGraw- Hill.

Book for Reference:

- 1) Barlow, D.H., & Durand, V.M. (2005). Abnormal Psychology: An Integrative Approach. (4<sup>th</sup> ed.). Wadsworth/ Thomson Learning

- 2) Bennet, P. (2003). Abnormal and Clinical Psychology: An Introductory Textbook. Open University Press
  - 3) Compas, B.E., & Gotlib, I.H. (2002). Introduction to Clinical Psychology: Science and Practice. McGraw- Hill
  - 4) Halgin, R.P., & Whitbourne, S.K. (2003). Abnormal Psychology: Clinical Perspectives on Psychological Disorders. (4<sup>th</sup> ed.). McGraw-Hill
  - 5) Mash, E.J., & Wolfe, D.A. (2005). Abnormal Child Psychology. (3<sup>rd</sup> ed.). Wadsworth / Thomson Learning
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**T.Y.B.A. Revised Syllabus Paper VI – Industrial and Organizational Psychology**  
**Theory = 80 marks; Project = 20 marks**

**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

**Section I – 40 marks**

**40 Lectures**

**Topic I. Assessing individuals (Ch. 4)**

**10 lectures**

- a. Foundations of assessment
- b. Traditional assessment procedures
- c. Additional assessment methods
- d. Special topics in assessment

**Topic II. Understanding Performance (Ch. 5)**

**10 lectures**

- a. A basic model of performance
- b. Extensions of the basic performance model
- c. Job analysis: Fundamental properties and practices
- d. Job analysis: Newer developments
- e. Job evaluation, Comparable worth and The Law

**Topic III. Performance Measurement (Ch. 6)**

**10 lectures**

- a. Basic concepts in performance measurement
- b. Performance rating – Substance
- c. Performance rating – Process
- d. The social and legal context of performance evaluation

Topic IV. Training and Development (Ch. 8)

10 lectures

- a. Foundations of training and learning
- b. Content and methods of training
- c. Evaluating training programs
- d. Specialized training programs

Section II – 40 marks

40 Lectures

Topic V. The Motivation To Work (Ch. 9)

10 lectures

- a. An Introduction to Motivation
- b. Motivational Theories- Classic approaches
- c. Modern approaches to work motivation
- d. Practical issues in motivation

Topic VI. Attitudes, Emotions, and Work (Ch. 10)

10 lectures

- a. Job satisfaction
- b. Moods, Emotions, Attitudes, and Behaviour
- c. Related topics

Topic VII. Leadership (Ch. 12)

10 lectures

- a. The concept of leadership
- b. Traditional theories of leadership
- c. New approaches to leadership
- d. Emerging topics and challenges in leadership research

Topic VIII. The Organization of Work Behaviour (Ch. 14)

10 lectures

- a. The conceptual and theoretical foundations of organizations
- b. Some social dynamics of organizations
- c. Organizational development and change.

Book for study:

Landy, F. J., & Conte, J. M. (2004). Work In The 21<sup>st</sup> Century: An Introduction to Industrial and Organizational Psychology (International ed.) New York: McGraw Hill co.

Note – Chapter no. 1 – ‘What is Industrial and Organizational Psychology?’ will not have a question set on it. However, it should be taught as an Orientation to this paper.

Books for reference:

- 1) Aamodt, M.G. (2004). Applied Industrial/Organizational Psychology. (4<sup>th</sup> ed). Wadsworth/ Thomson Learning

- 2) Hellriegel, D., & Slocum, J.W. (2004). Organizational Behavior. (10<sup>th</sup> ed.). South Western/ Thomson Learning
  - 3) Luthans, F. (2005). Organizational Behavior. (10<sup>th</sup> ed.). McGraw Hill.
  - 4) Muchinsky, P.M. (2003). Psychology Applied to Work. (7<sup>th</sup> ed.). Wadsworth/Thomson Learning
  - 5) Nelson, D.L., & Quick, J.C. (2005). Understanding Organizational Behavior (2<sup>nd</sup> ed.). South Western/ Thomson Learning
  - 6) Newstrom, J.W., & Davis, K. (2002). Organizational Behavior: Human Behavior at work (11<sup>th</sup> ed.). Tata McGraw- Hill
  - 7) Sekaran, U., (2004). Organisational Behaviour : Text And Cases. (2<sup>nd</sup> ed.). New Delhi: Tata McGraw- Hill
  - 8) Shani, A.B., & Lau, J.B., (2005). Behavior in Organizations: An Experiential Approach. (8<sup>th</sup> ed.). McGraw Hill
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T.Y.B.A. Revised Syllabus Paper VII - Cognitive Psychology. 100 marks

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 NeuroPsychology
3. To provide the theoretical orientation and background for Practicals in Cognitive Processes (Paper VIII)
4. To create a foundation for higher education and a career in the field of Cognitive Psychology

Section I - 50 marks

50 Lectures

Topic I. Cognitive Psychology (Ch. 1)

8 Lectures

- a. A brief history of the study of cognition
- b. Research methods in cognitive psychology
- c. Paradigms of cognitive psychology

Topic II. Perceiving Objects and Recognizing Patterns (Ch. 2)

10 Lectures

- a. Gestalt approaches to perception
- b. Bottom-up processes
- c. Top-down processes

- d. Direct perception
- e. Disruptions of perception: visual agnosias

Topic III. Paying Attention (Ch. 3)

12 Lectures

- a. Selective attention
- b. Neuropsychological studies of attention
- c. Automaticity and the effects of practice.
- d. Divided attention

Topic IV. Forming and Using New Memory Traces (Ch. 4)

10 Lectures

- a. Metaphors of memory
- b. Sensory memory
- c. Short-term memory
- d. Working memory
- e. Executive functioning
- f. Neurological studies of memory processes

Topic V. Retrieving Memories from Long-Term Storage (Ch. 5)

10 Lectures

- a. The traditional view of long-term memory
- b. The levels-of-processing view
- c. The reconstructive nature of memory
- d. Amnesia

Section II - 50 marks

50 Lectures

Topic VI. Memory for General Knowledge (Ch. 6)

10 Lectures

- a. The semantic/episodic distinction
- b. Semantic memory models
- c. Schemata
- d. Implicit versus explicit memory

Topic VII. Concepts and Categorization (Ch. 7)

10 Lectures

- a. Theoretical descriptions of the nature of concepts
- b. Forming new concepts and classifying new instances

Topic VIII. Visual Imagery (Ch. 8)

10 Lectures

- a. Mnemonics and memory codes
- b. Empirical investigations of imagery
- c. The nature of mental imagery
- d. Neuropsychological findings

Topic IX. Thinking and Problem Solving (Ch. 10)

8 Lectures

- a. Classic problems and general methods of solution
- b. Blocks to problem solving
- c. The problem space hypothesis
- d. Expert systems

- e. Finding creative solutions
- f. Critical thinking

12 Lectures

Topic X. Making Decisions (Ch. 12)

- a. Phases of decision making
- b. Basic concepts of probability
- c. Cognitive illusions in decision making
- d. Utility models of decision making
- e. Descriptive models of decision making
- f. Improving decision making

Book for study

Galotti, K.M. (2004). Cognitive Psychology: In and Out of the Laboratory. (3<sup>rd</sup> ed.). Wadsworth/ Thomson Learning

Books for reference:

- 1) Francis, G., Neath, I., MacKewn, A., & Goldthwaite, D. (2004). Coglab on a CD. Thomson Wadsworth
- 2) Galotti, K.M. (1999). Cognitive Psychology in and out of the Lab. (2<sup>nd</sup> ed.). Thomson Learning India.
- 3) Goldstein, E. B. (2005). Cognitive Psychology: Connecting Mind, Research, and Everyday Experience. Wadsworth/ Thomson Learning
- 4) Hunt, R. R., & Ellis, H. C. (2004). Fundamentals of Cognitive Psychology. (International ed.). McGraw Hill.
- 5) Matlin, M.W. (1995). Cognition. 3<sup>rd</sup> ed., Bangalore: Prism Books pvt. ltd.
- 6) Reed, S.K. (2004). Cognition: Theory and Applications. (6<sup>th</sup> ed.), Wadsworth/ Thomson Learning
- 7) Surprenant, A.M., Francis, G., & Neath, I. (2005). Coglab Reader. Thomson Wadsworth

**T.Y.B.A. Revised Syllabus Paper VIII**

**Practicals in Cognitive Processes And Psychological Testing 100 marks**

**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

3. To familiarize the students with computer-based experiments (Coglab), which would help them to understand some of the experiments in Paper VII, 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.
5. To create a foundation for advanced Experimentation and Research in Psychology and applications of advanced Statistical techniques

Part I. Theoretical orientation to Paper VIII – Practicals

- a. Methodology of Experimentation
- b. Research designs
- c. Importance of controls
- d. Sources of confounding
- e. Pitfalls in Research
- f. Application of inferential statistics
- g. Report writing

Part II. Experiments to be conducted in the academic year – 8

Suggested topics for Experiments (Any 8 topics to be selected)

- 1) Perception
- 2) Attention
- 3) Memory – short-term and long-term
- 4) Concepts and categorization
- 5) Visual imagery
- 6) Language
- 7) Thinking and problem solving
- 8) Reasoning
- 9) Decision making
- 10) Social cognition/ Social Perception
- 11) Reaction time
- 12) Psychophysics
- 13) Psychomotor skills
- 14) Learning/Conditioning
- 15) Motivation
- 16) Emotion

Part III. The obtained data of each Experiment to be analyzed using statistical techniques like –

- 1) The t test - Significance of difference between 2 means as applied to Repeated measures designs and Randomized group designs
- 2) The chi square test
- 3) The median test
- 4) One-way ANOVA as applied to Repeated measures designs and Randomized group designs

5) Correlation coefficient

Part IV. Psychological Testing

- a. Intelligence Testing
- b. Personality Testing

Part V. Coglab demonstrations – computer-based Experiments on Cognitive Processes

Total = 8 Experiments, 2 tests and 1 Coglab demonstration

Books for reference

- 1) Anastasi, A. & Urbina, S. (1997). Psychological Testing. (7<sup>th</sup> ed.). International edition. Prentice Hall International, Inc.
- 2) Cohen, J.R., & Swerdlik, M.E. (2005). Psychological Testing and Assessment: An introduction to Tests and Measurement. (6<sup>th</sup> ed.). New York. McGraw-Hill International edition
- 3) Elmes, D.G., Kantowitz, B.H., & Roediger, H.L. (1999) Research Methods in Psychology. (6<sup>th</sup> ed.). Brooks/Cole, Thomson Learning.
- 4) Francis, G., Neath, I., MacKewn, A., & Goldthwaite, D. (2004). Coglab on a CD. Thomson Wadsworth
- 5) Galotti, K.M. (2004). Cognitive Psychology: In and Out of the Laboratory. (3<sup>rd</sup> ed.). Wadsworth/ Thomson Learning
- 6) Garrett, H.E. (1973). Statistics in Psychology and Education (6<sup>th</sup> ed.) Bombay: Vakils, Feffer, and Simons Pvt. Ltd.
- 7) Guilford, J.P., and Fruchter, B. (1981). Fundamental Statistics in Psychology and Education. (6<sup>th</sup> ed.). McGraw-Hill co.
- 8) Goldstein, E. B. (2005). Cognitive Psychology: Connecting Mind, Research, and Everyday Experience. Wadsworth/ Thomson Learning
- 9) Kaplan, R.M., & Saccuzzo, D.P. (2005). Psychological Testing – Principles, applications and issues. (6<sup>th</sup> ed.). Belmont: Thomson Wadsworth
- 10) McBurney, D.H. (2001). Research Methods. (5<sup>th</sup> ed.). Bangalore: Thomson Learning India
- 11) Mangal, S.K. (1987). Statistics in Psychology and Education. New Delhi : Tata McGraw Hill Publishing Company Ltd.

- 12) Martin, D.W. (2004). Doing Psychology Experiments. (6<sup>th</sup> ed.). Belmont: Thomson Wadsworth
- 13) Matlin, M.W. (1995). Cognition. 3<sup>rd</sup> ed., Bangalore: Prism Books pvt. ltd.
- 14) Snodgrass, J.G., Levy-Berger G.V., & Haydon, M. (1985). Human Experimental Psychology. New York : Oxford University Press.
- 15) Surprenant, A.M., Francis, G., & Neath, I. (2005). Coglab Reader. Thomson Wadsworth

T.Y.B.A. Revised Syllabus Paper IX - Counseling Psychology (Applied Component)  
Theory = 80 marks; Project = 20 marks

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

Section I – 40 marks

40 lectures

I. Perspectives on effective counseling (Chapter 1) 10 Lectures

- a. Theoretical foundations
- b. Fundamental precepts of effective counseling
- c. Characteristics of effective counselors
- d. The joy of helping

II. Understanding counseling as a process (Ch. 2)

10 Lectures

- a. Definition of counseling
- b. Outcome goals of counseling
- c. Process goals in counseling
- d. Stages of the counseling process
- e. The three stages of counseling in perspective

III. Building the counseling relationship and facilitating initial disclosure (Ch. 3)

10 Lectures

- a. What clients bring to the counseling experience
- b. Inviting communication and building the counseling relationship
- c. The core conditions of counseling
- d. Counselor actions that impede communication

IV. In-Depth exploration (Ch. 4)

10 Lectures

- a. Goals and methods of in- depth exploration

- b. Advanced empathy
- c. Immediacy
- d. Confrontation
- e. Interpretation
- f. Role- playing

40 lectures

Section II – 40 marks

10 Lectures

V. Commitment to action and termination (Ch. 5)

- a. The process of goal setting
- b. Design and implementation of action plans
- c. Termination

10 Lectures

VI. Ethics in counseling (Ch. 6)

- a. Codes of professional ethics
- b. Ethical principles
- c. Ethical theory
- d. The relationship between ethics and the law
- e. Common ethical violations by mental health professionals

10 Lectures

VII. Assessment, diagnosis and techniques in counseling (Chapters 7 & 8)

- a. A frame of reference for understanding assessment and diagnosis
- b. Components of effective assessment
- c. Tools for effective diagnosis
- d. Placement of assessment in the counseling process: risks and opportunities
- e. Intake interviews
- f. Mistakes counselors make in the assessment process
- g. Structuring
- h. Leading
- i. The use of questions in counseling

10 Lectures

VIII. Major theories of counseling (Ch. 10)

- a. Structure for relating counseling theories
- b. Person- centered counseling
- c. Gestalt counseling
- d. Psychoanalytic counseling
- e. Cognitive counseling
- f. Trait-Factor counseling
- g. Behavioral counseling
- h. Brief therapy.

Book for study:

Welfel, E. R., & Patterson, L.E. (2005). The Counseling Process: A Multi-theoretical Integrative Approach. (6<sup>th</sup> ed.). Thomson Brooks/ Cole

Books for reference:

- 1) Arulmani, G., & Nag-Arulmani, S. (2004). Career Counseling – a handbook. New Delhi: Tata McGraw-Hill
- 2) Brammer, R. (2004). Diversity in Counseling. (1st ed.). Brooks/Cole Thomson
- 3) Corey, G. (1996). Theory and Practice of Counseling and Psychotherapy. (5th ed.). Thomson Brooks/ Cole
- 4) Cormier, S. & Nurius, P.S. (2003). Interviewing and change strategies for helpers: Fundamental skills and cognitive behavioural interventions. Thomson Brooks/Cole
- 5) Gelso, C.J., & Fretz, B.R. (1992). Counseling Psychology. Bangalore: Prism Books pvt. ltd.
- 6) McLeod, J. (2003). An Introduction to Counseling. (3rd ed.). Open University Press/ McGraw-Hill Higher Education
- 7) Meier, S.T., & Davis, S.R. (1997). Elements of Counseling. (3rd ed.). Thomson Brooks/ Cole
- 8) Rao, N.S. (1991). Counseling and Guidance. (2nd ed.). New Delhi: Tata McGraw-Hill. (17<sup>th</sup> reprint – 2004)