

**STANDARDIZED TEMPLATE / SCHEME OF STUDIES FOR FOUR-
YEAR INTEGRATED CURRICULA FOR BACHELOR DEGREE IN
BASIC, SOCIAL, NATURAL AND APPLIED SCIENCES**

**By
HIGHER EDUCATION COMMISSION**

STRUCTURE

Sr.	Categories	No. of courses	Credit Hours
1.	Compulsory Requirement (No Choice)	9	25
2.	General Courses to be chosen from other departments	8	24
3.	Discipline Specific Foundation Courses	10	32
4.	Major Courses including research project / Internship	13	39
5.	Electives within the major	4	12
	Total	44	132

- Total numbers of Credit hours 132
- Duration 4 years
- Semester duration 16-18 weeks
- Semesters 8
- Course Load per Semester 15-18 Cr hr
- Number of courses per semester 4-6 (not more than 3
lab / practical courses)

**SCHEME OF STUDIES FOR 4 YEAR INTEGRATED
BS IN PSYCHOLOGY
APPROVED BY ADVANCE BOARD OF STUDIES
INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD**

Code	Name of Subject	Credit
Semester I		
GC-100	English-I	3
GC-101	Understanding of Quran	3
GC-102	Introduction to Political Science	3
GC-103	Computer-I	3
GC-104	Sociology	3
Psy-106	Introduction to Psychology	3
		18
Semester II		
GC-200	English-II	3
GC-201	Computer-II	3
GC-202	Introduction to International Relation	3
GC-203	Mathematics	3
GC-204	Pakistan Culture and Society	3
Psy-206	History and Schools of Psychology	3
		18
Semester III		
GC-300	English -III	3
GC-301	Islamic Civilization	3
GC-302	Introduction to management	3
GC-303	Introduction to Law	3
Psy-305	Experimental Psychology	3
Psy-301	Educational Psychology	3
		18
Semester IV		
Psy-401	Community Psychology	3
GC-400	Mass Communication	3
GC-401	Education	3
GC-402	Anthropology	3
Psy-405	Social Psychology	3
Psy-406	Personality Theories	3
		18
Semester V		
GC-500	Values & Structure of Family in Islam	3
Psy-505	Mental Health and Psycho-Pathology-I	3
Psy-606	Neurological Basis of Behavior	3
Psy-504	Psychological Testing-I	3
Psy-501	Research Methods-I	3
Psy-502	Applied Statistics-I	3
		18
Semester VI		
Psy-605	Mental Health and Psycho-Pathology-II	3

Psy-506	Developmental Psychology	3
Psy-604	Psychological Testing -II	3
Psy-601	Research Methods-II	3
Psy-502	Applied Statistics-II	3
		15

Semester VII

Psy-302	Positive Psychology	3
Psy-810	Internship	3
Psy-701	Computer Applications	3
Psy-702	Counseling Psychology	3
Psy-703	Human Resource Management	3
Psy-704	Consumer Psychology	3
Psy-802	Health Psychology	3
Psy-706	Motivation	3
Psy-707	Advance Social Psychology	3
Psy-708	Forensic Psychology	3
Psy-709	Environmental Psychology	3
Psy-808	Muslim Psychology	3
		15

Three courses in all from the above list whereas Positive Psychology and Internship are Compulsory. The courses shall be offered in lieu of the availability of faculty and other resources

Semester VIII

Psy-701	Cross Cultural Psychology	3
Psy-705	Cognitive Psychology	3
Psy-810	Research Project	3
Psy-801	Organizational Psychology	3
Psy-803	Clinical Psychology	3
Psy-804	Leadership in Organization	3
Psy-805	Marketing Research and Promotional Strategies.	3
Psy-806	Behavior Analysis and Management	3
Psy-807	Sports Psychology	3
Psy-809	Parapsychology	3
		15

One course in all from the above list whereas Cross Cultural Psychology, Cognitive Psychology, Research Project, are Compulsory. The courses shall be offered in lieu of the availability of faculty and other resources

DETAIL OF COURSES

English I (Functional English)

Objectives: Enhance language skills and develop critical thinking.

Course Contents

Basics of Grammar
Parts of speech and use of articles
Sentence structure, active and passive voice
Practice in unified sentence
Analysis of phrase, clause and sentence structure
Transitive and intransitive verbs
Punctuation and spelling

Comprehension

Answers to questions on a given text

Discussion

General topics and every-day conversation (topics for discussion to be at the discretion of the teacher keeping in view the level of students)

Listening

To be improved by showing documentaries/films carefully selected by subject teachers

Translation skills

Urdu to English

Paragraph writing

Topics to be chosen at the discretion of the teacher

Presentation skills

Introduction

Note: Extensive reading is required for vocabulary building

Recommended books:

1. **Functional English**
 - a) Grammar
 1. Practical English Grammar by A.J. Thomson and A.V. Martinet. Exercises 1. Third edition. Oxford University Press. 1997. ISBN 0194313492

2. Practical English Grammar by A.J. Thomson and A.V. Martinet. Exercises 2. Third edition. Oxford University Press. 1997. ISBN 0194313506
- b) Writing
1. Writing. Intermediate by Marie-Christine Boutin, Suzanne Brinand and Françoise Grellet. Oxford Supplementary Skills. Fourth Impression 1993. ISBN 0 19 435405 7 Pages 20-27 and 35-41.
- c) Reading/Comprehension
1. Reading. Upper Intermediate. Brian Tomlinson and Rod Ellis. Oxford Supplementary Skills. Third Impression 1992. ISBN 0 19 453402 2.
- d) Speaking

English II (Communication Skills)

Objectives: Enable the students to meet their real life communication needs.

Course Contents

Paragraph writing

Practice in writing a good, unified and coherent paragraph

Essay writing

Introduction

CV and job application

Translation skills

Urdu to English

Study skills

Skimming and scanning, intensive and extensive, and speed reading, summary and précis writing and comprehension

Academic skills

Letter/memo writing, minutes of meetings, use of library and internet

Presentation skills

Personality development (emphasis on content, style and pronunciation)

Note: documentaries to be shown for discussion and review

Recommended books:

Communication Skills

- a) Grammar

1. Practical English Grammar by A.J. Thomson and A.V. Martinet. Exercises 2. Third edition. Oxford University Press 1986. ISBN 0 19 431350 6.
- b) Writing
1. Writing. Intermediate by Marie-Christine Boutin, Suzanne Brinand and Françoise Grellet. Oxford Supplementary Skills. Fourth Impression 1993. ISBN 0 19 435405 7 Pages 45-53 (note taking).
 2. Writing. Upper-Intermediate by Rob Nolasco. Oxford Supplementary Skills. Fourth Impression 1992. ISBN 0 19 435406 5 (particularly good for writing memos, introduction to presentations, descriptive and argumentative writing).
- c) Reading
1. Reading. Advanced. Brian Tomlinson and Rod Ellis. Oxford Supplementary Skills. Third Impression 1991. ISBN 0 19 453403 0.
 2. Reading and Study Skills by John Langan
 3. Study Skills by Richard Yorky.

English III (Technical Writing and Presentation Skills)

Objectives: Enhance language skills and develop critical thinking

Course Contents

Presentation skills

Essay writing

Descriptive, narrative, discursive, argumentative

Academic writing

How to write a proposal for research paper/term paper

How to write a research paper/term paper (emphasis on style, content, language, form, clarity, consistency)

Technical Report writing

Progress report writing

Note: Extensive reading is required for vocabulary building

Recommended books:

Technical Writing and Presentation Skills

- a) Essay Writing and Academic Writing

1. Writing. Advanced by Ron White. Oxford Supplementary Skills. Third Impression 1992. ISBN 0 19 435407 3 (particularly suitable for discursive, descriptive, argumentative and report writing).
 2. College Writing Skills by John Langan. McGraw-Hill Higher Education. 2004.
 3. Patterns of College Writing (4th edition) by Laurie G. Kirszner and Stephen R. Mandell. St. Martin's Press.
- b) Presentation Skills
- c) Reading
The Mercury Reader. A Custom Publication. Compiled by Northern Illinois University. General Editors: Janice Neulib; Kathleen Shine Cain; Stephen Ruffus and Maurice Scharon. (A reader which will give students exposure to the best of twentieth century literature, without taxing the taste of engineering students).

COMPULSORY MATHEMATICS COURSES FOR BS (4 YEAR)

1. COURSE FOR NON-MATHEMATICS MAJORS IN SOCIAL SCIENCES

<i>Title of subject</i>	:	MATHEMATICS
<i>Discipline</i>	:	BS (Social Sciences).
<i>Pre-requisites</i>	:	SSC (Metric) level Mathematics
<i>Credit Hours</i>	:	03 + 00
<i>Minimum Contact Hours</i>	:	40
<i>Assessment</i>	:	written examination;
<i>Effective</i>	:	2008 and onward

Aims : To give the basic knowledge of Mathematics and prepare the students not majoring in mathematics.

Objectives : After completion of this course the student should be able to:

- Understand the use of the essential tools of basic mathematics;
- Apply the concepts and the techniques in their respective disciplines;

- Model the effects non-isothermal problems through different domains;

Contents :

1. *Algebra*: *Preliminaries*: Real and complex numbers, Introduction to sets, set operations, functions, types of functions. *Matrices*: Introduction to matrices, types of matrices, inverse of matrices, determinants, system of linear equations, Cramer's rule. *Quadratic equations*: Solution of quadratic equations, nature of roots of quadratic equations, equations reducible to quadratic equations. *Sequence and Series*: Arithmetic, geometric and harmonic progressions. *Permutation and combinations*: Introduction to permutation and combinations, *Binomial Theorem*: Introduction to binomial theorem. *Trigonometry*: Fundamentals of trigonometry, trigonometric identities. *Graphs*: Graph of straight line, circle and trigonometric functions.
2. *Statistics* : *Introduction*: Meaning and definition of statistics, relationship of statistics with social science, characteristics of statistics, limitations of statistics and main division of statistics. *Frequency distribution*: Organisation of data, array, ungrouped and grouped data, types of frequency series, individual, discrete and continuous series, tally sheet method, graphic presentation of the frequency distribution, bar frequency diagram histogram, frequency polygon, cumulative frequency curve. *Measures of central tendency*: Mean median and modes, quartiles, deciles and percentiles. *Measures of dispersion*: Range, inter quartile deviation mean deviation, standard deviation, variance, moments, skewness and kurtosis.

Books Recommended:

1. Swokowski. E. W., '*Fundamentals of Algebra and Trigonometry*', Latest Edition.
2. Kaufmann. J. E., '*College Algebra and Trigonometry*', PWS-Kent Company, Boston, Latest Edition.
3. Walpole, R. E., '*Introduction of Statistics*', Prentice Hall, Latest Edition.
4. Wilcox, R. R., '*Statistics for The Social Sciences*',

GENERAL COURSES FROM OTHER DEPARTMENTS

Note: Details of courses may be developed by the concerned departments according to their Selection of Courses as recommended by their Board of Studies.

LIST OF FOUNDATION COURSES

1. Introduction to Psychology
2. History and Schools of Psychology
3. Experimental Psychology
4. Introduction to Social Psychology
5. Personality Theories
6. Mental Health & Psycho-Pathology – I
7. Mental Health & Psycho-Pathology – II
8. Neurological Bases of Behavior
9. Developmental Psychology

DETAILS OF FOUNDATION COURSES

Psy-101 Introduction to Psychology

Course Objectives

Describe psychology with major areas in the field, and identify the parameters of this discipline. Distinguish between the major perspectives on human thought and behavior. Appreciate the variety of ways psychological data are gathered and evaluated. Gain insight into human behavior and into one's own personality or personal relationships. Explore the ways that psychological theories are used to describe, understand, predict, and control or modify behavior.

Course Contents

1. **Introduction to Psychology**
 - a. Nature and Application of Psychology with special reference to Pakistan.
 - b. Historical Background and Schools of Psychology (A Brief Survey)
2. **Methods of Psychology**
 - a. Observation
 - b. Case History Method Experimental Method
 - c. Survey Method
 - d. Interviewing Techniques
3. **Biological Basis of Behavior**
 - a. Neuron: Structure and Functions
 - b. Central Nervous System and Peripheral Nervous System
 - c. Endocrine Glands
4. **Sensation, Perception and Attention**
 - a. Sensation
 - (I) Characteristics and Major Functions of Different Sensations
 - (II) Vision: Structure and functions of the Eye.
 - (III) Audition: Structure and functions of the Ear.
 - b. Perception
 - (I) Nature of Perception
 - (II) Factors of Perception: Subjective, Objective and Social
 - (III) Kinds of Perception:
 - (IV) Spatial Perception (Perception of Depth and Distance)
 - (V) Temporal Perception; Auditory Perception.
 - c. Attention
 - (I) Factors, Subjective and Objective

- (II) Span of Attention
- (III) Fluctuation of Attention
- (IV) Distraction of Attention (Causes and Control)

5. **Motives**

- a. Definition and Nature
- b. Classification

Primary(Biogenic) Motives: Hunger, Thirst, Defecation and Urination, Fatigue, Sleep, Pain, Temperature, Regulation, Maternal Behavior, Sex

Secondary (Sociogenic) Motives: Play and Manipulation, Exploration and Curiosity, Affiliation, Achievement and Power, Competition, Cooperation, Social Approval and Self Actualization.

6. **Emotions**

- a. Definition and Nature
- b. Physiological changes during Emotions (Neural, Cardial, Visceral, Glandular), Galvanic Skin Response; Pupillometrics
- c. Theories of Emotion
- d. James Lange Theory; Cannon-Bard Theory
- e. Schachter –Singer Theory

7. **Learning**

- a. Definition of Learning
- b. Types of Learning: Classical and Operant Conditioning Methods of Learning: Trial and Error; Learning by Insight; Observational Learning

8. **Memory**

- a. Definition and Nature
- b. Memory Processes: Retention, Recall and Recognition
- c. Forgetting: Nature and Causes

9. **Thinking**

- a. Definition and Nature
- b. Tools of Thinking: Imagery; Language; Concepts
- c. Kinds of Thinking
- d. Problem Solving; Decision Making; Reasoning

10. **Individual differences**

- a. Definition concepts of;
- b. Intelligence, personality, aptitude, achievement

RECOMMENDED BOOKS

1. Atkinson R. C., & Smith E. E. (2000). *Introduction to psychology*(13thed.). HarcourtBraceCollege Publishers.
2. Fernald,L.D.,&Fernald,P.S.(2005). *Introduction to psychology*. USA: WMCBrownPublishers.
3. Glassman, W. E. (2000). *Approaches to psychology*. Open University Press.
Hayes, N. (2000). *Foundation of psychology* (3rded.). Thomson Learning.
Lahey, B. B. (2004). *Psychology: An introduction* (8th ed.). McGraw-HillCompanies, Inc.
4. Leahey, T. H. (1992). *A history of psychology: Main currents in psychological thought*. New Jersey: Prentice-Hall International, Inc.
5. Myers, D. G. (1992). *Psychology*. (3rd ed.). New York: WadsworthPublishers.
6. Ormord, J. E. (1995). *Educational psychology: Developing learners*. Prentice-Hall, Inc.

Psy-201 **History and Schools of Psychology**

Course Objectives

To develop a basic understanding of the various processes of scientific development and change and to become familiar with the chronological history of ideas which contribute to the field of psychology. To examine the historical context within which that historical development took place and the schools of psychology. To be able to place current psychological thought within that historical development and context.

Course Contents

1) Introduction

- a. Why study the history of psychology?
Revisions in the traditional views of science Persistent questions in psychology
- b. Early Greek Philosophy.
- c. The first philosophers: Thales, Anaximander, Heraclitus, Parmenides, Pythagoras, Empedocles, and Democritus
- d. Early Greek Medicine
- e. The relativity of Truth; Protagoras, Gorgias, Xenophanes, Socrates, Plato, Aristotle; After Aristotle
- f. Skepticism & Cynicism
- g. Epicureanism and Stoicism Neoplatonism and Emphasis on spirit
Contribution of Muslim Philosopher
- h. Scholasticism

2) The Beginning of Modern Science and Philosophy

- a. Renaissance Humanism; Challenges to Church authority; Rene Descartes
- b. Empiricism, Sensationalism, and positivism
- c. British Empiricism; French Sensationalism; Positivism
- d. Rationalism
- e. Spinoza; Immanuel Kant; Johann Friedrich Herbart; Friedrich Hegel
- f. Romanticism and Existentialism
- g. Early developments in physiology and the rise of experimental psychology; Individual differences; Early Research on brain functioning
Voluntarism, Structuralism and other early approaches to psychology
Voluntarism.

3) Psychobiology

- a. Karl and Lashley; New connectionism; Behavioral genetics
- b. Contemporary Psychology
- c. The Diversity in contemporary psychology
- d. The tension between pure, scientific and applied psychology
- e. Psychology's status as a science; Post modernism

4) **Systems and Schools of Thought**

- a. Structuralism Functionalism Behaviorism
- b. Gestalt psychology and Field Theory
- c. Psychodynamics Humanistic Psychology Cognitive Psychology
- d. New trends in Psychology
- e. Psychology in Pakistan

RECOMMENDED BOOKS:

1. Hergenhahn, B. R. (2001). *An introduction to the history of psychology*. New York: Wadsworth.
2. Sharma, N., & Sharma, R. (2003). *History and schools of psychology*. New Delhi: Atlantic Publishers.
3. Ajmal, M. (1986). *Muslim contribution to psychotherapy and other essays*. Islamabad: National Institute of Psychology, Quaid-i-Azam University.
4. Boring, E. G. (1957). *A history of psychology*. New Jersey: Prentice-Hall.
5. Leahey, T. H. (1987). *A history of psychology*. New Jersey: Prentice-Hall Inc.
6. Murphy, G. (1949). *Historical introduction to modern psychology*. London: Routledge & Kegan Paul.
7. Shultz, D. (1981). *A history of psychology*. Florida: Academic Press.
8. Wolmen, B. B. (1979). *Contemporary theories and systems in psychology*. New York: Harper & Row.

Psy – 301 **Experimental Psychology**

Course Objectives

The students will be able to apply learning theories to classroom situations. Examine the importance of the psychology of the individual to the development of self-esteem, cooperative learning, individual differences, and motivation and learning styles. Describe the relationships of teachers, parents, and students that lead to a productive learning environment. Articulate their own beliefs about education and the role of educational psychology.

Course Contents

1. **Psychophysics:**

Importance of Psychophysics; Absolute & Differential Thresholds; Psychophysical Methods; Theory of signal detection.

2. **Perception:**

Perception and Sensation; The Gestalt Concept of Perception; Perceptual Consistencies; Depth Perception; Figure and Ground Perception; Perception of Movement; Perceptual defense and vigilance; Perception of time; Visual illusions

3. **Practical Work:**

The following experiments shall be performed by the students:

- a. Meaningful vs. Nonsense Learning
- b. Retroactive Inhibition Simple
- c. Reaction Time Transfer of
- d. Training
- e. Trial Position Effect under
- f. Massed and Distributed
- g. Practice
- h. Whole vs. Part Learning

4. **Learning:**

- a. Simple Learning and Conditioning.
- b. Classical versus instrumental conditioning.
- c. Basic factors in learning and performance.
- d. Role of reinforcement in learning.

- e. Contemporary theories of Learning
 - f. Transfer of training
5. **Memory:**
- a. Theories of Memory.
 - b. Compartments of Memory.
 - c. The storage and retrieval process.
 - d. Transplantation of Memory.
 - e. Memory Experiments.
 - f. Mnemonics: ways of improving memory (Devices Mnemonics)
6. **Thinking and Problem-Solving:**
- a. Nature of Thinking.
 - b. Concept formation.
 - c. Imageless thought Controversy.
 - d. Set and attitude as factors in Thinking.
 - e. Creative Thinking.
 - f. Theories of Thinking.

7. **Practical Work:**

Following experiments shall be performed by the students:
Judgment Time Mapping Cetaceous Sense Spot Mental Fatigue Negative after
Image Retention for Complete and Interrupted Task Thermal Adaptation

RECOMMENDED BOOKS:

1. McGuigan, F. J. (2001). Experimental Psychology-Methods of Research: (7th Edition). Prentice Hall. UK.
2. Kantowitz, B. H., Roediger, H. L., & Elmes, D. G. (1994). Experimental Psychology: Understanding Psychological Research. (5th edition). West Publishing Company, USA.
3. Boring, E. G. (2007). History of Experimental Psychology. Cosmo Publications New Delhi.
4. Postman, L & Eagan, J. P. (2007). An Introduction. New York: Harper and Row.
5. Andreas, B.G. (1972). Experimental Psychology (2nd ed). New York: John Wiley and Sons,

Psy – 401 **Introduction to Social Psychology**

Course Objectives

Social Psychology is to give awareness of certain fundamental concepts and principles involved in human behavior. It provides an awareness of the major problems and issues in the discipline of social psychology, and the capacity to interpret research findings. To accomplish this goal, this course emphasizes the understanding and interpretation of research findings and an ability to evaluate their usefulness.

Course Contents

1. **The Field of Social Psychology**
 - a. Introduction to social psychology
 - b. Current trends and future scope
 - c. Conducting research in social psychology

2. **Self- Presentation and Social Perception**
 - a. Non verbal behavior
 - b. Attribution
 - c. Impression management

3. **Social Cognition**
 - a. Schemas
 - b. Heuristics
 - c. Affect and Cognition.

4. **Behavior and Attitudes**
 - a. Nature of attitudes
 - b. Formation, maintenance, and change in attitudes
 - c. Relationship between attitude and behavior
 - d. Cognition & attitude

5. **Aspects of Social Identity**
 - (I) The self
 - a. Nature of the self
 - b. Self concept
 - c. Social diversity

- d. Self esteem
- (II) Other aspects of self functioning
 - a. Self focusitig
 - b. Cognitiveandaffectiveaspects
 - c. Self Monitoring
 - d. Self Efficacy
- (III) Gender & socialization

6. **Social Influence**

- a. Conformity
- b. Compliance
- c. Obedience

7. **Pro-social Behavior**

- a. Why do we help?
- b. When do we help?
- c. Does true altruism really exist?
- d. Whom do we help?
- e. How we can increase helping?

8. **Aggression/hurtingothers**

- a. What is Aggression?
- b. Influences on Aggression
- c. Reducing Aggression
- d. Lucifer effect
- e. Bullying

RECOMMENDED BOOKS:

1. Wesley. Fisher, R. J. (1982). *Social psychology: An applied approach*. New York: St.MartinPress.
2. Forsyth,D.F.(1987). *Socialpsychology*.California: BrooksPublishing Company.
3. Myers, D. G. (1987).*Exploring social psychology*. New York: McGraw-Hill.
4. Myers, D. G. (1987).*Socialpsychology*. New York: McGraw-Hill.
5. Wayant, J. M. (1986). *Applied social psychology*. New York: OxfordUniversityPress.

Psy – 302 **Personality Theories**

Course Objectives

To examine, in depth, specific theories under each of the major psychological models of personality and examine each theories concepts and principles, their explanation of personality development, their assessment techniques, and their application to treatment of psychopathology. Students will be able to articulate the major concepts and principles of each personality theory discussed in the class and in the text. Students will be able to articulate each theories assessment techniques and the theories approach to the treatment and understanding of psychopathology.

Course Contents

1. **Psychology of personality**
 - a. Introduction to the Discipline
 - b. Meaning of personality
 - c. Meaning of theory
 - d. Components of personality theory

2. **The Psychoanalytic Legacy; Sigmund Freud**
 - a. Biographical sketch
 - b. Basic concepts
 - c. Personality structure
 - i. Three interacting systems.
 - ii. Personality development
 - iii. Five sequential stages.
 - iv. Personality dynamics
 - v. instincts/anxiety/catharsis and anti-catharsis
 - vi. Defense mechanisms
 - d. Application of psychoanalytic theory; Dream analysis paraphrases
 - e. Psychotherapy
 - f. Critical evaluation

3. **Personality's ancestral foundations: Carl Jung:**
 - a. Biographical sketch
 - b. Basic concepts: Conscious and unconscious; Archetypes, Personality typology Personality development
 - c. Further applications: Dream analysis; Psychopathology;

- Psychotherapy
- d. Critical evaluation

4. **Overcoming inferiority and striving for superiority: Alfred Adler**

- a. Biographical sketch
- b. Basic concepts:
 - I. Developing social feelings: society; work and love
 - II. Style of life; future goals vs. past events; overcoming inferiority
Striving for superiority and superiority complex; Family influences on personality development
- c. Further applications: Dream analysis; Psychopathology Psychotherapy
- d. Critical evaluation

5. **Neo Freudians**

a. **Karen Horney**

- i. Basic anxiety
- ii. Coping by way of 10 neurotic needs moving towards, or against, or away from people
- iii. Development of an idealized vs. a real image of self
- iv. Claims, should and Defense mechanisms.

b. **Harry Stack Sullivan**

- v. Empathy
- vi. Anxiety and security
- vii. 3 modes of experience
- viii. 6 stages of Development

c. **Henry A. Murray**

- ix. Definition of need
- x. variety of needs
- xi. Strength of needs and interactions Environmental press
- xii. Thema

d. **Erik Erikson**

- xiii. Psycho-social stages of personality development
- xiv. Identity crises

e. **Erich Fromm**

- xv. Existential needs
- xvi. Individual and social characters

f. Evolutionary Psychology

6. Dispositional theories:

- a. Gordon Allport
 - i. Personality development
 - ii. Personality traits
 - iii. Critical evaluation
- b. Raymond Cattell
 - i. View of a person; Understanding of the person Factor analysis; Economic model
 - ii. Basic concepts; Data types; Traits; Personality of nations c) Critical evaluation
 - iii. Hans Eysenck
 - iv. Basic concepts; Traits and types; Measuring and describing E, N, and P
 - v. Critical evaluation

7. Humanistic and existentialist theories

- a. Abraham Maslow
- b. Basic concepts
- c. Five basic human needs
- d. Self actualizing person
- e. Critical evaluation
 - i. Carl Rogers
 - ii. Biographical sketch
 - iii. Basic concepts
 - iv. Actualization
 - v. Importance of self
 - vi. Personality development
 - vii. Client centered therapy
- f. Critical evaluation
- g. George Kelly
- h. Biographical sketch
- i. Basic concepts
 - viii. Personality as a system of constructs
 - ix. Relation among constructs
- j. Personality development
 - x. Predictability
 - xi. Dependency constructs
 - xii. Role playing

- xiii. Choices: the C-P-C cycle
- xiv. Critical evaluation

8. **Behaviorist theories**

(I) B.F. Skinner

- a. Basic Concepts
 - i. Operant conditioning
 - ii. Positive reinforcement
 - iii. Negative reinforcement and punishment
 - iv. Schedules of reinforcement
 - v. Operant conditioning and reinforcement
 - vi. Development of humans: Language, Personality and child rearing
- b. Critical evaluation

(II) John Dollard and Neal E. Miller

- a. Basic concepts
 - i. Psychopathology
 - ii. How fear is learned
 - iii. Effect of fear
 - iv. Critical evaluation

(III) Social Learning Theory of Albert Bandura

- a. Basic concepts
 - i. Models and modeling
 - ii. Goals and self regulating
 - iii. Self efficacy
 - iv. Reward
 - v. Defensive behavior
- b. Critical evaluation
 - i. Current paradigms

RECOMMENDED BOOKS:

1. Buss, D. M. (2004). *Evolutionary psychology: The science of mind* (2nd ed.) Boston: Allyn & Bacon.
2. Ewen, R. B. (1998). *An introduction of theories of personality*. (5th ed.). New Jersey: Lawrence Erlbaum Associate Publishers.
3. Feist, J. (1985). *Theories of personality*. Sydney: Holt Rinehart & Winston, Inc.
4. Pervin, L. A., Cervone, D., & John, O. P. (2005). *Personality theory and research* (9th ed.). New York: John Wiley & Sons.
5. Allen, B. P. (1997). *Personality theories: Development, growth and diversity*. (2nd ed.). Boston: Allyn & Bacon.
6. Ewen, R. B. (1998). *An introduction to theories of personality*. (5th ed.) New Jersey: Lawrence Erlbaum Associate Publishers.

7. Feist, J. (1985). *Theories of personality*. Sydney: Holt Rinehart & Winston, Inc.
Psy – 501 Mental Health and Psycho-pathology - I

Course Objectives

Knowledge of the psychological theories and models for the field of abnormal psychology. Understanding of assessment, etiology, symptoms, and treatments of the major psychological disorders. Familiarity with research methods and ethical considerations appropriate for the study of abnormal psychology. Ability to apply course materials to case studies of individuals.

Course Contents

1. **Introduction to Abnormal Psychology**
 - a. Concept of Abnormality;
 - b. Criteria of Normality and Abnormality;
 - c. Defining Psychological Abnormality
 - d. (Deviance, Distress, Dysfunction, Danger)
 - e. Paradigm shift of mental health

2. **Historical Background of Modern Abnormal Psychology**
 - a. Ancient views and treatment
 - b. Greek and Roman views; Europe in the middle ages
 - c. The Renaissance; 19th Century
 - d. Views of abnormality; modern trends

3. **Models of Psychopathology**
 - a. Biological Model
 - b. The Psychodynamic Model
 - c. Behavioral Model
 - d. Cognitive Model
 - e. The Humanistic Model
 - f. The Socio-cultural Model
 - g. Eclectic Approach

4. **Clinical Assessment of Abnormality:**
 - a. A brief overview of clinical observation, tests and interviews
 - b. Diagnostic Classification Systems: DSM and ICD

RECOMMENDED BOOKS:

1. American Psychiatric Association. (1994). *Diagnostic and statistical manual of mental disorders* (4th ed.). Washington, DC.
2. Comer, R. J. (2004). *Abnormal psychology*. USA: Freeman & Company.
3. Neale, J.M. & Davison, G. C. (2004). *Abnormal psychology*. New York: John

Wiley&Sons.

Psy – 601 MentalHealthandPsycho-pathology - II

Course objectives

Knowledge of the psychological theories and models for the field of abnormal psychology. Understanding of assessment, etiology, symptoms, and treatments of the major psychological disorders. Familiarity with research methods and ethical considerations appropriate for the study of abnormal psychology. Ability to apply course materials to case studies of individuals.

Introductionandbasicconcept of Abnormal Behavior
Differential Diagnosisand Etiological Factor described in DSM-IV

Axis I, II, III, & IV

RECOMMENDED BOOKS:

1. American Psychiatric Association. (1994). *Diagnostic and statistical manual of mental disorders* (4th ed.). Washington, DC.
2. Comer, R. J. (2004). *Abnormal psychology*. USA:Freemanand Company.
3. Neale, J.M.& Davison, G. C. (2004). *Abnormal psychology*. New York: John Wiley&Sons.

Psy – 502 Neurological Bases of Behavior

Course Objectives

To present current methodologies and concepts in experimental psychology. To equip students with techniques of communicating results of experiments. To instill an ethical approach to conduct the experimental research.

Course Contents

1. **Origins of Neuropsychology**
 - a. Neurological explanation of behavior
 - b. Historical roots of Physiological Psychology
 - c. Evolution of brain
 - d. Genetics and evolution of behavior
 - e. Ethical issues in Neuropsychological research

2. **Physiology of Neural Cells**
 - a. Neurons
 - b. Types of neurons
 - c. Nerve impulse
 - d. Communication within a neuron
 - e. Communication between neurons.

3. **Physiology of Nervous System**
 - a. Basic features of nervous system
 - b. Central nervous system
 - c. Peripheral nervous system
 - d. Development of the brain.
 - e. Investigating how the brain controls behavior.

4. **Emotions and Regulation of Internal Body States**
 - a. Neural control of emotional response patterns
 - b. Role of orbit frontal cortex in social judgment and emotions
 - c. Neural basis of the communication of emotions
 - d. Endocrine system and emotions
 - e. Homeostasis
 - f. The psychology and biology of thirst
 - g. The multiple controls of hunger
 - h. Physiological mechanisms of sleep and waking.

RECOMMENDED BOOKS:

1. Kalat, J. W. (1998). *Biological psychology* (6th ed.). California: Brooks/Cole Publishing Company.
2. Carlson, N. R. (1999). *Foundations of physiological psychology* (4th ed.). Boston: Allyn and Bacon.

Course Objectives:

To know the important aspects of developmental research and some of the theoretical explanations of the developmental process. Understand the relationship between heredity and environment as they form the foundations of human development. Understand the advances in cognitive, moral, and social development occurring in late childhood, ages seven to twelve. Understand the crises and their effects on the individual in various developmental stages throughout out the lifespan. Understand the developmental challenges of adolescence.

1. Nature and Scope
2. Research Methods in Developmental Psychology: Longitudinal;
3. Cross-Sectional; Experimental Aspects of Development: Physical, Psychological, Social, Linguistic & Cognitive
4. Phases of Development: Prenatal, Birth, Infancy, Childhood, Adolescence, Adulthood, Old-age

RECOMMENDED BOOKS:

1. Ahmad, F. Z. (1993). Mental health and patterns of child rearing in Pakistan. Pakistan: Institute of Clinical Psychology, University of Karachi, Karachi.
2. Bee, H. (1994). Lifespan development. HarperCollinsCollege Publishers.
3. Berk, E. L. (2000). Child development (5th ed.). Boston: Allyn & Bacon.
4. Feldman, R. S. (1999). Child development: A typical approach. USA: Prentice-Hall, Inc.
5. Papalia, E. D., Olds, W. S., & Feldman, D. R. (2001). Human development (8th ed.). New York: McGraw-Hill.
6. Sprinthall, N. A., & Collins, W. A. (1984). Adolescent psychology: A developmental view. (3rd ed.). USA: McGraw-Hill.

MAJOR COURSES

1. Psychological Testing – I
2. Psychological Testing - II
3. Research Methods – I
4. Research Methods – II
5. Elementary Statistics
6. Applied Statistics
7. Advance Social Psychology
8. Positive Psychology
9. Educational Psychology
10. Cross Cultural Psychology
11. Cognitive Psychology
12. Research Project
13. Internship

DETAILS OF MAJOR COURSES

Psy – 503 Psychological Testing-I

Course Objectives

To introduce the student to the basic theoretical psychometric concepts and use of psychological tests. Main course objectives include understanding of the basic principles of psychological measurement and the techniques of test construction, administration, and validation. Test rationale, construction, characteristics and the use of evaluation are emphasized. Understand statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations. Understand reliability, validity, and understanding social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations.

Course Contents

1. **Psychological Assessment and tests:**
 - a. Definition
 - b. Nature of Psychological assessment
 - c. Psychological testing
 - d. Types and uses
 - e. Control in use of psychological tests
 - f. Sources of information about tests
 - g. Ethics of psychological testing
 - h. Standards of testing and test administration.

2. **History of psychological testing:**
 - a. Antecedents
 - b. Rise of modern psychological testing
 - c. Current status and controversies

3. **Test construction and adaptation:**
 - a. A general introduction
 - b. Characteristics of a good psychological test
 - c. Steps of test construction and adaptation.

4. **Item writing:**
 - a. Types of items
 - b. General guidelines for writing items
 - c. Methods of scoring

5. **Item analysis:**
 - a. Meaning and purpose of item analysis

- b. Item difficulty
 - c. Item discrimination
 - d. Item distracters
 - e. Factors influencing item difficulty and item discrimination
 - f. Item response theory
 - g. Item characteristic curves.
 - h. Problems of item analysis: Cross Validation.
 - i. Item analysis of tests.
6. **Reliability:**
- a. Introduction
 - b. Types of reliability
 - c. Measurement of reliability
 - d. Test-retest, split-half reliability
 - e. Parallel forms and inter-rater reliability
 - f. Cronbach alpha.
 - g. Factors influencing reliability of test scores
 - h. Improving reliability of tests.
7. **Validity:**
- a. Introduction
 - b. Types of validity
 - c. Face / Content, Criterion, Concurrent, Predictive and Construct validity
 - d. Relation of validity & reliability
 - e. Convergent & divergent validation
 - f. Statistical methods for calculating validity
 - g. Threats to validity
 - h. Handling threats to internal and external validity.
8. **Test norms:**
- a. Introduction
 - b. Types of norms
 - c. Steps in developing norms
 - d. Relativity of norms
 - e. Cut-off scores.
 - f. Response sets in test scores
 - g. Meaning of response sets Types of response sets
 - h. Implications of response sets Methods to eliminate response sets
 - i. Interpretation of test scores
 - j. Usage of computer in testing

RECOMMENDED BOOKS:

1. Anastasia, A. (1988). *Psychological testing* (6th ed.). New York: Macmillan.
Anastassi, A., & Urbina, S. (1997). *Psychological testing* (7th ed.). New York: Prentice-Hall Inc.
2. Cronbach, L. J. (1970). *Essentials of psychological testing* (3rd ed.). London: Harper & Row Publishers.

3. Thorndike R. L., & Hagen, E. P. (1995). *Measurement and evaluation in psychology and education* (4th ed.). New York: Macmillan.

Psy – 603 Psychological Testing - II

Course Objectives

Main course objectives include understanding of the basic principles of psychological measurement and the techniques of test construction, administration, and validation. Test rationale, construction, characteristics and the use of evaluation are emphasized. Understanding social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations.

Course Contents

1. **Assessment of intellectual and cognitive abilities**
 - a. Intelligence
 - b. Nature, Meaning, Different viewpoints
 - c. Types of intelligence tests: Howard Gardner, Robert Sternberg, Simon-Binet, Wechsler, Kaufman.
 - d. Differential Ability Scales
 - e. Problems in testing intelligence during infancy, childhood, adulthood and old age.
 - f. Cross cultural & longitudinal studies in intelligence testing.
 - g. Diversity in test performance
2. **Tests for special populations.**
 - a. Infant & Preschool Testing
 - b. Testing of the Mentally Retarded populations.
 - c. Testing for physical disabilities
 - d. Multicultural testing.
 - e. Adaptive Testing
3. **Computer Based Administration**
 - a. Multilevel batteries
 - b. Educational Testing
 - c. Career guidance
 - d. Aptitude testing
 - e. Achievement testing
 - f. Learning disabilities
4. **Personality Assessment and Testing**

- a. Meaning & purpose of personality assessment and testing.
 - b. Types of personality tests:
 - i. Objective and projective tests.
 - ii. Inventories, check lists, Autobiographical memories, rating and ranking scales
 - c. Interview:
 - iii. structured, semi structured and unstructured
 - d. Current status of different personality assessment techniques
 - e. When to use which test or assessment techniques
5. **Assessment of interests, values & attitudes**
- a. Overview & highlights
 - b. Significant trends
 - c. Performance.
6. **Occupational & Organizational Testing and assessment**
- a. Criteria for occupational testing
 - b. Career assessment
 - c. Tests applied to organizational setting
7. **Assessment and Psychological Testing in Clinical & Counseling Settings**
- a. PsychoNeurological tests
 - b. Behavioral assessment and clinical judgment
 - c. Battery of diagnostic tests
 - d. Evaluation of various assessment techniques

RECOMMENDED BOOKS: (for Testing I and II)

1. Aiken Lewis. R. Psychological Testing & Assessment (Latest Edition)
Allyn & Bacon, Inc.
2. Anastasia, A., & Urbina, S. (1997). *Psychological testing*. New Jersey: Prentice-Hall.
3. Cohen, R. J., & Swerdlik, M. E. (2005). *Psychological testing & assessment* (6th ed.). New York: McGraw-Hill.
4. Panda, L H. (1998). *Psychological testing: Theory and application*. New York: Allyn & Bacon.
5. Pittrnger, D. J. (2003). *Behavioral research design analysis*. New York: McGraw-Hill.
6. Shelly, D., & Cohen, D. (1986). *Testing psychological tests*. London: Croon Helm.

Course Objectives

The course is designed to familiarize the students with all aspects of research processes from generation of research idea to data collection analysis and interpretation of findings.

The course also aims to develop scientific reasoning and understanding of link between the theory and empirical investigation.

Course Contents:

1. **Introduction**
 - a. Scientific and non-scientific approaches to knowledge.
 - b. The scientific method: definition, features, goals, and steps.

2. **Identifying a research problem**
 - a. Basic approaches
 - b. Sources of research literature

3. **Scientific theories and hypotheses**
 - a. Formulation of a hypothesis
 - b. Criteria of a hypothesis
 - c. The nature and types of hypotheses
 - d. Operational definitions

4. **Ethical issues in the conduct of psychological research: APA ethical standards**
 - a. Risk versus benefit
 - b. Anonymity and privacy of the subjects
 - c. Informed consent
 - d. Research with animals

Qualitative Techniques

Program evaluation Focus groups

5. **Descriptive research methods**
 - a. Observation
 - i. Naturalistic observation \ observation without intervention
 - ii. Observation with intervention
 - Participant observation
 - Structured observation
 - Field experiments

- iii. Recording behaviour
 - Qualitativemeasuresofbehaviour
 - Quantitativemeasuresofbehaviour
 - iv. Analysis of observational data Advantages, problems, and methodological issues
- b. Unobtrusivemeasures of behaviour
- a. Physical traces
 - b. Archival data

6. Sampling techniques

- a. Basicterminology;representativenessandbias
- b. Probability sampling
 - i. Random sampling methods: pure\simple random sampling; Random digit dialing, Systematic\intervalssampling
 - ii. Stratified random sampling
 - iii. Cluster sampling; simple and multistage
- c. Non-probability sampling: Accidental\Incidental \grab; Purposive; quota; Self-Selected; Snowball; Convenience; Clinical Sampling
- d. Time and event sampling
- e. Situation sampling

RECOMMENDED BOOKS:

1. Ellis, L. (1994). *Researchmethodsinsocialsciences*. Madison: Brown andBenchmark Publishers.
2. Goodwin, C. J. (2002). *Research in psychology: Methods and design*. (3rd ed.). New York: John Wiley & Sons.
3. Kerlinger, F. N. (1986). *Foundationsofbehavioralresearch*. NewYork:HoltRinehart & Winston, Inc.
4. Shaughnessy, J.J., Zechmeister, E. B., & Zechmeister, J. S. (2005). *Research methods in psychology*. (5th ed.). Singapore: McGraw-Hill.

Course Objectives

The course will enable the students to select research designs, methodologies, and measurement strategies used in social work research, and be able to assess the strengths and weaknesses. Understand research concepts to permit a critical analysis of research and evaluation studies with respect to quality, bias, ethics, and potential applications. Apply research concepts and principles in the development and use of qualitative and quantitative methodologies and analytical approaches.

Course Contents

1. **Co-relational research**
 - a. The nature and logic of correlations Correlation versus causality Measures in correlational research Interviews and questionnaires Margin of error Reliability and validity Predictions and decisions
2. **Surveys**
 - a. Nature, goals, and, basic steps
Survey methods: mail surveys, personal interviews, telephone surveys
3. **Survey Research Designs**
 - a. Cross-sectional design Successive independent samples design.
 - b. Longitudinal design
4. **Experimental Research Methods**
 - a. Experimental method: Control and variability, logic, characteristics
 - b. Independent measure designs/Between group design Random group design.
 - c. Alternative independent groups design.
 - d. Methodological issues: Individual differences; Assigning conditions.
 - e. Repeated Measures designs/Within group design.
 - f. Advantages and methodological issues: Differential carry-over effect, and general practice effect Complex designs Small N designs Classical, After – only, Before – after no control group, Crossover, Solomon four-group, and Factorial designs
5. **Applied Research**
 - a. Single Case research designs
6. **Quasi- Experimental Designs**
 - a. Retrospective \ Ex Post Facto Designs Prospective Quasi –

Experimental Designs Time Series Designs Event – Specific
Alignment Designs Twin Studies and Adoption Studies

7. Reporting Investigations

- a. The structure of a research report based upon APA standards: Title page, abstract, introduction, review of relevant literature, method, results, discussion, references and citations

RECOMMENDED BOOKS:

1. Ellis, L. (1994). *Research methods in the social sciences*. Madison: Brown & Benchmark Publishers.
2. Goodwin, C. J. (2002). *Research in psychology: Methods and design*. (3rd ed.). New York: John Wiley & Sons.
3. Kerlinger, F. N. (1986). *Foundations of behavioral research*. New York: Holt Rinehart & Winston, Inc.
4. Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2005). *Research methods in psychology* (5th ed.). Singapore: McGraw-Hill.

Psy – 505 Elementary Statistics

Course Objectives

This course is designed to train the students in theoretical as well as applied statistics, with particular reference to psychology. The statistical analysis is a very essential part of psychological research and students need to grasp the concepts, theoretical rationale, use of certain statistical analysis, and also to learn to carry out thesis analysis.

Course Content

1. Introduction
2. Descriptive and Inferential Statistics
3. Scales of measurement
4. Importance and limitations of statistics in psychology
5. Management and analyses data through SPSS
 - a. Types of data
 - b. Collection of data
 - c. Classification and organization of data
 - d. Presentation of data (Tables, charts, Graphs)
6. **Descriptive statistics**
Measures of central tendency (Mean, Median, Mode)
Measures of Dispersion (Range, deviation, Z Scores, Standard Deviation, Variance)
7. **Correlation, Regression and Prediction**
Correlation (Pearson product moment correlation, Spearman rank order correlation, Point bi-serial estimation, Linear regression
Scatter diagram Standard error of estimation.
8. **Probability**
 - a. Defining probability
 - b. Subjective, empirical and classical probability
 - c. Laws of probability
 - d. Permutation and combination.

RECOMMENDED BOOKS:

1. Collins, M., & Drever, J. (1994). *A first laboratory guideline in psychology*. London: Methuen.
2. Guilford, J. P., & Fruchter, B. (1978). *Fundamental statistics in psychology and education*. New York: McGraw-Hill.
3. Henry, E. & Garrett, T. E. (1975). *Statistics in psychology and education*. New York: Longman Publishers.
4. Postman, L. J. & Egan, J. (2001). *Experimental psychology: An introduction*. New Delhi: Kalyan Publishers.
5. Trevor, G. B. & Christine, M. F. (2001). *Applying the rasch model: fundamental measurement in the human sciences*. Lawrence Erlbaum Associates, Inc.

Psy- 605

Applied Statistics

Course Objectives

This course would familiarize students with statistical concepts used in psychological research. It will further equip and train the students how and when to use different inferential statistics for research data analysis in Psychology and Social Sciences.

Course Contents

1. **Probability:**
 - a. Distributions: Binomial & Poisson Distribution
 - b. Normal Distribution: Proportion & Application

2. **Sampling Distribution & Estimation:**
 - a. How to make a sampling distribution: properties & application
 - b. A brief introduction to estimation; proportion & estimation

3. **Inferential statistics:**
 - a. Definition, basic assumptions / rationale and when to use which inferential statistic
 - b. Hypothesis formulation: Null and Alternative Hypothesis
 - c. One tailed & two tailed hypotheses tests.
 - d. Hypothesis testing
 - e. Level of significance: acceptance and rejection regions
 - f. Type-I & Type-II errors.
 - g. Testing the hypotheses: difference between means and within means of both large & small samples

4. **Parametric statistics**
 - a. Introduction
 - b. Z - Test
 - c. t – Test
 - d. Analysis of variance: one– way, two–way analysis of variance and multivariate analysis (ANOVA & MANOVA)
 - e. Covariance and repeated measures

5. **Non-parametric statistics**

a. **Introduction**

- i. Chi-square test (contingency table and proportions, Yates Correction)
- ii. Other non-parametric tests: (Wilcoxon test, Mann-Whitney test, Sign test, U-test Kruskal Wallis)

b. **Inferential Statistics and SPSS:**

- i. Analysis and Interpretation of parametric and non parametric test through **SPSS** output
- ii. How to construct tables for research report / thesis

RECOMMENDED BOOKS:

1. Guilford, J. P., & Fruchter, B. (1985). *Fundamental statistics in psychology and education*. New York: West Publishing Co.
2. Howell, D. C. (2004). *Fundamental statistics for behavioral sciences*. (4th ed.). Australia: Thomson, Brook.
3. McClane, J. T. (2000). *A first course in statistics* (7th ed.). New York: Prentice-Hall
4. Moore, D. S., & McCabe, G. P. (1998). *Introduction other practice of statistics*. (3rd ed.). New York: Longmans.

Course Objectives

This course will examine a number of major research topics in social psychology. Students are expected to gain substantial knowledge of the field, including major concepts, theories, empirical findings, and controversies. Also, students will also have the opportunity to communicate critically and creatively about these theories and findings.

Course Contents

1. **Orientation to Theories**
 - a. Stereotypes
 - b. Prejudice and Discrimination
 - c. Nature
 - d. Social causes
 - e. Historical Manifestation
 - f. Combating Prejudice and hate crimes.

2. **Interacting with others**
 - a. Interpersonal Attraction – need
 - b. Characteristics of other situation and problems
 - c. Intimacy — Parent-child.
 - d. Interpersonal violence.

3. **Group Influence**
 - a. Nature and functions
 - b. How groups affects individual performance
 - c. Facilitation
 - d. Social loafing
 - e. Coordination in groups
 - f. Cooperation or conflict
 - g. Perceived fairness in groups
 - h. Decision making by groups:
 - i. Process
 - j. Nature
 - k. Potential dangers.

4. **Leadership**
 - a. History of leadership

- b. Types and leadership styles
- c. Effective leadership process
- d. Core activities of a leader
- e. Leadership Training
- f. Leadership & Gender.

5. **Role of Media in Social Psychology**

- a. Perception, Persuasion
- b. Propaganda
- c. Portrayal of Role Models & Media and Agent of change,

6. **Social Psychology in action**

- a. Applying social psychology to:
- b. Interpersonal aspects of the legal system
- c. Health related behavior
- d. World of work

REFERENCES

1. Feldman, R. S. (1998). *Social psychology: Theories, research and application*. New York: McGraw-Hill.
2. Fisher, R. J. (1982). *Social psychology: An applied approach*. New York: St. Martin Press.
3. Forsyth, D. F. (1987). *Social psychology*. California: Brooks Publishing Company.
4. Myers, D. G. (1987). *Exploring social psychology*. New York: McGraw-Hill.
5. Wayant, J. M. (1986). *Applied social psychology*. New York: Oxford University Press.

Psy – 701 Positive Psychology

Course Objectives

The proposed course aims at enriching the students regarding positive aspect of human nature. It also covers subjective state of well being, optimism and emotional intelligence that facilitates the development of human resource in any society.

Course Contents

1. **Introduction**
 - a. Nature and Scope of Positive Psychology
 - b. Evolutionary Perspectives
 - c. Positive Personal Traits
 - d. Nature and Associated Psychological Factors:
 - e. Hope; Optimism; Happiness; Love; Empathy; Attachment; Emotional Intelligence; Tolerance; Forgiveness; Gratitude; Faith; Morality; Wisdom and Creativity; Resilience; Spirituality; Altruism
 - f. Self-Determination Theory and Intrinsic Motivation
 - g. Social Development and Well Being

RECOMMENDED BOOKS:

1. Corer, L., Keyes, M., & Handit, J. (Eds.). (2002). *Flourishing—Positive psychology & the life*. Washington: APA Publication
2. Lias, Aspmwaly, L., & Ursole, M. (Eds.). (2002). *A psychology of human strengths*. Washington: APA Publication.
3. Rizvi, A. A. (1990). *Muslim psychology and positive psychology*. Lahore: Institute of Muslim psychology.

Psy – 702 Educational Psychology

Course Objectives

The students will be able to apply learning theories to classroom situations. Examine the importance of the psychology of the individual to the development of self-esteem, cooperative learning, individual differences, motivation and learning styles. Describe the relationships of teachers, parents, and students that lead to a productive learning environment. Articulate their own beliefs about education and the role of educational psychology.

Course Contents

1. Educational Psychology defined: Nature and Scope
2. Introduction to development
3. Individual Differences: Intelligence, Cognitive styles
4. Learner's Characteristics: Abilities, Motivation, Interest, Aptitude
5. Learning theories and practical applications of behavioral, cognitive and constructivist approaches
6. Characteristics of a Good Teacher
7. Counseling and Vocational Guidance
8. Behavior Modification
9. Designs of Evaluation
10. Psychology of teaching (constructivism)
11. Special Education:
12. Segregated education; integrated education; inclusive education
13. Class Room Management: Managing the Class Room Methods of Control

RECOMMENDED BOOKS:

1. Borich, G. D., & Tombari, M. L. (1997). *Educational psychology: A contemporary approach* (2nd ed.). New York: Addison Wesley Longman, Inc.
2. Cartwright, G. P., Cartwright, C. A. & Ward, M. E. (1985). *Educating special learners* (2nd ed.). California: Wadsworth Publishing Company.
3. Crow, L., & Crow, A. (2000). *Educational psychology*. New Delhi: Euroasia Publishing House Ltd.
4. Lefrancis, G.R (1988) *Psychology for Teaching* (6th ed.). California: Wordsworth Publishing Co.
1. Slavin, R. (1994). *Educational psychology*. Boston Allyn & Bacon. Sprinthall, N., & Sprinthall, R. (1987). *Educational psychology: A developmental approach* (4th ed.). New York: Raudom House.

Course Objectives

The course should result in the students' higher awareness of the balance between the social and biological substrates of human behavior. Students should learn the difference between area studies, cross-cultural studies, and intercultural studies. Students should learn the basics of successful cross-cultural research and be competent to conduct a valid study of behavior in the cross-cultural context.

Course Contents

1. **History of Cross Cultural Psychology**
 - a. Methodological issues of cross cultural psychology Comparability and Equivalence
 - b. Emics and Etics
 - c. Sampling Strategy in Cross Cultural Research
 - d. Problems of translation, adaptation and application of psychological tests across cultures

2. **Culture and Basic Psychological Processes**
 - a. Culture and Cognition
 - b. Culture and Emotion, Cultural Similarities and Dissimilarities, Cultural Shock
 - c. Cross Cultural Studies on Perception and Cognitive Styles
 - d. Cross Cultural Research on Motivation
 - e. Socialization across cultures:
 - f. Individualism & Collectivism
 - g. Sex-trait stereotypes
 - h. Development of Gender-stereotypes
 - i. Parental acceptance–Rejection Theory (PART)
 - j. Cross Cultural Testing of PART
 - k. Worldwide application of Piaget cognitive theory
 - l. New Trends in Cross Cultural Research
 - m. Indigenous Psychology across Cultures

RECOMMENDED BOOKS

1. Matsumoto, D. & Juang, L. (2004). *Culture and psychology*. Sydney: Thomson's Wadsworth.
2. Berry, J. W., Dasen, P. R., & Saraswathi, T. S. (Eds.). (1997). *Handbook of*

- crosscultural psychology*. (Vol. I). Boston: Alyn& Bacon.
3. Berry, J. W., Poortinga, Y. H., & Pandeyn, J. (Eds.). (1997). *Handbook of crosscultural psychology*. (Vol. I). Boston: Alyn& Bacon.
 4. Kagitcibasi, C. (1996). *Family and human development across cultures*. New Jersey: Lawrence Erlbaum Associates, Publishers.
 5. Rohner, R. P. (1986). *The warmth dimension: foundation of parental acceptance rejection theory*. Beverly Hills, CA: Sage Publication, Inc.
 6. Rohner, R. P. H. (1999). *Handbook for the study of parental acceptance and rejection*. Stress, CT: University of Connecticut.

Psy – 802 Cognitive Psychology

Course Objectives

To understand the contributions made to the understanding of human thought processes by cognitive psychologists. To become familiar with the basic subjects of cognitive study including perception, attention, consciousness, memory, imagery, comprehension, categorization, problem-solving and language. To develop a view of human cognition that is grounded in research and based on an integration of the student's faith with what psychologists have observed. To develop each student's skills in analytical and synthetic thinking, research methods.

Course Contents

1. Introduction

- a. Historical Perspective
- b. Cognitive neuroscience
- c. The eye and Visualcortex
- d. Perception of movement and form
- e. The ear and auditory cortex
- f. Magnocellular and parvocellular pathways
- g. Memory scanning. Mental processing revealed by reaction time experiments.
- h. Colourperception
- i. Depth Perception.

2. Visual & Auditory Perception

- a. Sensory memory: iconicmemory& Echoic memory
- b. PatternRecognition
- c. Selectiveadaptationoflinguisticfeaturedetectors
- d. Failuretodetectchangestopeopleduringareal worldinteractionDichoticlisteningtask

3. Visuallmagery

- a. Visual images preserve metric spatial information. Reinterpreting visual patterns
- b. NeuralBasisof mental imagery. Size-distanceparadox.
- c. Mental rotation.

4. Attention & Short Term Memory

- a. Magicnumber 7, chunking

- b. Studies of interference in serial verbal reactions
Attention and cognitive control.
 - c. Selection for actions and the of inhibitory mechanisms Visual Perception.
 - d. Masking.
5. **Learning & Long Term Memory**
- a. Retention in episodic memory
 - b. Semantic integration of verbal information into a visual memory
Working Memory and long term memory
 - c. Creating false memories
 - d. Fan effect
 - e. Levels of processing
 - f. Practice effects
 - g. Mnemonic devices
 - h. Recall vs recognition
 - i. Implications for studying and examination: the SQ3R's
6. **Thinking and Problem Solving o Categorization**
- a. Basic Objects in natural categories
 - b. Concepts and conceptual structure Modestollens
 - c. Cognitive biases & gambler's fallacy
 - d. Heuristics and algorithms
7. **Psycholinguistics**
- a. Chomsky's contribution
 - b. Language comprehension Reading: Parsing
 - c. Linguistics Determinism: Whorf-Sapir hypothesis
8. **Cognitive Development**
- a. Piaget's contribution
 - b. Social and Emotional development Moral Development
 - c. Gender differences in development
 - d. Development of Language in genie Child's learning of morphology
 - e. Rule learning by 7-month old infants
 - f. Bilingual development: child-adult differences.

RECOMMENDED BOOKS:

1. Medin, D. Ross, B., & Markmen. (2005). *Cognitive psychology*. (4th ed.). John Wiley Inc.
2. Sternberg, R. (2005). *Cognitive psychology*. New York: Wadsworth.
Sternberg, R.J. (1999). *Cognitive psychology* (2nd ed.). New York: Harcourt College

Publishers.

3. Groome, D. (1999). *Cognitive psychology: Processes and disorders*. London: Psychology Press.
4. Reed, S. K. (2000). *Cognition* (5th ed.). Belmont: Wadsworth/Thomson Learning.