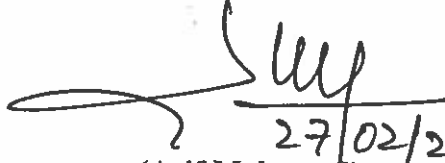




NOTIFICATION

On the recommendations of Academic Council made in its 16th (1/2023) meeting held on 02.01.2023, the Syndicate in its 61st (1/2023) meeting held on 27.01.2023 has approved the scheme of studies / curriculum of BS Psychology (5th Semester Intake) for implementation w.e.f. Spring 2023 & onward (Annex-'A').


27/02/23.
(Asif Mehmood)
Deputy Registrar (Acad)

No. SU/Acad/176

Dated: 27.02.2023

Distribution:

- Chairperson, Department of Psychology
- Controller of Examinations

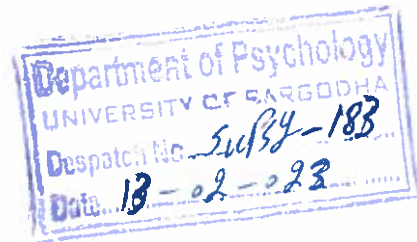
C.C:

- Director Academics
- Director, QEC
- Deputy Registrar (Affiliation)
- Deputy Registrar (Registration)
- Secretary to the Vice-Chancellor
- PA to Registrar
- Notification File

**BS PSYCHOLOGY (2 YEAR 4 SEMESTERS) PROGRAM
AT
DEPARTMENT OF PSYCHOLOGY**

GUIDELINES & SYLLABUS


Sessions 2022 & Onward



DEPARTMENT OF PSYCHOLOGY

University of Sargodha,

Sargodha


Chairperson
Department of Psy
University of Sargodha

UNIVERSITY OF SARGODHA

BS. Psychology (Semester System)

Objectives of Studying Psychology

1. To ensure that the students are aware of the nature, origin, history and scope of Psychology as a modern discipline and its relationship with other sciences
2. To be aware of the different perspectives-functional systems and theories used in Psychology in order to study, understand and explain its subject matter.
3. To be aware of the experimental and experimental underpinning of the study of Psychology and develop a scientific approach to the subject.
4. To be conversant with the biological, biochemical and genetic basis of behaviour.
5. To be fully knowledgeable about the cognitive, behavioural and personality functioning of the individual: developmentally, interpersonally and socially.
6. To be familiar with the methods it implies for studying (as it is) and changing behaviour (as it should be) and the strengths and weaknesses of these methods.
7. To be aware of the moral and ethical implications of psychological theories, procedures and practices.
8. To have a working knowledge of the application and the practice of Psychology in real life and have all the necessary skills to continue a specialist study later on and achieve professional qualifications.
9. To be able to conceive, design, and conduct a small-scale research project and analyze the information and share it with other colleagues.
10. To ensure that Psychology is taught as an applied discipline in scientist reflective.
11. To be conversant with the biological, biochemical, psychosocial and genetic basis of behaviour.
12. Every student must participate in the seminar and annual research papers in each course on the current respective area of Psychology.
13. The student should develop insight and personality growth through an field work assignments.
14. Individually students need to inculcate the spirit of applying control over unbridled instinctive and impulsive action, so that they acquire insight and behave on their rational judgment.

* * *

Department
Department of Psychology
University of Sargodha

Course Introduction

Eligibility. At least 45% marks in BA/ADA/ADP with 50 % marks in the subject of Psychology elective.

Marks obtained in BA/ADA/ ADP will be considered equivalent to 60 credit hours

Duration: 02 Years Program (04 semesters and entry-level will be BS semester five)

Degree Requirements: 72 credit hours at the department

Total credit hours: 132


There are four semesters in the BS Psychology 2-Year Program starting from entry in BS fifth semester

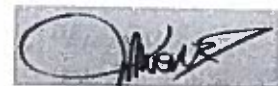
Semester-V: (18 Credit Hours) This six months program locates Psychology within the context of the scientific approach to studying behaviour and the mind. The Program draws on other disciplines such as Statistics, Research Methodology and Computer Applications in Psychology. The diversity of this approach makes the Program an exciting intellectual challenge for students.

For the **Fifth Semester**, six core courses are designed to give students, from a wide range of academic backgrounds, a strong foundation in psychology as well as in the methods used to study behaviour. Through discussion and exercises, it is hoped that the student will master these much-needed skills.

Semester VI-VII (18, 18, & 18 Credit Hours) deal with all the sub-disciplinary areas of the Major. They are structured around such courses that upgrade the previous level of knowledge in Psychology. They include Research, Statistics, Psychopathology, Counseling, Psychological Assessment, Health and Neurological Psychology. The last two semesters also encompass Clinical, Personality, Developmental and Cognitive Psychology. All these courses cover all the essential components related to Psychology. They not only give the theoretical aspects but emphasize research work. They enable the students to have a working knowledge of the application and practice of Psychology in real life and have all the necessary skills to apply them in professional settings. The last two semesters also include project work. Six credit hours Project shall be allotted to all students. The final semester gives opportunities for taking one elective course chosen from a variety of specialized/ elective courses. Field works and clinical reports fill in the basic need for a practical insight into the professional world of Psychology.

Overall, the programs develop a student's awareness about himself and the world. It also provides ample time and opportunities for personal growth and understanding.


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Department of Psychology
University of Sargodha



Dr. Najma Iqbal Malik
Chairperson, Department of Psychology

University of Sargodha

BS Psychology (2 years) (Semester System)

Semester-5

PSYC-6308 01	Introduction to Research Methodology	3(3+0)
PSYC-6309 02	Cross-Cultural Psychology	3(3+0)
PSYC-6310 03	Computer Application in Psychology	3(3+0)
PSYC-6311 04	Principals of Psychological Assessment	3(3+0)
PSYC-6312 05	Fundamental Statistics in Psychology	3(3+0)
PSYC-6313 06	Historical Perspectives in Abnormal Psychology	3(3+0)
URCC-5110	Citizenship Education and Community Engagement	Non credit
Total Credit hours		18

Semester-6

PSYC-6314 07	Advance Research Methodology	3(3+0)
PSYC-6315 08	Neurological Basis of Behavior	3(3+0)
PSYC-6316 09	Applications of Statistics in Psychology	3(3+0)
PSYC-6317 10	Applications of Psychological Assessment	3(3+0)
PSYC-6318 11	Personality Psychology	3(3+0)
PSYC-6319 12	Psychopathology	3(3+0)
Total Credit hours		18

Semester-7

PSYC-6320 13	Clinical Psychology	3(3+0)
PSYC-6321 14	Neurological Dysfunctions	3(3+0)
PSYC-6322 15	Health Psychology	3(3+0)
PSYC-6323 16	Developmental Psychology	3(3+0)
PSYC-6324 17	Gender Issues in Psychology	3(3+0)
PSYC-6325 18	Project (with PSYC-6325 b) (Compulsory) Thesis (Research Proposal, including proposed methodology, literature review expected results, discussion & implications)	3(3+0)
Total Credit hours		18

Semester-8

PSYC-6326 19	Counseling Psychology	3(3+0)
PSYC-6327 20	Cognitive Psychology	3(3+0)
PSYC-6328 21	Psychology of Advertising & Marketing Research	3(3+0)
PSYC-6325 (b) 18b	Project (with PSYC-6325 a) (Compulsory) Thesis (Final draft submission & oral defense)	3(3+0)

and

One of the following courses will be offered by the Department considering the availability of faculty and number of students required for class i.e. (10).

Optional Courses

PSYC-6329	22	Consumer Psychology	3(3+0)
PSYC-6330	23	Organizational Behavior	3(3+0)
PSYC-6331	24	Psychology of Motivation	3(3+0)
PSYC-6332	25	Forensic Psychology	3(3+0)
PSYC-6333	26	Para Psychology	3(3+0)
PSYC-6334	27	Positive Psychology	3(3+0)
PSYC-6335	28	Human Resource Management	3(3+0)
PSYC-6336	29	Military Psychology	3(3+0)

Total

18

Total Credit Hours in four Semesters = 72

In each course, the concerned teacher shall provide a thorough and up-to-date list of references pertaining to the reading materials (Books, Journals, Articles, Web addresses etc.). Besides, the *Students Resource Center* in the Department of Psychology would provide pertinent reading material along with audio-visual aids.

* * *



SEMESTER V

This course provides an introduction to research methods in the field of psychology. The following topics will be emphasized: the role of scientific inquiry in psychology, research questions, ethics in research, writing in psychology, reliability, validity, and research designs. The main purpose of this class is to provide you with a broad introduction to the tools and methodological foundations to study different research methods. The language of research, ethical principles and challenges, and the elements of the research process within quantitative, qualitative, and mixed methods approaches have been introduced in this course. Many of the methodologies discussed in this course would be similar to those deployed in professional research environments in addition to their application in an academic setting. Upon completion of the course, you should possess an understanding of the fundamental principles and procedures of psychological research. The goal is that you leave with an understanding of how to design, analyze, and effectively communicate good research in psychology.

Contents

- 1 Introduction to Science and Scientific Research: Scientific and non-scientific approaches to knowledge, definition, features, goals, and steps.
- 2 Identifying problems for research, reviewing the literature, exploring new ideas for research
- 3 The Research Process: Formulating a research problem, conceptualizing a research design, searching instruments for data collection, selecting a sample, writing a research proposal, collecting data, processing and displaying data, writing a research report
- 4 Theories in Scientific Research: Attributes of a good theory, approaches to theorizing, social science theories
- 5 Basics of Empirical Research
- 6 Research Design: Qualitative, Quantitative & Mixed Methods research
- 7 Measurement of Constructs: Quantitative and qualitative measurement, scales of measurement, Scale Reliability and Validity
- 8 Sampling: Sampling techniques & types, issues, selecting a sample.
- 9 Data Collection methods: Survey Research (Types of surveys, biases in survey research), Experimental Research (Basic concepts, factorial designs, quasi-experimental designs), Case study, Observation, Focus group discussion Interpretive Research: Benefits and challenges of interpretive research, interpretive research designs
- 10 Epilogue: Research Ethics according to APA manual (Latest edition)

Recommended Text

- 1 Neuman, W. L. (2012). *Social research methods: Qualitative and quantitative approaches*. (7th ed.). New York: Princeton University Press.
- 2 Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2015). *Research methods in psychology* (10th ed.). Singapore: McGraw-Hill.

Suggested Readings

- 1 Goodwin, K. A., & Goodwin, C. J. (2017). *Research in psychology: Methods and design* (8th ed.). New York: John Wiley & Sons.
- 2 Nicholas Walliman (2017). *Research methods: The basics* (2nd ed.). Routledge: Taylor & Francis Group.
- 3 American Psychological Association (2019). *Publication manual of APA* (7th ed.). Washington DC: APA.

This course will comprehensively review important landmarks in cross-cultural research, showing how culture impacts people and human development. The course will emphasize empirical approaches to cross-cultural study and explain the importance of culture in human cognition, language, parenting as well as child development. Students will gain an understanding of interconnectedness, difference, and diversity in a global society. The course examines sociocultural variation in children's development and its implications for working with children and families in educational and other applied settings. The main purpose of this class is to provide you with a broad introduction to the methodological foundations and tools to study mass communications. It will help students apply an awareness of global issues to a consideration of individual or collective responsibilities within a global society. Students will participate in projects that explore the concept of culture and its relationship to psychological development. Students will learn to appreciate how one's behavior, thinking, emotion, language, health/resilience, and development are cultural products.

Contents

- 1 Introduction to cross-cultural psychology: What is cross-cultural psychology?
- 2 Goals of cross-cultural psychology
- 3 Relationships with other disciplines
- 4 Ethnocentrism in psychology
- 5 A general framework for cross-cultural psychology
- 6 Similarities and differences in behavior across cultures
- 7 Cultural transmission and individual development
- 8 Social behavior, Personality, Cognition, Language, Emotion, Perception
- 9 Pursuing relationships between behavior and culture research strategies
- 10 Approaches from cultural anthropology
- 11 Biology, culture & Gender stereotypes
- 12 Methodological concerns
- 13 Theoretical issues in cross-cultural psychology
- 14 Applying research findings across cultures
- 15 Acculturation and intercultural relations
- 16 Organizations and work
- 17 Communication and training
- 18 Health behavior
- 19 Contemporary issues in cross cultural Psychology and the majority world


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Recommended Text

- 1 Matsumoto, D. & Juang, L. (2017). *Culture and psychology* (6th ed.). New York: Cengage Learning.
- 2 Shiraev, E. B., & Levy, D. A. (2017). *Cross-cultural psychology: Critical thinking and contemporary application* (6th ed.). New York: Routledge.

Suggested Readings

- 1 Dasen, P. R. (2012). Emics and ethics in cross-cultural psychology: Towards convergence in the study of cognitive styles. In T.M.S. Tchombe, A. B. Nsamenang, H. Keller & M. Fülöp (Eds.), *Cross-cultural psychology: An Africentric perspective*. Cameroon: Design house.

This subject introduces and makes the students familiar with, the personal computer (PC) & information technology, including the word-processor & spreadsheet packages. This course gives the students practical knowledge of a powerful programming language with application to computational and research elements important to the field of psychology. Topics include complex searches, image and audio manipulation, data analysis, all in the context of using a variety of software tools and packages. Application of computer technology to psychology. In particular, the course will focus on using a word processor (MS-Word), a spreadsheet program (MS-Excel, and a presentation program (MS-PowerPoint). Special emphasis will be placed on the use of computer statistical packages to analyze psychological data (SPSS). They will also learn Open office being used on other operating systems and platforms. Specific software related to specialization areas is also part of the course. The course will also cover Computer Ethics and related Social media norms and cyber laws

Contents

- 1 Introduction: Computer technology and its role in psychology, Advantages , and disadvantages of computer
- 2 Introduction to MS Office: MS Word, MS Excel, MS PowerPoint
- 3 Basic features, short keys, page setup (page size and margins), table and APA-VI formatting, formatting of references, formatting of the overall thesis according to APA-VI, Introduction to a spreadsheet; Creating charts; formatting of Graphs according to APA-VI, Computer-assisted Presentation tactics, Layouts, and designs of slides, fonts, and themes
- 4 Efficient Use of Cyberspace: Defining Internet; Defining Web; Intranet and Internet, Advantage of the Internet; Some limitations of the Internet, Surfing and Browsing, e-mail; positive use of social media websites
- 5 Use of Turnitin Software: Introduction to plagiarism, similarity index, interpreting the Turnitin reports, reducing similarity index
- 6 Introduction to SPSS: Data Entry; Cleaning Data; Data Manipulation; Data Transformation; Graphical Representation of Data; Statistical Analyses; Interpretation of SPSS Outputs; Reporting the Results in APA-VI Format, Frequency analysis, Psychometric properties analyses, Correlation analysis, Regression analyses, Independent Sample *t*-test analysis, table, ANOVA (One Way, Two Way) analyses table and description according to APA-VI

Recommended Text

- 1 Gravetter, F. J. & Wallnau, L. B. (2015). *Stats for behavioral sciences* (10th ed.). Canada: Cengage learning.
- 2 O' Leary, T. O' Leary, L. & O' Leary, D. (2019). *Computing essentials* (7th ed.). New York: McGraw-Hill Inc.

Suggested Readings

- 1 Wempen, F. (2014). *Computing fundamentals: Introduction to computers*. New York: Wiley.
- 2 Field, A. (2013). *Discovering statistics using IBM SPSS Statistics* (4th ed.). Boston: Sage Publications.

This course focuses to learn fundamental assessment skills in administration, scoring, and interpretation of tests, report writing, and recommendations. It is planned to provide a framework for the development of assessment practices. Attention will be given to issues of measurement, identifying appropriate sources of diagnostic information, reliability, validity, identifying and selecting test instruments, conducting the assessment process in an ethical and considerate manner, interpreting norm references, and criterion-referenced test scores. Consideration will also be given to interviewing as an assessment tool and to tests the environment and organizational culture. Students will become familiar with the strengths, limitations, interpretation, and presentation of findings from a variety of assessment instruments and will learn skills in both assessment planning and report writing. You will learn not only how to evaluate psychological tests and measures, but also how to construct and refine your own. This knowledge is invaluable in both research and applied settings, as our research results and clinical/applied evaluations are dependent on the tests and measures we use.

Contents

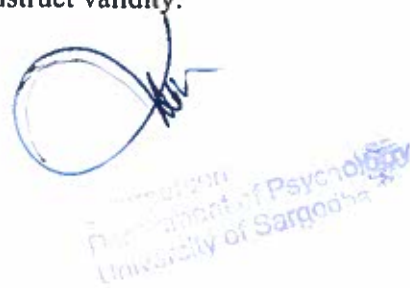
- 1 Psychological tests: Definition, nature, uses, types
- 2 Psychological test vs. psychological assessment
- 3 Ethics of psychological testing, Standards of testing
- 4 History of psychological testing: Antecedents; Rise of modern psychological testing
- 5 Test construction: Introduction; Steps of test construction.
- 6 Characteristics of a good psychological test
- 7 Item writing: Types of items; guidelines for writing items
- 8 Item analysis: Item difficulty, Item discrimination
- 9 Item response theory
- 10 Item characteristic curves
- 11 Reliability of test scores: Types of reliability, factors influencing the reliability of test scores; how to improve the reliability of test scores
- 12 The standard error of measurement
- 13 Validity: Types of validity: Face, Content, Criterion, and Construct validity.
- 14 Factors influencing validity.
- 15 The error of estimate. Relation of validity & reliability.
- 16 Test norms: Steps in developing norms
- 17 Relativity of norms
- 18 Cut-off scores
- 19 Norm-referenced and criterion-referenced testing
- 20 Response sets; Types of response sets
- 21 Methods to eliminate response sets

Recommended Text

- 1 Cohen, R. J., & Swerdlik, M. E. (2018). *Psychological testing and assessment: An introduction to tests and measurement* (9th ed.). New York: McGraw-Hill Education.
- 2 Anastasi, A. & Urbina, S. (2009). *Psychological testing* (7th ed.). New York: Pearson College Division.

Suggested Readings

- 1 Gregory, R. J. (2013). *Psychological testing, history principles, and applications* (7th ed.). New Delhi: Pearson Education.
- 2 Aiken, R. L., & Gary, G. M. (2008). *Psychological Testing and Assessment* (12th ed.). New York: Prentice-Hall.



This course will provide a theoretical background and practical experience to statistics for psychology and other behavioral sciences. Statistics are the tools we use to summarize and describe the world around us and to explore the causal processes at work. The course is designed to give the students an in-depth understanding of how these statistical techniques work but minimizing the mathematical burden on the student. While more focus will be given on the statistical analysis with the help of some statistical software SPSS, Excel, etc. Understanding statistics and how they are used and misused is vital to assimilating information as an informed citizen, as well as pursuing a career in the behavioral sciences or similar fields. This course will cover topics including principles of measurement, measures of central tendency and variability, probability and distributions, correlation and regression, hypothesis testing, t-tests, analysis of variance, and chi-square tests. You will learn and use a computer program, SPSS, to help you understand and perform select statistical analyses.

Contents

- 1 Introduction: Basic Terms
- 2 Importance of Statistics in Psychology
- 3 Limitations of Statistics
- 4 Frequency Distribution
- 5 Graphic Representation of Data
- 6 Measurement of Central Tendency
- 7 Measurement of Variability
- 8 Standardized Distributions
- 9 Hypothesis testing
- 10 Probability
- 11 Sampling Distribution & Estimation
- 12 Correlation & ANOVA

Note: Practical exercises to be given by the end of each topic/ chapter.

Recommended Text

- 1 Kirpatrick, L. A., & Feneey, B. C. (2012). *A simple guide to IBM SPSS statistics for version 20.0*. Belmont: Wadsworth Inc.
- 2 Neuman, W. L. (2014). *Social Research Methods: Qualitative and Quantitative Approaches* (7th ed.). New Delhi: Pearson Education
- 3 Zikmund, W. G., Babbitt, B. J., Carr, J. C., & Griffin, M. (2013). *Business research method* (9th ed.). Canada: Erin Joyner.

Suggested Readings

- 1 Field, A. (2013). *Discovering statistics using IBM SPSS Statistics* (4th ed.). London: Sage Publications.
- 2 Gravetter, F. J., & Wallnau, L. B. (2015). *Stats for behavioral sciences* (10th ed.). Canada: Cengage learning.


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This course describes the historical emergence of Abnormal Psychology as a concept and as an area of clinical practice. This course provides an introduction to the concepts of abnormality, mental health, and mental illness. It serves as an introduction to the concepts of normality and abnormality in a cultural context. This course describes how culture impacts the expression of psychiatric conditions and also treatment and prevention strategies for specific mental disorders. Past and current fads, myths, misconceptions, and controversies in mental health practice will be explored. It also covers current diagnostic categorizations of abnormality and treatment of mental illness along with historical perspectives on these diagnoses and treatments. Abnormal psychology covers diagnosis, assessment, treatment, and possible prevention of mental disorders; historical perspectives, classification systems, cultural differences, and how to distinguish between symptoms, signs, and syndromes.

- 8 Renaissance, ...
- 9 Modern view
- 10 Models of Psychopathology: Biological Model, The Psychodynamic Model, Cognitive Model, The Humanistic Model, The Sociocultural Model
- 11 Eclectic Approach
- 12 Clinical Assessment of Abnormality
- 13 A brief overview of clinical observation, tests, and interviews
- 14 Diagnostic Classification Systems: Latest versions of DSM and ICD
- 15 An overview of DSM-V

Recommended Text

- 1 Comer, R. J., & Comer, J. S. (2018). *Abnormal psychology* (10th ed.). New York: MacMillan Higher Education.
- 2 Butcher, N. J., Mineka, S., & Hooley, N. L. (2017). *Abnormal psychology* (15th ed.). New Delhi: Pearson.

Suggested Readings

- 1 Sue, D., Sue, D. W., Sue, S., & Sue, D. M. (2015). *Understanding abnormal behavior*. Canada: Cengage Learning.
- 2 Durand, V. M., & Barlow, D. H. (2016). *Essentials of abnormal psychology* (7th ed.). New York: Thomson.
- 3 Davidson, G. C., & Neale, J. M. (2014). *Abnormal psychology* (12th ed.). New York: Wiley Wadsworth.


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Course Description

In recent years, community engagement has become a central dimension of governance as well as policy development and service delivery. However, efforts to directly involve citizens in policy processes have been bedeviled by crude understandings of the issues involved, and by poor selection of techniques for engaging citizens. This course will provide a critical interrogation of the central conceptual issues as well as an examination of how to design a program of effective community engagement. This course begins by asking: Why involve citizens in planning and policymaking? This leads to an examination of the politics of planning, conceptualizations of "community" and, to the tension between local and professional knowledge in policy making. This course will also analyze different types of citizen engagement and examine how to design a program of public participation for policy making. Approaches to evaluating community engagement programs will also be a component of the course. Moreover, in order to secure the future of a society, citizens must train younger generations in civic engagement and participation. Citizenship education is education that provides the background knowledge necessary to create an ongoing stream of new citizens participating and engaging with the creation of a civilized society. After completion of the course prospective teachers will be able to: define the relationship of citizenship education and community, understand the processes of socialization, comprehend the social development, describe the role of schools and teachers in community engagement and discuss the role of different agencies in community

Contents

- 1 Introduction to Citizenship Education and Community Engagement
 - 1.1 Introduction to Active Citizenship
 - 1.2 Overview of the Ideas, Concepts
 - 1.3 Philosophy and Skills
 - 1.4 Approaches and Methodology for Active Citizenship
 - 1.5 Philosophy and Skills
1. Identity, Culture and Social Harmony:
 - 1.1. Concepts and Development of Identity
 - 1.2. Components of Culture and Social Harmony, Cultural & Religious Diversity
 - 1.3. Multi-cultural society and inter-cultural dialogue
 - 1.4. bridging the differences, promoting harmony
 - 1.5. Significance of diversity and its impact, Importance and domains of inter-cultural harmony
 - 1.6. Active Citizen: Locally active, Globally connected
 - 1.7. Importance of active citizenship at national and global level
2. Group and Group Dynamics
 - 2.1. Group dynamics
 - 2.2. Types of groups
 - 2.3. Individual behaviour
 - 2.4. Group behaviour
 - 2.5. Role of school and teacher in modelling the individual and group behaviour
3. Socialization
 - 3.1. Meaning
 - 3.2. Process and types of socialization
 - 3.3. Stages of socialization
 - 3.4. Agents of socialization
 - 3.5. Role of school in socialization
 - 3.6. Teacher as a role model
4. Human rights
 - 4.1. Constitutionalism and citizens' responsibilities

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- 4.2. Introduction to human rights
- 4.3. Universalism vs relativism
- 4.4. Human rights in constitution of Pakistan
- 4.5. Public duties and responsibilities
5. Social Control
 - 5.1. Definition
 - 5.2. Social Deviation and Tolerance
 - 5.3. Methods of social control
 - 5.4. Role of teacher in developing social control
 - 5.5. Role of teacher in developing social control
6. Effective teacher
 - 6.1. Characteristics of effective teacher
 - 6.2. Communication and effective teacher
 - 6.3. Motivation of students
 - 6.4. Provision of conducive environment in Learning
 - 6.5. Classroom Management
7. Social Issues in Pakistan
 - 7.1. Introduction to the concept of social problem, Causes and solutions
 - 7.2. Poverty, Equal and Equitable access of resources, unemployment
 - 7.3. Agricultural problems, terrorism & militancy, governance issues)
8. Social action and project
 - 8.1. Introduction and planning of social action project
 - 8.2. Identification of problem, Ethical considerations related to project
 - 8.3. Assessment of existing resources


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Recommended Texts:

- 1 Kennedy, J. K., & Brunold, A. (2016). *Regional context and citizenship education in Asia and Europe*. New York: Routledge Falmer.
- 2 Macionis, J. J., & Gerber, M. L. (2010). *Sociology*. New York: Pearson Education

Suggested Readings:

- 1 British Council. (2017). *Active citizen's social action projects guide*. Scotland: British Council
- 2 Larsen, K. A., Sewpaul, V., & Hole, G. O. (Eds.). (2013). *Participation in community work: International perspectives*. New York: Routledge

SEMESTER VI

In this course, students will learn the critical skills to evaluate others' research and conduct their scientific research in psychology. In other psychology courses, they may learn what different behaviors are or why they occur. This course is much more important because students will learn how to conduct research about behavior and arrive at those conclusions, and how to think like a psychologist. It is concerned with the formulation of research questions or hypotheses and the design of the research process and the ensuing process of investigation. This course is essential for becoming a wise consumer of information from sources such as the media, the government, and corporations. This course is also essential for becoming a wise producer of research in psychology. However, all of the material covered in this course applies beyond psychology and the university setting, so the course will improve the ability to think critically and logically about any topic that students may encounter in other courses, in job settings, and their daily life.

Contents

- 1 Correlational research: 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: Nature, goals, and, basic steps, mail surveys, personal interviews, telephone surveys, Survey Research Designs, Cross-sectional design, Successive independent samples design, Longitudinal design
- 3 Experimental Research Methods: Control and variability, logic, characteristics, Independent measure designs/Between-group design, Random group design, Alternative independent groups design,
- 4 Repeated Measures designs/Within-group design, Advantages and methodological issues: Differential carry-over effect, and general practice effect, Complex designs,
- 5 Small N designs, Classical, After-only, Before –after no control group, Crossover,
- 6 Solomon four-group, and Factorial designs
- 7 Applied Research, Single Case research designs
- 8 Quasi-Experimental Designs, Retrospective \ Ex Post Facto Designs, Prospective, Time Series Designs, Event – Specific Alignment Designs, Twin studies
- 9 Reporting writing as per APA standards
- 10 Research Project: The students shall carry out small research projects either individually or in groups (preferably two students per group), and submit formal research reports. The final evaluation will be based on the report as well as individual viva voce. APA protocol of report writing will be required.

Recommended Text

- 1 Neuman, W. L. (2014). *Social research methods: Qualitative and quantitative approaches* (7th ed.). Princeton University Press.
- 2 Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2015). *Research methods in psychology* (10th ed.). Singapore: McGraw-Hill.

Suggested Readings

- 1 Goodwin, K. A., & Goodwin, C. J. (2017). *Research in psychology: Methods and design* (8th ed.). New York: John Wiley & Sons.
- 2 Kerlinger, F. N., & Lee, B. H. (2000). *Foundations of behavioral research* (4th ed.). Harcourt College Publishers.
- 3 American Psychological Association (2019). *Publication Manual of APA* (7th ed.). Washington DC: APA.

This course provides an understanding of the elements of biology that influence the way we think, feel, & act. The objectives of this course are to comprehend the elements of psychology that are affected by biological factors and to understand the interaction of psychological and biological factors in our experience of life. This course presents the fundamentals of the physiology of behavior. This course presents the fundamentals of the physiology of behavior. Students are exposed to concepts from regulatory physiology, systems neuroscience, pharmacology, and endocrinology and read textbooks as well as source materials. After the course, you will understand basic neural processing. Special importance is placed on the information - processing properties of the nervous system to provide a uniform framework for the understanding of such topics as sensory perception, attention, movement, emotion, and language with experimental examples from the lab and clinical studies illustrating the effects of brain traumas.

Contents

- 1 Origins of Physiological Psychology (Neurophysiology)
- 2 Neurological explanation of behavior
- 3 Historical roots of Physiological Psychology, Evolution of brain,
- 4 Genetics and evolution of behavior,
- 5 Chromosomal disorders
- 6 Ethical issues in Neurophysiologic research,
- 7 Careers in Physiological Psychology
- 8 Physiology of Neural Cell
- 9 Neurons, Types of neurons, Nerve impulse,
- 10 Communication within a neuron
- 11 Communication between neurons
- 12 Physiology of Nervous System
- 13 Basic features of the nervous system
- 14 The central nervous system, peripheral nervous system,
- 15 Investigating how does the brain control behavior
- 16 Development of the brain
- 17 Psychopharmacology & Principles of Psychopharmacology
- 18 Categorization of drugs, Sites, and mechanisms of drug action
- 19 Drug addiction, Neurotransmitters, and neuromodulators
- 20 Emotions and regulations of internal body state


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Recommended Text

- 1 Carlson, N. R., & Birkett, M. A. (2016). *Physiology of behavior* (12th ed.). Massachusetts: Pearson Education Ltd.
- 2 Pinel, John P. J., & Barnes, S. J. (2017). *Biopsychology* (10th ed.). Chicago: Pearson Education Ltd.

Suggested Readings

- 1 Kalat, J. W. (2019). *Biological psychology* (13th ed.). USA: Cengage Learning Inc.

This course provides students an overview of the terms and concepts to learn scientific methods. To introduce statistical techniques employed within contemporary psychology. Main objectives of this course are: To learn basic data analysis techniques using statistics, to have a broad view of the application of computers in a wide range of areas, to learn database management using MS Excel, MS Access, to introduce the efficient cyberspace, to make them capable for doing statistical analysis of data of their research through SPSS-20.0. The overall goal of this course is to teach students how to take raw behavioral science data, explore it, and present the results in a useful way. Students will receive a broad introduction to some of the fundamental tools and concepts of statistics for representing, visualizing, modeling, and interpreting data. In comparison to Quantitative Methods (a prerequisite), this course will cover some more advanced techniques including exploratory data analysis, nonparametric methods, multiple regression, model fitting, and modern Monte Carlo and bootstrap resampling techniques.

Contents

- 1 Regression:
- 2 Linear Regression, Scatter Diagram, Standard Error of Estimation, Estimation of measures of association
- 3 Inferential Statistics: Parametric Tests (Hypothesis Testing)
- 4 The logic of hypothesis testing in psychological research
- 5 Types of hypothesis
- 6 Assumptions underlying the parametric tests
- 7 Level of confidence
- 8 Statistical power,
- 9 Practical and statistical significance, Type I & Type II Errors in Research
- 10 Tests of Significance; (Z tests, t-test, One & Two Tail)
- 11 Analysis of Variance (ANOVA):
- 12 Nature and purpose of ANOVA, Basic assumptions underlying ANOVA
- 13 One-way ANOVA, Two-way ANOVA
- 14 Inferential Statistics: Non-parametric Tests
- 15 Chi-square Tests of Association, Chi-square Goodness of Fit Test,
- 16 Chi-square with Two-way Classification (Contingency Table Analysis), Mann Whitney U test, Wilcoxon test, Kruskal-Wallis H Test

Recommended Text

- 1 Field, A. (2013). *Discovering statistics using IBM SPSS Statistics* (4th ed.). Sage Publications.
- 2 Neuman, W. L. (2014). *Social research methods: Qualitative and quantitative approaches* (7th ed.). USA: Pearson Education Ltd.

Suggested Readings

- 1 Zikmund, W. G., Babbitt, B. J., Carr, J. C., & Griffin, M. (2013). *Business research method* (9th ed.). Erin Joyner, Canada.
- 2 Kirpatrick, L. A. & Feneey, B. C. (2012). *A simple guide to IBM SPSS statistics for version 20.0*. Belmont CA: Wadsworth Inc.
- 3 Gravetter, F. J. & Wallnau, L. B. (2014). *Essentials of statistics for behavioral sciences* (8th ed.). New York: Thomson/Wadsworth.

This course offers students some experience in developing their tests and evaluating their statistical properties. Orientation into the rudiments of psychological testing. The principles, methods, and uses of psychological testing are tackled. The course will focus on a small number of widely used norm-referenced tests of intellectual ability, work aptitudes, personality, vocational interests, attitudes and values, and how these tests are used individually and in combination as part of psychological assessment in organizations. Consideration will also be given to interviewing as an assessment tool and to tests the environment and organizational culture. Students will become familiar with the strengths, limitations, interpretation, and presentation of findings from a variety of assessment instruments and will learn skills in both assessment planning and report writing. Students will learn about the ethical and social implications of assessment in a variety of contexts including socially and linguistically diverse populations. Opportunities for practice administration of assessment tools will be provided.

Contents

- 1 Measurement of Abilities: Intelligence, Nature, Meaning, Different viewpoints; types of intelligence tests, Stanford Binet, Wechsler, Kaufman, Differential Ability Scales, Problems in testing intelligence Diversity in test performance
- 2 Tests for special populations: Infant & Pre-school Testing; Testing of the Mentally Retarded populations; Testing for physical disabilities; Multicultural Testing
- 3 Group testing: Groups vs. Individual tests
- 4 Adaptive Testing, Computer-Based Administration, Multilevel batteries, Educational Testing; Career guidance; Aptitude testing; Achievement testing; and Learning disabilities
- 5 Personality Testing: Meaning & purpose of personality measurement; Tools of personality assessment. Some representative personality inventories based upon content, criterion, and factor analysis; Current status of personality inventories
- 6 Measurement of interests, values & attitudes; Some recent representative tests; Overview & highlights. Significant trends
- 7 Projective Techniques: Nature of Projective Techniques: Types of projective techniques, Evaluation & Criticism of Projective Techniques
- 8 Occupational & Organizational Testing: Criteria for occupational testing, Career assessment; Test applied to the organizational setting, Important areas and tests used in an organization
- 9 Tests in Clinical & Counseling Settings, Psycho Neurological tests, Behavioral assessment, and clinical judgment

Recommended Text

- 1 Cohen, R. J., & Swerdlik, M. E. (2018). *Psychological Testing and Assessment: An Introduction to Tests and Measurement* (9th ed.). New York: McGraw-Hill Education.
- 2 Anastasi, A., & Urbina, S. (2012). *Psychological testing* (7th ed.). New Delhi: Prentice-Hall.

Suggested Readings

- 1 Gregory, R. J. (2014). *Psychological testing, history principles & applications*. (7th ed.). new Delhi: Pearson Education.
- 2 Cohen, R. J., & Swerdlik, M. E. (2012). *Psychological testing and assessment: An introduction to tests and measurement* (8th ed.). New York: McGraw-Hill Education.
- 3 Aiken, L. R. (1997). *Psychological testing and assessment*. Boston: Allyn & Bacon.

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The course has two interlinked goals: promoting knowledge of personality and sharpening thinking skills. Knowledge of personality psychology can aid one in thinking usefully and critically about human behavior patterns, which is useful not only in psychology and human services professions but in many areas of human life. The course first gives a general theoretical introduction to the bases of personality psychology. The theories and methods of measurement within trait psychology are considered, as is psychodynamic personality theory. A cognitive/social-cognitive perspective on personality is presented. Personality with biology and health as well as personality and mental disorders are presented and discussed. On completion of the course, the student should - be able to account for central personality theories and place these in a context regarding psychological theorizing - be able to account for relevant arguments in the discussion regarding if and how personality can be measured - be able to account for methodological methods in the study of personality, for example within biological personality research and employing personality tests.

Contents

- 1 Introduction to Personality: Definition of Personality
- 2 Essential Features of Personality
- 3 Overview of theories of personality
- 4 Six Approaches to Personality
- 5 Characteristics of a Good Theory
- 6 Issues in Personality Psychology
- 7 Collectivist orientations
- 8 Individualistic orientations
- 9 Research in personality psychology
- 10 Situational causes and cues
- 11 The psychoanalytic theory of personality
- 12 Neo-Psychoanalytic theories
- 13 Biological & Behavioral theories
- 14 Learning / sociocultural theories
- 15 Cognitive theories
- 16 Trait theory
- 17 Five-Factor Theory (Norman, McCrae, and Costa)
- 18 Stress, adjustment, and personality
- 19 Occupational Life and Personality



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Recommended Text

- 1 Burger, J. M. (2019). *Personality* (10th ed.). Boston, MA: Cengage Learning.
- 2 Cervone, D., & Pervin, L. A. (2017). *Personality: theory and research* (13th ed.). Hoboken, NJ: John Wiley & Sons.

Suggested Readings

- 1 Carver, C. S., & Scheier, M. F. (2017). *Perspectives on personality* (8th ed.). New York: Pearson Education.
- 2 Larsen, R.J., & Buss, D. M. (2018). *Personality psychology: Domains of knowledge about human nature* (6th ed.). New York: McGraw-Hill Education.

This course is designed to provide students an introduction to the latest edition of the Diagnostic and Statistical Manual of Mental Disorders to facilitate the development of the basic mechanics of making psychological diagnoses as often required by employers and third-party payers. Additionally, this course will provide students an overview of the presumed etiology of various psychological disorders. This information is crucial to help clinicians recognize and appreciate how psychopathology may develop, is maintained, and responds to treatment. Recognizing variables associated with the onset and maintenance of psychological disorders may also help students differentiate amongst various psychological disorders. At the end of this course, students will be equipped with mental disorders and classification of them. Symptoms required for diagnosis and cluster of similar disorders will be learned by students. The comparison of DSM IV-TR and DSM 5 will be discussed by students. Some movies about psychological disorders will be discussed within the scope of this course.

Contents

- 1 Introduction and basic concept of Psychopathology
- 2 Different Diagnosis and Etiological Factor described in DSM-V TR
- 3 Neurodevelopmental Disorders
- 4 Schizophrenia Spectrum and Other Psychotic Disorders
- 5 Bipolar and Related Disorders
- 6 Depressive Disorders
- 7 Anxiety Disorders
- 8 Obsessive-Compulsive and Related Disorders
- 9 Trauma- and Stressor-Related Disorders
- 10 Dissociative Disorders, Somatic Symptom, and Related Disorders
- 11 Feeding and Eating Disorders
- 12 Elimination Disorders
- 13 Sleep-Wake Disorders
- 14 Sexual Dysfunctions
- 15 Gender Dysphoria
- 16 Disruptive, Impulse-Control, and Conduct Disorders
- 17 Substance-Related and Addictive Disorders
- 18 Neurocognitive Disorders
- 19 Personality Disorders
- 20 Paraphilic Disorders Recommended Text

- 1 Ronald J. Comer & Jonathan, S. Comer (2018). *Abnormal psychology* (10th ed.). MacMillan, Higher Education.
- 2 James N. Butcher, Susan Mineka, & Jill M. Hooley (2017). *Abnormal psychology* (15th ed.). India: Pearson.

Suggested Readings

- 1 Whitbourne, S. K. (2017). *Abnormal psychology: Clinical perspectives on psychological disorders* (8th ed.). McGraw Hill Education.
- 2 American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (DSM-5®)*. American Psychiatric Pub.
- 3 Davidson, G. C. & Neale, J. M. (2015). *Abnormal psychology* (13th ed.). New York: Wiley.

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SEMESTER VII

This course provides an overview of the strong knowledge of skill and acumen in the detection, evaluation, and diagnosis of various psychological conditions. This course is intended to provide students an overview of the field of clinical psychology. Students will be exposed to information regarding the history of science, as well as contemporary clinical psychology. This course introduces and provides a broad overview of the field of clinical psychology with a focus on science and practice. This course examines both professional issues and selected topics in clinical psychology. Selected topics include, but are not limited to, educational and training requirements, history, professional ethics, research designs and issues, controversies in clinical assessment and therapy. Students will also be introduced to the various assessment and psychotherapeutic strategies used by clinical psychologists in their daily practice. By the end of the course, students will have an in-depth understanding of the range of assessment and psychotherapeutic services that clinical psychologists provide to patients of all ages across multiple settings.

Contents

- 1 Nature and Scope of Clinical Psychology: Defining clinical psychology
- 2 Differences in clinical and counseling psychology
- 3 Careers in clinical psychology
- 4 Historical Overview of Clinical Psychology
- 5 Diagnostic System in clinical Psychology: DSM-V
- 6 Communication and interviewing skills
- 7 Effective communication
- 8 Types of clinical interviews: Intake interview, case history interview, diagnostic interview
- 9 Clinical assessment and diagnosis
- 10 Psychoanalysis, Behavioral Therapies
- 11 Cognitive behavior therapy
- 12 Rational emotive behavior therapy
- 13 Gestalt therapy
- 14 Expressive Arts Therapy
- 15 Contemporary therapies & Ethical Issues in Clinical Psychology
- 16 Practicum: The students are required to prepare four case studies of mental patients. The students must prepare a report of therapeutic sessions based on a particular theoretical orientation with two clients, as prescribed by the teacher concerned.



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Recommended Text

- 1 Kramer, G. P., Bernstein, D. A., & Phares, V. (2014). *Introduction of clinical psychology* (8th ed.). Boston, MA: Pearson.
- 2 Davey, G. (2015). *Clinical psychology*. London: Routledge. Inc.

Suggested Readings

- 1 Barlow, D. H., Durand, V. M., & Hofmann, S. G. (2018). *Abnormal psychology: An integrative approach* (8th ed.). California: Wadsworth.
- 2 Corey, G. (2017). *Theory and practice of counseling & psychotherapy* (10th ed.). Boston: Cengage learning.
- 3 Carr, A. & McNulty, M. (2016). *The handbook of adult clinical psychology*. London: Routledge, Taylor & Francis Group.

This course is designed to introduce students to a broad range of neurological and neuropsychiatric diseases and disorders to understand how genetic and environmental perturbations can disrupt normal brain function. The primary focus will be on understanding the biological bases of nervous system dysfunction. This course aims to provide students with an understanding of a range of diseases and conditions affecting the central and peripheral nervous systems. General topics covered include the causes and consequences of raised intracranial pressure, headache, infections, tumors, and dementia, as well as more specific disorders such as epilepsy and multiple sclerosis. For each disease discussed, the subject matter will be organized to explain how normal brain function is impacted, the biological mechanisms underlying dysfunction (including still-unanswered questions), and current efforts to develop effective treatments (translational research). With this approach, students will gain an understanding of disease presentation, how animal models and human studies are being used to elucidate pathophysiological mechanisms and opportunities and challenges in the development of new therapies.

Contents

- 1 Neurological Disorders: Defining neurological disorders, Affective disorders, Epilepsy, Mental Retardation, Anxiety disorders, sleep disorders, Degenerative disorders
- 2 Sensation and Perception: Anatomy of the visual system, visual coding, and the retinal receptors, neural basis of visual perception, Anatomy of Auditory system, the neural basis of auditory perception, Somato-senses, Gestation, Olfaction
- 3 Learning and Memory: Nature of Learning, Learning and synaptic plasticity, Neurological basis of perceptual learning, instrumental and classical conditioning, motor learning, Localized representations of memory, types of memory and amnesia, Brain damage and LTM, Hippocampus functioning and memory
- 4 Language: Functional lateralization and the corpus callosum, Brain mechanisms in speech production and comprehension, Evolution of language capacities, effects of brain damage on human language, Genetic abnormalities of language & intellect, Dyslexia
- 5 Emotions & Regulations of Internal Body States: Neural control of emotional response patterns, Role of orbit frontal cortex in social judgment and emotions, Neural basis of the communication of emotions, Endocrine system and emotions, Homeostasis, The Psychology and Biology of thirst. The multiple control of hunger, Physiological mechanisms of sleep & waking
- 6 Practical Work: Dissection of Animal Brain; Location of Brain Areas

Recommended Text

- 1 Carlson, N. R. & Birkett, M. A. (2016). *Physiology of Behavior* (12th ed). Pearson Education Ltd.
- 2 Pines, John P. J. & Barnes, S. J. (2017). *Biopsychology* (10th ed.). Pearson Education Ltd.

Suggested Readings

- 1 Kalat, J. W. (2019). *Biological psychology* (13th ed.). Cengage Learning Inc.
- 2 Sporns, O. (2011). *Networks of the brain*. Cambridge: Massachusetts Inst. of Technology.

This class is designed to introduce the basic concepts of Health Psychology. Students will be introduced to different medical disorders and diseases and the implications for the psychological health and impact on the psychological functioning of individuals with these disorders. Students will study physical limitations and adaptations. It will provide a theoretical foundation (i.e., bio-psycho-social) for exploring the relationship/interaction between biology, social, cognition, emotions, and behaviors within the reviewed topics, areas, and/or persons. This course will examine various medical conditions from the etiology, prevention, and treatment. Psychological treatments for persons with disorders and physical limitations will be introduced. It covers those aspects of the social environment that influence health and illness outcomes including the interactions amongst family members and between healthcare consumers and healthcare providers. Topics covered will include depression and illness, traumatic injuries, neuromuscular diseases, cancer, and chronic pain. Also covered will be the use of psychological techniques to improve behaviors for wellness including smoking cessation, proper nutrition, and exercise. Such methods of treatment will include biofeedback, relaxation, and behavioral goal setting.

Contents

- 1 Historical Background: The changing field of medicine; the involvement of psychology
- 2 The modern concept of health and illness; Behavioral medicine and behavioral health; Definition, development, and scope of Health Psychology
- 3 Behavioral Medicine and psychological principles: The conditioning models; Observational learning; Cognitive learning
- 4 The biology of health and illness: The endocrine system; The reproductive system; The digestive and excretory system; The nervous system; The respiratory system; The cardiovascular system; The immune system
- 5 Psychological interventions in Health Psychology: relaxation training, cognitive therapy, behaviour modification, social-skills training, assertiveness training, health education
- 6 The psychology of sickness and well-being
- 7 Stress, coping, and health: Models, measuring & identifying stress, stress management.
- 8 Application of Health Psychology: Coronary heart disease (CHD); Cancer; Pain; AIDS; Diabetes Mellitus; Problems associated with women's reproductive health; Infertility; Obesity; Eating disorders: Bulimia and Anorexia Nervosa; Habit disorders: smoking and drinking; Sleep disorders
- 9 Health Psychology for better hospital/ clinic setting: The hospital environment; Doctor-patient communication

Recommended Text

- 1 Taylor, S. E. (2018). *Health psychology* (10th ed.). New York: McGraw-Hill.
- 2 Dimatteo M. R., & Martin, L. R., & Zolnierik, K.B. (2010). *Health behavior change and treatment adherence: Evidence-based guidelines for improving healthcare*. New York: Oxford University Press.

Suggested Readings

- 1 Friedman, H. S. (2011). *The oxford handbook of health psychology*. New York: Oxford University Press.
- 2 Ghane, A., & Sweeny, K. (2012). *Embodied health: A guiding perspective for research in health psychology*. Department of Psychology, University of California, Riverside, CA, USA.
- 3 Ogden, J. (2012). *Health psychology* (5th ed.). UK: McGraw-Hill Education.

The course gives a general introduction to the area of developmental psychology and contains the following parts: Central developmental theories intend to focus on theories of human development from maturational, learning theory, cognitive, evolutionary, and psychodynamic perspectives. Functional development reflects aspects of human development and gives basic knowledge about individual predispositions, about the interplay between heredity and environment, and sensorimotor, cognitive, language, personality-related, and socio-emotional development. On completion of the course, the student will acquire awareness about and an understanding of central developmental theories, and be able to account for and compare these - will acquire awareness about human development, particularly during childhood and adolescence, and be able to account for the fundamental features in sensorimotor, cognitive, language, personality-related and socio-emotional development - have acquired awareness of how individual development is dependent on cultural and social relations and be able to account for the importance of cultural and social factors for individual development - be able to account for research within developmental problem areas.

Contents

- 1 The Life-Span Perspective, Introduction
- 2 Beginnings: Biological Beginnings, Prenatal Development, and Birth
- 3 Infancy: Physical Development in Infancy, Cognitive Development in Infancy, Socio-emotional Development in Infancy
- 4 Early Childhood: Physical and Cognitive Development in Early Childhood, Socio-emotional Development in Early Childhood
- 5 Middle and Late Childhood: Physical and Cognitive Development in Middle and Late Childhood Socio-emotional Development in Middle and Late Childhood
- 6 Adolescence: Physical and Cognitive Development in Adolescence, Socio-emotional, Development in Adolescence
- 7 Early Adulthood: Physical and Cognitive Development in Early Adulthood, Socio-emotional Development in Early Adulthood
- 8 Middle Adulthood: Physical and Cognitive Development in Middle Adulthood, Socio-emotional Development in Middle Adulthood
- 9 Late Adulthood: Physical Development in Late Adulthood, Cognitive Development in Late Adulthood, Socioemotional Development in Late Adulthood
- 10 Endings, Death, Dying, and Grieving

Recommended Text

- 1 Berk, E. L., & Meyers, A. B. (2018). *Child development* (10th ed.). New York: Pearson Inc.
- 2 Feldman, R. S. (2017). *Development across the life span*. (8th ed.). California: Pearson Education.

Suggested Readings

- 1 Zimbardo, P.G., & Gerrig, R.J. (2014). *Psychology and life* (20th ed.). California: Pearson Education Ltd.
- 2 Bee, H., & Boyd, D. (2018). *Lifespan development- loose-leaf edition* (8th ed.). Boston: Pearson Publishers.
- 3 Santrock, J. W. (2015). *Lifespan development* (15th ed.). New York: McGraw Hill. ISBN: 978-0-07-786182-7

This course provides students a coherent overview of the nature of women's psychology and to familiarize the students with the critical evaluation of research, facts, and their relations to the current situation of women's rights. This course examines social psychology theories of sex differences and conceptions of gender. Topics include history & theoretical perspectives on gender, differentiation of sex versus gender, gender similarities, conformity, stereotypes, social roles, masculinity, sexism, feminism, media influence, body image, gender violence, beauty standards, sex, cognition, emotion, and communication. Gender analysis framework will be introduced as a basic understanding and tools for analyzing the gender gap at the developmental issues. Students are expected to have a broad knowledge of gender issues in various social settings and able to use theories and analysis tools to assess the impact of gender inequality. After finishing this course, students are expected to be able to explain the theories in psychology that explain and discuss gender for multi perspectives. Also, students are expected to be able to apply the theories and perspectives of gender equality in everyday life and especially in the social and cultural context of Pakistan.

Contents

- 1 Introduction to women studies; Need for women studies in Pakistan
- 2 Image of Women in different religions of the world and sub-continent; Emergence of Psychology of Women in West
- 3 Gender Issues
- 4 Physiological and psychological issues in development, Gender Discrimination,
- 5 Adolescence and menstruation along with Myths and Taboos across-cultures
- 6 Pregnancy, Motherhood, Menopause, and related issues
- 7 Marriage and Family System
- 8 Impacts of marriage on women, System of subordination and status of women, Gender role expectation and behavior patterns
- 9 Perception of Self, Self-esteem
- 10 Factors governing gender differences in self-esteem, self-perception and self-efficacy
- 11 Gender, Employment, and the economy, Achievement motivation and attitudes; Bridging the gap
- 12 Culture-specific practices and female psyche
- 13 Women and Psychopathologies, Women and Laws of Pakistan, Violence against women and other issues in Pakistan and global arena;
- 14 The feministic perspective of Gender, Feministic movement in various periods

Recommended Text

- 1 Brannon, L. (2017). *Gender: Psychological perspectives* (7th ed.). New York: Routledge Publications.
- 2 Linda, B. (2017). *Gender: Psychological perspectives* (7th ed.). London: Taylor and Francis.

Suggested Readings

- 1 Helgeson, V. S. (2016). *Psychology of gender* (5th ed.). New York, Routledge.
- 2 Else-Quest, N. M., & Hyde, J. S. (2018). *The psychology of women and gender: Half the human experience* (9th ed.). SAGE Publications.
- 3 Vicki, S. H. (2016). *Psychology of gender* (5th ed.). London: Taylor and Francis.

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Psy-6225 (a) and Psy-6225 (b) (Thesis) aim to provide students with the opportunity to: Carry out independent and sustained research under appropriate supervision, develop advanced research skills and techniques, present their findings in scholarly documented form and make an independent contribution to learning, or offer a critical perspective on existing scholarship or methodology

Thesis as course Psy-6225 (a) and Psy-6225 (b) in the third and fourth semester will be assigned only if the student fulfills the eligibility criteria , defined by the *departmental thesis committee*, which includes:

1. Academic merit/ GPA in 5TH and 6TH Semesters
2. Library Work
3. Attendance
4. Classroom Presentations and Assignments
5. Thesis Proposal of 600 words/ Interview
6. Availability of an appropriate supervisor



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SEMESTER VIII

The main objective of this course is to familiarize students with the process of counseling by providing a critical review of the essential components of a counseling process as well as the most influential counseling and psychotherapy theories. The course introduces topics concerning the main aspects of psychological counseling. We start by discussing counseling definition, its forms, counselor's role, and ethics. Crisis intervention, rehabilitation, psycho-prevention, and psychotherapy are discussed within an evidence-based major approach in counseling (e.g. psychoanalytic, psychodynamic, humanistic, existential, cognitive-behavioral, systemic, and postmodern models). Each approach is presented including its concepts explaining symptoms development, counseling principles, specific therapeutic techniques, and their limitations. In generally presented approaches keep historical order of their development, addressing differences and similarities between them, finishing with the idea of integration in counseling. Students begin developing their model of counseling. We discuss specific settings and principles of family, couple, and group counseling with their use in rehabilitation and prevention counseling.

Contents

- 1 An overview of counseling: Definitions of counseling; goals of counseling; historical development of counseling, do's and don'ts of counseling
- 2 Careers and scope of counseling: Distinguish the various counseling specialty areas of school counseling, mental health counseling, community counseling, counseling in student affairs practices, rehabilitation counseling, gerontological counseling, and marriage and family counseling.
- 3 On becoming a counselor: Personal characteristics of effective counselors; the process of counselor education, personal values in counseling, on becoming a counselor.
- 4 Counseling relationship: The basics of building and implementing a counseling relationship, basic and advanced counseling skills, case conceptualization, and record keeping.
- 5 Theoretical approaches to counseling: Four conceptual approaches to counseling: psychodynamic, existential-humanistic, behavioral, cognitive, and some theories that are associated with them. An integrative approach, brief-treatment, and solution-focused therapies, Uses of Expressive Arts in Counseling Psychology (Creative arts; Visual arts; Psychodrama; Poetry, writing, and bibliotherapy, Music and dance therapies).
- 6 Counseling in different settings: Basic principles to family counseling, group work, career development, the history of consultation, and supervision.
- 7 Counseling of special population, crises intervention and model of helping
- 8 Ethical Issues in Counseling Psychology: Ethical considerations in counseling Legal considerations for counselors, current and future trends in counseling, research, and evaluation in counseling.

Recommended Text

- 1 Corey, G. (2017). *Theory and practice of counseling & psychotherapy* (10th ed.). New York: Cengage Learning.
- 2 Gladding, S. T. (2017). *Counseling: A comprehensive profession*. (8th ed.). New York: Pearson Publisher.

Suggested Readings

- 1 Cormier, S. & Hackney, H. (2016). *Counseling strategies and interventions for professional helpers* (9th ed.). Harlow, Essex Pearson.
- 2 Capuzzi, D., & Gross, D. R. (2017). *Introduction to the counseling profession* (7th ed.). New York: Routledge.
- 3 Capuzzi D. & Stauffer, M. D. (2016). *Counseling and psychotherapy: Theories and interventions* (7th ed.). Alexandria, VA: American Counseling Association.

This course provides students a coherent overview of both classic and contemporary data on the nature of cognition that spans a broad spectrum of subjects. The main objectives are to familiarize the students with the critical evaluation of experimental data and their relations to current models of human cognition, prepare the students for advanced study in specialized areas of cognitive psychology. This course provides an overview of cognitive psychology, which is a laboratory-based science investigating the mental processes that allow us to perceive the world around us, attend to certain parts of it, store information for later retrieval, interact with other human beings through the use of language, and make decisions before performing actions. The study of cognition relies heavily on experimental research designed to test models and theories of cognitive processes, and we will explore both behavioral and neuropsychological approaches to data and theory. Topics will include attention, perception, multiple memory systems, encoding and retrieval processes, the role of knowledge, language, and reasoning.

Contents

- 1 Orientation to Cognitive Psychology
- 2 Antecedents of cognitive psychology, Emergence of cognitive psychology, Research methods, key issues and paradigms within cognitive psychology, Computer models of information processing and human cognition
- 3 Attention and Consciousness
- 4 Stages of processing, models of attention, Selective and divided attention, Attention models and consciousness, Preconscious processes, Controlled versus automatic processes, Habituation, Cognitive neuroscientific approach towards attention and consciousness
- 5 Perception
- 6 From sensation to representation, Classic models of perception, Contemporary theoretical approaches to perception, Bottom-down approaches, Top-down approaches, Computational theory, spatiotemporal boundary formation theory, Marr's theory, Object recognition processes, Deficits in perception.
- 7 Knowledge
- 8 The mental representation of knowledge, Mental manipulation of images, Synthesizing images and propositions, Spatial cognition and cognitive maps, organization of declarative knowledge, Representation of procedural knowledge, Integrative models of declarative and procedural knowledge.
- 9 Problem Solving and Creativity
- 10 Analyses of the problem-solving, problem-solving cycle, Types of Problems, Obstacles, and aids in problem-solving, Expertise, knowledge, and problem solving, Creativity, Structures of problems involving creativity, Process of creative problem-solving.
- 11 Decision Making and Reasoning
- 12 Judgment and decision making, Types of reasoning, Inductive reasoning, Deductive reasoning, approaches to the study of reasoning and decision making, Cognitive illusions in decision making.
- 13 Note: The students have to perform experiments as prescribed by the teacher concerned.

Recommended Text

- 1 Galotti, K. M. (2013). *Cognitive psychology in and out of laboratory* (5th ed.). Publisher: Vicki Knight.
- 2 Robert, J. S., & Karin, S. (2016). *Cognitive psychology* (7th ed.). Nelson Education, Ltd.

Suggested Readings

- 1 Sternberg, R. J., & Sternberg, K. (2012). *Cognitive psychology* (6th ed.). Belmont, CA: Wadsworth.

This course offers the students a comprehensive introduction to understanding the manipulation of the target population's psychographics in advertising. Advertising is an everyday and significant phenomenon. Sponsors hire agencies to inform us about, and persuade us to buy, innumerable branded products and services on the market, through a variety of mass media. Advertisements also urge us to donate to charity, vote for candidates, or adopt particular lifestyles. Furthermore, advertising may be blatant or subtle, inoffensive or controversial, conventional, or ground-breaking. It may succeed, fail, or backfire. It is partly an intuitive art and partly an empirical science. The course will initially address advertising from the perspective of the psychology of attitude change, seeking to understand it better through the lens of several classic and contemporary theories that are informed by empirical evidence. Students will also be taught how to produce a print advertisement, following the principles recommended by famous and contemporary advertisers.

Contents

- 1 An orientation towards marketing research
- 2 Research designs in marketing
- 3 Qualitative Techniques Vs. Quantitative Techniques
- 4 Cross-sectional; Longitudinal
- 5 Market Segmentation: Demographic Segmentation
- 6 Psychographic Segmentation
- 7 Implications of Market Segmentation
- 8 Promotional Strategies: Selection of Media
- 9 Types of Promotional Strategies
- 10 Mode of Advertisement; Publicity
- 11 Psychology of Advertisement
- 12 Creating Effective Advertisement
- 13 Contemporary trends in advertising and marketing research
- 14 Scope of marketing and advertising field in the Pakistani context

Recommended Text

- 1 Fennis, B. M., & Stroebe, W. (2015). *The psychology of advertising* (2nd ed.). London: Routledge
- 2 McDaniel, C. Jr., & Gates, R. (2012). *Marketing research essentials* (8th ed.). New Jersey: John Wiley & Sons.

Suggested Readings

- 1 Hoyer, W., & MacInnis, D. (2009). *Consumer behavior* (5th ed.). South-Western Cengage Learning
- 2 Crawford, C. M., & DiBenedetto, C. A. (2005). *New product management* (7th ed.). New York: McGraw-Hill.



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18
PSYC-6325(b)

PROJECT: THESIS (COMPULSORY)

3 (3+0)

Basic objectives to offer this course are to: carry out independent and sustained research under appropriate supervision, develop advanced research skills and techniques, present their findings in scholarly documented form, and make an independent contribution to learning, or offer a critical perspective on existing scholarship or methodology. In this semester student has to write the final draft and give oral defence.



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This course offers the students to develop an appreciation for the influence consumer behavior has on marketing activities. The main objectives of this course are; to apply psychological, social, and cultural concepts to marketing decision making. The study of consumer behavior is about understanding what leads to the individual purchase decisions that are so important to business profitability, and to personal prosperity. The major goal of the course is to investigate how consumers make their choices and respond to marketing campaigns and government policies. To understand individual purchases, we must understand basic psychological processes (such as memory, habit, identity, preference, and intuition). We must also understand specific behaviors at different stages of the consumer journey: from pre-purchase search to moment-of-purchase deliberation, to post-purchase user experience and word-of-mouth. This course will examine all of these concepts, drawing both on academic research, and on industry practice. Students will be encouraged to apply the course concepts to cases that are of particular interest to them.

Contents

- 1 Introduction to Consumer Behavior and Consumer Research
- 2 Consumer Behavior and Marketing Strategy
- 3 Internal Influences on Consumer Behavior
- 4 Motivation and Involvement; Personality
- 5 Self-Image, and LifeStyle
- 6 Consumer Perception
- 7 Consumer Learning
- 8 Consumer Attitude Formation and Change
- 9 Communication and Consumer Behavior
- 10 External Influences on Consumer Behavior
- 11 The Influences of Culture on Consumer Behavior
- 12 Subcultures and Consumer Behavior
- 13 Social Class and Consumer Behavior
- 14 Reference Groups and Family
- 15 Consumer Influence and the Diffusion of Innovations
- 16 Consumer Decision Making
- 17 Process & Outcomes

Recommended Text

- 1 Schiffman, L. G., & Wisenblit, J. (2018). *Consumer behavior* (12th ed.). New York: Pearson Prentice Hall.
- 2 Hawkins, D. I., & Motherbaughs, D. I. (2016). *Consumer behavior: Building a marketing strategy* (13th ed.). McGraw-Hill Ed, Boston.

Suggested Readings

- 1 Solomon, M. R. (2016). *Consumer behavior: Buying, having and being* (12th ed.). California: Pearson Publications.



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This course focuses on the application of behavioral science theory and concepts to individual, interpersonal and group processes in a diverse workforce. Its purpose is to provide an understanding of how organizations can be managed more effectively and at the same time enhance the quality of employees' work life. Topics include personality traits, emotions, values, work attitudes, work motivation, organizational politics, group effectiveness, and conflict. The course makes extensive use of individual and group experiential exercises and case analysis. Understanding human behavior at work is an essential aspect of successful management. Most management programs require an Organizational Behavior class. Organizational Behavior focuses on improving productivity, quality, and assisting managers to design more positive organizations. The course is an introduction to the interaction between people, structure, and environment. The course provides a micro-level analysis of the behavior of individuals and groups within their organizations and the influence of the environment on behavior patterns.

Contents

- 1 Introduction to Organizational Behavior
- 2 Organizations
- 3 Scope of studying OB
- 4 OB related fields of study; Research in OB
- 5 Individual-level of study: Perception, Personality, Emotions
- 6 Work Motivation
- 7 Organizational socialization
- 8 Stress management
- 9 Groups level of study, Leadership, Decision making
- 10 Conflict management
- 11 Power and politics
- 12 Organizational level of study; Business communication
- 13 Organizational culture & Organizational structure
- 14 Organizational Behavior in the Indigenous Context

Recommended Text

- 1 Luthans, F., Luthans, B. C., & Luthans, K. W. (2015). *Organizational behavior: An evidence-based approach*. (13th ed.). California: Information Age Publishing.
- 2 Robbins, S. P., & Judge, T. A. (2018). *Organizational behavior* (8th ed.). New Delhi: Pearson Education Ltd.

Suggested Readings

- 1 Peeter, M. (2013). *An introduction to contemporary work psychology*. Veldhoven, M. V. (2013). Quantitative job demands. Research gate:
<https://www.researchgate.net/publication/259922267>
- 2 Bowling, N., & Kirkendall, C. (2012). Workload: A review of causes, consequences, and potential interventions. In J. Houdmont, S. Leka, & R. Sinclair (Eds.), *Contemporary occupational health psychology: Global perspectives on research and practice* (Vol. 2, pp. 221–238). Chichester: John Wiley & Sons.


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In this course, we will cover the fundamental theories and research conducted related to learning and motivation within psychology. This course will also introduce you to the processes and principles in understanding motivation and emotion. This course reviews research on the psychological and physiological aspects of motivation and emotion in human and animal behavior. There is a particular focus on social-cognitive processes and how situational factors trigger various emotions and corresponding motives that can then drive behavior. This course will introduce you to the principles of intrinsic motivation and their relationship to your everyday behaviors. This course is an active learning course that provides an interactive, social learning environment that encourages group discussions, teamwork, independent study, and creative learning. This course will present current scientific theory and research related to formal learning environments. Individual differences in cognitive, social, and emotional development and the implications for the teaching/learning process will be explored

Contents

- 1 Definition, Nature, and Scope
- 2 Historical Background
- 3 Motivated behavior characteristics and determinants
- 4 Methods used to assess human motivation
- 5 Projective techniques
- 6 Theories of Human Motivation:
 - 7 Behavior theory
 - 8 Cognitive theory
 - 9 Need-drive-incentive theory
 - 10 Stimulus-Cue theory
- 11 Motivational Theory of Emotion
- 12 Theories of reinforcement
- 13 Theories of Achievement
- 14 Motivation: Expectancy theory. Equity Theory
- 15 Incentive Motivation, Tendency to achieve success, tendency to avoid failure.
- 16 Fear of success in women.



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Recommended Text

- 1 Coelho, R. (2016). *Psychology of motivation: How your mind influences your behavior*. London: CreateSpace Independent Publishing Platform.
- 2 Holiday, R. (2014). *The obstacle is the way*. New York: McGraw Hill.
- 3 Brown, L. V. (2007). *Psychology of motivation*. New Delhi: Nova Publishers.

Suggested Readings

- 1 Beck, R. C. (2004). *Motivation: Theories and principles* (5th ed.). Singapore: Pearson Education.
- 2 Petri, G. (2004). *Motivation: Theory, research, and application* (6th ed.). London: Oxford University Press.

This course evaluates the major theories and fundamental concepts in criminology and criminal justice. In this course, we will be working to demonstrate the influence that psychological research can have on the criminal justice system. We will cover topics ranging from the psychology of criminal behavior to the processes involved in the criminal justice system, to the varying degrees of validity and reliability that come with testimony and criminal defenses. The goal of this course is to illuminate how the field of psychology can inform the criminal justice system and the policies developed by that system. This course is designed to achieve the following goals; to survey the major areas of interests shared by psychology and the law, to become familiar with the types of forensic evaluations conducted in criminal and civil cases, to become familiar with the landmark legal cases that impact forensic psychology

Contents

- 1 Introduction to Forensic Psychology: History of Forensic Psychology; Defining Forensic Psychology; Legal Research for the social scientist
- 2 Applying Psychology to Civil Proceedings
- 3 Understanding Adult Domestic Law Issues;
- 4 Understanding Child; Domestic Law Issues;
- 5 Conducting Personal Injury Evolution;
- 6 Personality Assessment in Personal Injury Litigation
- 7 Applying Psychology to Criminal Proceedings
- 8 Evaluating eyewitness testimony in Adults & children; Competency to Stand Trial; Insanity Defense; Specific intent and Diminished capacity;
- 9 Probation and Parole
- 10 Special Applications
- 11 War against terrorism, Violence Risk Assessment; Psychology and Law Enforcement; Polygraph Testing, strategies for tolerance and peace
- 12 Communicating Expert Opinions: Writing Forensic Report; Serving as an expert witness
- 13 Interviewing with Offenders
- 14 Punishments and alternate routes to crime prevention;
- 15 Practicing psychology in Correctional settings; Psychotherapy with criminal offenders
- 16 Professional Issues
- 17 Practicing Principled Forensic Psychology; legal, ethical and moral consideration;
- 18 Training in Forensic Psychology

Recommended Text

- 1 Weiner, B. A., & Otto, R. K. (2013). *The handbook of forensic psychology* (4th ed.). New York: Wiley.
- 2 Bartol, C. R., & Bartol, A. M. (2019). *Introduction to forensic psychology* (5th ed.). Thousand Oaks, CA: SAGE Publications. ISBN: 9781506387246

Suggested Readings

- 1 Costanzo, M., & Krauss, D. (2017). *Forensic and legal psychology: psychological science applied to the law* (3rd ed.). Boston: Worth Publishers.
- 2 Bartol, C. R., & Bartol, A. M. (2016). *Criminal behavior: A psychological approach*. (13th ed.). New Delhi: Pearson.
- 3 Melton, G. B., Petrila, J., Poythress, N. G., Slobogin, C., Otto, R. K., Mossman, D., & Condie, L. O. (2017). *Psychological evaluations for the courts: A handbook for mental health professionals and lawyers* (14th ed.). New York: Guilford Publications.

The course begins with a general introduction into parapsychology, including its history and the attitude of science to these anomalous phenomena and some of the key figures involved. The syllabus then moves on to cover the types of phenomena that a parapsychologist might investigate, and how the scientific process can confirm or reject these phenomena. This course offers the students an opportunity to define & evaluate criteria for paranormal phenomena, recognize and categorize common paranormal phenomena, describe common explanations for the etiology of paranormal phenomena course is designed to introduce students to the field of Parapsychology and what parapsychologists study. Topics will include an overview of the phenomena (Telepathy, Clairvoyance, Precognition, Psychokinesis, and Survival Issues), history, research methodologies in the lab, and field investigation, and related issues that make up the vibrant field of scientific parapsychology. Also covered will be the major criticisms and critics of Parapsychology and a look at fraud as it applies to professionals and consumers. Parapsychology uses psychological research methods to explain and further understand such phenomena as telepathy, mind-reading, and psychic healing.

Contents

- 1 Introduction & Foundations of Parapsychology: Basic branches of parapsychology
- 2 Psi and Psychology: ESP and Psychic Development
- 3 World religion and parapsychology
- 4 Parapsychology and mysticism
- 5 Holistic health, healing, and survival After Death: The Scientific Evidence
- 6 Investigating Hauntings and Poltergeists
- 7 From magic to science
- 8 Telepathy: Mind to mind communication
- 9 Extrasensory perception & Telekinesis techniques
- 10 Mind: A universal phenomenon; How does mind control work? Awakening the third eye; Meditation and concentration; Invisible intelligence civilization; Mind Over matter
- 11 What is scrying?; The magical power of switch words.; Affirmation; Dowsing; Visualization; Remote Viewing
- 12 Out of Body Experience; Channeling and Medium ship; Déjà vu; The Clairvoyant and Mystics; The Aura; Hypnotism
- 13 Current trends and evaluation

Recommended Text

- 1 Sehraie, A. (2006). *Parapsychology: Theory and practice*. Lahore: Shahrayar Publisher.
- 2 Cardeña, E., Palmer, J., & Marcusson-Clavertz, D. (Eds.). (2015). *Parapsychology: A handbook for the 21st century*. Boston: McFarland.

Suggested Readings

- 1 Irwin, H. J., & Watt, C. (2007). *An Introduction to Parapsychology* (4th ed.). New York: Amazon Books Inc.

This course offers students a comprehensive history and perspectives of Positive Psychology. Moreover, to gain a greater understanding of how Positive Psychology can develop and be promoted over one's lifetime. Positive Psychology focuses on how to live a meaningful and fulfilling life, cultivate what is best within people, and enhance people's experiences of love, work, and play. Main objectives of this course are to: tell about the attitudes, choices/values of a Positive Psychology lifestyle and will gain a greater understanding of the strengths that characterize the mentally healthy individual, tell how Positive Psychology applies in the workplace, home, schools, and other settings, and gain a greater understanding of the research basis of the efficacy of the characteristics promoted by Positive Psychology. Positive psychology is the scientific study of the strengths that enable individuals and communities to thrive. This course will provide an introduction to positive psychology. Students explore the concepts, the research behind the concepts, cognitions, and practices that enhance well-being.

Contents

- 1 Positive Psychology: An Introduction
- 2 Subjective Well-being & Happiness
- 3 Flow & Savoring
- 4 Character Strengths & Optimism
- 5 Positive Illusions and Playfulness.
- 6 Creativity, Giftedness & Industry
- 7 Judgment, Wisdom & Fairness
- 8 Emotional Intelligence & Prudence
- 9 Religion, Spirituality & Transcendence
- 10 Love, Kindness & Healthy Relationships
- 11 Gratitude & Zest
- 12 Hope, Modesty & Forgiveness
- 13 Altruism & Empathy & Social Intelligence
- 14 Self-efficacy and Positive Development
- 15 Cross-cultural Positive Psychology
- 16 Positive Psychology, Positive Prevention, and Positive Therapy

Note: Students are required to design and conduct a workshop on any aspect of positive psychology.


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Recommended Text

- 1 Seligman, M. (2011). *Flourish*. New York: Free Press.
- 2 Ilona Boniwell (2008). *Positive psychology in a nutshell: The science of happiness*. London: Personal Well-Being Centre.

Suggested Readings

- 1 Seligman, M. E. (2002). Positive psychology, positive prevention, and positive therapy. *Handbook of positive psychology*. London: Oxford University Press.
- 2 Peterson, P. (2006). *A primer in positive psychology*. London: Oxford University Press.
- 3 Lyubomirsky, S. (2008). *The how of happiness*. New York: The Penguin Press.

This course engenders the students equipped with contemporary human resource management skills for ensuring organizational productivity in applied settings. This course is an introduction to organizational behavior. The course will cover theories and researches done in the area of organizational behavior. It involves leadership, values, employment planning, recruiting and selecting employees, training and compensating them, and evaluating their performance. It also significantly influences the corporate culture and norms. The topics covered will be The Foundation for Organizational Behavior, Social Cognitive Processes of Organizational Behavior, the individual at the workplace: Learning, Personality and Motivation, Group, and Social Processes. Diverse theories and case studies will be described and discussed. In addition to readings from the textbook, students will read journals related to the current topic and discuss the experimental findings in class. Human Resource Management (HRM) deals with the management of an organization's workforce. Organizational success depends upon developing appropriate methods of recruitment and selection; motivation; reward; training and development; grievance and discipline; performance management and career progression.

Contents

- 1 Human Resource Management: Meaning of Human Resources, Human resource functions, Organization culture, Human resource activities in management, HR specialists, Strategic aspects of HRM, The HR manager, Industrial relations, The role of the HR department, Effects of a good HR policy, Responsibilities of the HR department
- 2 Manpower planning, recruitment, and selection: Expansion of organization, HR or manpower planning, Self-regulatory manpower control, Problems caused by the expansion of the organization, Scientific management, Organization and Method Studies (O & M Studies), Recruitment, Policy of recruitment, Recruitment process, Selection
- 3 Induction, Training, and Employee Development: definition, types, methods, needs and benefits, and characteristics of a good training program.
- 4 Health, Safety, Security and Welfare: HR Responsibilities, Medical facilities, Safety, and security officers, prevention of theft and employee welfare
- 5 Motivation, Employee Counseling, Resignations, and Retirement: Motivation, Style & attitudes of management, Theories of motivation and HR Strategies to boost motivation and performance
- 6 Performance Appraisal & Remuneration
- 7 Personnel Records and Statistics
- 8 Industrial Relations
- 9 Overview of HRM Practices in Pakistani Context and Global Arena
- 10 Practical Exercises at the end of each chapter
- 11 Two-week Internship in the summer vacations

Recommended Text

- 1 Angelo, S. DeNisi., & Ricky, W. Griffin. (2018). *Human resource management* (4th ed.). Boston: South-Western College Publication.
- 2 Whiting, F., & Martin, M. (2016). *Human resource practice* (7th ed.). New York: Chartered Institute of Personnel and Development.

Suggested Readings

- 1 Robbins, S. P., & Judge, T. A. (2018). *Organizational behavior* (18th ed.). New York: Pearson Education Ltd.


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This course encourages research and the application of psychological research to military problems. The course focuses on the two major areas of military psychology being the clinical and operational components. The purpose of this course is to understand the military culture within which military families function, the stressors such as deployment that they navigate, and the diversity of military family structures and how a range of diversity filters can impact the military family and military culture. The different military contexts (i.e., active duty, guard/reserve, veteran) are explored. Ethical issues for working in this environment are considered. Theory-based and research-informed strategies to intervene with military families are reviewed. Military family policies are examined and critiqued. Family life cycle interactions with military demands are discussed. Students completing this course will have a more in-depth understanding of and ability to work with the military and the military families that are a vital part of society.

Contents


- 1 Introduction: Historical Development of Military Psychology; Nature and Scope and Contribution of Different Psychologists
- 2 Organization and Role of Military in Pakistan
- 3 Selection and Placement on Military Service
- 4 Recruitment of Soldiers and Commissioned Officers in Pakistan; Army Alpha and Beta Tests, their importance and administration in Personnel Selection
- 5 Role of Psychologists; Education and training of Army Personnel
- 6 Perception: Geometrical Illusions and Optical Illusions
- 7 Camouflage & Counter Camouflage
- 8 Morale and Motivation
- 9 Stress and Maladjustment in Military Personnel
- 10 Clinical Assessment and Rehabilitation
- 11 Leadership in Military
- 12 Theories and models of Leadership and Leadership in the Battlefield
- 13 Psychological Warfare
- 14 General Warfare; Basic Concepts
- 15 Perception, Cognition, Personality, Motivation;
- 16 Organizational Warfare
- 17 Concept of Organization & Operational Objectives
- 18 International Law of Social Warfare
- 19 Propaganda; Brain Washing; Rumor; Use of Mass Media; Panic as a Psychological Warfare Tool

Recommended Text

- 1 Kennedy, C. H., & Zilmer, E. A. (2012). *Military psychology: Clinical and operational applications*. London: Guilford Press.
- 2 Laurance, J. H. (2012). *Military psychology*. New Jersey: Sage Publications.

Suggested Readings

- 1 Edmonds, B. R. (2015). *God is not here: A soldier's struggle with torture, trauma, and the moral injuries of war*. New York: Pegasus Books
- 2 Smiley, S. (2013). *Dinner with the smileys: One military family, one year of heroes, and lessons for a lifetime*. New York: Hechate Book Group


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