

2014 & onward

SCHEME OF STUDY

AND

COURSE OUTLINE

FOR

**BS 4-YEAR (HONS.) PSYCHOLOGY**

UNDERGRADUATE PROGRAM

(UNDER SEMESTER SYSTEM)



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Incharge  
Department of Psychology  
University of Sargodha

For the Session: 2014 & onward


DEPARTMENT OF PSYCHOLOGY  
UNIVERSITY OF SARGODHA

# Curriculum for BS (Hons) 4-Year Psychology Program

## Aims and Objectives

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 behavior.
5. To be fully knowledgeable about the cognitive, behavioral 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 behavior (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 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 behavior.
12. Every student must participate in seminar and annual research papers in each course on current respective area of Psychology.
13. The student should develop insight and personality growth through internship.
14. Individually students need to inculcate the sprit of applying control over unbridled instinctive and impulsive actions, so that they acquire insight and behave on their rational judgment.

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## Program Introduction

There are eight semesters in BS 4-Year (Hons.) Psychology Program.

**Semester I-IV:** (16, 16, 15, 15 Credit hours each) These four semesters are the building blocks of the subject. Each semester not only introduces the major course, Psychology but also throws light on other related and significant disciplines as Computer Studies, English, *Every Day Science*, Mathematics, Biology etc. These are termed as minor courses. Some other compulsory subjects have also been introduced for example Pakistan studies and Islamiat. All the subjects together form an excellent combination for understanding of the main concepts. They are also very helpful in paving way for a better and deeper future understanding of the courses besides widening the conceptual awareness which in turn complement in later studies of the major.

By the end of these semesters, it is hoped that the students will have been furnished with a broad detailed knowledge and understanding of all key areas of the major subject and will have all additional knowledge complementing the major.

**Semester V-VIII:** These four semesters (18, 18, 18, 15) 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 Social Psychology, Research, Statistics, Abnormal, Counseling, Psychological Assessment, Health and Neurological Psychology. The last two semesters also encompass Clinical, Personality, Developmental and Cognitive Psychology. All these courses cover up 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 application and practice of Psychology in real life and have all necessary skills to apply them in professional settings. The last two semesters also include project works. Six credit hours Project shall be allotted to all students.


Final semester gives opportunities for taking other optional subjects also. Internships 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.

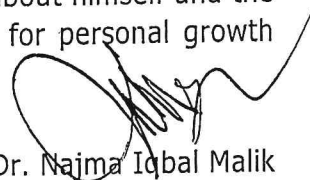
June 2014



Dr. Najma Iqbal Malik  
Incharge, Department of Psychology



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Department of Psychology  
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**SCHEME OF STUDY**  
For  
**BS 4-Year (Hons.) PSYCHOLOGY**

Total Program Credit Hours: **131**  
(Compulsory: 31, Multi-disciplinary: 21, Foundation: 30 & Major: 54)

**SEMESTER-I**

Course Code	Course Title	Credit Hours
Eng-101	English-I (Compulsory)	3
Psy-102	Introduction to Psychology	4
PkSt-103	Pakistan Studies (Compulsory)	3
Math-104	Introduction to Mathematics (Compulsory)	3
CSt-105	Computer Studies (Compulsory)	3
<b>Total:</b>		<b>16</b>

**SEMESTER-II**

Course Code	Course Title	Credit Hours
Eng-111	English-II (Compulsory)	3
Psy-112	History and Systems of Psychology	4
Isl-113	Islamic Education (Compulsory)	3
Stat-114	Introduction to Statistics (Compulsory)	3
ESc-115	Everyday Science	3
<b>Total:</b>		<b>16</b>

**SEMESTER-III**


Course Code	Course Title	Credit Hours
Eng-201	Communication Skills-I (Compulsory)	3
Psy-202	Sports Psychology	3
Psy-203	Experimental Psychology	3
Bio-204	Introduction to Biology-I	3
Itm-205	Introduction to Management	3
<b>Total</b>		<b>15</b>

**SEMESTER-IV**

Course Code	Course Title	Credit Hours
Eng-211	Communication Skills-II (Compulsory)	3
Psy-212	Social Psychology	3
Psy-213	Educational Psychology	3
Bio-214	Introduction to Biology-II	3
Ihr-215	Introduction to Human Rights	3
<b>Total</b>		<b>15</b>

**SEMESTER-V**

Course Code	Course Title	Credit Hours
Psy-301	Introduction to Research Methodology	3
Psy-302	Cross Cultural Psychology	3

  
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Psy-303	Computer Application in Psychology	3
Psy-304	Principals of Psychological Assessment	3
Psy-305	Fundamental Statistics in Psychology	3
Psy-306	Historical Perspectives in Abnormal Psychology	3
<b>Total</b>		<b>18</b>

**SEMESTER-VI**

<u>Course Code</u>	<u>Course Title</u>	<u>Credit Hours</u>
Psy-311	Advance Research Methodology	3
Psy-312	Neurological Basis of Behavior	3
Psy-313	Applications of Statistics in Psychology	3
Psy-314	Applications of Psychological Assessment	3
Psy-315	Personality Psychology	3
Psy-316	Psychopathology	3
<b>Total</b>		<b>18</b>

**SEMESTER-VII**

<u>Course Code</u>	<u>Course Title</u>	<u>Credit Hours</u>
Psy-401	Clinical Psychology	3
Psy-402	Neurological Dysfunctions	3
Psy-403	Health Psychology	3
Psy-404	Developmental Psychology	3
Psy-405	Gender Issues in Psychology	3
Psy-406	Project (with Psy-406 b) (Compulsory)	3
<b>Total</b>		<b>18</b>


**SEMESTER-VIII**

<u>Course Code</u>	<u>Course Title</u>	<u>Credit Hours</u>
Psy-411	Counseling Psychology	3
Psy-412	Cognitive Psychology	3
Psy-413	Psychology of Advertising & Marketing Research	3
Psy-406 (b)	Project (with Psy-406 a) (Compulsory)	3
and		

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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).

Psy-421	Consumer Psychology	3
Psy-422	Organizational Behavior	3
Psy-423	Psychology of Motivation	3
Psy-424	Forensic Psychology	3
Psy-425	Para Psychology	3
Psy-426	Positive Psychology	3
Psy-427	Human Resource Management	3
<b>Total</b>		<b>15</b>

  
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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, *Students Resource Center* in the Department of Psychology would provide pertinent reading material along with the audio-visual aids.

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## COURSE OUTLINE

SEMESTER-I


Eng-101 English-I (Compulsory) 3

### **Course Objectives:**


- To groom the students linguistically in such a manner that they can operate independently on a reliable communicative competence in the twin productive skills of speech and writing.
- To train students in acquiring all the study skills required to cope efficiently not only with the challenges of the English language but also with the demands of other subjects written in English which need to be dealt with at optimal level of efficiency.

### **CONTENTS**

- |   |  |
|---|--|
| 1. What is grammar?                       | 1.1 Language and Communication<br>1.2 Making sense<br>1.3 Grammar and sense  |
| 2. Phrases and sentences                  | 2.1 Word groups<br>2.2 Phrases<br>2.3 Sentence<br>2.4 Four kinds of sentences<br>2.5 The punctuation of written sentences  |
| 3. Subject and predicate                  | 3.1 The two parts of the sentence<br>3.2 The functions of the two parts<br>3.3 Subject and predicate (1)<br>3.4 Subject and predicate (2 )   |
| 4. Words in sentences                     | 4.1 Words at work<br>4.2 Different work for the same word  |
| 5. An introduction to the parts of speech | 5.1 The eight parts of speech<br>5.2 Nouns<br>5.3 Verbs<br>5.4 Pronouns<br>5.5 Adjectives<br>5.6 Adverbs<br>5.7 Prepositions<br>5.8 Conjunctions<br>5.9 Interjections<br>5.10 Family groups and word behaviour |
| 6. The parts of the simple sentence       | 6.1 Definitions of the simple sentence<br>6.2 Subject and predicate<br>6.3 The subject and the subject word<br>6.4 Subject word and words qualifying subject word  |

  
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- 6.5 Predicate: the verb and words modifying the verb
  - 6.6 Predicate: the direct object
  - 6.7 Predicate: the indirect object
  - 6.8 Predicate: predicative words (or complement)
  - 6.9 A tabular list of all the parts of the simple sentence
- 7. Finite verbs and non finite verbs
    - 7.1 Finite verbs
    - 7.2 Non-finite verbs
    - 7.3 Participial phrases
    - 7.4 Gerundive phrases
    - 7.5 Infinitive phrases
- 8. Simple sentence analysis
    - 8.1 Tabular analysis
    - 8.2 Descriptive analysis
    - 8.3 Graphic analysis
    - 8.4 Analysing phrases
- 9. Clauses and sentences
    - 9.1 What is a clause?
    - 9.2 Main clauses
    - 9.3 Co-ordinating conjunctions
    - 9.4 Double sentences
    - 9.5 Multiple sentences
    - 9.6 Complex sentences
    - 9.7 Kinds of sentences: a checklist
    - 9.8 Summing up
- 10. Subordinate clauses and the work they do
    - 10.1 Introduction
    - 10.2 Adjective clauses
    - 10.3 Adverb clauses
    - 10.4 Noun Clauses
- 11. The analysis of complex double and multiple sentences
    - 11.1 Method
    - 11.2 Procedure
    - 11.3 Notes on procedure
    - 11.4 Worked examples: complex sentences
    - 11.5 Double and multiple sentence analysis
    - 11.6 Tests in analysis
- 12. The parts of speech: a chapter for reference
    - 12.1 Introduction
    - 12.2 Nouns
    - 12.3 Pronouns
    - 12.4 Adjectives
    - 12.5 Verbs
    - 12.6 Adverbs
    - 12.7 Prepositions
    - 12.8 Conjunctions
    - 12.9 Interjections
    - 12.10 'It' as a provisional subject
    - 12.11 'There' as an introductory adverb

  
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13. Common errors and debatable Points

- 13.1 Introduction
- 13.2 Agreement
- 13.3 Case
- 13.4 Verb-forms
- 13.5 The rule of proximity
- 13.6 Woolly use of pronouns
- 13.7 Defining and non-defining phrases and clauses
- 13.8 Chopping and changing
- 13.9 Tests

Answers to tests

**Psy-102 Introduction to Psychology (Major) 4**

**Course Objectives:**

- To ensure an effective orientation of students towards the discipline of psychology so that they may come to appreciate the diversity of the subject and its pragmatic significance.
- To make students familiar with the essential features of research enterprise in Psychology.
- To inculcate a sense of personal relevance of Psychology as a subject with the potential of gaining better insight into one's own self.

1. **Introduction to Psychology**

Nature and Application of Psychology with special reference to Pakistan

2. **Research Enterprise in Psychology (A brief sketch)**


- a. Goals of Scientific Enterprise
- b. Steps in Scientific Investigation
- c. Advantages of Scientific Approach
- d. Experimental Research
- e. Descriptive / Correlational Research
  - i) Naturalistic Observation
  - ii) Case History Method
  - iii) Survey Method
- f. Statistics and Research
  - i) Descriptive Statistics
  - ii) Inferential Statistics
- g. Evaluating Research
  - i) Sampling Bias
  - ii) Placebo Effects
  - iii) Distortion in Self Report Data
  - iv) Experimenter Bias
- h. Research Ethics
  - i) The Question of Deception
  - ii) The Question of Animal Research

3. **Biological Basis of Behavior**

- a. Communication in the Nervous System
- b. Organization of the Nervous System
- c. Brain Research Methods
- d. The Brain and Behavior
- e. Right Brain / Left Brain: Cerebral Laterality
- f. The Endocrine System
- g. Heredity and Behavior (Nature & Nurture)
- h. The Evolutionary bases of Behavior

4. **Sensation and Perception**

- a. Psychophysics: Basic Concepts and Issues
- b. Our senses of Sight: The Visual System

  
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- c. Our Senses of Hearing: The Auditory System
- d. Our Chemical Senses: The Taste and Smell
- e. Our Senses of Touch: Sensory Systems in the Skin
- f. The other Senses
  - i) The Kinesthetic System
  - ii) The Vestibular System

5. **Motivation and Emotion**

- a. The Motivation of Hunger and Eating
- b. Affiliation: In Search of Belongingness
- c. Achievement: In search of Excellence
- d. The Elements of Emotional Experience
- e. Theories of Emotion
  - i) James Lange Theory
  - ii) Cannon-Bard Theory
  - iii) Schachter's Two Factor Theory
  - iv) Evolutionary Theories of Emotion

6. **Learning**

- a. Definition of Learning
- b. Types of Learning
  - i. Classical Conditioning
  - ii. Operant Conditioning
- c. Changing Directions in Study of Conditioning
- d. Observational Learning

7. **Human Memory**

- a. Encoding: Getting Information Into Memory
- b. Storage: Maintaining Information in Memory
- c. Retrieval: Getting Information Out of Memory
- d. Forgetting: When Memory Lapses
- e. In Search of Memory Trace: The Physiology of Memory
- f. Are There Multiple Memory Systems?

8. **Language & Thinking**

- a. The Cognitive revolution In Psychology
- b. Language: Turning Thoughts into Words
- c. Problem Solving: In Search of Solutions
- d. Decision Making: Choices and Chances

9. **Personality: Theory, Research and Assessment**

- a. The Nature of Personality
- b. Psychodynamic Perspectives
- c. Behavioral Perspectives
- d. Humanistic Perspectives
- e. Biological Perspectives
- f. Contemporary Empirical Approaches to Personality Traits
- g. Culture and Personality

**RECOMMENDED BOOK:**

Wayne Weiten. (2001). *Psychology: Themes and variations*. (5th ed.). New York: Wadsworth


**ADDITIONAL READING:**

Weiten, W. (2012). *Psychology: Themes and variations* (9<sup>th</sup> ed.). Woodsworth Ltd

Atkinson, R. C., & Smith, E. E. (2000). *Introduction to psychology* (13th ed.). Harcourt Brace College Publishers.

Fernald, L.D., & Fernald, P. S. (2005). *Introduction to psychology*. USA: WMC Brown Publishers.

Glassman, W. E. (2000). *Approaches to psychology*. Open University Press.

  
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- Hayes, N. (2000). *Foundations of psychology* (3rd ed.). Thomson Learning.
- Lahey, B. B. (2004). *Psychology: An introduction* (8th ed.). McGraw-Hill Companies, Inc.
- Leahey, T. H. (1992). *A history of psychology: Main currents in psychological thought*. New Jersey: Prentice Hall International, Inc.
- Myers, D. G. (1992). *Psychology* (3rd ed.). New York: Wadsworth Publishers.
- Ormord, J. E. (1995). *Educational psychology: Developing learners*. Prentice-Hall, Inc.

## **PkSt-103 Pakistan Studies (Compulsory)** **2**

### **Course Objectives:**

- To acquaint the students with ideological and historical background of the creation of Pakistan.
- To teach them the political and economical development of Pakistan.
- To apprise them the diplomatic interaction of Pakistan with other countries.

### **Course Contents:**

#### **1. Two Nation Theory and Ideology of Pakistan:**

- a. Definition and Meaning
- b. Two-Nation Theory in its Historical Context
- c. Contribution of Ideology towards Pakistan Movement
- d. Quaid-e-Azam and his Political Ideas

#### **2. Political Dynamics of Pakistan:**

- a. A brief history of Constitution making in Pakistan
- b. Salient Features of 1973 Constitution of Pakistan
- c. Institutions of Pakistan; Political Parties; Bureaucracy; Army, & Judiciary

#### **3. Economy of Pakistan:**


- a. Agricultural Problems of Pakistan
- b. Industrial Problems of Pakistan
- c. Salient Features of Pakistan's Foreign Trade

#### **4. Diplomatic Dynamics of Pakistan:**

- a. Determinants and objectives of Pakistan's Foreign Policy
- b. Pakistan's Relations with USA, China, India, and Afghanistan
- c. Pakistan and the Muslim World

### **RECOMMENDED BOOK:**

- Javed Ahmed Sheikh. (2004). *Pakistan's political, economical, and diplomatic dynamics*. Lahore: Kitabistan Paper Products.

  
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## **Math-104 Introduction to Mathematics-I (Compulsory) 3**

### **Course Objectives:**

- To enable the students to make effective use of techniques in mathematical modeling and applied problem-solving.
- To develop their understanding of applications of Mathematics in a variety of contemporary settings, including computer studies and research.
- To demonstrate confidence, desire, and an ability to solve a variety of mathematically related problems

### **Course Contents**

#### **1. Matrix:**

- a. Introduction of Matrices
- b. Determinants;
- c. Adjoin and inverse of  $2 \times 2$  and  $3 \times 3$  Matrices;
- d. Simultaneous Equations

#### **2. Quadratic Equation:**

- a. Introduction to Quadratic Equation
- b. Equation reducible to the quadratic form

#### **3. Synthetic Division:**

- a. Introduction
- b. Remainder Theorem
- c. Factor Theorem

#### **4. Sequences and Series:**


- a. Introduction
- b. Types of Sequences; A.P, A.M., G.P., H.P., Infinite Geometric Series
- c. Binomial Theorem; Binomial Series and its Application

#### **5. Trigonometry:**

- a. Units of Measures of Angles
- b. Formula ( $l = r\theta$ ) Formula Law (without proof)
- c. Deduction from Fundamental Law (only Formula)
- d. Sign of Trigonometric Functions; Values of Trigonometric Functions
- e. Solutions of Triangles Area of Triangles

### **RECOMMENDED BOOK:**

Mathematics II Algebra and Trigonometry. (2006). Lahore: Punjab Textbook Board.

  
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**Course Objectives:**

- To introduce and make the students familiar with, the personal computer (PC) & information technology, including the word-processor & spreadsheet packages.
- To get them acquainted with the use of email and electronic messages.
- To familiarize them with the use of the Internet and the World Wide Web.
- To develop their ability to use a spreadsheet for data analysis.

**Course Contents**

**1. Introduction**

Basic Concept of the Computers Hardware; Brief History of Computers  
Functions of Computers; Impact of Computer on Society

**2. Components of Computer Software**

Concepts of software; Types of Software  
Use of Basic Software

**3. Introduction to Window**

Basic features of windows as operating system starting up; Windows Desktop;  
Using applications; Managing files and folders; Managing the desktop; Change  
settings

**4. Introduction to MS Word**

Basic features of M/S Word Menu bar and tool bars; Typing, editing  
formatting text; Opening, saving and closing documents; Printing, copy and  
past; Making tables and graphs; Numbering; Bordering the tables

**5. Introduction to Power Point**

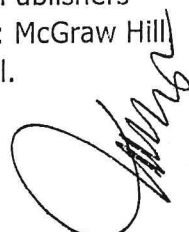
Methods to deliver a presentation; Preparing slides /presentation;  
Blank presentation; Using templates for presentation; Color scheme;  
Animation scheme; Data formatting; Viewing a slide show; Adding clip art to  
slide, insigne a should or, video file, adding animations to slides; Printing in  
power point.

**6. Introduction to Internet**

Defining Internet; Defining Web; Intranet and Internet; Advantage of  
Internet;  
Some limitations of Internet Surfing and Browsing

**RECOMMENDED BOOKS:**

P. K. Sinha (1997). *Fundamentals of computer*. New Delhi: Publishers  
Peter Norton's (2000). *Introduction to computer*. New York: McGraw Hill  
Long and Long. (2000). *Computers*. New York: Prentice Hall.

  
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**Eng-111 English-II (Compulsory)**

**3**

**Course Objectives:**

- Introducing basic concepts of grammar to students.
- Developing grammatical competence of the learners to become proficient writers and speakers of English.

**Course Contents**

**Poetry-I**

1.	To a butterfly	William Wordsworth
2.	My heart Leaps up	William Wordsworth
3.	Westminster Bridge	William Wordsworth
4.	Ah! Sunflower	William Blake
5.	A Divine Image	William Blake
6.	On a Dead Child	Richard Middleton
7.	The Pains of Sleep	J.J. Coleridge
8.	To Wordsworth	P.B. Shelley
9.	When we two Parted	G. G. Byron
10.	Love's Philosophy	P.B. Shelley
11.	Fragment: When Soft Words and Sunny Skies	P.B. Shelley
12.	Siberia	James Manager
13.	After the battle	Tomas Moor
14.	She is far from the Land	Thomas Moor

**Short Stories:**

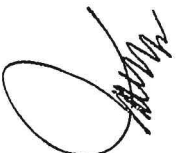
1.	The Man with the Star	S. Maugham
2.	The New Constitution	Saadat Hassan Manto
3.	Breakfast	John Steinbeck

**Essays-I**

1.	Quid-e-Azam's Address	Arnold Bennet
2.	Seeing Life	H.P. Stewart
3.	A visit to Swat Valley	Gilber Hight
4.	The Unconscious Artists	

**Composition:**

1. Essay Writing Paragraph Writing
2. Letter, Application Writing
3. C.V.

  
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**Course Objectives:**

- ◆ To provide learners an overview of the background of present-day psychology.
- ◆ To develop a basic understanding of the various processes of scientific development and transformation.
- ◆ To become familiar with the chronological history of ideas which contribute to the field of psychology.
- ◆ To learn about the major figures and schools of thought in psychology's history.

**Introduction**

Why study the history of Psychology?

Revisions in the traditional views of science

Persistent questions in psychology

Early Greek Philosophy; The first philosophers: Thales, Anaxinander, Heraclites, Parmenides, Pythagoras, Empedoclesm, and Democritus; Early Greek Medicine

The relativity of Truth; Protagoras, Gorgias, Xenophobes, Socrates,

Plato, Aristotle; After Aristotle

Skepticism & Cynicism; Epicureanism and Stoicism

Neo-Platonism and Emphasis on spirit; The Dark Ages; Scholasticism

**The Beginning of Modern Science and Philosophy**

Renaissance Humanism; Challenges to Church authority; Rene Descartes

Empiricism, Sensationalism, and positivism

British Empiricism; French Sensationalism; Positivism

Rationalism; Spinoza; Immanuel Kant; Johann Friedrich Herbert; Friedrich Hegel

Romanticism and Existentialism

Early developments in physiology and the rise of experimental psychology;

Individual differences; Early Research on brain functioning

Voluntarism; Structuralism; Functionalism; Behaviorism

Gestalt psychology and Field Theory; Psychodynamics

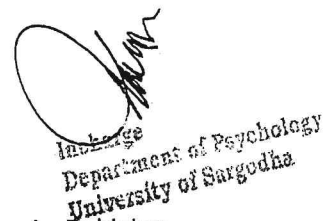
Humanistic Psychology; Cognitive Psychology; Psychobiology

Contemporary Psychology

The tension between pure, scientific and applied Psychology

Psychology's status as a science; Post modernism

Psychology in Europe, USA, and Former Soviet Union; Psychology in Pakistan



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**RECOMMENDED BOOKS:**

Ajmal, M. (1986). *Muslim contribution to psychotherapy and other essays*. Islamabad: National Institute of Psychology, Quaid-i-Azam University.

Boring, E. G. (1957). *A history of psychology*. New Jersey: Prentice-Hall.

Hergenhahn, B. R. (2001). *An introduction to the history of psychology*. New York: Wadsworth.

Leahey, T. H. (1987). *A history of psychology*. New Jersey: Prentice-Hall Inc.

Murphy, G. (1949). *Historical introduction to modern psychology*. London: Routledge & Kegan Paul.

- Sharma, N., & Sharma, R. (2003). *History and schools of psychology*. New Delhi: Atlantic Publishers.
- Shultz, D. (1981). *A history of psychology*. Florida: Academic Press.
- Wolmen, B. B. (1979). *Contemporary theories and systems in psychology*. New York: Harper & Row.
- Wayne Weiten. (2001). *Psychology: Themes & variations*. (5th ed.). New York: Wadsworth.

**Isl-113 Islamic Education (Compulsory) 2**

**Course Objectives:**

- To make students understand the relevance and pragmatic significance of Islam in their own lives
- To make learners comprehend the true spirit of Islam with reference to modern World
- To generate a sense of Islamic principles as a code of living that guarantees the effective solutions to the current challenges of being

**Course Contents:**

**Chapter: I** (*Mutala'a- Quran O Hadith*)  
*Toheed; Risalat; Aakharat; Ibadat; Sifaat-e-Moomin; Adaab-e-Mu'aashrat; Da'wat Aqamat-e-Din*

**Chapter: II** (*Mutala'a Seerat*)  
*Mutala'-e-Seerat ki Ehme'e'at; Tazkiya-e-Nafs aur Tameer-e-Shakhsiyyat ka Nabwee Minhaj; Tashkeel-e-Mu'aashrat aur Aswa-e-Hasna; Hijrat-e-Madina, Muakhzat aur Meesaq-e-Madina; Ghazwat un Nabi, Maqasad-o-Hikmaat; Khutba-e-Hujatul Wida*

**Chapter: III** (*Mutala'a Tehzeeb-o- Tamaddun*)  
*Tehzeeb ka Mafhoom, Islami Tehzeeb ki Khasoosi'at; Bunyadi Insani Haqooq; Tehzeeb-e-Insani kay Irtaqa mien Musalmanoon ka Kirdar; Islam ka Tassawur-e-Ilm; Bunyadi Uloom, Hayatiyati Uloom, aur Muasharti Uloom mien Musalmanoon ka Kirdar; Makalma Bainul-Mazahib*

**Division of Marks:**

**Chapter I:** 60 Marks      **Chapter II:** 20 Marks      **Chapter III:** 20 Marks

Note: (Teacher concerned shall make available the relevant reading material.)

**RECOMMENDED BOOK:**

Dr Muhammad Nawaz Ch. (2006). *Tafheem-e-Islamiat*. Lahore: Qureshi Brothers, Urdu Bazar,

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**Course Objectives:**

- To get students to use the terms and concepts to learn the Scientific Method.
- To introduce statistical techniques employed within contemporary psychology.
- To learn basic data analysis techniques using statistics.

**1. Introduction:**

Basic Terms, Importance of Statistics in Psychology, Limitations of Statistics

**2. Frequency Distribution and Graphic Representation of Data:**

Data, Types of Data, Frequency Distribution, Cumulative Frequency Distribution, Estimation of shape of frequency distribution, Percentiles, Percentile ranks and interpolation, Histogram, Polygon, Pictograph, Bar Diagram, Pie Chart, Stem and leaf display

**3. Measurement of Central Tendency:**

Mean, Median, Mode, Properties of various measures of central tendency, Selecting a measure of central tendency, Estimation of measure of central tendency in a frequency distribution

**4. Measurement of Variability:**

Range, Mean Deviation, Quartile Deviation, Variance, Standard Deviation, Shepherd's Correction, Coefficient of Variance, Z score, Estimation of measures of variability

**5. Standardized Distributions:**

Importance of normal distribution, Application of normal curve, Areas under normal curve, Transforming a distribution from raw scores into Z scores and vice versa, Using Z scores to standardize a distribution, Other standardized distributions based on Z scores

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

**RECOMMENDED BOOKS:**

- Garrett, T. E. (1990). *Statistics in psychology and education*.
- Gravetter, F. J. & Wallnau, L. B. (2005). *Essentials of statistics for behavioral sciences*. (5th ed.). New York: Thomson/Wadsworth.
- Guilford, J. P. (1995). *Fundamental statistics in psychology and education*. (4th ed.). New York: McGraw-Hill.
- Hays, W. (1992). *Statistics for psychologists*. New York, Holt.

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**Objectives:**

- To orient students towards the significance of science in everyday life.
- To familiarize students with essentials of physical and biological sciences.
- To inculcate a sense of appreciation of scientific inquiry into the natural phenomena.

**Course Contents:****1. Introduction**

Nature of Science; Brief History of Science with special reference to the contribution of Muslims in the evolution and development of science; Impact of science on society

**2. The Physical Sciences**

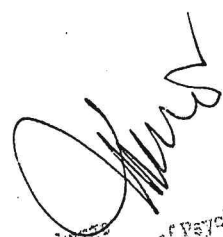
- a) *Constituents & Structure:* Universe, Galaxy, Solar System, Sun, Earth, Minerals
- b) *Processes of Nature:* Solar & Lunar Eclipses; Day & Night & their variation
- c) *Energy—sources and resources of Energy; Energy conservation*
- d) Ceramics, Plastics, Semiconductors
- e) Radio, Television, Telephones, Camera, Laser, Microscope
- f) Computers, Satellites
- g) Antibiotics, Vaccines, Fertilizers, Pesticides

**3. Biological Sciences**

- a) The basis of life—the cell, chromosomes, genes, nucleic acids
- b) The building blocks—Proteins. Hormones and other nutrients
- c) Concept of balanced diet Metabolism
- d) Survey of Plant and Animal Kingdom: A brief survey of plant and animal kingdom to pinpoint similarities and diversities in Nature
- e) The Human body—A brief account of Human Physiology
- f) Human Behavior

**Reference Books:**

- Turber, Kilburn & Howell. *Exploring life Sciences.*  
Turber, Kilburn & Howell. *Exploring Physical Science.*  
Isaac Asimov. *Guide to Science.*  
Cassidy. *Science Restated.*  
Khan, M. Rafiq. *Principles of Animal Biology.*

  
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**Eng-201 Communication Skills-I (Compulsory)**

**3**

**Course Objectives:**

- Enhancing the speaking and writing skills of the students.
- Efficient use of language in academic and real life situations.

**Course Contents:**

**Poetry:**

- |     |                          |                     |
|-----|--------------------------|---------------------|
| 1.  | All the world is a Stage | William Shakespeare |
| 2.  | On his 23rd Birthday     | John Milton         |
| 3.  | On his Blindness         | John Milton         |
| 4.  | My God My Father         | John Donne          |
| 5.  | In Sickness              | John Donne          |
| 6.  | Ode to fancy             | John Keats          |
| 7.  | Ode to Autumn.           | John Keats          |
| 8.  | The Man he killed        | Thomas Hardy        |
| 9.  | No Buyers                | Thomas Hardy        |
| 10. | Law                      | D.H. Lawrence       |
| 11. | Prayer before birth      | Louis MacNiece      |
| 12. | The Owl Critic           | S.T Field           |

**Essays:**

- |    |                                  |                             |
|----|----------------------------------|-----------------------------|
| 1. | One Vote for this age of Anxiety | Margaret Mead               |
| 2. | On Babies                        | Jerome K. Jerome            |
| 3. | The Urdu Writers of our Time     | A.S. Bokhari                |
| 4. | Islamic Culture                  | Muhammad Marmaduke Pickthal |

**Short Stories:**

- |    |                             |                     |
|----|-----------------------------|---------------------|
| 1. | The sound of falling Leaves | Quartulain Haider   |
| 2. | Necklace                    | G.D. Maupassant     |
| 3. | A Passion in the Desert     | Hanore De Balac     |
| 4. | The Fly                     | Katherine Mansfield |

**One Act Plays:**

- |    |                         |                 |
|----|-------------------------|-----------------|
| 1. | Even Exchange           | Paul S McCoy    |
| 2. | The Master of the House | W.S. Houston    |
| 3. | The Little Man          | John Galsworthy |

  
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**Course Objectives:**

- To inculcate a sense of team spirit and group dynamics among the students.
- To understand various modes of exercises (mental and physical) for ensuring an optimal morale.
- The role of psychologist in initiating and sustaining optimal motivation on and off ground.

**Course Contents:****Introduction to Sports Psychology**

Historical Background of Sports Psychology, Theories and Models of Sports Psychology  
Methods and Measure of Sports Psychology

**Imagery**

Development of Imager, Neuromuscular Theories of Mental Practice, Cognitive Theories of Mental Practice

Bio-Informational theory of Mental Practice

**Motivation**

Introduction to Motives; Self-determination Theory; Perceived Competence Theory;  
Achievement Goal Theory; Self-efficacy and social cognitive theory; Significant Other;  
Integrated Model of youth sport participation and withdrawal; Sport Commitment Model

**Concentration**

Development: Origin of Concentration; Attention as a 'Filter', Attention as a 'Zoom lens';  
Attention as a 'resource'; Psychometric Approach; Effective Concentration; Mental Practice

**Anxiety**

Introduction to Anxiety, Drive Theory; Catastrophe Theory; Processing efficiency theory,  
Conscious Processing or 'Reinvestment' Hypothesis; Physiological Measures; Self-report  
Instruments; Physical Relation Techniques; Simulation Training; Choking under pressure

**Sports Exercise**

Perceptual and cognitive expertise in sports; Identifying patterns of play; Reading on  
opponents intentions; Visual search behavior; Role of Deliberate Practice in Developing;  
Expertise in Sport,

**Acquiring Sports Skills**

Demonstrating the Skills; Providing verbal instructions about the skills; Practice  
Scheduling; Feed Back

**Teams**

How to define a Team; Individual performance in team; Team Dynamics; Teams in  
Content; Team Roles

**The Athlete's Career**


Gerontology Theory; Hematology Theory; Transition Models

**Exercise and Mental Health**

Depression; Anxiety; Blood State; Stress responsively, Self Esteem; Body Image;  
Endorphin Hypothesis; Mastery; Hypothesis; Distraction or Time-out-Hypothesis;  
Thermogenic Hypothesis

**RECOMMENDED BOOKS:**

- Millamn, D. (1999). *Body mind mastery: Creating success in sports and life*. Novato: New World Library.
- Raalte, J. L. V., & Brewer, B. W. (Eds.). (2002). *Exploring sports and exercise psychology*. Washington D. C.: American Psychological Association.
- Lavallec. D., Kremer, J., Moran, A., & Williams. M. (2004). *Sports psychology: Contemporary Themes*. New York: Pal grave Macmillan Publishers.

  
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**Course Objectives:**

- To provide students a coherent overview of both classic and contemporary data on nature of experimental psychology.
- To familiarize the students with the critical evaluation of experimental data and their relations to current models of human psyche.

- 1. Introduction:** Development of Experimental Psychology
- 2. Psychophysics:** Importance of Psychophysics; Absolute & Differential Thresholds; Psychophysical Methods; Theory of signal detection
- 3. Learning:** Simple Learning and Conditioning; Classical versus instrumental conditioning; Basic factors in learning and performance; Role of reinforcement in learning; Contemporary theories of Learning; Transfer of training
- 4. Memory:** Theories of Memory; Compartments of Memory; The storage and retrieval process; Transplantation of Memory; Memory Experiments; Mnemonics: ways of improving memory (Devices Mnemonics)
- 5. Thinking and Problem-Solving:**  
Nature of Thinking; Concept formation; Imageless thought Controversy; Set and attitude as factors in Thinking; Creative Thinking; Theories of Thinking
- 6. Practical Work:** Ten experiments out of the following list shall be performed by the students:
  - Meaningful vs. Nonsense Learning;
  - Retroactive Inhibition
  - Simple Reaction Time; Judgment of Time
  - Transfer of Training; Whole vs. Part Learning
  - Trial Position Effect under Massed and Distributed Practice
  - Retention for Complete and Interrupted Task
  - Mapping Cutaneous Sense Spot
  - Mental Fatigue; Negative After Image
  - Thermal Adaptation

**RECOMMENDED BOOKS:**

- Mohsin, S. M. (1991). *Experiments in psychology*. Mito Lal Banarsi Das Delhi – Varanasi Patna. India
- Postman, L., & Egan J. P. (2001). *Experimental psychology*. New Delhi: Kalyan Publishers.
- Stevens, S. S. (1996). *Handbook of Experimental Psychology*, London: John Wiley
- Woodworth, R. S. (1983). *Experimental Psychology*. New York: Henry Holt & Co.

  
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**Course Objectives:**

- To yield students with a sense of practical relevance of biology to everyday life.
- To make students comprehend life by understanding some of the molecular processes that occur in and around cells.
- To make students cognizant of biologic phenomenon (nature, body, etc.) on an evolutionary, ecologic, behavioral, physiologic, tissue, cellular, and molecular level.

**Course Contents:**

- **Introduction**

Nature and Scope of Biology; Branches of Biology;  
Relationship between Biology and Psychology

- **Biological Molecules**

Carbohydrates; Proteins, Fats, Nucleic Acid; Water

- **The Cell**

Structure and Functions of Cell; Cell organelles;  
Different Types of Cells

- **Homeostasis**

Osmoregulation; Structure and Functions of Nephron;  
Thermoregulation

- **Coordination and Control**


Structure and Physiology of Neurons; Introduction to Central and  
Peripheral Nervous System; Hormones

- **Basics of Growth and Development**

Embryonic and Post-embryonic Development

**RECOMMENDED BOOK:**

Campbell, N. A., Mitchell, L. G. & Reece, J. B. (2000). *Biology: Concepts and connections*. (3rd ed.). San Francisco: Addison Wesley, Longman.


  
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**Course Objectives:**

This is a rudimentary course for the students of business administration. The focus of attention will be given to learning fundamental principles of management and of managing people and organization in a historical as well as contemporary world. Students are expected to develop analytical and conceptual framework of how people are managed in small, medium and large public and private national and international organizations.

**Course Contents:**

- Introduction: Overview and scope of discipline
- The evolution and emergence of management thought
- Management functions
- Planning concepts
- Objectives
- Strategies and policies
- Decision making
- Organizing
- Departmentalization
- Line/staff authority
- Commitments and group
- Decision making
- Staffing
- Principles of selection
- Performance
- Career planning
- Leading
- Motivation
- Leadership
- Communication
- Controlling the system and process and techniques of controlling
- Management and society
- Future perspective



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**RECOMMENDED BOOKS:**

- Stephen P. Robines, Mary Coulter: Management
- H. Koontz O'Donnell and H. Weihrich: Management
- McFarland: Management: Foundation and Practice

**Eng-211 Communication Skills-II (Compulsory) 3**

**Course Objectives:**

- To groom the students linguistically in such a manner that they can operate independently on a reliable communicative competence in the twin productive skills of speech and writing.

**Poetry:**

- |  |                      |
|--|----------------------|
| 1. Departure and Arrival               | T.S. Eliot           |
| 2. The Morning of Freedom              | Faiz Ahmed Faiz      |
| 3. The Road Not Taken                  | Robert Frost         |
| 4. Mending Wall                        | Robert Frost         |
| 5. Because I could not stop for Death  | Emily Dickinson      |
| 6. Abraham Lincoln Walks in Midnight   | Verchal Lindsay      |
| 7. Say this City has Ten Million Souls | W. H. Auden          |
| 8. A prisoner of War on Radio          | Majeed Amjad         |
| 9. The Daisy                           | Francis Thompson     |
| 10. Purity                             | Robinder Nath Tagore |
| 11. When we two Parted                 | G. G. Byron          |

**One Act Plays:**

- |                 |                     |
|-----------------|---------------------|
| 1. The Bear     | Anton Chekhov       |
| 2. Smoke Screen | Harold Bridge house |

**Extracts from Shakespeare:**

- |                                    |                                 |
|------------------------------------|---------------------------------|
| 1. King Lear (Storm Scene)         | 2. Hamlet (Polonius to his Son) |
| 3. Julius Caesar (Antony's Speech) |                                 |

**Essays:**

- |                          |                 |
|--------------------------|-----------------|
| 1. Work                  | Bertrand Russe  |
| 2. On Fashion            | William Hazlitt |
| 3. Three days to See     | Helen Keller    |
| 4. Spoon Feeding         | W.R. Inge       |
| 5. Gettysburg Address    | Abraham Lincoln |
| 6. The Damned human race | Mark Twain      |

  
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**Novel:**

- |              |                  |
|--------------|------------------|
| 1. Jane Eyre | Charlotte Bronte |
|--------------|------------------|

**Course Objectives:**

- ◆ To review theory and research in social psychology and to apply its major principles to situations encountered in everyday life.
- ◆ To investigate dynamics of social interaction across various situation.
- ◆ To make students understand the influence of individual differences in social interactions.

**Course Contents:**

**The Field of Social Psychology**

Introduction to social psychology, Current trends and future scope, Conducting research in social psychology

**Self-Presentation and Social Perception**

Non verbal behavior, Attribution, Impression management

**Social Cognition**

Schemas, Heuristics, Affect and Cognition

**Behavior and Attitudes**

Nature of attitudes, Formation, maintenance, and change in attitudes, Relationship between attitude and behavior, Cognition & attitude

**Aspects of Social Identity**

The self: Nature of the self, Self concept, Social diversity, Self esteem; Other aspects of self functioning: Self focusing, Cognitive & affective aspects, Self Monitoring, Self Efficacy; Gender: Maleness or femaleness

**Social Influence**

Conformity, Compliance, Obedience

**Pro-social Behavior**

Why do we help?, When do we help?, Does true altruism really exist?, Whom do we help?, How we can increase helping?

**Aggression /hurting others**

What is Aggression?, Influences on Aggression, Reducing Aggression

**Prejudice and Discrimination**

Nature; Social causes; Historical Manifestation; Combating Prejudice

**Interacting with others**

Interpersonal Attraction - need, characteristics of other situation and problems; Intimacy — Parent-child

**Group Influence**

Nature and functions; How groups affects individual performance? Facilitation, Social loafing; Coordination in groups; Cooperation or conflict; Perceived

  
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fairness in groups; Decision making by groups: Process; Nature; Potential dangers

### **Leadership**

History of leadership; Types and leadership styles; Effective leadership process; Core activities of a leadership; Leadership Training; Leadership & Gender

### **Role of Media in Social Psychology**

Perception, Persuasion, Propaganda, Portrayal of Role Models & Media and Agent of change

### **Social Psychology in action**

Applying social psychology to:  
Interpersonal aspects of the legal system; Health related behavior; World of work

### **RECOMMENDED BOOKS:**

- Baron, R. A., Branscombe, N. R., & Byrne, D. (2009). Social Psychology (12th ed.). Boston, MA: Pearson/Allyn and Bacon.
- DeLamater, J. D., & Myers, D. J. (2011). Social Psychology (7th ed.). Belmont, CA: Wadsworth.
- Dickerson, P. (2012). Social Psychology: Traditional and Critical Perspectives. Harlow, UK: Pearson.
- Myers, D. G. (2010). Social Psychology (10th ed.). New York: McGraw-Hill.
- Taylor, S. E., Peplau, A. L., & Sears, D. O. (2006). Social Psychology (12th ed.). Englewood Cliffs, NJ: Prentice Hall.

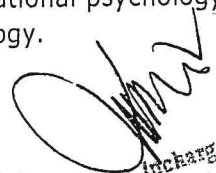
## **Psy-213 Educational Psychology 3**

### **Course Objectives:**

- To compare teaching as an art and as a science.
- To identify several important issues that educational psychology must address.
- To identify key themes in educational psychology.

### **Course Contents:**

What is Educational Psychology? Nature and Scope  
Individual Differences: Intelligence, Cognitive styles  
Learner's Characteristics: Abilities, Motivation, Interest, Aptitude  
Learning theories & practical applications of behavioral and cognitive approaches  
Characteristics of a Good Teacher  
Counseling and Vocational Guidance; Behaviour Modification  
Designs of Evaluation  
Special Education: Physical, Disability, Retarded and Gifted children  
Class Room Management: Managing the Class Room; Methods of Control

  
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### **RECOMMENDED BOOKS:**


- Borich, G. D., & Tombari, M. L. (1997). *Educational psychology: A contemporary approach* (2nd ed.). New York: Addison Wesley Longman, Inc.
- Cartwright, G. P., Cartwright, C. A. & Ward, M. E. (1985). *Educating special learners* (2nd ed.). California: Wadsworth Publishing Company.
- Crow, L., & Crow, A. (2000). *Educational psychology*. New Delhi: Euroasia Publishing House Ltd.
- Slavin, R. (1994). *Educational psychology*. Boston Allyn & Bacon.

## **Bio-214 Introduction to Biology-II**

**3**

### **Course Objectives:**

- To yield students with a sense of practical relevance of biology to everyday life.
- To make students understand life by understanding some of the molecular processes those occur in and around cells.
- To make students cognizant of biologic phenomenon (nature, body, etc.) on an evolutionary, ecologic, behavioral, physiologic, tissue, cellular, and molecular level.
  
- **Mechanisms of Heredity**  
Cell Division; Laws of Inheritance;  
Structure of Chromosome; Genes;  
Transcription; Translation; Mutation;  
Linkage, Crossing-over; Blood Groups;  
Sex-linked Inheritance; Sex Determination;  
Genetic Disorders
- **Introduction to Biotechnology**  
Cloning; Techniques in Biotechnology
- **Evolution**  
Darwinism; Lamarckism;  
Mechanisms of Evolution
- **Animal Behavior**  
Learning; Conditioned Behavior;  
Habituation;  
Imprinting; Social Behavior
- **Physiology of Various Systems in Man**  
Digestion; Respiration; Transportation; Excretion

  
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### **RECOMMENDED BOOK:**

- Campbell, N. A., Mitchell, L. G. & Reece, J. B. (2000). *Biology: Concepts and connections*. (3rd ed.). San Francisco: Addison Wesley, Longman.

**Course Objectives:**

By the end of the course students will be able to:

- Define and explain human rights
- Distinguish between various types of human rights i.e. economic, social and cultural rights.
- Understand how human rights are monitored and enforced.
- Understand the national and international legal documents of human rights and the work of various international organizations in the field of human rights & acquaint students with national and international legal documentation on human rights.

**Course Contents:****1. Introduction to Course**

Basic vocabulary and core concepts

**2. Short History and Origins**

The Greek, the Roman Foundations and the Islamic foundations of human rights, English traditions and modern human rights

**3. United Nations and Human Rights**

The Universal Declaration of the Human Rights, foundation of human rights law, the nature of the declaration, how the concept of human rights works? How the declaration envisions the promotion of human rights? How the declaration can claim to be universal?

**4. An Analysis of the Universal Declaration of the Human Rights**

Article 1 to 30 (A brief explanation and critical analysis)

**5. Selected Contemporary Human Rights Issues**

Ongoing Controversies, the human rights movements, Human rights as Western imperial legacy, Cultural differences and the Human rights, Islam and the human rights, women's rights, Problem of enforceability

**6. International Human Rights Regimes**


International Organizations: The United Nations, Office of the Commission of the Human Rights, Commission on Human Rights, United nations High Commission for Refugees etc, International Courts for human rights, Selected Non-governmental Organizations

**7. National Level and Actions**

Human Rights and the Constitution of Pakistan  
Case Studies (Assignment topics)

**RECOMMENDED BOOKS:**

- Carol Devine, Carol R. Hansén, Ralph Wilde, Hilary Poole. (1999). *Human rights: The essential reference*. London: Oryx Press.
- Mervyn Frost. (2002). *Constituting human rights: Global civil society and the society of democratic states*. USA: Routledge.
- Paul Gready. (2004). *Fighting for human rights*. New York: Routledge.
- René Provost. (2002). *International human rights and humanitarian law*. London: Cambridge University Press.
- Zafarullah Khan. (2003). *Human rights*. Karachi: Pakistan Law House.

  
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**Psy-301 Introduction to Research Methodology 3**

**Course Objectives:**

This course is designed to familiarize the students with all aspects of research processes from generation of research idea to data collection analysis and interpretation of findings. The course also aims to develop scientific reasoning and understating of link between theory and empirical investigation. At the completion of course, the students should be able to:

- Understand methodology of scientific research and various research designs.
- Design, conduct, analyze and interpret the findings of an empirical investigation.
- Read through and evaluate research papers in scientific journals.
- Identify ethical concerns in a research study.

**Course contents:**

**Introduction**

- Scientific and non-scientific approaches to knowledge.
- The scientific method: definition, features, goals, and steps.

**Identifying a research problem**

- Basic approaches
- Sources of research literature

**Scientific theories and hypotheses**

- Formulation of a hypothesis
- Criteria of a hypothesis
- The nature and types of hypotheses
- Operational definitions

**Ethical issues in the conduct of psychological research: APA ethical standards**

- Risk versus benefit
- Anonymity and privacy of the subjects
- Informed consent
- Research with animals

**Descriptive research methods**

- Observation
  - i. Naturalistic observation / observation without intervention
  - ii. Observation with intervention
    - Participant observation
    - Structured observation
    - Field experiments
  - iii. Recording behaviour
    - Qualitative measures of behaviour
    - Quantitative measures of behaviour
  - iv. Analysis of observational data  
Advantages, problems, and methodological issues

  
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- Unobtrusive measures of behaviour
  - i. Physical traces
  - ii. Archival data

### **Sampling techniques**

- Basic terminology; representativeness and bias
- Probability sampling
  - i. Random sampling methods: pure\simple random sampling; Random digit dialing, Systematic\interval sampling
  - ii. Stratified random sampling
  - iii. Cluster sampling; simple and multistage
- Non-probability sampling:
  - Accidental\Incidental \grab; Purposive; quota; Self-Selected; Snowball; Convenience; Clinical Sampling
- Time and event sampling
- Situation sampling

### **Program evaluation**

#### **Focus groups**

### **RECOMMENDED BOOKS:**

- Goodwin, C. J. (2002). *Research in psychology: Methods and design*. (3rd ed.). New York: John Wiley & Sons.
- Kerlinger, F. N. (1986). *Foundations of behavioral research*. New York: Holt Rinehart & Winston, Inc.
- Neuman, W. L. (2008). *Social research methods: qualitative & Quantitative approaches* (6<sup>th</sup> ed.) India: Pearson South Asia
- Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2005). *Research methods in psychology*. (5th ed.). Singapore: McGraw-Hill.

## **Psy-302 Cross Cultural Psychology**

**3**

### **Objectives:**

- To study the variation among different cultures.
- To study the cultural impact on the personality of an individual.
- To study the acceptability of culture and norms.

### **Course contents:**

#### **History of Cross Cultural Psychology**

#### **Methodological issues of cross cultural psychology**

Comparability and Equivalence; Emics and Ethics; Sampling Strategy in Cross Cultural Research; Problems of Translation

#### **Culture and Basic Psychological Processes**

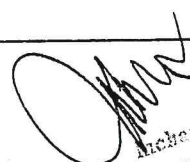
Culture and Cognition; Culture and Emotion, Cultural Similarities and Dissimilarities, Cultural Shock; Cross Cultural Studies on Perception and Cognitive Styles; Cross Cultural Research on Motivation

#### **Sex-trait stereotypes development of Gender-stereotypes**

#### **Parental acceptance – Rejection Theory: A universality approach.**

Worldwide testing of PART.

#### **Cross Cultural Test of pages theory**

  
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## Perceptual cognitive styles

### New Trends in Cross Cultural Research:

Individualism & Collectivism; Indigenous Psychology

#### BOOKS RECOMMENDED

- Berry, J. W., Dasen, P. R., & Saraswathi, T. S. (Eds.). (1997). Handbook of cross cultural psychology. (Vol. I). Boston: Alyn & Bacon.
- Berry, J. W., Poortinga, Y. H., & Pandeyn, J. (Eds.). (1997). Handbook of cross cultural psychology. (Vol. I). Boston: Alyn & Bacon.
- Berry, J. W., Segall, M. H., & Katitcibasi, C. (Eds.). (1979). Handbook of cross cultural psychology (Vol.3). Boston: Allyn & Bacon.
- Kagitcibasi, C. (1996). Family and human development across cultures. New Jersey: Lawrence Erlbaum Associates, Publishers.
- Matsumoto, D. & Juang, L. (2004). Culture and psychology. Sydney: Thomson's Wadsworth.
- Rohner, R. P. (1986). The warmth dimension: foundation of parental acceptance rejection theory. Beverly Hills, CA: Sage Publication, Inc.
- Rohner, R. P. H. (1999). Handbook for the study of parental acceptance and rejection. Storrs, CT: University of Connecticut.
- Williams, J. E., & Best, D. (1990). Measuring sex stereotypes. Sage Publication.

### Psy-303 Computer Applications in Psychology 3

#### Course Objectives:

- To provide students a broad view of the application of computers in wide range of areas.
- To make students learn data base management using MS Excel, MS Access.
- To introduce students to the efficient cyberspace.
- To enable students of doing statistical analysis of data of their own research through SPSS-12.0.

#### Course contents:

##### 1. Data base Management

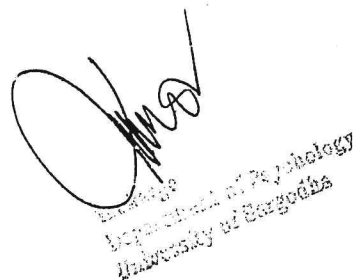
What is Data and Information?  
Data importance in organization  
Introduction to data base soft wares  
Introduction to MS Access  
Data base in Psychology

##### 2. Introduction to MS Excel

Basic features; Introduction to spreadsheet; Menu bar and formula bar;  
Manipulating data in rows; columns and all entries; Applying formula  
Creating and formatting charts; Designing a table; Auto file and advance filter; Printing features

##### 3. Efficient Use of Cyberspace

Defining Internet; Defining Web; Intranet and Internet  
Advantage of Internet; Some limitations of Internet



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Surfing and Browsing, e-mail; messengers; Using MS Outlook

#### 4. Introduction to SPSS

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** Format

#### **RECOMMENDED BOOKS:**

Kirpatrick, L. A. & Feney, B. C. (2005). A simple guide to SPSS for Windows for version 12. Belmont CA: Wadsworth Inc.

Person, Ron., Christopher, V. B. & Shelley O' ara (1994). *Using excel version 5 for windows*. Indian polis: Queue Corporation.

### **Psy-304 Principals of Psychological Assessment 3**

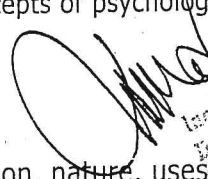
#### **Course Objectives:**

Through this course students will:

- Learn fundamental assessment skills in administration, scoring, and interpretation of tests, report writing and recommendations.
- Have an overview of intelligence, personality, achievement and vocational tests.
- Acquire knowledge of basic concepts of psychological assessment; standardization, reliability and validity.

#### **Course Contents:**

1. **Psychological tests:** Definition, nature, uses, types; Psychological test vs. psychological assessment; User qualifications, Control in use of psychological tests, Sources of information about tests, Ethics of psychological testing, Standards of testing
2. **History of psychological testing:** Antecedents; Rise of modern psychological testing, Current status
3. **Test construction:** A general introduction; Steps of test construction. Characteristics of a good psychological test
4. **Item writing:** Types of items; General guidelines for writing items; Methods of scoring
5. **Item analysis:** Meaning and purpose of item analysis, Item difficulty, Item discrimination, Item distracters, Factors influencing item difficulty and item discrimination, Item response theory, Item characteristic curves. Problems of item analysis: Biased items; Cross Validation. Item analysis of speed tests; Explorations in item development
6. **Reliability of test scores:** Concepts of reliability. Types of reliability. Measurement of reliability. The correlation coefficient. A satisfactory size for a correlation coefficient; factors influencing reliability of test scores; how to improve reliability of test scores; True scores; Standard error of measurement
7. **Validity:** Meanings of validity; Types of validity: Face, Content, Concurrent, Predictive and Construct validity. Convergent & divergent validation. Statistical

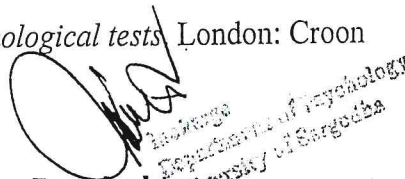
  
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methods for calculating validity. Factors influencing validity. Error of estimate.  
Relation of validity & reliability.

8. **Test norms:** Meaning and types of norms; Steps in developing norms  
Relativity of norms, Cut-off scores, Norm-referenced and criterion-referenced testing; Computers and the interpretation of test scores
9. Response sets in test scores; Meaning of response sets; Types of response sets; Implications of response sets; Methods to eliminate response sets

### **RECOMMENDED BOOKS:**

- Aiken Lewis. R. *Psychological Testing & Assessment* (Latest Edition) Allyn & Bacon, Inc.
- Anastasi, A., & Urbina, S. (1997). *Psychological testing*. New Jersey: Prentice-Hall.
- Cohen, R. J., & Swerdlik, M. E. (2005). *Psychological testing & assessment* (6th ed.). New York: McGraw-Hill.
- Gregory, R. J. (1996). *Psychological testing, history principles & applications*. (2nd ed.). New York: Allyn & Bacon.
- Oppenheim, A. N. (1992). *Questionnaire design: Interviewing attitude measurement*. London: Pinter Publishers.
- Panda, L H. (1998). *Psychological testing: Theory and application*. New York: Allyn & Bacon.
- Pittrnger, D. J. (2003). *Behavioral research design analysis*. New York: McGraw-Hill.
- Shelly, D., & Cohen, D. (1986). *Testing psychological tests*. London: Croon Helm.

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## **Psy-305 Fundamental Statistics in Psychology 3**

### **Course Objectives:**

- To get students to use the terms and concepts to learn the Scientific Method.
- To introduce statistical techniques employed within contemporary psychology.
- To learn basic data analysis techniques using statistics.

1. **Probability:** Distributions (Binomial & Binomial Normal Distribution);  
Proportion & Application.

Normal Distribution: Proportion & Application).

2. **Sampling Distribution & Estimation**

How to make a sampling distribution: properties & application

A brief introduction to estimation; proportion & estimation

2. **Hypothesis testing (Inferential statistics)**

Hypothesis formulation (Null and Alternative Hypotheses)

Level of significance acceptance and rejection regions

One tailed & two tailed hypotheses tests.

Type – I & type – II errors. Testing the hypotheses: difference between means and within means of both large & small samples (Z-test & Ttest)

3. **Analysis of variance** (one – way and two – way analysis of variance)

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

### **RECOMMENDED BOOKS:**

Garrett, T. E. (1990). *Statistics in psychology and education*.

Gravetter, F. J. & Wallnau, L. B. (2005). *Essentials of statistics for behavioral sciences*. (5th ed.). New York: Thomson/Wadsworth.

Guilford, J. P. (1995). *Fundamental statistics in psychology and education*. (4th ed.). New York: McGraw-Hill.

Hays, W. (1992). *Statistics for psychologists*. New York, Holt.

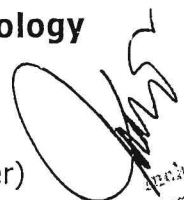
## **Psy-306 Historical Perspective in Abnormal Psychology 3**

### **Course Objectives:**

- ◆ To describe the historical emergence of Abnormal Psychology as a concept and as an area of clinical practice.
- ◆ To identify and compare several theories about the causes of abnormal behaviour.
- ◆ To discuss the ethical and legal considerations associated with abnormal behaviour.
- ◆ To describe and classify several disorders.

### **1. Introduction to Abnormal Psychology**

Concept of Abnormality;  
Criteria of Normality and Abnormality;  
Defining Psychological Abnormality  
(Deviance, Distress, Dysfunction, Danger)

  
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### **2. Historical Background of Modern Abnormal Psychology**

Ancient views and treatment	Greek & Roman views
Europe in the Middle Ages	The Renaissance
19th Century	Modern view

### **3. Models of Psychopathology**

- |                         |                             |
|-------------------------|-----------------------------|
| a. Biological Model     | b. The Psychodynamic Model  |
| c. Behavioral Model     | d. Cognitive Model          |
| e. The Humanistic Model | f. The Socio-cultural Model |
| g. Eclectic Approach    |                             |

### **4. Clinical Assessment of Abnormality:**

- A brief overview of clinical observation, tests and interviews
- Diagnostic Classification Systems: DSM and ICD

## **BOOKS RECOMMENDED:**

- American Psychiatric Association. (2011). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.
- Coleman, J. C., Butcher, J. N. & Carson, R. C. (1984). *Abnormal psychology and modern life*. (7th ed.). Glenview, IL: Scott, Foresman & Co.
- Comer, R. J. (2004). *Abnormal psychology*. USA: Freeman & Company.
- Davidson, G. C. & Neale, J. M. (1998). *Abnormal psychology*. (7th ed.). New York: Wiley.
- Durand, V. M. & Barlow, D. H. (2006). *Essentials of abnormal psychology*. (4th ed.). CA: Thomson Wadsworth.
- Munsinger, H. (1983). *Principle of abnormal psychology*. New York: Macmillan Co.
- Ziegler, D. J. & Hjelle L. A. (1992). *Personality theories: Basic assumptions, research, and applications*. (3rd ed.). New York: McGraw-Hill.

## **SEMESTER-VI**

### **Psy-311 Advance Research Methodology 3**

#### **Course Objectives:**

- To learn basic principles of experimental design and scientific method.
- To give an opportunity to collect data of their own which is relevant to the theories, principles, and concepts encountered during the 1st semester.
- To acquire skill of writing a scientific report of research carried out.

#### **Correlational research**

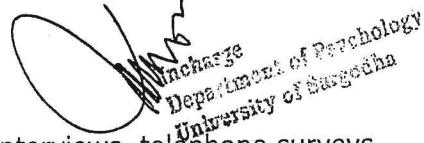
The nature and logic of correlations  
Measures in correlational research  
Margin of error  
Predictions and decisions

Correlation versus causality  
Interviews and questionnaires  
Reliability and validity

#### **Surveys**

Nature, goals, and, basic steps

Survey methods: mail surveys, personal interviews, telephone surveys

  
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#### **Survey Research Designs**

Cross-sectional design      Successive independent samples design  
Longitudinal design

#### **Experimental Research Methods**

Experimental method: Control and variability, logic, characteristics  
Independent measure designs/Between group design  
Random group design  
Alternative independent groups design  
Methodological issues: Individual differences; Assigning conditions

#### **Repeated Measures designs/Within group design**

Advantages and methodological issues: Differential carry-over effect, and general practice effect  
Complex designs

Small N designs  
Classical, After –only, Before –after no control group, Crossover,  
Solomon four-group, and Factorial designs

### **Applied Research**

Single Case research designs

### **Quasi-Experimental Designs**

Retrospective \ Ex Post Facto Designs  
Designs

Prospective Quasi-Experimental

Time Series Designs

Event – Specific Alignment Designs

Twin Studies and Adoption Studies

### **Reporting Investigations**

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

### **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 on the basis of the report as well as individual viva voce. APA protocol of report writing will be required.*

### **RECOMMENDED BOOKS:**

American Psychological Association (2010). *Publication Manual of APA (6<sup>th</sup> ed.)*.

Washington DC: APA

Ellis, L. (1994). *Research methods in the social sciences*. Madison: Brown & Benchmark Publishers.

Goodwin, C. J. (2002). *Research in psychology: Methods and design*. (3rd ed.). New York: John Wiley & Sons.

Kerlinger, F. N. (1986). *Foundations of behavioral research*. New York: Holt Rinehart & Winston, Inc.

Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2005). *Research methods in psychology* (5th ed.). Singapore: McGraw-Hill

## **Psy-312 Neurological Bases of Behavior**

### **Course Objectives:**

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

### **Course Contents:**

#### **1. Origins of Neuro-psychology**

Neurological explanation of behavior, Historical roots of Physiological Psychology, Evolution of brain, Genetics and evolution of behavior, Chromosomal disorders, Ethical issues in Neuropsychological research, Careers in Physiological Psychology.

#### **2. Physiology of Neural Cells**

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Neurons, Types of neurons, Nerve impulse, Communication within a neuron, Communication between neurons

### 3. **Physiology of Nervous System**

Basic features of nervous system, Central & Peripheral nervous system, investigating how the brain controls behavior, Development of the brain

### 4. **Emotions and 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 controls of hunger, Physiological mechanisms of sleep and waking

### **RECOMMENDED BOOKS:**

Kalat, J. W. (1998). *Biological psychology* (6th ed.). California: Brooks/Cole Publishing Company.

Carlson, N. R. (1999). *Foundations of physiological psychology* (4th ed.). Boston: Allyn and Bacon.

## **Psy-313 Applications of Statistics in Psychology 3**

### **Course Objectives:**

- ◆ To get students to use the terms and concepts to learn the scientific methods.
- ◆ To introduce statistical techniques employed within contemporary psychology.
- ◆ To learn basic data analysis techniques using statistics.

### **1. Correlation and Regression:**

Correlation & Causation, Pearson Product Moment Correlation, Spearman's Rank Order Correlation, Point Biserial Estimation, Phi coefficient, Linear Regression, Scatter Diagram, Standard Error of Estimation, Estimation of measures of association

### **3. Introduction to Non-parametric statistics; introduction to non-parametric tests:**

Chi-square Tests of Association, Chi-square Goodness of Fit Test, Chi-square with Two-way Classification (Contingency Table Analysis), chi-

### **4. Other non-parametric tests:**

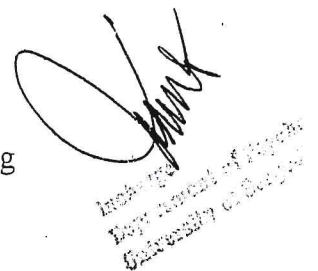
(Wilcoxon test, Mann-Whitney test, Sign test, Kruskal Wallis)

### **5. Analysis of data using SPSS: Introduction to SPSS coding & entering the Data. Analysis and Interpretation of SPSS output4.**

### **RECOMMENDED BOOKS:**

Ferguson, G. A. (1989). *Statistical analysis in psychology and education*. New York: McGraw-Hill.

Gravetter, F. J. & Wallnau, L. B. (2005). *Essentials of statistics for behavioral sciences*. (5th ed.). New York: Thomson/Wadsworth.



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- Guilford, J. P. & F. Frenchter, R. (1995). *Fundamental statistics in psychology and education*.  
 Hays, W. (1992). *Statistics for psychologists*. New York, Holt  
 Miller, S. (1987). *Experimental design and statistics*. New York: Mathew and Company  
 Moore, D. S. & Mcable, G. P. (1999). *Introduction to the practice of statistics*. (3rd ed.). New York: Freeman

## **Psy-314 Applications of Psychological Assessment 3**

### **Course Objectives:**

Through this course students will learn:

- Some experience in developing their own test and evaluating its statistical properties.
- The clinical interpretation of a handful of psychological tests including projective (e.g. T.A.T.) intelligence (e.g. WAIS-R) and personality (e.g. MMPI).
- And understand statistical characteristics of test scores.

### **Measurement of Abilities**

- a) **Intelligence:** Nature, Meaning, Different view points; types of intelligence tests, Stanford Binet, Wechsler, Kaufman, Differential Ability Scales  
 Problems in testing intelligence during infancy, childhood, adulthood and old age. Cross sectional & longitudinal studies in intelligence testing. Diversity in test performance
- b) **Tests for special populations:** Infant & Pre-school Testing; Testing of the Mentally Retarded populations; Testing for physical disabilities; Multicultural Testing
- c) **Group testing**  
 Groups vs. Individual tests  
 Adaptive Testing, Computer Based Administration, Multilevel batteries, Educational Testing; Career guidance; Aptitude testing; Achievement testing; and Learning disabilities


### **Personality Testing**

- a) 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
- b) Measurement of interests, values & attitudes; Some recent representative tests; Overview & highlights. Significant trends
- c) **Projective Techniques:** Nature of Projective Techniques  
 Types of projective techniques: Ink Blot, Pictorial, Verbal, Expressive, Performance, Autobiographical memories  
 Evaluation & Criticism of Projective Techniques

### **Occupational & Organizational Testing**

- Criteria for occupational testing
- Career assessment; Test applied to organizational setting
- Important areas and tests used in organization

### **Tests in Clinical & Counseling Settings**

  
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Psycho Neurological tests  
Behavioral assessment and clinical judgment

**RECOMMENDED BOOKS: (for Psychological Assessment I & II)**

- Aiken Lewis. R. Psychological Testing & Assessment (Latest Edition) Allyn & Bacon, Inc.
- Anastasi, A., & Urbina, S. (1997). *Psychological testing*. New Jersey: Prentice-Hall.
- Cohen, R. J., & Swerdlik, M. E. (2005). *Psychological testing & assessment* (6th ed.). New York: McGraw-Hill.
- Gregory, R. J. (1996). *Psychological testing, history principles & applications*. (2nd ed.). New York: Allyn & Bacon.
- Oppenheim, A. N. (1992). *Questionnaire design: Interviewing attitude measurement*. London: Pinter Publishers.
- Panda, L H. (1998). *Psychological testing: Theory and application*. New York: Allyn & Bacon.
- Pittrnger, D. J. (2003). *Behavioral research design analysis*. New York: McGraw-Hill.
- Shelly, D., & Cohen, D. (1986): *Testing psychological tests*. London: Croon Helm.

**Psy-315 Personality Psychology 3**

**Course Objectives:**

- To make students understand the essential dynamics of personality so that they can appreciate the human diversity and come across with their own conception of human nature.
- To orient students towards the historical developments in the field of personality psychology so that the classical theories of personality may be comprehended in terms of contemporary insights into the discipline
- To inculcate a holistic approach among the students so that they extend their knowledge of personality to research endeavors

**1. INTRODUCTION TO PERSONALITY**

Definition of Personality Essential Features of Personality

**Theories of Personality**

- Why do we need personality theories?
- Advantages and disadvantages of personality theories

**Six Approaches to Personality**

- Psychodynamic, Humanistic/Existential, Trait, Biological, Behavioral/Social learning, Cognitive

**Characteristics of a Good Theory**

- Empirical validity (*verifiability*)
- Internal consistency (*coherence*)
- Generatively (*heuristic value*)
- Parsimony

**Issues in Personality Psychology**

- Collectivist orientations, Situational causes and cues, Inconsistency in behavior, Evolving nature of responses and patterns, Nature vs. Nurture, Major Motive of life, Debate of human nature, Consistency vs. variability in behavior

**2. PSYCHODYNAMIC APPROACHES TO PERSONALITY**

## **Freud's Theory**

Dynamics of Personality and Levels of Consciousness

Infantile sexuality; Sex and aggression; Conflict and Defenses

Balance, Libido and Conservation of energy

Fixation, Frustration and Overindulgence

Freud's structural model: Id, Ego, and Superego

Psychosexual stages: Oral stage; Anal stage; Phallic stage; Latency stage; Genital stage

Types of defense mechanisms; Ways to achieve mental health

Assessment in Psychoanalysis, Parapraxes (slips); Hypnosis; Free association; Dreams;

Projective tests

## **3. EXTENSIONS AND ALTERATIONS IN PSYCHOANALYSIS**

- Cultural and social determinants of behavior
- Extension of development across the lifespan
- The importance of conscious thoughts
- Focus on goals and strivings
- Emphasis and elaboration of normal development
- More positive views of human nature

### **Adler's Individual Psychology**

- Inferiority complex
- Striving through social interest
- Birth order; Pampering; Neglect
- Creative Self
- Striving for superiority
- Importance of parental interactions
- Style of Life

### **Jung's Analytical Psychology**

- Personal vs. collective unconscious
- Principles
- Psychological attitudes
- Archetypes
- Synchronicity
- Psychic functions

### **Erikson's Ego Psychology**


- Epigenetic principle
  - Optimal times; Tasks or crises; Maladaptive and malignant tendencies; Virtue or strengths; Mutuality
- Stages and Conflicts in Personality Development
  - Basic trust vs. mistrust; Autonomy vs. shame and doubt; Initiative vs. guilt; Industry vs. inferiority; Identity vs. role confusion; Intimacy vs. isolation; Generativity vs. stagnation; Ego integrity vs. despair

### **Horney's Relational Psychology**

- Neurosis as ways of interpersonal control and coping
- Neurotic needs
- Coping strategies
- Development
  - Basic evil--parental indifference
  - Basic hostility
  - Basic anxiety
  - Coping strategies
- Self theory
  - Tyranny of the shoulds

### **Fromm's Humanistic Psychoanalysis**

- Freedom ; Escape from freedom
  - Authoritarianism
  - Destructiveness
  - Automaton conformity

  
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- Family origins
  - Symbiotic families
  - Withdrawing families
- The social unconscious; Orientations; Evil; Human needs

#### 4. TRAITS/DISPOSITIONAL PSYCHOLOGY

Greek traditions—Hippocrates and the four humors  
 How do we describe ourselves - patterns of behavior  
 Characteristics of Traits  
 How to measure traits?

##### Gordon Allport

- Idiographic approach to personality
- Opportunistic functioning and Propriate functioning
- Central traits; secondary traits; cardinal traits
- Proprium
- Personal traits or dispositions
- Psychological maturity and functional autonomy

##### Raymond Cattell

Empirical, *nomothetic* approach      Factor analysis and Types of data  
 Source traits

##### Five-Factor Theory (Norman, McCrae and Costa)

- Extraversion – introversion      - Agreeableness      - Conscientiousness  
 - Emotional stability - neuroticism      - Culture (openness to experience)  
 Situation vs. Trait

#### 5. Stress, adjustment and personality

#### 6. Occupational life and personality

##### RECOMMENDED BOOKS:

- Calvin S. H., Lindzy, G., & Campbell, J. B. (1997) *Theories of personality*. (4th ed.). New York: Wiley.
- Feist, J. (1994). *Theories of personality*. (3rd ed.). New York: William C Brown Publishers.
- Howards, S. F., Miriam, W. S. (2002). *Personality: Classic theories and modern research*. (2nd ed.). New York: Allyn & Bacon.
- Ewen, R. B. (1998). *An introduction of theories of personality*. (5th ed.). New Jersey: Lawrence Erlbaun Associate Publishers.
- Pervin, L. A., Cervone, D., & John, O. P. (2005). *Personality theory and research* (9th ed.). New York: John Wiley & Sons.

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**Course Objectives:**

- ◆ To identify and compare several theories about the causes of abnormal behaviour.
- ◆ To discuss the ethical and legal considerations associated with abnormal behaviour.

**Course Contents:**

**1. Overview of Models of Psychopathology**

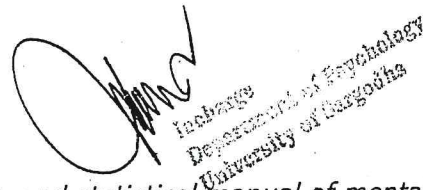
**2. Different Diagnosis and Etiological Factor described in DSM-V**

**3. Axis I**

- |  |   |
|--|---|
| 1. Anxiety Disorders                                   | 2. Somatoform Disorders                     |
| 3. Dissociative Disorders                              | 4. Schizophrenia                            |
| 5. Mood Disorders                                      | 6. Eating Disorders                         |
| 7. Adjustment Disorders                                | 8. Sexual & Gender Identity                 |
| 9. Developmental or Childhood and<br>Infancy Disorders | 10. Psychoactive Substance use<br>Disorders |
| 11. Factitious Disorders                               | 12. Sleep Disorders                         |
| 13. Delirium   | 14. Dementia                                |
| 15. Amnesic Disorders                                  | 16. Cognitive Disorders                     |

**BOOKS RECOMMENDED:**

- American Psychiatric Association. (2011). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.
- Coleman, J. C., Butcher, J. N. & Carson, R. C. (1984). *Abnormal psychology and modern life*. (7th ed.). Glenview, IL: Scott, Foresman & Co.
- Comer, R. J. (2004). *Abnormal psychology*. USA: Freeman and Company.
- Davidson, G. C. & Neale, J. M. (1998). *Abnormal psychology*. (7th ed.). New York: Wiley.
- Durand, V. M. & Barlow, D. H. (2006). *Essentials of abnormal psychology*. (4th ed.). CA: Thomson Wadsworth.
- Munsinger, H. (1983). *Principle of abnormal psychology*. New York: Macmillan Co.
- Neale, J. M. & Davison, G. C. (2004). *Abnormal psychology*. New York: John Wiley & Sons.
- Ziegler, D. J. & Hjellevang, L. A. (1992). *Personality theories: Basic assumptions, research, and applications*. (3rd ed.). New York: McGraw-Hill.



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**Course Objectives:**

- ♦ To produce students with a strong knowledge of skill and acumen in the detection, evaluation and diagnosis of various psychological conditions.
- ♦ To understand and change abnormal behaviour, cognition, and emotions through the application of principles and techniques of Clinical and counseling Psychology.
- ♦ To study Counseling Psychology as helping profession in every day life.

**1. Nature and Scope of Clinical Psychology**

Defining clinical psychology; Differences in clinical and counseling psychology; Careers in clinical psychology

**2. Historical Overview of Clinical Psychology****3. Diagnostic Systems in clinical Psychology**

DSM-V                      ICD-X

**4. Assessment in Clinical Psychology**

Processes of Assessment; Goals of Assessment; Dimensions in Assessment; Tools of assessment (Interview, observation, psychological tests, mental state examination).

**5. Psychological Testing in Clinical Psychology**

Qualities of good tests	Classification of tests
Test administration and interpretation	Summary report
Administration & interpretation of selected tests	Results and diagnosis

**6. Psychotherapies**

Psychoanalysis; Behavioral Therapies; Client-centered Therapy; Cognitive Interventions; Eclectic Approach; Relaxation Training

**7. Uses of Expressive Arts in Clinical Psychology**

Creative arts; Visual arts; Psycho Drama and enactment arts; Music and dance therapies

**8. Ethical Issues in Clinical Psychology**

Ethical conduct and principles of psychologists; Ethical standards and ethical committees; Formation of working guidelines; Privacy and confidentiality; Psychologists and social responsibility; Ethics in psychotherapy; therapists' obligation; sexually intimated behavior with clients, dual relationship; conflict of interest situation

**9. 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.

**BOOKS RECOMMENDED:**

American Psychiatric Association. (2011). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

Barlow, D. H., Durand, V. M. (2001). *Abnormal psychology: An integrative approach*. California: Wadsworth.

Brammer, L. M., Abrego, P. J. & Shostrom, E. .L. (1993). *Therapeutic counseling & psychotherapy*. N. J.: Prentice Hall.

  
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- Capuzzi D. & Gross, D. R. (1999). *Counseling and psychotherapy*. N. J.: Merrill.
- Corey, G. (1996). *Theory and practice of counseling & psychotherapy*. Brooks/Cole
- Gibson, R. L. & Mitchell, M. H. (1999). *Introduction to counseling and guidance*. Ohio: Merrill.
- Hanser, J. (1999). *Counseling – Theory and process*. Boston: Allyn and Bacon.
- Yolom, I. D. (1994). *Theory and practice of group psychology*. New York: Basic Books.
- Brown, S.D., & Lent, R.W. (2000). *Handbook of counseling psychology* (3 rd ed.). New York: J. Wiley & Sons.

## **Psy-402 Neurological Dysfunctions**

2

### **Course Objectives:**

- To understand the elements of biology that influence the way we think, feel, & act.
  - To comprehend the elements of psychology that are affected by biological factors.
  - To understand the interaction of psychological and biological factors in our experience of life.
1. **Neurological Disorders**  
Defining neurological disorders, Affective disorders, Epilepsy, Mental Retardation, Anxiety disorders, Sleep disorders, Degenerative disorders
  2. **Sensation and Perception**  
Anatomy of visual system, visual coding and the retinal receptors, neural basis of visual perception, Anatomy of Auditory system, neural basis of auditory perception, Somatosenses, 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 & Biology of thirst. The multiple control of hunger, physiological mechanisms of sleep & waking
  6. **Practical Work**  
Dissection of Animal Brain; Dissection of Mouse; Location of Brain Areas of Function in Body

### **RECOMMENDED BOOKS:**

- Carlson, N. R. (2013). *Foundations of physiological psychology* (7th ed.). Boston: Allyn & Bacon
- Kalat, J. W. (1998). *Biological psychology* (6th ed.). California: Brooks/Cole
- Luciano, V. S. (1994). *Human physiology*. New York: McGraw-Hill.

**Course Objectives:**

- To study scientifically the psychological processes of health, illness & health care.
- To apply psychology to the promotion and maintenance of health.
- To understand the relevance of Psychology to medicine.

**1. Historical Background**

The changing field of medicine; the involvement of psychology  
The modern concept of health and illness; Behavioral medicine and behavioral  
health; Definition, development, and scope of Health Psychology

**2. Behavioral Medicine and psychological principles**

The conditioning models; Observational learning; Cognitive learning

**3. 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

**4. Psychological interventions in Health Psychology**

Relaxation training; Biofeedback; Behaviour modification; Cognitive therapy;  
Counseling; Assertiveness training; Hypnosis; Social skills training; Health education

**5. The psychology of sickness and well-being**

Being sick and feeling sick :seeking health care; Relationship between physical ,  
mental , and social well-being; Compliance; following medical advice; Psychological  
factors influencing physical health; Personality type; Health beliefs; Locus of control  
and self-efficacy; Social support; Stress tolerance

**7. Stress, coping, and health**

Models of stress Selye, Mason, and Lazarus; Measuring stress and identifying  
stressors; Stress and illness; 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 BOOKS:**

Bernard, L. C. & Krupat, E. (1994). *Health psychology: Bio-psychological factors in health and illness*. New York: Harcourt Brace College Publishers.

Brannon, L. & Reist, J. (2000). *Health psychology: An introduction to behavior and health*. (4th ed.). USA: Wadsworth.

Cockerham, W. C. (1998). *Medical sociology*. New Jersey: Prentice-Hall.


Ewles, L. & Simnett, I. (1989). *Promoting health: A practical guide to health education*. Chichester: John Wiley & Sons.

Fiest, J. & Brannon, L. (2001). *Health psychology: An introduction to behaviour and health*. Belmont: Wadsworth Publishing Company.

Forshaw, M. (2002). *Essential health psychology*. London: Arnold.

- Pearce, S., & Wardle, J. (Eds.). (1989). *The practice of behavioral medicine*. Oxford: BPS Books.
- Sanders, G. S., & Suls, J. (Eds.). (1982). *Social psychology of health and illness*. Hillsdale: Lawrence Erlbaum Associates Publishers.
- Spacapan, S., & Oskamp, S. (Eds.). (1988). *The social psychology of health and illness*. London: SAGE Publications.

## **Psy-404 Developmental Psychology**

  
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### **Course Objectives:**

This course will explore:

- Various aspects of development since birth to adulthood
  - Social and emotional development in infant temperament, attachment, gender roles etc.
  - Cognitive development especially with the reference to Piaget.
- a. Nature and Scope
  - b. Research Methods in Developmental Psychology: Longitudinal; Cross-Sectional; Experimental
  - c. Aspects of Development: Physical, Psychological, Social, Linguistic & Cognitive
  - d. Phases of Development: Prenatal, Birth, Infancy, Childhood, Adolescence, Adulthood, Old-age

### **BOOKS RECOMMENDED**

- Ahmad, F. Z. (1993). *Mental health and patterns of child rearing in Pakistan*. Karachi: Institute of Clinical Psychology, University of Karachi.
- Bee, H. (1994). *Lifespan development*. Harper Collins College Publishers.
- Bee, H. (1999). *The growing child: An applied approach* (2nd ed.). Addison Wesley Longman, Inc.
- Berk, E. L. (2000). *Child development* (5th ed.). Boston: Allyn & Bacon.
- Feldman, R. S. (1999). *Child development: A typical approach*. USA: Prentice-Hall, Inc.
- Hurlock, E. B. (1978). *Child development*. New York: McGraw-Hill Books Co.
- Papalia, E. D., Olds, W. S., & Feldman, D. R. (2001). *Human development* (8th ed.). New York: McGraw-Hill.
- Sprinthall, N. A., & Collins, W. A. (1984). *Adolescent psychology: A developmental view*. (3rd ed.). USA: McGraw-Hill.

**Objectives:**

- To provide students a coherent overview on nature of women psychology.
- To familiarize the students with the critical evaluation of research, facts and their relations to current situation of women rights.
- To create awareness among students about rights of women and enhance research skills in gender issues.

**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**

Physiological and psychological issues in development, Gender Discrimination, Adolescence and menstruation along with Myths and Taboos across-cultures; Pregnancy, Mother-hood, Menopause and related issues

**4. Marriage and Family System**

Impacts of marriage on women, System of subordination and status of women, Gender role expectation and behavior patterns

**5. Perception of Self, Self-esteem**

Factors governing gender differences in self-esteem, self-perception and self-efficacy; Gender, Employment and the economy, Achievement motivation and attitudes; Bridging the gap

**6. Culture specific practices and female psyche**

Women and Psychopathologies, Women and Laws of Pakistan, Violence against women and other issues in Pakistan and global arena; Feministic perspective of Gender, Feministic movement in various periods of time

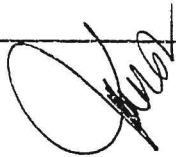
**BOOKS RECOMMENDED:**

Gergen, M. M. & Davis, S. N. (Eds.). (1997). *Towards a new psychology of gender*. New York: Rotledge.

Hasan, I. N. Dr. (1997). *Psychology of women: A distance learning textbook*. Islamabad: AIU Press.

**Psy-406 (a) Project****3**

Also included **Psy-406 (b)**

  
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**Objectives:**

- ♦ To produce students with a strong knowledge of skill and acumen in the detection, evaluation and diagnosis of various psychological conditions.
- ♦ To understand and change abnormal behaviour, cognition, and emotions through the application of principles and techniques of Clinical and counseling Psychology.
- ♦ To study Counseling Psychology as helping profession in every day life.

**1. An overview of counseling**

Definitions of counseling; distinctions between counseling and psychotherapy; goals of counseling; historical development of counseling profession and the role of counselor.

**2. On becoming a counselor**

Personal characteristics of effective counselors; the process of counselor education, personal values in counseling, on becoming a counselor.

**3. Theoretical approaches to counseling**

Psychoanalytic foundations; Affective approaches to counseling, cognitive behavioral approaches to counseling, Uses of Expressive Arts in Counseling Psychology (Creative arts; Visual arts; Dramatic and enactment arts; Poetry, writing, and bibliotherapy; Music and dance therapies).

**4. Counseling processes and methods**

Procedural skills –I (Helping characteristics and therapeutic climate, initial procedure, counseling interview and counseling skills)  
Procedural skills-II (advance empathy, theme identification, self disclosure, perception check, interpretation, action strategies, goal setting, termination and follow up)

**5. Counseling selected special populations, crisis interventions and models of helping**


**6. Career counseling and professional issues.**

**7. Ethical Issues in Counseling Psychology**

Ethical considerations in counseling Legal considerations for counselors, current and future trends in counseling, research and evaluation in counseling.

**BOOKS RECOMMENDED:**

- Brammer, L. M., Abrego, P. J. & Shostrom, E. .L. (1993). *Therapeutic counseling & psychotherapy*. N. J.: Prentice Hall.
- Capuzzi D. & Gross, D. R. (1999). *Counseling and psychotherapy*. N. J.: Merrill.
- Corey, G. (1996). *Theory and practice of counseling & psychotherapy*. Brooks/Col
- Gibson, R. L. & Mitchell, M. H. (1999). *Introduction to counseling and guidance*. Ohio: Merrill.
- Hanser, J. (1999). *Counseling – Theory and process*. Boston: Allyn and Bacon.

  
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**Psy-412 Cognitive Psychology**

**3**

**Course Objectives:**

- To provide students a coherent overview of both classic and contemporary data on nature of cognition that spans a broad spectrum of subjects.
- To familiarize the students with the critical evaluation of experimental data and their relations to current models of human cognition.
- To prepare the students for advanced study in specialized areas of cognitive psychology.

**1. Orientation to Cognitive Psychology**

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

**2. Attention and Consciousness**

Stages of processing, models of attention, Selective and divided attention, Attention models and consciousness, Preconscious processes, Controlled versus autonomic processes, Habituation, Cognitive neuroscientific approach towards attention and consciousness

**3. Perception**

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.

**4. Knowledge**

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.

**5. Problem Solving and Creativity**

Analyses of problem solving, The problem solving cycle, Types of problems, Obstacles and aids to problem solving, Expertise, knowledge, and problem solving, Creativity, Structures of problems involving creativity, Process of creative problem solving.

**6. Decision Making and Reasoning**

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.

**Note:** The students have to perform certain experiments as prescribed by the teacher concerned.

### **RECOMMENDED BOOKS:**

- Medin, D. Ross, B., & Markmen. (2005). *Cognitive psychology*. (4th ed.). John Wiley Inc
- Sternberg, R. (2005). *Cognitive psychology*. New York: Wadsworth.
- Sternberg, R. J. (1999). *Cognitive psychology* (2nd ed.). New York: Harcourt College Publishers.
- Groome, D. (1999). *Cognitive psychology: Processes and disorders*. London: Psychology Press.
- Reed, S. K. (2000). *Cognition*. (5th ed.). Belmont: Wadsworth/Thomson Learning.
- Galoti, K. M. (1999). *Cognitive psychology in and out of laboratory* (2nd ed.). California: Brooks/Cole Publishing Company.

## **Psy-413 Psychology of Advertising and Marketing Research 3**

### **Course Objectives:**

- To make students understand the manipulation of target population's psychographics in advertising.
- To familiarize students with basic types and skills in marketing research.
- To make students appreciate the diversity of modes of advertising and the corresponding manipulation of psychographics.

An orientation towards marketing research

Research designs in marketing:

Qualitative Techniques

Quantitative Techniques

Cross-sectional

Longitudinal

Market Segmentation

Demographic Segmentation

Psychographic Segmentation

Implications of Market Segmentation

Promotional Strategies

Selection of Media

Types of Promotional Strategies

Mode of Advertisement

Publicity

Psychology of Advertisement

Creating Effective Advertisement



Handwritten signature and official stamp of the Department of Psychology, University of Bergeha.


### **RECOMMENDED BOOKS:**

- McQuarrie, E. F. (1996). *The market research toolbox: A concise guide for beginners*. London: SAGE Publications.
- McDaniel, C. Jr., & Gates, R. (2005). *Marketing research essentials*. New Jersey: John Wiley & Sons.

Crawford, C. M., & DiBenedetto, C. A. (2005). *New product management*. (7th ed.).  
New York: McGraw-Hill.

**Psy-406 (b) Project**

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**Course Objectives:**

Psy-406 (a) and Psy-406(b) (Project) 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.
- make an independent contribution to learning, or offer a critical perspective on existing scholarship or methodology

## (OPTIONAL COURSES)

### **Psy-421 Consumer Psychology**

**3**

#### **Course Objectives:**

- The broad objectives of this course are to familiarize the students with this new emerging field of human behaviour; to bring their knowledge of the subject up to date; and to prepare them to use this newly acquired knowledge-tool for their benefit in the contemporary Pakistani scene.
- The following text-books are recommended. The various topics with relevant page numbers from each text are given in the recommended books below:-

#### **Course contents & references:**

1. Defining CB. Segmentation of market  
(LB: pp 1-79; BME: pp 187-211; 8K: pp 46-74)
2. Environmental influences: Culture, subculture, social class, social group, family and personal.  
(LB: pp 81-293; 8K: pp 320-490; BME: pp 311-427)
3. Individual determinants of CB: Personality, motivation, information, learning and memory, attitudes and attitude change.  
(LB: pp 297-479; 8K: pp 83-310; BME: pp 187-305)
4. Consumer Decision Process: Problem, search  
(LB: pp 483-533; 8K: pp 500-552; BME: pp 67-123)
5. Purchase Processes.  
(LB: pp 535-571; SK: pp 558-591; BME: pp 127-154)
6. Post Purchase Behaviour.  
(LB: pp 573-593; BME: pp 159-180)
7. Modeling and Researching CB.  
(LB: pp 597-624; 5K: pp 24-41; BME: pp 5-61)
8. Consumerism  
(LB: pp 625-655; SK: pp 600-640)
9. Organizational Buyer Behaviour.  
(LB: pp 657-684)

(LB: Loudon and Bitta. BME: Blackwell, Miniard and Engel. SK: Shiffman and Krnuk.)


#### **RECOMMENDED BOOKS:**

- Blackwell, R. D., Miniard, P. W. & Engel, J. F. (1990). *Consumer behavior*. (9th ed.). Blackwell.
- Loudon, D. & Bitta, A. D. (1993). *Consumer behavior: Concepts and applications*. (4th ed.). New York: Prentice-Hall International.
- Shiffman, L. & Kanuk, L. L. (2000). *Consumer behavior*. (7th ed.). Upper Saddle River: Prentice-Hall.

**Course Objectives:**

- To understand the basic concept of organizational behaviour.
- To explore the principal concepts and tools of organizational behaviour.
- To develop skills to apply knowledge and techniques of industrial and organizational psychology in a variety of settings, including business, industry, government, and not-for-profit organizations.

Introduction to Organizational Behavior, Information Technology & Globalization	(PP 1-60)
Diversity & Ethics; Design & Culture	(PP 66-135)
Reward Systems; Perception & Attribution	(PP 142-205)
Personality & Attitudes	(PP 212-238)
Motivation Need & Processes	(PP 246-279)
Positive Psychology	(PP 286-317)
Communication; Decision Making	(PP 328-385)
Stress & Conflict; Power & Politics	(PP 392-454)
Group & Teams: Job Design & Goal Setting	(PP 460-526)
Performance Management	(PP 534-563)
Leadership Processes	(PP 572-600)
Leadership Styles	(PP 606-630)

  
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**BOOKS RECOMMENDED**

Cris Argyris & Donald Schon. (1978). *Organizational learning*. Addison-Wesley.

Debra, L. N. & James Campbell Quick. (2000). *Organizational behavior*. (3rd ed.). Cincinnati: South-Western.

Edgar H. Schein, (1985). *Organizational culture and leadership*. San Francisco: Jossey-Bass.

Fred Luthans, Alexander, D. S. & Edwin, A. Locke (2000). (Eds.). *Handbook of principles of organizational behavior*. London: Blackwell.

Jerald Greenberg & Robert A. Baron. (2000). *Behavior in organizations*. (7th ed.). Upper Saddle River, N.J.: Prentice-Hall.

Stephen, P. R. (1990). *Organization theory*. (3rd ed.). Upper Saddle River, N.J.: Prentice-Hall.

**Course Objectives:**

- To understand the essential nature of motivation, its types and dynamics.
- To comprehend the relationship between motivation and human behavior.
- The practical skills in order to enhance and sustain an optimal level of motivation in personal and organizational settings.

**Introduction to Motivation**

01. Definition, Nature and Scope
02. Historical Background
03. Motivated Behavior: Characteristics and dominants
04. Biogenic and sociogenic Motives
05. Motivation & its role in attitude change, National Development, in organization
06. Methods used to assess human motivation: Projective Techniques and Theories
07. Methodological Problems
08. Motivation, Power and Politics
09. Fostering Achievement motivation and childrearing practices
10. Variables which influence the Achievement process
11. Treatment Approaches to underachievement



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**Theories of Motivation**

- |                                      |  |
|--------------------------------------|--|
| 01 Biological Theories of Motivation | 02 Theory of Unconscious motivation      |
| 03 Cognitive Theory                  | 04 The Need-Drive-Incentive Theory       |
| 05 The Stimulus-Cue Theory           | 06 The affective arousal Theory          |
| 07 Dynamic Theory of Motivation      | 08 Motivational Theory of Emotion        |
| 09 Theories of reinforcement         | 10 Cross-Cultural Theories of Motivation |

**BOOKS RECOMMENDED**

Atkinson, J. W. (Ed.) (1958). *Motives in fantasy, action and society*. Princeton: Van Nostrand.

Atkinson, J. W. & Raynor, J. (1974). *Motivation and achievement*. New York: Winston-Wiley.

Atkinson, J. W. (1964). *An introduction to motivation*. Princeton: Van Nostrand.

Beck, R. C. (2000). *Motivation: Theories and principles*. (4th ed.). Singapore: Pearson Education.

Maslow, A. H. (1954). *Motivation and personality*. N.Y.: Harper Co.

McClelland, D. C. (1971). *Assessing human motivation*. Morristown, N.J: General Learning Press.

McClelland, D. C. (1975). *Power the inner experience*. New York: Irvington & Co.

Petri, G. (2000). *Motivation: Theory, research and application*. (5th ed.). London: Oxford University Press.


Winter, D. G. (1973). *The power motive*. New York: Free Press.

**Course Objectives:**

This course will develop in students

- The ability to evaluate the major theories and fundamental concepts in criminology and criminal justice.
- The methodological and analytical skills necessary to research and write a satisfactory dissertation in the relevant field.

- 1. Introduction to Forensic Psychology**
- 2. Theories on Crime**
  - i) Psycho-biological; Social Learning; Biochemical
  - ii) Constitutional Theories
- 3. Behavioral Analysis in Criminal Investigation**
- 4. Crime Prevention**
- 5. Psychological Theories of Aggression & Violence**
- 6. Mental Disorders and Crime**
- 7. Antisocial Personality Disorders**
- 8. Delinquency and Crime**
- 9. Sexual Offenders and Offenders Personality**
- 10. Modern Trends in Criminal Psychology**



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**BOOKS RECOMMENDED:**

- Bartol, C.R. & Bartol, A.M. (1986). *Criminal behaviour: A psychological approach*. New Jersey: Prentice-Hill.
- Goldstein, N. (1986). *Aggression and crime of violence*. London: Oxford University Press.
- Cliver, M. (1989). *Psychology and crime: An introduction criminological psychology*. London: Routledge
- Goldstein, J.K. (1986). *Aggression & crimes of violence*. Oxford University Press
- Tariq P. Nadeem (1983). *Socio-psychological aspect of crime in Pakistan*. Islamabad: National Institute of Psychology.

**Objectives:**

- To develop the ability to study mental phenomena.
- To enable the learner's to understand extrasensory perception in purely psychological perspective.
- To investigate those region of nature which, challenges the science.

**Contents:**

- From magic to science
- Telepathy: Mind to mind communication
- Extrasensory perception
- Telekinesis techniques
- The brain
- Mind: A universal phenomenon
- How does mind control work?
- Awakening the third eye
- Meditation and concentration
- Invisible intelligence civilization
- Mind Over matter
- What is scrying?
- The magical power of switch words.
- Affirmation
- Dowsing
- Visualization
- Remote Viewing
- Out of Body Experience
- Channeling and Medium ship
- Déjà vu
- The Clairvoyant and Mystics
- The Aura
- Hypnotism



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**BOOK RECOMMENDED:**


1. Sehraie, A. (2006). Parapsychology: Theory and Practice. Shahrayar Publisher, Lahore.
2. Wiseman, R & Watt, C. (2005). Parapsychology.
3. Irwin, H. J., & Watt, C. (2007). An Introduction to Parapsychology (4th Edition).

**Objectives:**

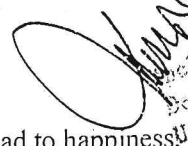
- The student will learn the history and perspectives of Positive Psychology.
- The student will learn about the attitudes, choices/values of a Positive Psychology lifestyle and will gain a greater understanding of the strengths that characterize the mentally healthy individual.
- The student will learn how Positive Psychology applies in the workplace, home, schools and other settings.
- The student will gain a greater understanding of how Positive Psychology can develop and be promoted over one's lifetime.
- The student will gain a greater understanding of the research basis of the efficacy of the characteristics promoted by Positive Psychology.
- The student will gain a greater understanding of the application of Positive Psychology over the individual's entire life span.

**• Contents:**

- Positive Psychology: An Introduction
  - What is positive psychology? What are the theoretical models of adolescence and early adulthood as described by Erikson, Kegan, Seligman, and Ben-Shahar?
- Subjective Well-being & Happiness
  - What is happiness? How do we define happiness? Is happiness what matters most? What causes happiness? Who is happy? Can I increase my happiness?
- Flow & Savoring
  - What does it mean to be fully in the moment? How does one get in "the zone"? When is one more likely to experience flow and why would one want to? How can you cultivate the capacity to attend to, appreciate, and enhance the positive experiences in one's life? What does this have to do with reminiscing about the good 'ole days?
- Character Strengths & Optimism
  - Positive individual strengths and human virtues. What is optimism? Difference between optimism and hope. What is learned optimism? How it helps in life achievements?
- Positive Illusions and Playfulness
  - How some illusions are positive? What are causes of positive illusions? Importance and applications of playfulness.
- Creativity, Giftedness & Industry
  - Is giftedness linked to creativity? How gifted people are industrious? Is creativity an innate tendency or acquired one? What makes people industrious? Qualities of giftedness.
- Judgment, Wisdom & Fairness
  - How does wisdom leads to good judgment? Differences of judgment of wise people. Fair judgment breeds contempt or repentance?
- Emotional Intelligence & Prudence
  - Theories of emotional intelligence? Do emotionally intelligent people have more flourishing relations? Why a person becomes prudent? Emotional regulation.

  
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- Religion, Spirituality & Transcendence
  - Are religious people more happy? Is it a function of religion itself or social support? Is it the mere belief in something greater than oneself? Is it because it provides us meaning? Have we lost our sense of faith?
- Love, Kindness & Healthy Relationships
  - Does marriage make you happier or are happy people more likely to get married? What is it exactly about marriage that leads to happiness? Does marriage have the same happiness inducing effect it has on women as it does on men? Are women really more labile, while men are more stony?
  - What happens when we're kind to others? Do random acts of kindness lead to happiness?
- Gratitude & Zest
  - How does saying thank you lead to happiness? How does gratitude protect against greed, envy, and our culture of conspicuous consumption? Why does having a broad perspective on life help one become grateful?
- Hope, Modesty & Forgiveness
  - What effect does hope have on health, relationships, and goal attainment? When is the right time to forgive? Is forgiveness always a viable option? Learn how to forgive and discover the benefits of forgiving.
- Altruism & Empathy & Social Intelligence
  - What happens when we're kind to
  - Date others? Does doing random acts of kindness lead to happiness, or do happy people
  - engage in more random acts of kindness? How do positive emotions broaden our
  - thought-action repertoires and build our psychological and social resource
- Self Efficacy and Positive Development
  - Social cognition and meta-cognitions. Self efficacy theories. Self efficacy and goal achievement. Self efficacy training
- Cross-cultural Positive Psychology
  - Why some cultures are more flourishing? Human civilization differences and increasing divorce rate among different cultures? Cultural differences in positive affirmations.
- Positive Psychology, Positive Prevention, and Positive Therapy
  - How positive psychology help in prevention and treatment of disorders? Diagnosis in positive psychotherapy.

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

**BOOKS RECOMMENDED:**


1. Lyubomirsky, S. (2008). *The how of happiness*. New York: The Penguin Press.
2. Peterson, C. (2006). *A primer in positive psychology*. Oxford University Press.
3. Seligman, M. E. P. (2002). Positive Psychology, Positive Prevention, and Positive Therapy. In C. R. Snyder and S. J. Lopez (Eds.). *Handbook of Positive Psychology*, 528-540. Oxford University Press.
4. Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist*, 55, 5-14.

**Course Objective:**

- To engender the students equipped with contemporary human resource management skills for ensuring the organizational productivity in applied settings.

**Course Contents:**

- Meeting HRM Challenges
- Managing Workflow/Job Analysis
- Understanding the Legal Environment
- Managing Diversity
- Recruiting, Selecting, Socializing
- Managing Separation, Downsizing
- Appraising Performance
- Training the Work Force
- Developing Careers
- Managing Compensation
- Rewarding Performance
- Designing/Administering Benefits
- Employee Relations and Communication
- Employee Rights and Discipline
- Work with Organized Labour
- Workplace Safety and Health
- Meeting International HRM Challenge

  
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**BOOKS RECOMMENDED**

Angelo, S. DeNisi & Ricky, W. Griffin. (2001). *Human resource management*. Boston: Houghton Mifflin.

Daniel, C. F. & Hugh, J. A. (1983). *Managing individual and group behavior in organizations*. (2nd ed.). New York: McGraw-Hill.

Daniel R. Ilgen and Elaine D. Pulaskos (Eds.), (1999). *The Changing nature of performance: Implications for staffing, motivation, and development*. San Francisco: Jossey-Bass.

Drucker, P. (1999). *Management challenges for the 21" century*. New York: Harper Business.