



**SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY  
PESHAWAR**

**CURRICULUM 2011**

# **PSYCHOLOGY**

## **DEPARTMENT OF PSYCHOLOGY**



# **SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR**

## **CURRICULUM OF PSYCHOLOGY**

### **ACADEMICS SECTION**

**SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR**

City Campus, Asamia Road, Near Qila Bala Hisar, Peshawar.

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# SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR

**Title:**

“REVISED PSYCHOLOGY CURRICULUM-2011”

**Approved from Statutory Bodies:**

3<sup>rd</sup> Meeting of the Academic Council held on Wednesday, 2<sup>nd</sup> March, 2011  
7<sup>th</sup> Meeting of the Syndicate held on Saturday, 2<sup>nd</sup> July, 2011.

**Compiled By:**

Academics Section.  
Shaheed Benazir Bhutto Women University, Peshawar.

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# SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR

## UNIVERSITY AT A GLANCE

Shaheed Benazir Bhutto Women University Peshawar is a premier women university of Khyber Pakhtunkhwa. It has earned this position by virtue of its futuristic outlook towards higher education, strong emphasis on need-based research and focus on innovation and entrepreneurship. Its academic programmes are designed to meet the national needs and challenges of the new millennium. While traditional fields of Social, Biological and Physical Sciences have been updated with emerging trends, modern disciplines are being offered to prepare professionals to manage the ever-growing demands of knowledge economy with requisite degree of expertise.

This university is the first ever female university which was established in accordance with the Frontier Women University Act 2004, passed by the Provincial Assembly and assented by the Governor Khyber Pakhtunkhwa on 7th February, 2005. However, according to the revised Act (Khyber Pakhtunkhwa Act No. XI 2010), passed by the provincial assembly Khyber Pakhtunkhwa on September 6, 2010, the University was renamed as Shaheed Benazir Bhutto Women University. The University is destined to be a leading public sector Women University to impart education to the female population of this region in order to develop scientific, socio cultural, economic and political stability, through learner centered teaching and research, while strengthening the identity of the students at national and international level.

Shaheed Benazir Bhutto Women University has come a long way in developing as a global centre of excellence for imparting higher education. The universities at large have assumed the role of drivers of knowledge-based regional development. In contemporary times, the transformation in the world economy is perennial; technologies evolve at neck breaking speeds. These are extra ordinary times requiring extra ordinary preparations and efforts.

## **VISION OF THE UNIVERSITY**

To be a leading public sector university engaged in learner-centered teaching and research; to educate women by developing their knowledge of science, culture, economy and politics, and by ensuring that they understand their responsibilities as citizens of Pakistan and as citizens of the world.

## **MISSION STATEMENT OF THE UNIVERSITY**

Our mission is to:

Promote academic excellence and integrity through continuous assessment of our academic programs, faculty and students.

Educate women to think creatively, interact effectively and to be technologically aware.

Function as a responsible and responsive institution to inculcate patriotism, cultural, moral and ethical values to respond to the needs of the society at regional, national and international level.



# SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY

## PESHAWAR

### DEPARTMENT OF PSYCHOLOGY

#### INTRODUCTION TO DEPARTMENT OF PSYCHOLOGY

Momentum for development of Psychology at the Shaheed Benazir Bhutto Women University Peshawar can be traced to the establishment of the Department of Psychology in year 2005 and by later declaring it as the flagship department. In the years to follow Psychotherapeutic Center was established to provide service to the society at large.

In the discipline of Psychology, faculty members are involved in the acquisition, representation, modeling, integration, interpretation, and transformation of psychological data & methodologies. The department aims to produce knowledgeable, self aware, thoughtful, responsible and well adjusted individuals who are responsive to the needs of rapidly changing social world. To achieve these objectives, the Department of Psychology endeavors to enhance the understanding of students about social, environmental and cultural factors relevant to mental health and also to enable them apply this knowledge in their own lives and in the society at large for better adjustment and learning.

The Department of Psychology was set up to develop a comprehensive training program for professional Psychologists in the country and expand the role of Psychology to deal with a wide range of problems of the individual as well as the community at large. Department endeavors to raise the standard of training of Psychologists in different fields of the subject on national and international levels, enhance the standing of Psychology as an independent professional discipline, to meet the growing needs and changing demands of the society, and direct research towards developing an empirical knowledge base of indigenous Psychology in Pakistan.

The Department is committed to the preparation of highly qualified professionals who will seek to promote maximum growth and development of individuals (children, adolescents, and adults) with whom they work. This is accomplished through a carefully planned curricula which includes the following: interdisciplinary and multidisciplinary approaches; theory linked to practice; a practitioner-scientist approach; self awareness and self-exploration activities; opportunities to learn and demonstrate respect for others; and socialization into the role of the

profession. We value respect for the social foundations and cultural diversity of others and promote opportunities for students to learn how others construct their world.

We emphasize to our students to focus on the assets and coping abilities of the people with whom they work rather than focusing on deficits. Additionally, we encourage the promotion of preventative services, which maximize individual functioning. Our programs are grounded in a systematic eclectic philosophical orientation, which includes: systemic theory; social constructionist; social learning theory; and person-centered approaches.

## **BACKGROUND**

Today, psychology is largely defined as "the study of behavior and mental processes". Philosophical interest in the mind and behavior dates back to the ancient civilizations of Egypt, Greece, China and India.

Psychology as a self-conscious field of experimental study began in 1879, when Wilhelm Wundt founded the first laboratory dedicated exclusively to psychological research in Leipzig. Wundt was also the first person to refer to himself as a psychologist and wrote the first textbook on psychology: *Principles of Physiological Psychology*. Other important early contributors to the field include Hermann Ebbinghaus (a pioneer in the study of memory), William James (the American father of pragmatism), and Ivan Pavlov (who developed the procedures associated with classical conditioning).

Soon after the development of experimental psychology, various kinds of applied psychology appeared. G. Stanley Hall brought scientific pedagogy to the United States from Germany in the early 1880s. John Dewey's educational theory of the 1890s was another example. Also in the 1890s, Hugo Münsterberg began writing about the application of psychology to industry, law, and other fields. Lightner Witmer established the first psychological clinic in the 1890s. James McKeen Cattell adapted Francis Galton's anthropometric methods to generate the first program of mental testing in the 1890s. In Vienna, meanwhile, Sigmund Freud developed an independent approach to the study of the mind called psychoanalysis, which has been widely influential.



The 20th century saw a reaction to Edward Titchener's critique of Wundt's empiricism. This contributed to the formulation of behaviorism by John B. Watson, which was popularized by B. F. Skinner. Behaviorism proposed limiting psychological study to that of overt behavior, because that could be quantified and easily measured. Behaviorists considered knowledge of the "mind" too metaphysical to achieve scientifically. The final decades of the 20th century saw the decline of behaviorism and the rise of cognitive science, an interdisciplinary approach to studying the human mind. Cognitive science again considers the "mind" as a subject for investigation, using the tools of evolutionary psychology, linguistics, computer science, philosophy, behaviorism, and neurobiology. This form of investigation has proposed that a wide understanding of the human mind is possible, and that such an understanding may be applied to other research domains, such as artificial intelligence.

### **VISION STATEMENT OF THE DEPARTMENT**

The aim of psychology department is to excel nationally in its undergraduate and graduate programs, besides providing environment in which professional and academic skills of students and faculty members flourish.

### **MISSION STATEMENT OF THE DEPARTMENT**

The mission of the psychology department is to provide quality education, proficiency in research methods and to enable students to apply this knowledge and skills in their professional and personal lives.



**SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY**  
**PESHAWAR**

**CURRICULUM**  
**OF**  
**BS-PSYCHOLOGY (4-YEAR PROGRAM)**

**ACADEMICS SECTION**  
**SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR**

## PREFACE

The accomplishment of anything worthwhile, whether large or small, depends on the completion of goals, activities and milestones. An effective curriculum offers all these things. It provides administrators, teachers and students with structure and sense of progression. Therefore, the importance and impact of curriculum cannot be overstated. A curriculum is more than putting together a set of academically required subjects. Several things must be considered such as the learning needs of students; the consensus of teachers and administrators; the expectations of the community promoted a sense of order and structure in the pursuit of academic success.

Designing a curriculum involves the interaction of several participants, reaching beyond the academic wall to impact the entire community. Without an effective curriculum, students would not be able to understand or meet the challenges of society. A curriculum prepares an individual with the knowledge to be successful, confident and responsible citizens.

The curriculum of subject is described as a throbbing pulse of a nation. By viewing curriculum one can judge the stage of development and its pace of socio-economic development of a nation. With the advent of new technology, the world has turned into a global village. In view of tremendous research taking place world over new ideas and information pours in like of a stream of fresh water, making it imperative to update the curricula after regular intervals, for introducing latest development and innovation in the relevant field of knowledge.

Psychology is the science of behavior and the physiological and cognitive processes associated with behavior. Psychology is also the profession that applies the science of behavior to practical problems. Human behavior can be understood from each of four broad theoretical perspectives. The biological perspective considers the evolutionary, neuro-scientific, and biological process that determines and shapes our behavior. The cognitive perspective considers the role of the mind in behavior, including how we perceive and represent the world, learn and remember information, and solves problems. The developmental perspective considers how behavior and mental process change across the lifespan. The social perspective considers the dynamic relationship between the individual and the social context in which behavior occurs.

Psychology is an interdisciplinary scientific field that draws on theories, concepts, and methods of inquiry from neighboring natural science and social science disciplines. All inquiry in psychology is guided by the scientific method, a process of answering questions about behavior that involves forming theoretical explanations and testing those theories against real-world observations.

**Assistant Registrar Academics**  
**Shaheed Benazir Bhutto Women University Peshawar**



**SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY**  
**PESHAWAR**  
**DEPARTMENT OF PSYCHOLOGY**

**UNDERGRADUATE PROGRAM IN PSYCHOLOGY**

Psychology is the scientific study and application of knowledge concerning the behavioral and cognitive processes of humans and other animals. The Department offers a Bachelor of Science (BS) degree in Psychology. This degree prepares students for employment in applied settings or for graduate study in psychology and related fields. Students who choose not to continue toward a graduate degree may find employment in a wide variety of organizations and agencies as well as in research settings where knowledge of behavior and cognition is useful. For such students, a BS in psychology offers a broad liberal arts background.

The psychology curriculum introduces students to the basic scientific and applied areas of the discipline. It emphasizes theories, methods, and terminology, as well as research findings in each of psychology's major subareas. Students learn about various research methods used to study psychological phenomena, as well as the strengths and limitations of each.

**MISSION STATEMENT OF THE BS PROGRAMME**

To train the next generation professionals to gain advanced knowledge in Psychology that is required to design and implement novel methods which can be useful to define and solve problems with emphasis on acquisition, representation, retrieval, visualization and analysis of psychological data.

## **BS PROGRAMME OBJECTIVES**

The BS programme is designed to:

- Equip the student with basic knowledge, skills and capabilities required in the various areas of Psychology;
- Give students a balanced and firm foundation in theory and research vis-à-vis the contemporary demands of society;
- Develop critical thinkers and creative workers who will use their knowledge for the full development of human beings in a growing society; and
- Cultivate scientific literacy in the appreciation of the role played by science in a developing society.

## **LEARNING OUTCOMES OF THE BS PROGRAMME**

At the completion of this programme, students will be prepared to:

Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

Understand and apply basic research methods in psychology, including research design and data analysis and interpretation.

Respect and use critical and creative thinking, skeptical inquiry, and, when possible, a scientific approach to solve problems related to behavior and mental processes.

Understand and apply psychological principles to personal, social, and organizational issues.

Tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science serving a global society.

Apply cultural competencies to effective and sensitive interactions with people from diverse backgrounds and cultural perspectives.

## **REQUIREMENTS OF THE BS PROGRAMME**

BS student is required to either do a Research Project in the final semester to fulfill the degree requirement. Candidates will be expected to develop their ideas to the point of publication.

## **ADMISSION REQUIREMENTS**

### **ELIGIBILITY**

At least 45% marks in Intermediate in aggregate.

### **DURATION**

4 years

Programme spread over 8-Semesters.

2-Semesters per year.

## **COURSE AND CREDIT REQUIREMENTS**

A total of 132-144 credits are required to complete Bachelor of Science in Psychology.

### **EVALUATION**

For uniformity in the evaluation system, the minimum CGPA required for award of degree is 2.5 out of 4.0 at undergraduate level subject to meet all requirements of the university.



**SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY  
PESHAWAR  
DEPARTMENT OF PSYCHOLOGY**

**FOUR-YEAR CURRICULA FOR BACHELOR DEGREE IN PSYCHOLOGY**

**STRUCTURE**

S.NO	CATEGORIES	NO. OF COURSES MIN- MAX	CREDIT HOURS MIN- MAX
1	Compulsory Requirement (No Choice).	09-10	25-28
2	General Courses to be chosen from other departments.	07-08	21-24
3	Discipline Specific Foundation Courses	09-10	30-33
4	Major Courses including Research Project/Internship	11-13	36-42
5	Electives within the Major	04-05	12-15
<b>TOTAL</b>		<b>40-46</b>	<b>124-142</b>

Total numbers of Credit Hours	138
Duration	4 YEARS
Semester Duration	16-18 WEEKS
Semesters	8
Course Load Per Semester	16-18 CREDIT HOURS
Number of Courses Per Semester	4-6 (not more than 3 lab/practical courses)



**SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY**  
**PESHAWAR**  
**DEPARTMENT OF PSYCHOLOGY**

**LAYOUT**

S.No	COMPULSORY REQUIREMENTS (NO CHOICE)	
	9-10 COURSES	
	25-28 CREDIT HOURS	
	SUBJECT	CREDIT HOURS
1.	English-I	3
2.	English-II	3
3.	English-III	3
4.	Introduction to Computer	3
5.	Pakistan Studies	2
6.	Islamic Studies / Ethics	2
7.	Mathematics-I	3
8.	Mathematics-II	3
9.	Statistics-I	3
10.	Statistics-II	3
Total Credit Hours		28

S.No	GENERAL COURSES TO BE CHOSEN FROM OTHER DEPARTMENTS	
	7-8 COURSES	
	21-24 CREDIT HOURS	
	SUBJECT	CREDIT HOURS
1.	Introduction to Management	3
2.	Sociology-I	3
3.	Sociology-II	3
4.	Biology-I	3
5.	Biology-II	3
6.	Economics-I	3
7.	Economics-II	3
Total Credit Hours		21



<b>S.No</b>	<b>DISCIPLINE SPECIFIC FOUNDATION COURSES</b>	
	<b>9-10 COURSES</b>	
	<b>30-33 CREDIT HOURS</b>	
	<b>SUBJECT</b>	<b>CREDIT HOURS</b>
1.	Introduction to Psychology	4
2.	History and Schools of Psychology	3
3.	Experimental Psychology	4
4.	Introduction to Social Psychology	3
5.	Personality Theories – I	3
6.	Personality Theories – II	4
7.	Mental Health and Psychopathology – I	3
8.	Mental Health and Psychopathology – II	3
9.	Neurological Bases of Behavior	3
10.	Developmental Psychology	3
<b>Total Credit Hours</b>		<b>33</b>

<b>S.No</b>	<b>MAJOR COURSES INCLUDING RESEARCH PROJECT/INTERNSHIP</b>	
	<b>11-13 COURSES</b>	
	<b>36- 42 CREDIT HOURS</b>	
	<b>SUBJECT</b>	<b>CREDIT HOURS</b>
1.	Psychological Testing – I	3
2.	Psychological Testing – II	3
3.	Research Methods – I	4
4.	Research Methods – II	3
5.	Elementary Statistics	3
6.	Applied Statistics	3
7.	Advance Social Psychology	3
8.	Positive Psychology	3
9.	Educational Psychology	3
10.	Cross Cultural Psychology	3
11.	Cognitive Psychology	3
12.	Research Project	4
13.	Internship	2
<b>Total Credit Hours</b>		<b>40</b>

S.No	ELECTIVE COURSES WITHIN THE MAJOR	
	4-5 COURSES	
	12-15 CREDIT HOURS	
	SUBJECT	CR. HR.
1.	Muslim Psychology	3
2.	Psychology of Mass, Media & Communication	3
3.	Therapies in Clinical Psychology	3
4.	Counseling Psychology	3
5.	Ethics in Psychology	3
Total Credit Hours		15

**Total Credit Hours: 136**

University may recommend the courses in the category of general courses from Humanities, Social & Biological Sciences.

Note: Elective courses may be developed and offered by the concerned universities according to their specialties.



# SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR

## DEPARTMENT OF PSYCHOLOGY

### SCHEME OF STUDIES OF BS PSYCHOLOGY (SESSION- 2011& ONWARDS)

S.NO	SEMESTER	COURSE TITLE		COURSE CODE	CREDIT HOURS	PREREQUISITE
1.	1 <sup>st</sup>	English-I		PY – 311	3 (3,0)	
2.		Pakistan Studies		PY – 312	2 (2,0)	
3.		Mathematics – I		PY – 313	3 (3,0)	
4.		Statistics – I		PY – 314	3 (3,0)	
5.		Sociology – I		PY – 315	3 (3,0)	
6.		Introduction to Psychology		PY – 316	4 (3,1)	
Total Credit Hours (Theory, Labs)					18 (17, 1)	
S.NO	SEMESTER	COURSE TITLE		COURSE CODE	CREDIT HOURS	PREREQUISITE
7.	2 <sup>nd</sup>	Islamic Studies		PY – 321	2 (2,0)	
8.		English-II		PY – 322	3 (3,0)	
9.		Mathematics-II		PY – 323	3 (3,0)	
10.		Biology-I		PY – 324	3 (2,1)	
11.		Economics-I		PY – 325	3 (3,0)	
12.		History and Schools of Psychology		PY – 326	3 (3,0)	
Total Credit Hours (Theory, Labs)					17 (16, 1)	
S.NO	SEMESTER	COURSE TITLE		COURSE CODE	CREDIT HOURS	PREREQUISITE
13.	3 <sup>rd</sup>	English-III		PY – 431	3 (3,0)	
14.		Introduction to Computer		PY – 432	3 (3,0)	
15.		Statistics-II		PY – 433	3 (3,0)	PY-314
16.		Sociology-II		PY – 434	3 (3,0)	PY-315
17.		Experimental Psychology		PY – 435	4 (3,1)	
18.		Personality Theories – I		PY – 436	3 (3,0)	
Total Credit Hours (Theory, Labs)					19 (18, 1)	
S.NO	SEMESTER	COURSE TITLE		COURSE CODE	CREDIT HOURS	PREREQUISITE
19.	4 <sup>th</sup>	Introduction to Management		PY – 441	3 (3,0)	
20.		Economics-II		PY – 442	3 (3,0)	PY-325
21.		Biology-II		PY – 443	3 (2,1)	PY-324
22.		Introduction to Social Psychology		PY – 444	3 (3,0)	
23.		Personality Theories-II		PY – 445	4 (4,0)	PY-436
Total Credit Hours (Theory, Labs)					16 (15, 1)	

S.NO	SEMESTER	COURSE TITLE	COURSE CODE	CREDIT HOURS	PREREQUISITE
24.	5 <sup>th</sup>	Mental Health and Psycho-Pathology-I	PY – 551	3 (3,0)	
25.		Neurological Basis of Behavior	PY – 552	3 (3,0)	
26.		Psychological Testing-I	PY – 553	3 (3,0)	
27.		Research Methods-I	PY – 554	4 (4,0)	
28.		Elementary Statistics	PY – 555	3 (3,0)	
Total Credit Hours (Theory, Labs)				16 (16, 0)	
S.NO	SEMESTER	COURSE TITLE	COURSE CODE	CREDIT HOURS	PREREQUISITE
29.	6 <sup>th</sup>	Mental Health and Psycho-Pathology-II	PY – 561	3 (3,0)	PY-551
30.		Developmental Psychology	PY – 562	3 (3,0)	
31.		Psychological Testing-II	PY – 563	3 (3,0)	PY-553
32.		Research Methods-II	PY – 564	3 (3,0)	PY-554
33.		Applied Statistics	PY – 565	3 (3,0)	PY-555
34.		Advance Social Psychology	PY – 566	3 (3,0)	PY-444
Total Credit Hours (Theory, Labs)				18 (18, 0)	
S.NO	SEMESTER	COURSE TITLE	COURSE CODE	CREDIT HOURS	PREREQUISITE
35.	7 <sup>th</sup>	Positive Psychology	PY – 671	3 (3,0)	
36.		Educational Psychology	PY – 672	3 (3,0)	
37.		Muslim Psychology	PY – 673	4 (4,0)	
38.		Psychology of Mass Media & Communication	PY – 674	3 (3,0)	
39.		Ethics in Psychology	PY – 675	3 (3,0)	
40.		Internship	PY – 676	2 (0,2)	
Total Credit Hours (Theory, Labs)				18 (16, 2)	
S.NO	SEMESTER	COURSE TITLE	COURSE CODE	CREDIT HOURS	PREREQUISITE
41.	8 <sup>th</sup>	Cross Cultural Psychology	PY – 681	3 (3,0)	
42.		Cognitive Psychology	PY – 682	3 (3,0)	
43.		Therapies in Clinical Psychology	PY – 683	3 (3,0)	
44.		Counseling Psychology	PY - 684	3 (3,0)	
45.		Research Project	PY – 689	4 (0,4)	
Total Credit Hours (Theory, Labs)				16 (12, 4)	
Total Credit Hours of Program: 138 (Theory, Labs): (128, 10)					



**SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY**  
**PESHAWAR**  
**DEPARTMENT OF PSYCHOLOGY**

**DETAILED COURSE OUTLINE OF PSYCHOLOGY**  
**BS (4-YEARS PROGRAM)**

**SEMESTER-I**

<b>Course Name:</b> English-I	<b>Course Code:</b> PY – 311
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> None	

**Course Introduction**

The usefulness of English Language cannot be denied. It enriches our thought and culture, and provides us with the most important international vehicle of expression. It has opened for us several doors of light and knowledge, for it is the Lingua Franca of the world and the language of science, technology, commerce and diplomacy. Without English we shall be handicapped in our advancement and our progress will be seriously retarded in several important spheres of life. To give it up means putting the hands of the clock back by more than a century, to take several steps backwards, to surrender ground which has been gained through persistent toil and labour, to lose the front seat in international forums and to miss the opportunity of having a direct impact on the other people's minds.

**Course Objectives**

The objectives of the course are:

- To build the sound vocabulary of the students
- To improve the linguistic skills of the students
- Enhance language skills and develop critical thinking.

**Intended Learning Outcomes**

Students will be able: to express their ideas in a coherent manner, speak English with correct pronunciation, read and comprehend the written material, understand the class lectures easily.

**Course Outline**

- Basics of Grammar
- Parts of speech and use of articles
- Sentence structure
- Active and passive voice
- Practice in unified sentence

Analysis of phrase Clause and sentence structure Transitive and intransitive verbs Punctuation and spelling
<b>Recommended Books</b>  <b>Functional English</b> <b>a) Grammar</b> Practical English Grammar by A.J. Thomson and A.V. Martinet. Exercises 1. Third edition. Oxford University Press. 1997. ISBN 0 194313492 Practical English Grammar by A.J. Thomson and A.V. Martinet. Exercises 2. Third edition. Oxford University Press. 1997. ISBN 0 194313506  <b>Writing</b> Writing, Intermediate by Marie-Christine Boutin, Suzanne Brinand and Francoise Grellet Oxford Supplementary Skills, Fourth Impression 1993, ISBN 0 19 435405 7 Pages 20-27 and 35-41.  <b>Reading/Comprehension</b> Reading. Upper Intermediate, Brain Tomlinson and Rod Ellis, Oxford Supplementary Skills, Third Impression 1992, ISBN 0 19 453402 2

<b>Course Name:</b> Pakistan Studies	<b>Course Code:</b> PY-312
<b>Course Structure:</b> Lectures: 2	<b>Credit Hours:</b> 2
<b>Prerequisites:</b> None	
<b>Course Introduction</b>  An introduction to the history of Pakistan is studied with reference to the history of pre independence period and then what were the reforms after the independence of Pakistan. The subject also discusses the different presidential eras and what contributions were made by different rulers in various fields of nation's development. This is a history-related course with the goal to introduce the student to basic history. Students will be presented with material, which will give them a broad base of understanding of their nation history. Contemporary issues will also be discussed as well as the history of nation's changes which have occurred over the past one hundred years.	
<b>Course Objectives</b>  Upon completion of this subject the students will be able to: <ul style="list-style-type: none"> <li>Learn about the historical revolutions that led to freedom</li> <li>Understand the great works and study what steps their leaders had taken to free the nation</li> <li>The aims and goals of establishing a Muslim state</li> <li>What reform their leaders have made to develop the state</li> </ul>	

**Intended Learning Outcomes**

Students will have knowledge of the history and present status of Pakistan

**Course Contents**

Ideology of Pakistan, Pakistan Ideology  
 Historical perspective of Pakistan Ideology  
 Aligarh movement, Establishment of Pakistan, Land of Pakistan  
 Geographic boundaries of Pakistan, Resources of Pakistan  
 Division of Assets, Ayub Khan's era, Creation of Bangladesh  
 Bhutto's reforms, Zia's era, Social structure of Pakistan  
 Literacy in Pakistan, Agriculture of Pakistan  
 Industries of Pakistan, Foreign policy of Pakistan  
 Pakistan and the Muslim World  
 Pakistan and ECO  
 Pakistan and India

**Recommended Books**

Ikram-e-Rabbani: Pakistan Studies  
 Dr. Javaid Iqbal: Ideology of Pakistan, Ferozsons, Rawalpindi

<b>Course Name:</b> Mathematics-I	<b>Course Code:</b> PY-313
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> None	
<b>Course Objectives</b>  The course is designed to: Give the basic knowledge of Mathematics and prepare the students not majoring in mathematics. Understand the use of the essential tools of basic mathematics; Apply the concepts and the techniques in their respective discipline; Model the effects non-isothermal problems through different domains;	
<b>Course Outline</b>  <b>Algebra:</b> Preliminaries: Real and complex numbers, Introduction to sets, set operations, functions, types of functions. Matrices: Introduction to matrices, types of matrices, inverse of matrices, determinants, system of linear equations, Cramer's rule. Quadratic equations: Solution of quadratic equations, nature of roots of quadratic equations, equations reducible to quadratic equations. Sequence	

12 and Series: Arithmetic, geometric and harmonic progressions. Permutation and combinations: Introduction to permutation and combinations, Binomial Theorem: Introduction to binomial theorem. Trigonometry: Fundamentals of trigonometry, trigonometric identities. Graphs: Graph of straight line, circle and trigonometric functions.

**Statistics:** Introduction: Meaning and definition of statistics, relationship of statistics with social science, characteristics of statistics, limitations of statistics and main division of statistics. Frequency distribution: Organisation of data, array, ungrouped and grouped data, types of frequency series, tally sheet method, graphic presentation of frequency distribution, bar frequency diagram histogram, frequency polygon, cumulative frequency curve. Measures of central tendency: Mean medians and modes, quartiles, deciles and percentiles. Measures of dispersion: Range, inter quartile deviation, mean deviation, standard deviation, variance, moments, skewness and kurtosis.

### Recommended Books

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

<b>Course Name:</b> Statistics-I	<b>Course Code:</b> PY-314
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> None	
<p><b>Course Objectives</b></p> <p>The course aims at enabling the students to understand the basic statistical tools for research and economic models development.</p> <p>The course covers basic concepts, descriptive statistics, probability, random variables, probability distributions, parameter estimation, hypothesis testing, linear correlation, linear regression, contingency tables, and analysis of variance. Applications are made to business, social sciences, and natural/physical sciences</p> <p><b>Intended Learning Outcomes</b></p> <p><b>Knowledge and understanding:</b></p> <p>Learn about early development of statistics.</p> <p>ii. Upgrade students' knowledge about hypothesis and the use of parametric and</p>	



non parametric tests.

Explain the role and importance of statistics in psychology.

### **Intellectual skills**

Understand the basic qualities of central tendency, dispersion, hypotheses etc.

### **Professional and practical skills**

Use of Statistics in psychological researches.

Use of z test, t test, ANOVA etc.

Interpret test scores.

### **General and transferable skills**

Apply and interpret various statistical methods.

## **Course Outline**

### Unit I. What is Statistics?

Definition of Statistics, Population, sample Descriptive and inferential Statistics, Observations, Data, Discrete and continuous variables, Errors of measurement, Significant digits, Rounding of a Number, Collection of primary and secondary data, Sources, Editing of Data. Exercises.

### Unit 2. Presentation of Data

Introduction, basic principles of classification and Tabulation, Constructing of a frequency distribution, Relative and Cumulative frequency distribution, Diagrams, Graphs and their Construction, Bar charts, Pie chart, Histogram, Frequency polygon and Frequency curve, Cumulative Frequency Polygon or Ogive, Histogram, Ogive for Discrete Variable. Types of frequency curves. Exercises.

### Unit 3. Measures of Central Tendency

Introduction, Different types of Averages, Quantiles, The Mode, Empirical Relation between Mean, Median and mode, Relative Merits and Demerits of various Averages. properties of Good Average, Box and Whisker Plot, Stem and Leaf Display, definition of outliers and their detection. Exercises.

### Unit 4. Measures of Dispersion

Introduction, Absolute and relative measures, Range, The semi-Inter-quartile Range, The Mean Deviation, The Variance and standard deviation, Change of origin and scale, Interpretation of the standard Deviation, Coefficient of variation, Properties of variance and standard Deviation, Standardized variables, Moments and Moments ratios. Exercises.

### Unit 5. Probability and Probability Distributions.

Discrete and continuous distributions: Binomial, Poisson and Normal Distribution. Exercises

### Unit 6. Sampling and Sampling Distributions.

Introduction, sample design and sampling frame, bias, sampling and non

12 sampling errors, sampling with and without replacement, probability and non-probability sampling, Sampling distributions for single mean and proportion, Difference of means and proportions. Exercises.

#### Unit 7. Hypothesis Testing

Introduction, Statistical problem, null and alternative hypothesis, Type-I and Type-II errors, level of significance, Test statistics, acceptance and rejection regions, general procedure for testing of hypothesis. Exercises.

#### Unit 8. Testing of Hypothesis-Single Population

Introduction, Testing of hypothesis and confidence interval about the population mean and proportion for small and large samples, Exercises

#### Unit 9. Testing of Hypothesis-Two or more Populations

Introduction, Testing of hypothesis and confidence intervals about the difference of population means and proportions for small and large samples, Analysis of Variance and ANOVA Table. Exercises

#### Unit 10. Testing of Hypothesis-Independence of Attributes

Introduction, Contingency Tables, Testing of hypothesis about the Independence of attributes. Exercises.

#### Unit 11. Regression and Correlation

Introduction, cause and effect relationships, examples, simple linear regression, estimation of parameters and their interpretation.  $r$  and  $R^2$ . Correlation. Coefficient of linear correlation, its estimation and interpretation. Multiple regression and interpretation of its parameters. Examples

#### **Recommended Books**

Walpole, R. E. 1982. "Introduction to Statistics", 3<sup>rd</sup> Ed., Macmillan Publishing Co., Inc. New York.  
Muhammad, F. 2005. "Statistical Methods and Data Analysis", Kitab Markaz, Bhawana Bazar Faisalabad.

<b>Course Name:</b> Sociology-I	<b>Course Code:</b> PY-315
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> None	
<b>Course Objective</b>  The course is designed to introduce the students with sociological concepts and the discipline. The focus of the course shall be on significant concepts like social systems and structures, socio-economic changes and social processes. The course will provide due foundation for further studies in the field of sociology.	

**Intended Learning Outcomes**

The students will:

Gather and analyze social science data using appropriate research methods, e.g. observations, surveys, and/or secondary analysis, and use theory to interpret these social science data.

Critically read sociological materials in order to compare and evaluate alternative explanations of social behavior.

Communicate sociological research and theory effectively in written assignments.

Apply functional, conflict, and symbolic-interactions theoretical perspectives to real world examples.

Assess how social institutions and structures (such as schools, the mass media, and the family) foster social stability/instability and inequality that are based on class, race, gender, and sexuality.

Use the sociological perspective to identify social processes, define opportunities and constraints that arise out of the structure and functioning of social life, and compare and evaluate alternative explanations of social behavior.

Identify the social forces that have not only shaped the discipline of sociology, but have also influenced the structure of societies, the shape of cultures, the process of socialization and the nature of social behavior from one historical period to another.

**Course Outline**

Introduction

Definition, Scope, and Subject Matter  
Sociology as a Science  
Historical back ground of Sociology

Basic Concepts

Group, Community, Society  
Associations  
Non-Voluntary  
Voluntary

Organization

Informal  
Formal

Social Interaction

Levels of Social Interaction  
Process of Social Interaction  
Cooperation  
Competition  
Conflict  
Accommodation  
Acculturation and diffusion

Assimilation  
Amalgamation

### Social Groups

Definition & Functions

Types of social groups

In and out groups

Primary and Secondary group

Reference groups

Informal and Formal groups

Pressure groups

### Culture

Definition, aspects and characteristics of Culture

Material and non material culture

Ideal and real culture

Elements of culture

Beliefs

Values

Norms and social sanctions

Organizations of culture

Traits

Complexes

Patterns

Ethos

Theme

Other related concepts

Cultural Relativism

Sub Cultures

Ethnocentrism and Xenocentrism

Cultural lag

### Socialization & Personality

Personality, Factors in Personality Formation

Socialization, Agencies of Socialization

Role & Status

### Deviance and Social Control

Deviance and its types

Social control and its need

Forms of Social control

Methods & Agencies of Social control

### Collective Behavior

Collective behavior, its types

Crowd behavior

Public opinion

Propaganda

Social movements

Leadership

**Recommended Books**

- Anderson, Margaret and Howard F. Taylor. 2001. *Sociology the Essentials*. Australia: Wadsworth.
- Brown, Ken 2004. *Sociology*. UK: Polity Press
- Giddens, Anthony 2002. *Introduction to Sociology*. UK: Polity Press.
- Macionis, John J. 2006. 10<sup>th</sup> Edition *Sociology* New Jersey: Prentice-Hall
- Tischler, Henry L. 2002. *Introduction to Sociology* 7th ed. New York: The Harcourt Press.
- Frank N Magill. 2003. *International Encyclopedia of Sociology*. U.S.A: Fitzroy Dearborn Publishers
- Macionis, John J. 2005. *Sociology* 10<sup>th</sup> ed. South Asia: Pearson Education
- Kerbo, Harold R. 1989. *Sociology: Social Structure and Social Conflict*. New York: Macmillan Publishing Company.
- Koening Samuel. 1957. *Sociology: An Introduction to the Science of Society*. New York: Barnes and Noble..
- Lee, Alfred Mclung and Lee, Elizabeth Briant 1961. *Marriage and The family*. New York: Barnes and Noble, Inc.
- Leslie, Gerald et al. 1973. *Order and Change: Introductory Sociology* Toronto: Oxford University Press.
- Lenski, Gevbard and Lenski, Jeam. 1982. *Human Societies*. 4<sup>th</sup> edition New York: McGraw-Hill Book Company.
- James M. Henslin. 2004. *Sociology: A Down to Earth Approach*. Toronto: Allen and Bacon.

<b>Course Name:</b> Introduction to Psychology	<b>Course Code:</b> PY-316
<b>Course Structure:</b> Lectures: 3, Labs: 1	<b>Credit Hours:</b> 4
<b>Prerequisites:</b> None	
<p><b>Course Objectives</b></p> <p>To describe psychology with major areas in the field,</p> <p>To identify the parameters of this discipline. Distinguish between the major perspectives on human thought and behavior. Appreciate the variety of ways psychological data are gathered and evaluated.</p> <p>To gain insight into human behavior and into one's own personality or personal relationships. Explore the ways that psychological theories are used to describe, understand, predict, and control or modify behavior.</p> <p><b>Intended Learning Outcomes</b></p> <p>Students will have the basic knowledge of Psychology, human behavior, methods used in testing of human behavior.</p> <p><b>Course Outline</b></p>	

Introduction to Psychology:

Nature and Application of Psychology with special reference to Pakistan.  
Historical Background and Schools of Psychology (A Brief Survey)

Methods of Psychology

Observation  
Case History Method Experimental Method  
Survey Method  
Interviewing Techniques

Biological Basis of Behavior

Neuron: Structure and Functions  
Central Nervous System and Peripheral Nervous System  
Endocrine Glands

Sensation, Perception and Attention

a. Sensation

Characteristics and Major Functions of Different Sensations  
Vision: Structure and function of the Eye.  
Audition: Structure and functions of the Ear.

Perception

Nature of Perception  
Factors of Perception: Subjective, Objective and Social  
Kinds of Perception  
Spatial Perception  
Temporal Perception; Auditory Perception

Attention

Factors, Subjective and Objective  
Span of Attention  
Fluctuation of Attention  
Distraction of Attention (Causes and Control)

Motives

Definition and Nature  
Classification

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

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

## Emotions

Definition and Nature

Physiological changes during Emotions (Neural, Cardial, Visceral, Glandular), Galvanic Skin Response; Pupillometrics

Theories of Emotion

James Lange Theory; Canon-Brad Theory

Schechter-Singer Theory

## Learning

Definition of Learning

Types of Learning: Classical Operant Conditioning, Methods of Learning: Trial and Error; Learning by Insight; Observational Learning

## Memory

Definition and Nature

Memory Processes: Retention, Recall and Recognition

Forgetting: Nature and Causes

## Thinking

Definition and Nature

Tools of Thinking: Imagery, Language, Concepts

Kinds of Thinking

Problem Solving, Decision Making, Reasoning

## Individual References

Definition concepts

Intelligence, Personality, aptitude, achievement

## Recommended Books

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.

Hayes, N. (2000). *Foundation 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



**SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY**  
**PESHAWAR**  
**DEPARTMENT OF PSYCHOLOGY**

**DETAILED COURSE OUTLINE OF PSYCHOLOGY**  
**BS (4-YEARS PROGRAM)**

**SEMESTER-II**

<b>COURSE NAME:</b> English – II	<b>COURSE CODE:</b> PY-321
<b>COURSE STRUCTURE:</b> Lectures: 3	<b>CREDIT HOURS:</b> 3
<b>PREREQUISITES:</b> None	
<p><b>Course Objectives</b></p> <p>To develop good English writing, language usage and reading skills. To appreciate the importance of business communication and to develop understanding of communication concepts, principles, theories and problems. To develop good oral communication and presentation skills.</p> <p>In this rapidly changing world communication has become very vital and important. Every time we have to contact each other for many reasons and without communication either for ourselves or on the behalf of the organization we cannot make progress in any sphere of life.</p> <p>“The persons we seek must have strong oral and written communication skills”.</p> <p>From Chief Financial Officer to Product Manager, from Senior Economist to Personnel Analyst, from Senior Sales Representative to Petroleum Buyer – these positions will be filled by people who can communicate well.</p> <p>Focus will be on oral communication and presentation of students in the class in developing communication skills. As we all know, every message, whether verbal or nonverbal, communicates something about our values &amp; ethics. Thus, this course will also instruct the students the means to anticipate and analyze the ethical dilemmas they will face on the job/practical life. Taking an ethical position on the face of pressures and temptations requires more than courage – it really requires strong communication skills. Enable the students to meet their real life communication needs.</p> <p><b>Intended Learning Outcomes:</b></p> <p>After the completion of this course students will be able to improve their four basic skills (reading, writing, speaking and listening), thus there will be fluent in their written and spoken English</p>	



## Course Contents

**Paragraph writing:** Practice in writing a good, unified and coherent paragraph

**Essay writing :** Introduction

**CV and job application:** Translation skills- Urdu to English

**Study skills:** Skimming and scanning, intensive and extensive, and speed reading, summary and précis writing and comprehension

**Academic skills:** Letter/memo writing, minutes of meetings, use of library and internet

### Presentation skills

Personality development (emphasis on content, style and pronunciation)

*Note: documentaries to be shown for discussion and review*

## Recommended Books

### Communication Skills

#### Grammar

Practical English Grammar by A.J. Thomson and A.V. Martinet. Exercises 2. Third edition. Oxford University Press 1986. ISBN 0 19 431350 6.

#### Writing

Writing. Intermediate by Marie-Christine Boutin, Suzanne Brinand and Francoise Grellet. Oxford Supplementary Skills. Fourth Impression 1993. ISBN 019 435405 7 Pages 45-53 (note taking).

Writing. Upper-Intermediate by Rob Nolasco. Oxford Supplementary Skills. Fourth Impression 1992. ISBN 0 19 435406 5 (particularly good for writing memos, introduction to presentations, descriptive and argumentative writing).

#### c. Reading

Reading. Advanced. Brian Tomlinson and Rod Ellis. Oxford Supplementary Skills. Third Impression 1991. ISBN 0 19 453403 0.

Reading and Study Skills by John

<b>COURSE NAME:</b> Islamic Studies	<b>COURSE CODE:</b> PY – 322
<b>COURSE STRUCTURE:</b> Lectures: 2	<b>CREDIT HOURS:</b> 2
<b>PREREQUISITES:</b> None	
<b>Course Objectives</b>  This course is aimed at: To provide Basic information about Islamic Studies	

To enhance understanding of the students regarding Islamic Civilization  
 To improve Students skill to perform prayers and other worships  
 To enhance the skill of the students for understanding of issues related to faith and religious life.

### **Intended Learning Outcomes**

Student will have knowledge of basic teaching of Islam.

### **Course Contents**

#### **Introduction to Quranic Studies**

Basic Concepts of Quran  
 History of Quran  
 Uloom-ul -Quran

#### **Study of Selected Text of Holy Quran**

Verses of Surah Al-Baqra Related to Faith (Verse No-284-286)  
 Verses of Surah Al-Hujrat Related to Adab Al-Nabi  
 (Verse No-1-18)  
 Verses of Surah Al-Mumanoon Related to Characteristics of faithful (Verse No-1-11)  
 Verses of Surah al-Furqan Related to Social Ethics (Verse No.63-77)  
 Verses of Surah Al-Inam Related to Ihkam (Verse No-152-154)

#### **Study of Selected Text of Holy Quran**

Verses of Surah Al-Ihzab Related to Adab al-Nabi (Verse No.6,21,40,56,57,58.)  
 Verses of Surah Al-Hashar (18,19,20) Related to thinking, Day of Judgment  
 Verses of Surah Al-Saf Related to Tafakar, Tadabar (Verse No-1,14)

#### **Seats of Holy Prophet (S.A.W) I**

Life of Muhammad Bin Abdullah ( Before Prophet Hood)  
 Life of Holy Prophet (S.A.W) in Makkah  
 Important Lessons Derived from the life of Holy Prophet in Makkah

#### **Seerat of Holy Prophet (S.A.W) II**

Life of Holy Prophet (S.A.W) in Madina  
 Important Events of Life Holy Prophet in Madina  
 Important Lessons Derived from the life of Holy Prophet in Madina

#### **Introduction To Sunnah**

Basic Concepts of Hadith  
 History of Hadith

Kinds of Hadith  
 Uloom –ul-Hadith  
 Sunnah & Hadith  
 Legal Position of Sunnah

### **Selected Study from Text of Hadith**

#### **Introduction To Islamic Law & Jurisprudence**

Basic Concepts of Islamic Law & Jurisprudence  
 History & Importance of Islamic Law & Jurisprudence  
 Sources of Islamic Law & Jurisprudence  
 Nature of Differences in Islamic Law  
 Islam and Sectarianism

#### **Islamic Culture & Civilization**

Basic Concepts of Islamic Culture & Civilization  
 Historical Development of Islamic Culture & Civilization  
 Characteristics of Islamic Culture & Civilization  
 Islamic Culture & Civilization and Contemporary Issues

#### **Islam & Science**

Basic Concepts of Islam & Science  
 Contributions of Muslims in the Development of Science  
 Quranic & Science

#### **Islamic Economic System**

Basic Concepts of Islamic Economic System  
 Means of Distribution of wealth in Islamic Economics  
 Islamic Concept of Riba  
 Islamic Ways of Trade & Commerce

#### **Political System of Islam**

Basic Concepts of Islamic Political System  
 Islamic Concept of Sovereignty  
 Basic Institutions of Govt. in Islam

#### **Islamic History**

Period of Khlaft-E-Rashida  
 Period of Umayyads  
 Period of Abbasids

#### **Social System of Islam**

1. Basic Concepts Of Social System Of Islam

<p>Elements Of Family Ethical Values Of Islam</p>
<p><b>Recommended Books</b></p> <p>Hameed ullah Muhammad, “<u>Emergence of Islam</u>”, IRI, Islamabad  Hameed ullah Muhammad, “<u>Muslim Conduct of State</u>”  Hameed ullah Muhammad, “<u>Introduction to Islam</u>”  Mulana Muhammad Yousaf Islahi,”  Hussain Hamid Hassan, “<u>An Introduction to the Study of Islamic Law</u>” leaf  Publication Islamabad, Pakistan.  Ahmad Hasan, “<u>Principles of Islamic Jurisprudence</u>” Islamic Research Institute,  International Islamic University, Islamabad (1993)  Mir Waliullah, “<u>Muslim Jrisprudence and the Quranic Law of Crimes</u>” Islamic  Book Service (1982)  H.S. Bhatia, “<u>Studies in Islamic Law, Religion and Society</u>” Deep &amp; Deep  Publications New Delhi (1989)  Dr. Muhammad Zia-ul-Haq, “<u>Introduction to Al Sharia Al Islamia</u>” Allama Iqbal  Open University, Islamabad (2001)</p>

<b>COURSE NAME:</b> Mathematics – II	<b>COURSE CODE:</b> PY – 323
<b>COURSE STRUCTURE:</b> Lectures: 3	<b>CREDIT HOURS:</b> 3
<b>PREREQUISITES:</b> None	
<p><b>Course Objectives</b></p> <p>To prepare the students with the essential tools of calculus to apply the concepts and the techniques in their respective disciplines.</p> <p><b>Course Outline</b></p> <p><b>Preliminaries:</b> Real-number line, functions and their graphs, solution of equations involving absolute values, inequalities.</p> <p><b>Limits and Continuity:</b> Limit of a function, left-hand and right-hand limits, continuity, continuous functions.</p> <p><b>Derivatives and their Applications:</b> Differentiable functions, differentiation of polynomial, rational and transcendental functions, derivatives.</p> <p><b>Integration and Definite Integrals:</b> Techniques of evaluating indefinite integrals, integration by substitution, integration by parts, change of variables in indefinite integrals.</p>	

**Recommended Books**

Anton H, Bevens I, Davis S, *Calculus: A New Horizon* (8<sup>th</sup> edition), 2005, John Wiley, New York

Stewart J, *Calculus* (3<sup>rd</sup> edition), 1995, Brooks/Cole (suggested text)

Swokowski EW, *Calculus and Analytic Geometry*, 1983, PWS-Kent Company, Boston

Thomas GB, Finney AR, *Calculus* (11<sup>th</sup> edition), 2005, Addison-Wesley, Reading, Ma, USA

<b>COURSE NAME:</b> Biology – I	<b>COURSE CODE:</b> PY – 324
<b>COURSE STRUCTURE:</b> Lectures: 2, Labs: 1	<b>CREDIT HOURS:</b> 3
<b>PREREQUISITES:</b> None	

**Course Introduction**

The course emphasizes a multi-representational approach to algebra, with concepts, results, and problems being expressed graphically, analytically, and verbally. The course uses four themes to organize important concepts throughout the course: science, technology, and society; evolution; the relationship between structure and function; and science as a process.

**Course Objectives**

The Biology course involves the scientific study of living organisms. The course considers the interactions among the vast number of organisms that inhabit planet Earth. It presents the basic form and function of these organisms, from cells to organ systems, from simple viruses to complex humans. It delves into interactions between organisms, and between an organism and its environment. It also looks into how biotechnology is used to improve our health and daily lives.

**Intended Learning Outcomes**

After completing this course students will be able to:

- Understand basic biochemistry
- Understand the makeup and energetics of plant and animal cells
- Determine basic inheritance patterns
- Understand the basic classification of organisms
- Understand the form and function of microorganisms
- Understand the form and function of plants
- Understand the form and function of animals
- Understand the workings of human biological systems
- Understand biology as it relates to the Earth's environment

**Course Outline****Biological Methods****Principles of Cellular Life**

Chemical Basis  
 Structure and Function  
 Principles of Metabolism  
 Energy Acquisition

**Principles of Inheritance**

Mitosis and Meiosis  
 Chromosomes  
 Observable Inheritance Patterns  
 DNA Structure and Function  
 RNA and Proteins  
 Genes  
 Genetic Engineering and Biotechnology

**Biodiversity**

Fundamental Concept of Biodiversity  
 One or two examples of each of the following from commonly found organism  
 Prions  
 Viruses  
 Bacteria  
 Protistans  
 Algae  
 Fungi  
 Plants  
 Crops  
 Animals  
 Invertebrates  
 Vertebrates

**Recommended Books**

Roberts, M.M., Reiss and G.Monger. 2000. Advanced Biology, Nelson.  
 Starr, C, and R, Taggart, 2001. Biology: The Unity and Diversity of Life Brooks and Cole.  
 Campbell, N.A., J.B, Reece, L.G. Mitchell, M.R, Taylor. 2001. Biology: Concepts and Connections. Prentice-Hall.

<b>Course Name:</b> Economics-I	<b>Course Code:</b> PY – 325
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> None	

### Course Objectives

The course is designed for the beginners with either no formal background or very little acquaintance with economics. The objective is to give the students with a clear understanding of the basic concepts, tools of analysis and terminologies used in microeconomics. Emphasis will be on the use of graphs, diagrams and numerical tables/schedules for exposition. The teacher is expected to draw examples from the surrounding world to clarify the concept.

### Intended Learning Outcomes

Students will understand the role of supply and demand in a market economy and the necessary conditions for market economies to function well

Students will understand the efficiency advantages of a market system and the role of prices in achieving efficiency

Students will understand the economic role of government, fiscal and monetary policy, the Federal Reserve, fractional reserve banking, and market structure

Students will be able to identify the benefits and costs of a global economy.

### Course Outline

#### Introduction

An overview of the social system, Economy as integral part of the social system, Economic agents and economic problem, Economics as a science of choices between competing wants and limited resources, Classification of economics, Importance and scope of micro-economics, Basic concepts: Commodities, Income and Resources, Production and Consumption, Exchange and Distribution.

#### The Price Mechanism

The concept of a market economy, Laws of demand and supply, schedules & graphs of demand and supply, Market equilibrium and determination of price, Movement along and shifting of demand and 13 supply curves, Concept of elasticity of demand and supply, Importance of elasticity.

#### Consumer's Behavior

Consumers/ households as economic agents, Problem of the consumers, The utility theory, Laws of diminishing marginal utility and equi-marginal utilities, Budget constraint and consumer's equilibrium, Individual demand and market demand, Introduction to demand elasticity.

**Firms and Industries**

Business enterprises, Forms of business organization: Proprietorship, Partnership, Joint stock companies and Multi-national corporations, Classification of the firms, Production and supply of commodities (goods and services), Objectives of the firm: The profit motive, Output maximization and cost minimization, Industrial structure & market supply.

**Production and Cost Functions**

Production function, Primary inputs: factors of production, Secondary/intermediate inputs: Raw material and energy, The laws of returns, Revenues of the firm: total, average and marginal revenues, Cost function: Total, average and marginal costs, Short-run and Long-run costs, Equilibrium of the firm.

**Market Structure**

Classification of markets according to nature of commodity, extent, time and degree of competition, Perfect competition among buyers and sellers, Imperfect competition: Monopoly and Monoposony, Monopolistic competition, Price determination, The need for market regulation and role of the government, Public goods and their provision beyond the market.

**Recommended Books**

Mankiw, G. (2<sup>nd</sup> ed.)(2001).*Principles of Economics*. South-West Publishers.  
 Samuelson and Nordrons.18<sup>th</sup> Edition (2004). *Economics*. New Delhi: McGraw Hill.  
 McConnel and Bruce. (17<sup>th</sup> ed.)(2006). *Principles of Economics*. New Delhi: McGraw Hill  
 Lipsey and Goerant.10<sup>th</sup> Edition (2003).*Principles of Economics*. Oxford University Press.

<b>Course Name:</b> History and Schools of Psychology	<b>Course Code:</b> PY – 326
<b>Course Structure:</b> Lectures: 3, Labs: 0	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> None	
<b>Course Objectives</b>  To develop a basic understanding of the various processes of scientific development and change and to become familiar with the chronological history of ideas which contribute to the field of Psychology. To examine the historical context within which that historical development took place and the schools of psychology. To be able to place current	



psychological thought within that historical development and context.

### **Intended Learning Outcomes**

Students will have the basic knowledge of the history of Psychology, its beginning and philosophy, diversification in the field of psychology and the schools of thought of Psychology.

### **Course Outline**

#### **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, Alaxinander, 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 Neoplatonism and Emphasis on spirit

Contribution of Muslim Philosopher

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 and other early approaches to psychology Voluntarism.

#### **Psychobiology**

Karl and Lashley; New connectionism; Behavioral genetics

Contemporary Psychology

The Diversity in contemporary psychology

The tension between pure, scientific and applied psychology

Psychology's status as a science; Post modernism

### **Systems and Schools of Thought**

Structuralism Functionalism Behaviorism  
 Gestalt psychology and Field Theory  
 Psychodynamics Humanistic Psychology Cognitive Psychology  
 New trends in Psychology  
 Psychology in Pakistan

### **Recommended Books**

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

Sharma, N., & Sharma, R. (2003). *History and schools of psychology*. New Delhi: Atlantic Publishers.

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.

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.

Shultz, D. (1981). *A history of psychology*. Florida: Academic Press.

Wolmen, B. B. (1979). *Contemporary theories and systems in psychology*. New York: Harper & Row.



**SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY**  
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**DETAILED COURSE OUTLINE OF PSYCHOLOGY**  
**BS (4-YEARS PROGRAM)**

**SEMESTER-III**

<b>Course Name:</b> English-III	<b>Course Code:</b> PY – 431
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b>	
<p><b>Course Introduction</b></p> <p>The usefulness of English Language cannot be denied. It enriches our thought and culture, and provides us with the most important international vehicle of expression. It has opened for us several doors of light and knowledge, for it is the Lingua Franca of the world and the language of science, technology, commerce and diplomacy. Without English we shall be handicapped in our advancement and our progress will be seriously retarded in several important spheres of life. To give it up means putting the hands of the clock back by more than a century, to take several steps backwards, to surrender ground which has been gained through persistent toil and labour, to lose the front seat in international forums and to miss the opportunity of having a direct impact on the other people's minds.</p> <p><b>Course Objectives</b></p> <p>The objectives of the course are:</p> <ul style="list-style-type: none"> <li>To build the sound vocabulary of the students</li> <li>To improve the linguistic skills of the students</li> <li>Enhance language skills and develop critical thinking.</li> </ul> <p><b>Intended Learning Outcomes</b></p> <p>Students will be able: to express their ideas in a coherent manner, speak English with correct pronunciation, read and comprehend the written material, understand the class lectures easily.</p> <p><b>Course Outline</b></p> <ul style="list-style-type: none"> <li><b>Presentation skills</b></li> <li><b>Essay writing</b></li> </ul>	

Descriptive, narrative, discursive, argumentative

### **Academic writing**

How to write a proposal for research paper/term paper

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

### **Technical Report writing**

### **Progress report writing**

*Note: Extensive reading is required for vocabulary building*

### **Recommended Books**

#### **Technical Writing and Presentation Skills**

##### Essay Writing and Academic Writing

Writing. Advanced by Ron White. Oxford Supplementary Skills. Third Impression 1992. ISBN 0 19 435407 3 (particularly suitable for discursive, descriptive, argumentative and report writing).

College Writing Skills by John Langan. Mc=Graw-Hill Higher Education. 2004.

Patterns of College Writing (4<sup>th</sup> edition) by Laurie G. Kirszner and Stephen R. Mandell. St. Martin's Press.

##### Presentation Skills

##### Reading

The Mercury Reader. A Custom Publication. Compiled by norther Illinois University. General Editors: Janice Neulib; Kathleen Shine Cain; Stephen Ruffus and Maurice Scharton. (A reader which will give students exposure to the best of twentieth century literature, without taxing the taste of engineering students).

<b>Course Name:</b> Introduction to Computer	<b>Course Code:</b> PY – 432
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> None	
<b>Course Objectives:</b>  This course focuses on introducing computing environments, general application software, basic computing hardware, operating systems, desktop publishing, Internet, software applications and tools and computer usage concepts.	

**Course Outline**

Brief history of computers and their applications. Major components of a computer. Application software and system software. Computers in offices, industry, and education. Office automation tools: Word-processing, graphics packages, databases and spreadsheets. Introduction to Microsoft Windows, and Linux Operating System. Using Internet: Introduction to WWW (Web Server, Web Client, HTML, and HTTP). Computer and Society. The social impact of computer age. Current trends, research and future prospects. Legal and moral aspects of computer science.

**Lab Outline**

Observe the major components of a Desktop PC, especially CPU. Installation of different types of application software. Installation of different Microsoft Windows Operating Systems. Installation of Linux Operating System and applying its basic commands. Implementing some basic HTML tags to construct a simple static web page. Installation of Microsoft IIS (Internet Information Server) and Microsoft IE (Internet Explorer). Submitting a report describing the impact of computer on human society and the social issues of IT.

**Recommended Books**

Glenn Brooks Hear, Computer Science – An Overview, 3rd Edition.

PK Sinha, Introduction to Computer Science A.M Choudhry; “A Hand Book of Company Law” Lahore, PLD Publishers.

<b>Course Name:</b> Statistics – II	<b>Course Code:</b> PY – 433
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b>	
<b>Course Objectives:</b>  The course covers basic concepts, descriptive statistics, probability, random variables, probability distributions, parameter estimation, hypothesis testing, linear correlation, linear regression, contingency tables, and analysis of variance. Applications are made to business, social sciences, and natural/physical sciences	
<b>Intended Learning Outcomes:</b>  1. Develop skills in understanding and applying basic statistical methods.	

Develop an appreciation for the use of statistics in decision making, and an appreciation of its limitations.

Develop an ability to use computers and/or calculators for statistical analysis of data.

### Course Outline

Discrete Random Variables  
 Probability Distribution  
 Mean and Variance of a discrete random variable.  
 Bernoulli trials.  
 Properties, applications and fitting of Binomial Poisson, Hypergeometric, Negative Binomial and Geometric distributions.  
 Continuous Random Variable  
 Probability density function and its properties.  
 Normal Distribution and its properties  
 Standard Normal Curve  
 Normal approximation to Binomial and Poisson distributions.

### Recommended Books

Spiegel, M.R., Schiller, J.L. and Sirinivasan, R.L. (2000) “*Probability and Statistics*”, 2<sup>nd</sup> ed. Schaums Outlines Series. McGraw Hill. NY.

Clark, G.M. and Cooke, D. (1998), “*A Basic Course in Statistics*” 4<sup>th</sup> ed, Arnold, London.

Walpole, R.E., Myers, R.H and Myers, S.L. (1998), “*Probability and Statistics for Engineers and Scientist*” 6<sup>th</sup> edition, Prentice Hall, NY.

Mclave, J.T., Benson, P.G. and Snitch, T. (2005) “*Statistics for Business & Economics*” 9<sup>th</sup> ed. Prentice Hall, New Jersey.

Weiss, N.A. (1997), “*Introductory Statistics*” 4<sup>th</sup> ed. Addison-Wesley Pub. Company, Inc.

Chaudhry, S.M. and Kamal, S. (1996), “*Introduction to Statistical Theory*” Parts I & II, 6<sup>th</sup> ed, Ilmi Kitab Khana, Lahore, Pakistan.

<b>Course Name:</b> Sociology - II	<b>Course Code:</b> PY – 434
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b>	
<b>Course Objective</b>	

12 The course will provide familiarity about history of social thought, stages of social development and change. The course will emphasize contributions of Western, Eastern and Muslim Thinkers towards social thought and social development.

### **Intended Learning Outcomes**

After the completion of the course student will get familiarized with the history, stages of sociology, and development in the field of sociology.

### **Course Outline**

#### Introduction

Historical Development of Social Philosophy

#### Early Social Thought

Folk Thinking

Greek

Egyptian

Babylonian

Chinese

Indian Social Thought

#### Contribution of Muslim Thinkers in Social thought

Abuzar Ghafari

Wealth Theory

Imam Ghazali

Causes of group life

Social justice

Educational reforms

Ibn-E-Khuldun

Philosophy of history

Science of culture

Ethnocentrism

Rise & fall of nations

Causes of social life

Shah Waliullah

Evolution of society

Causes of social life

Societal disease

Concept of perfect society

Moulana Ubedullah Sindhi

Basic Human Ethics

Allama Iqbal

Concept of self

Theory of religion

**Recommended Books**

Barnes, H.E. (Ed.) 1966. *An Introduction to the History of Sociology*. Chicago: The University of Chicago Press.

Bogardus, Emory S. 1960. *The Development of Social thought*. 4<sup>th</sup> ed. New York: Longmans, Green & Co.

Coser, Lewis A. 1971. *Masters of Sociological Thought: Ideas in Historical and Social Context*. New York: Harcourt Brace Jovanovich Publishers

Coser, Lowis A. 1977. *Masters of Sociological Thought*. New York: Harcourt Brace Jovanarich Publisher

Kinlock, Graham C. 1987. *Sociological Theory: Its Development and Major Paradigms*. New York: McGraw Hill Inc.

Keat, Russel and John Urry. 1982. *Social Theory as Science*. London: Routledge and Kegan Paul Ltd.

Ritzer, George. 2000. *Sociological Theory*. 5th ed. York: McGraw Hill Book Co.

Turner J.H. 2003. *The Structure of Sociological Theory*. 7<sup>th</sup> ed. Australia: Thomson Wadsworth

Zeitlin, Irving M. 1981. *Ideology and the Development of Sociological Theory*. New Jersey: Prentice-Hall, Inc.

Turner, J H. 1987. *The Structure of Sociological Theory* Homewood Illinois: Dorsey Press.

Ritzer, George. 1988. *Sociological Theory*. Singapore: McGraw Hill.

Coser, L A. 1971. *Master of Sociological Though: Ideas in Historical Social Context*. New York, Harcourt Brace.

Dubin Robert. 1978. *Theory Building*. New York: Maxwell, Macmillan.

<b>Course Name:</b> Experimental Psychology	<b>Course Code:</b> PY – 435
<b>Course Structure:</b> Lectures: 3, Labs: 1	<b>Credit Hours:</b> 4
<b>Prerequisites:</b>	
<p><b>Course Objectives:</b></p> <p>The students will be able to apply learning theories to classroom situations. Examine the importance of the psychology of the individual to the development of self- esteem, cooperative learning, individual differences, and motivation and learning styles. Describe the relationships of teachers, parents, and students that lead to a productive learning environment. Articulate their own beliefs about education and the role of educational psychology.</p> <p><b>Intended Learning Outcomes:</b></p>	



12 At the completion of Experimental Psychology the successful student should be able to:

Describe the critical distinctions between scientific and non-scientific approaches to understanding behavior;

Describe how psychological concepts, constructs, and variables are operationally defined;

Identify the independent and dependent variables of a hypothesis;

Select an appropriate research methodology to test a variety of hypotheses and predictions;

Perform appropriate descriptive and inferential statistical analyses to obtain valid research results;

Describe and to adhere to ethical standards for conducting psychological research.

### **Course Outline**

#### **Psychophysics:**

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

#### **Perception:**

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

#### **Practical Work:**

The following experiments shall be performed by the students:

Meaningful vs. Nonsense Learning  
 Retroactive Inhibition Simple  
 Reaction Time Transfer of  
 Training  
 Trial Position Effect under  
 Massed and Distributed  
 Practice  
 Whole vs. Part Learning

#### **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

#### **Memory:**

Theories of Memory.

- b. Compartments of Memory.
- c. The storage and retrieval process.
- d. Transplantation of Memory.
- e. Memory Experiments.
- f. Mnemonics: ways of improving memory (Devices Mnemonics)

**6. Thinking and Problem-Solving:**

- a. Nature of Thinking.
- b. Concept formation.
- c. Imageless thought Controversy.
- d. Set and attitude as factors in Thinking.
- e. Creative Thinking.
- f. Theories of Thinking.

**7. Practical Work:**

Following experiments shall be performed by the students:

Judgment Time Mapping Cetaceous Sense Spot Mental Fatigue Negative after Image  
Retention for Complete and Interrupted Task Thermal Adaptation

**Recommended Books**

McGuigan, F. J. (2001). Experimental Psychology-Methods of Research: (7<sup>th</sup> Edition). Prentice Hall. UK.

Kantowitz, B. H., Roediger, H. L., & Elmes, D. G. (1994). Experimental Psychology: Understanding Psychological Research. (5<sup>th</sup> edition). West Publishing Company, USA.

Boring, E. G. (2007). History of Experimental Psychology. Cosmo Publications New Delhi.

Postman, L & Eagan, J. P. (2007). An Introduction. New York: Harper and Row.

Andreas, B.G. (1972). Experimental Psychology (2<sup>nd</sup> ed). New York: John Wiley and Sons,

<b>Course Name:</b> Personality Theories-I	<b>Course Code:</b> PY – 436
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b>	
<p><b>Course Objectives</b></p> <p>To examine, in depth, specific theories under each of the major psychological models of personality and examine each theories concepts and principles, their explanation of personality development, their assessment techniques, and their application to treatment of psychopathology. Students will be able to articulate the major concepts and principles of each personality theory discussed in the class and in the text. Students will be able to articulate each theories assessment techniques and the theories approach to the treatment</p>	

and understanding of psychopathology.

### **Intended Learning Outcomes**

Describe major and emerging theories of personality by achieving passing scores on criterion referenced tests.

Explain personality theories as they relate to assessment methods through classroom discourse and performance on criterion referenced tests.

Conduct archival research on a major theory and present findings to peers in the classroom setting.

Describe the differences between major theoretical approaches to personality in classroom discourse, performance on criterion referenced tests and in the personality self-assessment.

Engage in a critical discourse with peers about the difficulties encountered in assessment of subjective aspects of human behavior.

Demonstrate research skills by writing a personality self-assessment in APA style and format.

Apply assessment methods to the analysis of one's own personality

### **Course Outline**

#### **Psychology of personality**

Introduction to the Discipline

Meaning of personality

Meaning of theory

Components of personality theory

#### **The Psychoanalytic Legacy; Sigmund Freud**

Biographical sketch

Basic concepts

Personality structure

Three interacting systems.

Personality development

Five sequential stages.

Personality dynamics

instincts / anxiety / catharsis and anti-catharsis

Defense mechanisms

Application of psychoanalytic theory; Dream analysis paraphrases

Psychotherapy

Critical evaluation

#### **Personality's ancestral foundations: Carl Jung:**

Biographical sketch

Basic concepts: Conscious and unconscious; Archetypes, Personality

typology Personality development

Further applications: Dream analysis; Psychopathology; Psychotherapy

Critical evaluation

### **Overcoming inferiority and striving for superiority: Alfred Adler**

Biographical sketch

Basic concepts:

I. Developing social feelings: society; work and love

Style of life; future goals vs. past events; overcoming inferiority

Striving for superiority and superiority complex; Family influences on personality development

Further applications: Dream analysis; Psychopathology Psychotherapy

Critical evaluation

### **Neo Freudians**

#### **Karen Horney**

Basic anxiety

Coping by way of 10 neurotic needs moving towards, or against, or away from people

Development of an idealized vs. a real image of self

Claims, should and Defense mechanisms.

#### **Harry Stack Sullivan**

Empathy

Anxiety and security

3 modes of experience

6 stages of Development

#### **Henry A. Murray**

Definition of need

variety of needs

Strength of needs and interactions Environmental press

Thema

#### **Erik Erikson**

Psycho-social stages of personality development

Identity crises

#### **Erich Fromm**

Existential needs

Individual and social characters

### **Evolutionary Psychology**

**Recommended Books**

Buss, D. M. (2004). *Evolutionary psychology: The science of mind* (2nd ed.) Boston: Allyn & Bacon.

Ewen, R. B. (1998). *An introduction of theories of personality*. (5th ed.). New Jersey: Lawrence Erlbaum Associate Publishers.

Feist, J. (1985). *Theories of personality*. Sydney: Holt Rinehart & Winston, Inc.

Pervin, L. A., Cervone, D., & John, O. P. (2005). *Personality theory and research* (9th ed.). New York: John Wiley & Sons.



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**BS (4-YEARS PROGRAM)**

**SEMESTER-IV**

<b>Course Name:</b> Introduction to Management	<b>Course Code:</b> PY – 441
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> None	

**Course Objective**

This is an introductory course about the management of organizations. It provides instructions on principles of management that have general applicability to all types of enterprises; basic management philosophy and decision making; principles involved in planning, organizing, leading, and controlling; and recent concepts in management. The principles learned in this course will allow the student to effectively work with and through others in an organization. The course will also encourage the students to explore and inquire the applicability of western management principles and theories in local settings. Besides, the course will discuss the Islamic perspective of managing businesses and organizations.

**Intended Learning Outcomes**

This course will cover the basic managerial functions of planning, organizing, leading, and controlling. We will also try to learn the evolution and best practices which are been used in today's modern era.

At the conclusion of this course, the student should be able to:

Hold informed conversations with functional specialists and understand how to draw effectively on their expertise in managing organizations.

Understand the relevance of the western management principles and theories, for local settings.

Understand the Islamic perspective of managing businesses and organizations.=

Apply course concepts and theory in a practical context.

Integrate several of the disciplines studied

Demonstrate empirical investigative skills by producing an in-depth analysis of a management situation usually presented through case studies, resulting in recommendations for a programme of action.

Recognize the need to take a holistic approach to performance improvement rather than a narrowly functional approach.

**Course Outline**

Introduction to Management  
 Organization, The management Process  
 The History and evaluation of Management  
 Organizational theories and different approaches to management  
 The organizational Culture and the Manager  
 The external environment and the Manager  
 The internal environment and the manager  
 Foundations and basic elements of Planning  
 Process of planning and MBO  
 Effective strategic planning  
 Decision Making  
 The manager's role as decision maker  
 Decision making process  
 Basics of Strategic Management  
 Case of Strategic Management  
 Strategic management process  
 Organizational Structure  
 Types of organizational structures  
 Case Decision-making  
 Human Resource Management  
 HRM processes  
 Motivation its theories  
 Current issues in Motivation  
 Team work and Group Behaviour  
 Case of team and team work  
 Leadership and its characteristics  
 Leadership styles and behaviours  
 The process of Control  
 The Control Standards  
 Case of Controlling  
 Presentation  
 Staffing  
 Presentation

**Recommended Books**

1. Mary Coulter & Robbins, Management, International ed.

<b>Course Name:</b> Economics – II	<b>Course Code:</b> PY – 442
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> PY – 325	
<p><b>Course Objective</b></p> <p>The course is designed for the beginners with no formal background or little acquaintance with economics. The objective is to give the students with a clear understanding of the basic concepts, tools of analysis and terminologies used in macroeconomics. Emphasis will be on the use of graphs, diagrams and numerical tables/schedules for exposition. The teacher is expected to draw examples from the surrounding world to clarify the concepts.</p> <p><b>Intended Learning Outcomes</b></p> <p>Upon completion of the course students will be able to:</p> <ul style="list-style-type: none"> <li>Define and identify economic terms and concepts.</li> <li>Distinguish between similar or grouped economic concepts and measurements.</li> <li>Read and interpret graphs.</li> <li>Perform calculations.</li> <li>Apply the tools of analysis to predict the economic consequences of various events.</li> </ul> <p><b>Course Outline</b></p> <p><b>1. Introduction</b></p> <p>The economy in aggregate, Complexities of the world of business, Scope of macroeconomics, Brief account of the development of macro-economics after the World War-II, Concept of business cycles: Boom and Depression, Concepts of Inflation and Unemployment, Macroeconomic variables and their mutual relationship, Macro-models as abstraction from the real economy.</p> <p><b>2. National Income</b></p> <p>Definition and concept of national income, Measures of national income: Gross Domestic Product (GDP) and Gross National Product (GNP), GDP at factor cost and at market prices, Computation of national income: Product, Income and Expenditure approaches, Circular flow of income, Nominal versus Real income, Per capita income and the standard of living.</p> <p><b>3. Components of Aggregate Demand</b></p> <p>The Concept of Open and closed economy models, Concept of aggregate markets: Product, Money, Labor and Capital markets, Components of aggregate demand:</p>	



12 Consumption, Investment and Government spending, Income and expenditure identities.

#### **4. Money and Banking**

Money: definition, forms and functions, Central Bank and its functions with reference to the State Bank of Pakistan, Commercial banking, The Quantity Theory of money, Inflation: measurement and impacts, causes of inflation and remedies, Monetary policy: brief introduction.

#### **5. Public Finance and Taxation**

Sources of public revenue, Various forms of taxes: Direct and Indirect, Income and Commodity taxes, Sales, Excise, Customs, Non-tax revenues, Major heads of public expenditure, Revenue and Capital account, Concept of budget deficits and sources of filling the gaps, Deficit financing, Fiscal policy: meaning and objectives.

#### **6. International Trade**

Global distribution of resources, Concept of imports and exports, Theory of absolute and comparative advantage, Currency exchange rates, Balance of Payments: causes of deficits in BOP of Pakistan and remedial measures, Custom Unions, The problem of external debt, Commercial Policy: objectives and scope.

#### **Recommended Books:**

Mankiw, G – Principles of Economics – 2<sup>nd</sup> Edition (2001) – South-West Publishers.  
 Samulson and Nordrons - Economics – 18<sup>th</sup> Edition (2004) – McGraw Hill. Inc.  
 Parkin, Michael - Macroeconomics, 7<sup>th</sup> Edition (2004) – Prentice Hall.  
 Miller, R.L. – Economics Today – 14<sup>th</sup> Edition (2005) – Addison Wesley.

<b>Course Name:</b> Biology – II	<b>Course Code:</b> PY – 443
<b>Course Structure:</b> Lectures: 2, Labs: 1	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> PY – 324	
<b>Course Introduction</b>  <p>The course emphasizes a multi-representational approach to algebra, with concepts, results, and problems being expressed graphically, analytically, and verbally. The course uses four themes to organize important concepts throughout the course: science, technology, and society; evolution; the relationship between structure and function; and science as a process.</p>	

**Course Objectives**

The Biology course involves the scientific study of living organisms. The course considers the interactions among the vast number of organisms that inhabit planet Earth. It presents the basic form and function of these organisms, from cells to organ systems, from simple viruses to complex humans. It delves into interactions between organisms, and between an organism and its environment. It also looks into how biotechnology is used to improve our health and daily lives.

**Intended Learning Outcomes**

After completing this course students will be able to:

- Understand basic biochemistry
- Understand the makeup and energetic of plant and animal cells
- Determine basic inheritance patterns
- Understand the basic classification of organisms
- Understand the form and function of microorganisms
- Understand the form and function of plants
- Understand the form and function of animals
- Understand the workings of human biological systems
- Understand biology as it relates to the Earth's environment

**Course Outline****Myths and Realities of Evolution**

- Microevolution
- Speciation
- Macroevolution

**Level of Organization****Plants**

- Tissues
- Nutrition and Transport
- Reproduction
- Growth and Development

**Animals**

- Tissue, Organ System and Homeostasis
- Information Flow and Neuron
- Nervous System
- Circulation and Immunity
- Nutrition and Respiration
- Reproduction and Development

**Ecology and Behavior**

Ecosystems  
 Biosphere  
 Social Interactions  
 Community Interactions  
 Human Impact on Biosphere  
 Environment Conservation

**Recommended Books**

Roberts, M.M., Reiss and G.Monger. 2000. Advanced Biology, Nelson.  
 Starr, C, and R, Taggart, 2001. Biology: The Unity and Diversity of Life Brooks and Cole.  
 Campbell, N.A., J.B, Reece, L.G. Mitchell, M.R, Taylor. 2001. Biology: Concepts and Connections. Prentice-Hall.

<b>Course Name:</b> Introduction to Social Psychology	<b>Course Code:</b> PY – 444
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> PY – 316	
<p><b>Course Objective</b></p> <p>Social Psychology is to give awareness of certain fundamental concepts and principles involved in human behavior. It provides an awareness of the major problems and issues in the discipline of social psychology, and the capacity to interpret research findings. To accomplish this goal, this course emphasizes the understanding and interpretation of research findings and an ability to evaluate their usefulness.</p> <p><b>Intended Learning Outcomes</b></p> <p>Students will gain knowledge and understanding of core theories and topics in social psychology. They will:</p> <ul style="list-style-type: none"> <li>Evaluate the way in which concepts are defined, measured and tested.</li> <li>Appraise the relative merits of different theoretical frameworks</li> <li>Relate experimental findings to everyday behavior</li> <li>Apply insights from the academic study of social psychology to the way others seek to change our attitudes and behavior (or how we might affect these changes in others)</li> <li>Better understand the psychological processes involved in current key issues</li> <li>Understand how complex social behaviors with many factors can be studied in controlled experiments and field studies</li> </ul>	

Critically examine evidence in light of different theoretical frameworks and various methods used to test those

Better understand how people interact in groups striving for a common goal (e.g. work task groups)

Critically evaluate evidence and ideas in relation to competing theories

Develop a critical approach in investigating topics

Communicate accurately and effectively in writing

## **Course Outline**

### **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 focusitig

    Cognitive and affective aspects

    Self Monitoring

    Self Efficacy

(III) Gender & socialization

**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  
Lucifer effect  
Bullying

**Recommended Books**

Wesley. Fisher, R. J. (1982). *Social psychology: An applied approach*. New York: St. Martin Press.

Forsyth, D. F. (1987). *Social psychology*. California: Brooks Publishing Company.

Myers, D. G. (1987). *Exploring social psychology*. New York: McGraw-Hill.

Myers, D. G. (1987). *Social psychology*. New York: McGraw-Hill.

Wayant, J. M. (1986). *Applied social psychology*. New York: Oxford University Press.

<b>Course Name:</b> Personality Theories-II	<b>Course Code:</b> PY – 445
<b>Course Structure:</b> Lectures: 4	<b>Credit Hours:</b> 4
<b>Prerequisites:</b> PY – 436	
<b>Course Objectives</b>  Students will be able to articulate each theories assessment techniques and the theories approach to the treatment and understanding of psychopathology. Students will be able critically evaluate each theory.	
<b>Intended Learning Outcomes</b>  Describe major and emerging theories of personality by achieving passing scores on criterion referenced tests.	

Explain personality theories as they relate to assessment methods through classroom discourse and performance on criterion referenced tests.

Conduct archival research on a major theory and present findings to peers in the classroom setting.

Describe the differences between major theoretical approaches to personality in classroom discourse, performance on criterion referenced tests and in the personality self-assessment.

Engage in a critical discourse with peers about the difficulties encountered in assessment of subjective aspects of human behavior.

Demonstrate research skills by writing a personality self-assessment in APA style and format.

Apply assessment methods to the analysis of one's own personality

## Course Outline

### **Dispositional theories:**

Gordon Allport

Personality development

Personality traits

Critical evaluation

Raymond Cattell

View of a person; Understanding of the person Factor analysis;  
Economic model

Basic concepts; Data types; Traits; Personality of nations c)

Critical evaluation

Hans Eysenck

Basic concepts; Traits and types; Measuring and describing E, N,  
and P

Critical evaluation

### **Humanistic and existentialist theories**

Abraham Maslow

Basic concepts

Five basic human needs

Self actualizing person

Critical evaluation

Carl Rogers

Biographical sketch

Basic concepts

Actualization

Importance of self

Personality development

Client centered therapy  
 Critical evaluation  
 George Kelly  
 Biographical sketch  
 Basic concepts  
     Personality as a system of constructs  
     Relation among constructs  
 Personality development  
     Predictability  
     Dependency constructs  
     Role playing  
     Choices: the C-P-C cycle  
     Critical evaluation

**Behaviorist theories**

B.F. Skinner  
     Basic Concepts  
         Operant conditioning  
         Positive reinforcement  
         Negative reinforcement and punishment  
         Schedules of reinforcement  
         Operant conditioning and reinforcement  
         Development of humans: Language, Personality and child rearing  
     Critical evaluation

(II) John Dollard and Neal E. Miller

    Basic concepts  
         Psychopathology  
         How fear is learned  
         Effect of fear  
         Critical evaluation

Social Learning Theory of Albert Bandura

    Basic concepts  
         Models and modeling  
         Goals and self regulating  
         Self efficacy  
         Reward  
         Defensive behavior  
     Critical evaluation  
     Current paradigms

**Recommended Books**

- Allen, B. P. (1997). *Personality theories: Development, growth and diversity*. (2nd ed.). Boston: Allyn & Bacon.
- Ewen, R. B. (1998). *An introduction to theories of personality*. (5th ed.) New Jersey: Lawrence Erlbaun Associate Publishers.
- Feist, J. (1985). *Theories of personality*. Sydney: Holt Rinehart & Winston, Inc.





**SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY  
PESHAWAR  
DEPARTMENT OF PSYCHOLOGY**

**DETAILED COURSE OUTLINE OF PSYCHOLOGY  
BS (4-YEARS PROGRAM)**

**SEMESTER-V**

<b>Course Name:</b> Mental Health and Psycho-Pathology-I	<b>Course Code:</b> PY – 551
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b>	
<p><b>Course Objective</b></p> <p>Knowledge of the psychological theories and models for the field of abnormal psychology. Understanding of assessment, etiology, symptoms, and treatments of the major psychological disorders. Familiarity with research methods and ethical considerations appropriate for the study of abnormal psychology. Ability to apply course materials to case studies of individuals.</p> <p><b>Intended Learning Outcomes</b></p> <p>The course is designed to give the students grounding in mental health (manifestations, diagnoses and treatment) as perceived in different cultural societies, as well as highlighting the influence of different cultures on people's attitudes to and view of illness.</p> <p><b>Course Outline</b></p> <p><b>Introduction to Abnormal Psychology</b></p> <ul style="list-style-type: none"> <li>Concept of Abnormality;</li> <li>Criteria of Normality and Abnormality;</li> <li>Defining Psychological Abnormality</li> <li>(Deviance, Distress, Dysfunction, Danger)</li> <li>Paradigm shift of mental health</li> </ul> <p><b>Historical Background of Modern Abnormal Psychology</b></p> <ul style="list-style-type: none"> <li>Ancient views and treatment</li> <li>Greek and Roman views; Europe in the middle ages</li> <li>The Renaissance; 19th Century</li> <li>Views of abnormality; modern trends</li> </ul> <p><b>Models of Psychopathology</b></p>	

Biological Model  
 The Psychodynamic Model  
 Behavioral Model  
 Cognitive Model  
 The Humanistic Model  
 The Socio-cultural Model  
 Eclectic Approach

**Clinical Assessment of Abnormality:**

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

**Recommended Books**

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

<b>Course Name:</b> Neurological Basis of Behavior	<b>Course Code:</b> PY – 552
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> None	
<p><b>Course Objectives</b></p> <p>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.</p> <p><b>Intended Learning Outcomes</b></p> <p>This course is about moving beyond memorizing facts, to engaging with a deeper and critical consideration of the topics covered. Students are expected to be accessing the primary scientific literature to enhance their comprehension of the lecture material, and thinking critically about the topics, questions and new research in Neuroethology.</p> <p>Specific learning outcomes are:</p> <ul style="list-style-type: none"> <li>Explain patterns of nervous system evolution</li> <li>Explain the complexities when relating behavioral phenotypes to the genome</li> <li>Source primary scientific literature to research an essay on a topic related to the lecture material.</li> </ul>	

Generate hypotheses, and design new experiments to test hypotheses.  
 Execute a small independent scientific project.  
 Present experimental findings as a paper written in the style of a recognized scientific journal.  
 Present a research project orally.  
 Critique, review and discuss primary scientific papers

## Course Outline

### Origins of Neuropsychology

Neurological explanation of behavior  
 Historical roots of Physiological Psychology  
 Evolution of brain  
 Genetics and evolution of behavior  
 Ethical issues in Neuropsychological research

### Physiology of Neural Cells

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

### Physiology of Nervous System

Basic features of nervous system  
 Central nervous system  
 Peripheral nervous system  
 Development of the brain.  
 Investigating how the brain controls behavior.

### 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* (6<sup>th</sup> ed.). California: Brooks/Cole Publishing Company.  
 Carlson, N. R. (1999). *Foundations of physiological psychology* (4<sup>th</sup> ed.). Boston: Allyn and Bacon.

<b>Course Name:</b> Psychological Testing-I	<b>Course Code:</b> PY – 553
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> None	
<p><b>Course Objective</b></p> <p>To introduce the student to the basic theoretical psychometric concepts and use of psychological tests. Main course objectives include understanding of the basic principles of psychological measurement and the techniques of test construction, administration, and validation. Test rationale, construction, characteristics and the use of evaluation are emphasized. Understand statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations. Understand reliability, validity, and understanding social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations.</p> <p><b>Course Outline</b></p> <p><b>Psychological Assessment and tests</b></p> <ul style="list-style-type: none"> <li>Definition</li> <li>Nature of Psychological assessment</li> <li>Psychological testing</li> <li>Types and uses</li> <li>Control in use of psychological tests</li> <li>Sources of information about tests</li> <li>Ethics of psychological testing</li> <li>Standards of testing and test administration.</li> </ul> <p><b>History of psychological testing</b></p> <ul style="list-style-type: none"> <li>Antecedents</li> <li>Rise of modern psychological testing</li> <li>Current status and controversies</li> </ul> <p><b>Test construction and adaptation</b></p> <ul style="list-style-type: none"> <li>A general introduction</li> <li>Characteristics of a good psychological test</li> <li>Steps of test construction and adaptation.</li> </ul> <p><b>Item writing</b></p> <ul style="list-style-type: none"> <li>Types of items</li> <li>General guidelines for writing items</li> <li>Methods of scoring</li> </ul>	

**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: Cross Validation.  
 Item analysis of tests.

**Reliability**

Introduction  
 Types of reliability  
 Measurement of reliability  
 Test-retest, split-half reliability  
 Parallel forms and inter-rater reliability  
 Cronbach alpha.  
 Factors influencing reliability of test scores  
 Improving reliability of tests.

**Validity**

Introduction  
 Types of validity  
 Face / Content, Criterion, Concurrent, Predictive and Construct validity  
 Relation of validity & reliability  
 Convergent & divergent validation  
 Statistical methods for calculating validity  
 Threats to validity  
 Handling threats to internal and external validity.

**Test norms**

Introduction  
 Types of norms  
 Steps in developing norms  
 Relativity of norms  
 Cut-off scores.  
 Response sets in test scores  
 Meaning of response sets Types of response sets  
 Implications of response sets Methods to eliminate response sets  
 Interpretation of test scores  
 Usage of computer in testing

**Recommended Books**

Anastasia, A. (1988). *Psychological testing* (6th ed.). New York: Macmillan. Anastassi, A., & Urbina, S. (1997). *Psychological testing* (7th ed.). New York: Prentice-Hall Inc.

Cronbach, L. J. (1970). *Essentials of psychological testing* (3rd ed.). London: Harper & Row Publishers.

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

<b>Course Name:</b> Research Methods-I	<b>Course Code:</b> PY – 554
<b>Course Structure:</b> Lectures: 4	<b>Credit Hours:</b> 4
<b>Prerequisites:</b>	
<p><b>Course Objective</b></p> <p>The course is designed to familiarize the students with all aspects of research processes from generation of research idea to data collection analysis and interpretation of findings. The course also aims to develop scientific reasoning and understating of link between theory and empirical investigation.</p> <p><b>Intended Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>Explain different research methods used by psychologists. <ul style="list-style-type: none"> <li>Describe how various research designs address different types of questions and hypotheses</li> <li>Articulate strengths and limitations of various research designs</li> <li>Distinguish the nature of designs that permit causal inferences from those that do not</li> </ul> </li> <li>Evaluate the appropriateness of conclusions derived from psychological research. <ul style="list-style-type: none"> <li>Interpret basic statistical results</li> <li>Describe effect size and confidence intervals</li> <li>Evaluate the validity of conclusions presented in research reports</li> </ul> </li> <li>Design and conduct basic studies to address psychological questions using appropriate research methods. <ul style="list-style-type: none"> <li>Locate and use relevant databases, research, and theory to plan, conduct, and interpret results of research studies</li> <li>Formulate testable research hypotheses, based on operational definitions of variables</li> <li>Select and apply appropriate methods to maximize internal and external validity and reduce the plausibility of alternative explanations</li> <li>Collect, analyze, interpret, and report data using appropriate statistical strategies to address different types of research questions and hypotheses</li> <li>Recognize that theoretical and socio-cultural contexts as well as personal biases may shape research questions, design, data collection, analysis, and</li> </ul> </li> </ul>	

interpretation

Follow the APA Code of Ethics in the treatment of human and nonhuman participants in the design, data collection, interpretation, and reporting of psychological research

## **Course Outline**

### **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

Qualitative Techniques

Program evaluation Focus groups

### **Descriptive research methods**

Observation

Naturalistic observation \ observation without intervention

Observation with intervention

Participant observati

Structured observation

Field experiments

Recording behaviour

Qualitative measures of behaviour

Quantitative measures of behaviour

Analysis of observational data Advantages, problems, and methodological issues

Unobtrusive measures of behaviour

Physical traces

Archival data

### **Sampling techniques**

Basic terminology ; representativeness and bias

Probability sampling

Random sampling methods: pure\simple random sampling; Random digit dialing, Systematic\interval sampling

Stratified random sampling

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

### **Recommended Books**

Ellis, L. (1994). *Research methods in social sciences*. Madison: Brown and 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.

<b>Course Name:</b> Elementary Statistics	<b>Course Code:</b> PY – 555
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> None	
<p><b>Course Objective</b></p> <p>This course is designed to train the students in theoretical as well as applied statistics, with particular reference to psychology. The statistical analysis is a very essential part of psychological research and students need to grasp the concepts, theoretical rationale, use of certain statistical analysis, and also to learn to carry out thesis analysis.</p> <p><b>Intended Learning Outcomes</b></p> <p>Effective oral and written communication skills</p> <p>A higher level of critical and creative thinking processes</p> <p>Ability to solve problems using a variety of techniques and methods, and</p>	



The ability to utilize the technology relevant to the learner's discipline.

### Course Outline

Introduction

Descriptive and Inferential Statistics

Scales of measurement

Importance and limitations of statistics in psychology

Management and analyses data through SPSS

Types of data

Collection of data

Classification and organization of data

Presentation of data (Tables, charts, Graphs)

### Descriptive statistics

Measures of central tendency (Mean, Median, Mode)

Measures of Dispersion (Range, deviation, Z Scores, Standard Deviation, Variance)

### Correlation, Regression and Prediction

Correlation (Pearson product moment correlation, Spearman rank order correlation, Point bi-serial estimation, Linear regression)

Scatter diagram Standard error of estimation.

### Probability

Defining probability

Subjective, empirical and classical probability

Laws of probability

Permutation and combination.

### Recommended Books

Collins, M., & Drever, J. (1994). *A first laboratory guideline in psychology*. London: Methuen.

Guilford, J. P., & Fruchter, B. (1978). *Fundamental statistics in psychology and education*. New York: McGraw-Hill.

Henry, E. & Garrett, T. E. (1975). *Statistics in psychology and education*. New York: Longman Publishers.

Postman, L. J. & Egan, J. (2001). *Experimental psychology: An introduction*. New Delhi: Kalyan Publishers.

Trevor, G. B. & Christine, M. F. (2001). *Applying the rasch model: fundamental measurement in the human sciences*. Lawrence Erlbaum Associates, Inc.



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**DEPARTMENT OF PSYCHOLOGY**

**DETAILED COURSE OUTLINE OF PSYCHOLOGY**  
**BS (4-YEARS PROGRAM)**

**SEMESTER-VI**

<b>Course Name:</b> Mental Health and Psycho-Pathology-II	<b>Course Code:</b> PY – 561
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> PY-551	
<p><b>Course Objective</b></p> <p>Knowledge of the psychological theories and models for the field of abnormal psychology. Understanding of assessment, etiology, symptoms, and treatments of the major psychological disorders. Familiarity with research methods and ethical considerations appropriate for the study of abnormal psychology. Ability to apply course materials to case studies of individuals.</p> <p><b>Intended Learning Outcomes</b></p> <p>The course is designed to give the students grounding in mental health (manifestations, diagnoses and treatment) as perceived in different cultural societies, as well as highlighting the influence of different cultures on people's attitudes to and view of illness.</p> <p><b>Course Outline</b></p> <p>Introduction and basic concept of Abnormal Behavior  Differential Diagnosis and Etiological Factor described in DSM-IV</p> <p><b>Axis I, II, III, &amp; IV</b></p> <p><b>Recommended Books</b></p> <p>American Psychiatric Association. (1994). <i>Diagnostic and statistical manual of mental disorders</i> (4th ed.). Washington, DC.  Comer, R. J. (2004). <i>Abnormal psychology</i>. USA: Freeman and Company.  Neale, J. M. &amp; Davison, G. C. (2004). <i>Abnormal psychology</i>. New York: John Wiley &amp; Sons.</p>	

<b>Course Name:</b> Developmental Psychology	<b>Course Code:</b> PY – 562
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b>	
<p><b>Course Objective</b></p> <p>To know the important aspects of developmental research and some of the theoretical explanations of the developmental process. Understand the relationship between heredity and environment as they form the foundations of human development. Understand the advances in cognitive, moral, and social development occurring in late childhood, ages seven to twelve. Understand the crises and their effects on the individual in various developmental stages throughout the lifespan. Understand the developmental challenges of adolescence.</p> <p><b>Intended Learning Outcomes</b></p> <p>This course aims to develop the graduate attributes associated with the scientist-practitioner model, which forms the basis for training of psychologists internationally. Graduate attributes describe the generic skills, abilities and qualities that university students should acquire. The Department of Psychology is committed to providing an environment that promotes specific skills that are relevant to careers in psychology, as well as more general skills that will be useful beyond psychology. The following attributes and learning outcomes will be developed through lectures and tutorials and assessed in the Child Study Report and the final examination.</p> <ul style="list-style-type: none"> <li>Display basic knowledge and understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in Developmental Psychology</li> <li>Understand, apply and evaluate basic research methods in Developmental Psychology, including research design, data analysis and interpretation, and the appropriate use of technologies.</li> <li>Respect and use critical and creative thinking, skeptical inquiry, and the scientific approach</li> <li>Value empirical evidence; act ethically and professionally; understand socio-cultural diversity</li> <li>Communicate effectively in a variety of formats and in a variety of contexts</li> <li>Understand and apply psychological principles to personal and social issues.</li> </ul> <p><b>Course Outline</b></p> <ul style="list-style-type: none"> <li>Nature and Scope</li> <li>Research Methods in Developmental Psychology: Longitudinal;</li> </ul>	

<p>Cross-Sectional; Experimental Aspects of Development: Physical, Psychological, Social, Linguistic &amp; Cognitive</p> <p>Phases of Development: Prenatal, Birth, Infancy, Childhood, Adolescence, Adulthood, Old-age</p>
<p><b>Recommended Books</b></p> <p>Ahmad, F. Z. (1993). Mental health and patterns of child rearing in Pakistan. Pakistan: Institute of Clinical Psychology, University of Karachi, Karachi.</p> <p>Bee, H. (1994). Lifespan development. Harper Collins College Publishers.</p> <p>Berk, E. L. (2000). Child development (5th ed.). Boston: Allyn &amp; Bacon.</p> <p>Feldman, R. S. (1999). Child development: A typical approach. USA: Prentice- Hall, Inc.</p> <p>Papalia, E. D., Olds, W. S., &amp; Feldman, D. R. (2001). Human development (8th ed.). New York: McGraw-Hill.</p> <p>Sprinthall, N. A., &amp; Collins, W. A. (1984). Adolescent psychology: A developmental view. (3rd ed.). USA: McGraw-Hill.</p>

<b>Course Name:</b> Psychological Testing-II	<b>Course Code:</b> PY – 563
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> PY-553	
<p><b>Course Objective</b></p> <p>Main course objectives include understanding of the basic principles of psychological measurement and the techniques of test construction, administration, and validation. Test rationale, construction, characteristics and the use of evaluation are emphasized. Understanding social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations.</p> <p><b>Course Outline</b></p> <p><b>Assessment of intellectual and cognitive abilities</b></p> <p>Intelligence</p> <p>Nature, Meaning, Different view points</p> <p>Types of intelligence tests: Howard Gardner, Robert Sternberg, Simon-Binet, Wechsler, Kaufman.</p> <p>Differential Ability Scales</p> <p>Problems in testing intelligence during infancy, childhood, adulthood and old age.</p> <p>Cross cultural &amp; longitudinal studies in intelligence testing.</p> <p>Diversity in test performance</p>	

### **Tests for special populations**

- Infant & Preschool Testing
- b. Testing of the Mentally Retarded populations.
- c. Testing for physical disabilities
- Multicultural testing.
- Adaptive Testing

### **Computer Based Administration**

- Multilevel batteries
- Educational Testing
- Career guidance
- Aptitude testing
- Achievement testing
- Learning disabilities

### **Personality Assessment and Testing**

- Meaning & purpose of personality assessment and testing.
- Types of personality tests:
  - Objective and projective tests.
  - Inventories, check lists, Autobiographical memories, rating and ranking scales
- Interview:
  - structured, semi structured and unstructured
- Current status of different personality assessment techniques
- When to use which test or assessment techniques

### **Assessment of interests, values & attitudes**

- Overview & highlights
- Significant trends
- Performance.

### **Occupational & Organizational Testing and assessment**

- Criteria for occupational testing
- Career assessment
- Tests applied to organizational setting

### **Assessment and Psychological Testing in Clinical & Counseling Settings**

- Psycho Neurological tests
- Behavioral assessment and clinical judgment
- Battery of diagnostic tests
- Evaluation of various assessment techniques

**Recommended Books**

Aiken Lewis. R. Psychological Testing & Assessment (Latest Edition) Allyn & Bacon, Inc.

Anastasia, 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.

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.

<b>Course Name:</b> Research Methods-II	<b>Course Code:</b> PY – 564
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> PY-554	

**Course Objective**

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

**Intended Learning Outcomes**

Explain different research methods used by psychologists.

Describe how various research designs address different types of questions and hypotheses

Articulate strengths and limitations of various research designs

Distinguish the nature of designs that permit causal inferences from those that do not

Evaluate the appropriateness of conclusions derived from psychological research.

Interpret basic statistical results

Describe effect size and confidence intervals

Evaluate the validity of conclusions presented in research reports

Design and conduct basic studies to address psychological questions using appropriate research methods.

Locate and use relevant databases, research, and theory to plan, conduct, and interpret results of research studies

Formulate testable research hypotheses, based on operational definitions

of variables

Select and apply appropriate methods to maximize internal and external validity and reduce the plausibility of alternative explanations

Collect, analyze, interpret, and report data using appropriate statistical strategies to address different types of research questions and hypotheses

Recognize that theoretical and socio-cultural contexts as well as personal biases may shape research questions, design, data collection, analysis, and interpretation

Follow the APA Code of Ethics in the treatment of human and nonhuman participants in the design, data collection, interpretation, and reporting of psychological research

## **Course Outline**

### **Co-relational research**

The nature and logic of correlations Correlation versus causality Measures in correlation research Interviews and questionnaires Margin of error Reliability and validity Predictions and decisions

### **Surveys**

Nature, goals, and, basic steps

Survey methods: mail surveys, personal interviews, telephone surveys

### **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 Prospective Quasi – Experimental Designs 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

### Recommended Books

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.

<b>Course Name:</b> Applied Statistics	<b>Course Code:</b> PY – 565
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> PY – 555	
<p><b>Course Objectives</b></p> <p>This course would familiarize students with statistical concepts used in psychological research. It will further equip and train the students how and when to use different inferential statistics for research data analysis in Psychology and Social Sciences.</p> <p><b>Intended Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>Effective oral and written communication skills</li> <li>A higher level of critical and creative thinking processes</li> <li>Ability to solve problems using a variety of techniques and methods, and</li> <li>The ability to utilize the technology relevant to the learner's discipline.</li> </ul> <p><b>Course Outline</b></p> <p><b>Probability:</b></p> <ul style="list-style-type: none"> <li>Distributions: Binomial &amp; Poisson Distribution</li> <li>Normal Distribution: Proportion &amp; Application</li> </ul>	



**Sampling Distribution & Estimation:**

How to make a sampling distribution: properties & application

A brief introduction to estimation; proportion & estimation

**Inferential statistics:**

Definition, basic assumptions / rationale and when to use which inferential statistic

Hypothesis formulation: Null and Alternative Hypothesis

One tailed & two tailed hypotheses tests.

Hypothesis testing

Level of significance: acceptance and rejection regions

Type – I & Type – II errors.

Testing the hypotheses: difference between means and within means of both large & small samples

**Parametric statistics**

Introduction

Z - Test

t – Test

Analysis of variance: one – way, two – way analysis of variance and multivariate analysis (ANOVA & MANOVA)

Covariance and repeated measures

**Non-parametric statistics****Introduction**

Chi-square test (contingency table and proportions, Yates Correction)

Other non-parametric tests: (Wilcoxon test, Mann-Whitney test, Sign test, U-test Kruskal Wallis)

**Inferential Statistics and SPSS:**

Analysis and Interpretation of parametric and non parametric test through **SPSS** output

How to construct tables for research report / thesis

**Recommended Books**

Guilford, J. P., & Fruchter, B. (1985). *Fundamental statistics in psychology and education*. New York: West Publishing Co.

Howell, D. C. (2004). *Fundamental statistics for behavioral sciences*. (4th ed.). Australia: Thomson, Brook.

McClane, J. T. (2000). *A first course in statistics* (7th ed.). New York: Prentice-

Hall

Moore, D. S., & McCabe, G. P. (1998). Introduction other practice of statistics. (3rd ed.). New York: Longmans.

<b>Course Name:</b> Advanced Social Psychology	<b>Course Code:</b> PY – 566
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> PY-444	
<p><b>Course Objectives</b></p> <p>This course will examine a number of major research topics in social psychology. Students are expected to gain substantial knowledge of the field, including major concepts, theories, empirical findings, and controversies. Also, students will also have the opportunity to communicate critically and creatively about these theories and findings.</p> <p><b>Course Outline</b></p> <p><b>Orientation to Theories</b></p> <ul style="list-style-type: none"> <li>Stereotypes</li> <li>Prejudice and Discrimination</li> <li>Nature</li> <li>Social causes</li> <li>Historical Manifestation</li> <li>Combating Prejudice and hate crimes.</li> </ul> <p><b>Interacting with others</b></p> <ul style="list-style-type: none"> <li>Interpersonal Attraction – need</li> <li>Characteristics of other situation and problems</li> <li>Intimacy — Parent-child.</li> <li>Interpersonal violence.</li> </ul> <p><b>Group Influence</b></p> <ul style="list-style-type: none"> <li>Nature and functions</li> <li>How groups affects individual performance</li> <li>Facilitation</li> <li>Social loafing</li> <li>Coordination in groups</li> <li>Cooperation or conflict</li> <li>Perceived fairness in groups</li> <li>Decision making by groups:</li> <li>Process</li> <li>Nature</li> </ul>	

Potential dangers.

### **Leadership**

History of leadership  
Types and leadership styles  
Effective leadership process  
Core activities of a leader  
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**

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



**SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY  
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**DETAILED COURSE OUTLINE OF PSYCHOLOGY  
BS (4-YEARS PROGRAM)**

**SEMESTER-VII**

<b>Course Name:</b> Positive Psychology	<b>Course Code:</b> PY – 671
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> None	
<p><b>Course Objective</b></p> <p>The proposed course aims at enriching the students regarding positive aspect of human nature. It also covers subjective state of well being, optimism and emotional intelligence that facilitates the development of human resource in any society.</p> <p><b>Intended Learning Outcomes</b></p> <p>At the end of the course the student will:</p> <ul style="list-style-type: none"> <li>Display knowledge of key constructs in positive psychology research</li> <li>Evidence competence in planning, implementing and reporting of personal and interpersonal change efforts based in part on personal assessment results.</li> <li>Provide evidence of evaluation skills related to extant literature in positive psychology.</li> </ul> <p><b>Course Outline</b></p> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>Nature and Scope of Positive Psychology</li> <li>Evolutionary Perspectives</li> <li>Positive Personal Traits</li> <li>Nature and Associated Psychological Factors: <ul style="list-style-type: none"> <li>Hope; Optimism; Happiness; Love; Empathy; Attachment; Emotional Intelligence; Tolerance; Forgiveness; Gratitude; Faith; Morality; Wisdom and Creativity; Resilience; Spirituality; Altruism</li> <li>Self Determination Theory and Intrinsic Motivation</li> <li>Social Development and Well Being</li> </ul> </li> </ul>	
<p><b>Recommended Books</b></p> <p>Corer, L., Keyes, M., &amp; Handit, J. (Eds.). (2002). <i>Flourishing — Positive psychology &amp; the life</i>. Washington: APA Publication</p>	

Lias, Aspmwaly, L., & Ursole, M. (Eds.). (2002). *A psychology of human strengths*. Washington: APA Publication.

Rizvi, A. A. (1990). *Muslim psychology and positive psychology*. Lahore: Institute of Muslim psychology.

<b>Course Name:</b> Educational Psychology	<b>Course Code:</b> PY – 672
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> None	

### Course Objective

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

### Intended Learning Outcomes

Students will demonstrate in writing an awareness of skills and techniques required of effective teacher

Students will identify attitudes and behaviors that positively influence education of children from diverse backgrounds, cultures and disabilities.

### Course Outline

Educational Psychology defined: Nature and Scope

Introduction to development

Individual Differences: Intelligence, Cognitive styles

Learner's Characteristics: Abilities, Motivation, Interest, Aptitude

Learning theories and practical applications of behavioral, cognitive and constructivist approaches

Characteristics of a Good Teacher

Counseling and Vocational Guidance

Behavior Modification

Designs of Evaluation

Psychology of teaching (constructivism)

Special Education:

Segregated education; integrated education; inclusive education

Class Room Management: Managing the Class Room Methods of Control

**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.
- Lefrancis, G.R (1988) *Psychology for Teaching* (6th ed.). California: Wordsworth Publishing Co.
- Slavin, R. (1994). *Educational psychology*. Boston Allyn & Bacon. Sprinthall, N., & Sprinthall, R. (1987). *Educational psychology: A developmental approach* (4th ed.). New York: Raudom House.

<b>Course Name:</b> Muslim Psychology	<b>Course Code:</b> PY – 673
<b>Course Structure:</b> Lectures: 4	<b>Credit Hours:</b> 4
<b>Prerequisites:</b>	
<p><b>Course Objectives</b></p> <p>To enable the students to have an in depth Knowledge origin of Muslim Psychology.</p> <p><b>Intended Learning Outcomes</b></p> <p><b><u>Knowledge and understanding:</u></b></p> <p>i.To make the students understand the work of different early Muslim Philosophers (Psychologist) and their background</p> <p>To make the students understand and explore the human nature in the light of historical perspective of early Muslims scholars and their contributions towards the field of science.</p> <p>To develop the knowledge base to a level where students can independently understand Muslim psychology.</p> <p><b><u>Intellectual skills</u></b></p> <p>Intellectually groom them to evaluate and asses' human nature in light of muslim philosophy of human nature.</p> <p>Motivate them to intellectually challenge all the theories independently and without biases</p> <p>Develop a thought process among students where they can read and hear the work of different muslim theorist but have the intellectual base to rationalize the theories on the base of environments and background and then formulate own assessment</p>	

**Professional and practical skills**

- i. Ability of assessing human nature in light of muslim religion.
- To think and evaluate like a psychologist.
- Understanding contents of personality

**d. General and transferable skills**

- Ability to discuss different problems
- Interactive Communications
- Presentation art

**Course Outline**

Introduction  
 Definition, subject matter, scope  
 Historical background of psychology  
 Studies of Muslim scholars on Psychology  
     Avecena  
     Maulana Ashraf Ali Thanvi  
     Al-Razi  
     Shah Wali Ullah  
     Al-Ghaznavi  
     Erik Erikson  
 Concept of Man  
 Quranic Concept of Human Psyche  
 Personality Theories  
     Ghazali, Mishkewah, Ashraf Ali Thanvi  
 Self Determination  
     Nafs, Laataif, Hawadaas, Khawatir  
 Muslim approach to mental health  
 Well being, love, contentment, satisfaction  
 Hope, optimism and happiness  
 Psychological implication of Huqooq Allah and HAqooq Ibad  
 Psychotherapy – an extensible approach  
 Classified and measurement of character strength

**Recommended Books**

Ajmal, M. (1986). Muslim Contribution to Psychology and Other Essays.  
 Islamabad: National Institute of Psychology.  
 Amber, H. (2004). Psychology from Islamic Perspective: contribution of early  
 Muslim scholars and challenges to contemporary Muslim Psychologists.  
 Journal of Religion and Health.

<p>Plott, C. (2000). Global History of Philosophy: the period of Scholasticism. Motiovala Banarsideass.</p> <p>Rizvi, A.A. (1989). Muslim tradition in Psychotherapy and Modern Trends. Lahore: Institute of Islamic Culture.</p> <p>Ibrahim, B. (2002). Islamic Medicine: 1000 years ahead of its times. Journal of the International society fro the History of Islamic Medicine.</p> <p>Hanafy, Y. A., Fatma, Y.A. &amp; Dening, T.R. (1996). Evidence for the existence of schizophernia in medieval Islamic society. History of Psychiatry.</p>
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<b>Course Name:</b> Psychology of Mass Media and Communication	<b>Course Code:</b> PY – 674
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> None	
<p><b>Course Objectives</b></p> <p>To give a complete picture of the course of Mass Media and Communication</p> <p>At the end of the course students should be able to understand the relationship between communication and culture</p> <p>Give a broad overview of current trends in mass communication, especially concentration of ownership and conglomeration, globalization, audience fragmentation, hyper commercialism and convergence.</p> <p><b>Intended Learning Outcomes</b></p> <p>Students will demonstrate in writing an awareness of skills and techniques required of effective teacher</p> <p>Students will identify attitudes and behaviors that positively influence education of children from diverse backgrounds, cultures and disabilities.</p> <p><b>Course Outline</b></p> <p>Introduction</p> <p>Perspective of mass communication</p> <p>Media, Media Industries, and Media Audiences</p> <p>Theories of mass communication</p> <p>Models of mass communication</p> <p>Specific Media profession</p> <p>Regulating Mass Media</p> <p>Social Effects of Mass Communication</p> <p><b>Recommended Books</b></p> <p>Rokeach, S.B., &amp; Deflevr, M.L. (1989) <i>Theories of Mass Communication</i>. (5th</p>	



ed.), New York; Pltman Publishing inc.

Rodman, G. (2006). *Mass Media in a Changing World*. New York: McGraw Hill

Dominick, J.R. (2007). *The Dynamics if Mass Communication: Media in the Digital Age*. (9th ed.), New York: McGraw Hill

Barans S. J. (2006). *Introduction to Mass Communication: Media Litracy and Culture*. (4th ed.) New York: McGraw Hill

<b>Course Name:</b> Ethics in Psychology	<b>Course Code:</b> PY – 675
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> None	

### Course Objectives

To understand the importance and role of ethics in practicing psychology.  
To understand the code of ethics for psychology.

### Intended Learning Outcomes

#### Knowledge and understanding:

Students would be able apply ethical codes to the dilemmas that they could encounter in their professional life.

Students would be able to understand what the ethical obligations of a researchers and therapists are.

#### Intellectual skills

Students would be able to analyze their decisions and actions as responsible members of community.

#### Professional and practical skills

Students would be able to understand the ethical issues involved in experimentation with animals and human subjects.

Students would able to understand the ethical responsibilities of the profession

#### General and transferable skills

Students would be able to understand what kind of protective measurements should be taken for the welfare of clients, colleagues, and society at large.

### Course Outline

#### 1. Ethical Conduct Of Psychologists

Ethics Codes ,Enforcement of Ethical Conduct in psychologists, Informal Peer Monitoring ,Ethical Standards

**2. Privacy And Confidentially**

Classroom Material, Research Data, Assessment Materials.

**3. Ethics In Psychotherapy**

Therapists Obligations .Sexually Intimated Behavior with Clients.

**4. Psychologists and Advertising**

Acceptable Advertisement, Unacceptable Advertisement

**5. Relationship With Colleagues:**

Monitoring Conduct of Colleagues, Vindictive /difficult Colleagues, Relationship with Student/Employees.

**Plagiarism**

**Ethical Issues In Testing**

**Recommended Books**

Austin, K.M., Moline, Mc & William, G.T (1990). Malpractice: Legal and Ethical Dilemmas in psychotherapy: Newbury Park: Corsage.

Kocher. G& Keith. S.P (2008) Ethics in Psychology and the Mental Health Professions: Standards and cases (3<sup>rd</sup> Edition). NY: Oxford University Press.

<b>Course Name:</b> Internship	<b>Course Code:</b> PY – 676
<b>Course Structure:</b> Practical: 2	<b>Credit Hours:</b> 2
<b>Course Outline</b>  Internship in any field of Psychology in recognized organizations followed by an internship report to be submitted.	



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**SEMESTER-VIII**

<b>Course Name:</b> Cross Cultural Psychology	<b>Course Code:</b> PY – 681
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b>	
<p><b>Course Objective</b></p> <p>The course should result in the students' higher awareness of the balance between the social and biological substrates of human behavior. Students should learn the difference between area studies, cross-cultural studies, and intercultural studies. Students should learn the basics of successful cross-cultural research and be competent to conduct a valid study of behavior in the cross-cultural context.</p> <p><b>Intended Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>Assess the ways in which cultures vary in terms of basic social psychological theories and findings</li> <li>Critically evaluate contemporary theories on how such findings may be explained in terms of cultural dimensions and beliefs theories</li> <li>Search for, gather and critically assess literature in area of cross-cultural psychology</li> <li>Critically discuss central issues in areas such as cultural difference and cultural change making reasoned and substantive argument</li> <li>Develop an awareness of cultural universals and multi-level approaches to cross-cultural psychology</li> </ul> <p><b>Course Outline</b></p> <p><b>History of Cross Cultural Psychology</b></p> <ul style="list-style-type: none"> <li>Methodological issues of cross cultural psychology Comparability and Equivalence</li> <li>Emics and Etics</li> <li>Sampling Strategy in Cross Cultural Research</li> <li>Problems of translation, adaptation and application of psychological tests across cultures</li> </ul>	

**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  
 Socialization across cultures:  
 Individualism & Collectivism  
 Sex-trait stereotypes  
 Development of Gender-stereotypes  
 Parental acceptance – Rejection Theory (PART)  
 Cross Cultural Testing of PART  
 Worldwide application of Piaget cognitive theory  
 New Trends in Cross Cultural Research  
 Indigenous Psychology across Cultures

**Recommended Books**

Matsumoto, D. & Juang, L. (2004). *Culture and psychology*. Sydney: Thomson's Wadsworth.  
 Berry, J. W., Dasen, P. R., & Saraswathi, T. S. (Eds.). (1997). *Handbook of cross cultural psychology*. (Vol. I). Boston: Allyn & Bacon.  
 Berry, J. W., Poortinga, Y. H., & Pandey, J. (Eds.). (1997). *Handbook of cross cultural psychology*. (Vol. I). Boston: Allyn & Bacon.  
 Kagitcibasi, C. (1996). *Family and human development across cultures*. New Jersey: Lawrence Erlbaum Associates, Publishers.  
 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*. Stress, CT: University of Connecticut.

<b>Course Name:</b> Cognitive Psychology	<b>Course Code:</b> PY – 682
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b>	
<b>Course Objective</b>  To understand the contributions made to the understanding of human thought processes by cognitive psychologists. To become familiar with the basic subjects of cognitive study including perception, attention, consciousness, memory, imagery, comprehension, categorization, problem-solving and language. To develop a view of human cognition that is grounded in research and based on an integration of the student's faith with what	

12 psychologists have observed. To develop each student's skills in analytical and synthetic thinking, research methods.

### **Intended Learning Outcomes**

Ability to demonstrate knowledge of the major concepts, theoretical perspectives, empirical findings, and historical trends in Cognitive Psychology.

Ability to use critical and creative thinking to address issues related to behavior and mental processes.

Ability to apply your knowledge of Cognitive Psychology to personal, social, and organizational issues.

Ability to value and apply empirical evidence and to cope with ambiguity.

Use of the language of the science of psychology, through effective speaking, reading and writing.

Understanding of individual differences and socio-cultural factors and how these factors affect applied and scholarly work

### **Course Outline**

#### **Introduction**

Historical Perspective

Cognitive neuroscience

The eye and Visual cortex

Perception of movement and form

The ear and auditory cortex

Magnocellular and parvocellular pathways

Memory scanning. Mental processing revealed by reaction time experiments.

Colour perception

Depth Perception.

#### **Visual & Auditory Perception**

Sensory memory: iconic memory & Echoic memory

Pattern Recognition

Selective adaptation of linguistic feature detectors

Failure to detect changes to people during a real world interaction

Dichotic listening task

#### **Visual Imagery**

Visual images preserve metric spatial information. Reinterpreting visual patterns

Neural Basis of mental imagery. Size-distance paradox.

Mental rotation.

### **Attention & Short Term Memory**

Magic number 7, chunking  
 Studies of interference in serial verbal reactions Attention and cognitive control.  
 Selection for actions and the of inhibitory mechanisms Visual Perception.  
 Masking.

### **Learning & Long Term Memory**

Retention in episodic memory  
 Semantic integration of verbal information into a visual memory Working  
 Memory and long term memory  
 Creating false memories  
 Fan effect  
 Levels of processing  
 Practice effects  
 Mnemonic devices  
 Recall vs recognition  
 Implications for studying and examination: the SQ3R's

### **Thinking and Problem Solving o Categorization**

Basic Objects in natural categories  
 Concepts and conceptual structure Modus tollens  
 Cognitive biases & gambler's fallacy  
 Heuristics and algorithms

### **Psycholinguistics**

Chomsky's contribution  
 Language comprehension Reading: Parsing  
 Linguistics Determinism: Whorf-Sapir hypothesis

### **Cognitive Development**

Piaget's contribution  
 Social and Emotional development Moral Development  
 Gender differences in development  
 Development of Language in genie Child's learning of morphology  
 Rule learning by 7-month old infants  
 Bilingual development: child-adult differences.

### **Recommended Books**

Medin, D. Ross, B., & Markmen. (2005). *Cognitive psychology*. (4<sup>th</sup> 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.

<b>Course Name:</b> Therapies in Clinical Psychology	<b>Course Code:</b> PY – 683
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b>	
<p><b>Course Objective</b></p> <p>At the end of course students will be able to</p> <ul style="list-style-type: none"> <li>Explain basic terminology related to psychotherapies.</li> <li>Equip the students with skills to apply different therapies in their practical work.</li> </ul> <p><b>Intended Learning Outcomes</b></p> <p><b><u>Knowledge and understanding:</u></b></p> <ul style="list-style-type: none"> <li>i. Learn about early development of psychotherapies.           <ul style="list-style-type: none"> <li>Upgrade students knowledge therapies and the use of them in their practical field.</li> <li>Explain the role and importance of therapies in psychology.</li> </ul> </li> </ul> <p><b><u>Intellectual skills</u></b></p> <ul style="list-style-type: none"> <li>i. Understand the basic qualities of application of therapies.</li> </ul> <p><b><u>Professional and practical skills</u></b></p> <ul style="list-style-type: none"> <li>Use of therapies in psychological practice.</li> <li>Use of therapies in clinical settings.</li> <li>Interpret test scores.</li> </ul> <p><b><u>d. General and transferable skills</u></b></p> <ul style="list-style-type: none"> <li>Apply and interpret various psychotherapeutic methods.</li> </ul> <p><b>Course Outline</b></p> <p><b>Intervention Strategies</b></p> <ul style="list-style-type: none"> <li>Psychoanalytical (Freud, Jung and Adler), Interpersonal (Stack H.Sullivan), Behavioristic (Skinner and Wolpe).</li> <li>Humanistic (Rogers) ,Cognitive (Beck and Ellis, Group Therapy, Family Therapy, Multi-model Approach (Lazarus), Biological and Physical Therapy, Foundations for individual Psychotherapies</li> </ul>	
<p><b>Recommended Books</b></p> <p>Dinnage, R., one to one experience of Psychotherapy. London , penguin, 1998.</p>	

Fisher .J.E& Donohue, W.T (2006). Evidence –Based Psychotherapy. New York: Springer Science and Business Media.
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<b>Course Name:</b> Counseling Psychology	<b>Course Code:</b> PY – 684
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b>	
<p><b>Course Objective</b></p> <p>To enable the students to have a good understanding of the subject matter of the course, including historical perspectives and cultural activities of counselors.</p> <p>To make the students understand the process of counseling.</p> <p>To enable the students to have knowledge of all the techniques utilized by effective counselor.</p> <p><b>Intended Learning Outcomes</b></p> <p><b><u>Knowledge and understanding:</u></b></p> <p>i.Be aware of the theoretic perspectives involved in counseling.</p> <p>The students become aware of the mental health</p> <p>After completing the course students become to know about the role of counselor.</p> <p><b><u>Intellectual skills:</u></b></p> <p>By the end of this lecture series the students are able to</p> <p>Recognize the interpersonal intelligence</p> <p>Be familiar of Empathy</p> <p>Know problem identification and solving</p> <p><b><u>Professional and practical skills</u></b></p> <p>i.Understand the use of assessment tools</p> <p>To know how to assess the mental health</p> <p>To offer counseling and guidance sevrices</p> <p><b><u>d. General and transferable skill</u></b></p> <p>Time management</p> <p>Communication skills</p> <p>Human dealing and problem solving</p> <p><b>Course Outline</b></p> <p><b>The counseling profession: a historical perspective.</b></p> <p>The development of counseling as a distinct profession, Frank Parsons and other early influences</p> <p>Beginnings of professional organizations and professional identity;</p>	



Influences of World War-I & II, Current Trends and future directions	
<b>The process of counseling.</b> Nature & importance of professional relationship; Ingredients of helping relationship Steps in the process of counseling	
<b>In-depth exploration</b> Goals and methods of in-depth exploration, Advanced empathy, Immediacy , Confrontation, Interpretation, Role playing	
<b>The characteristics of effective counselors/psychotherapists: A client's rights</b>	
<b>Counseling as an applied social science.</b> Its nature and scope in Pakistan, Self-exploration and awareness facilitation through micro-skills Attending, listening and influencing skills.	
<b>The counseling interview.</b> Introduction, Major types of interview techniques in counseling	
<b>Tests in counseling</b> Introduction, Limitations of the use of psychological tests, Types of psychological tests Factors affecting psychological test results, Test use and interpretation in counseling	
<b>Recommended Books</b> Gibson, R.L, Mitchell,. M.H (2003) Introduction to Counseling & guidance (6 <sup>th</sup> ed) , India: Dorling Kindersley. Singh, Y.K., (2005) Guidance & Career counseling. India: APH Publishing Corporation, New Print PVT. Welfel, E.R., Patterson, E.L.(2005) The Counseling process (6 <sup>th</sup> ed.), India Chennai, Micro Print Pvt. Ivey, E.A., Ivey , M.B.(2007). Intentional Interviewing & counseling.(6 <sup>th</sup> ed.) USA: Thomson Co-corporation. Ivey, E.A., Ivey, M.B.(2007). Intentional Interviewing & counseling .(6 <sup>th</sup> ed.) , USA : Thomson Co-corporation. Zunker, V.g.(2002) Career Counseling :Applied Concept of life planning (6 <sup>th</sup> ed.), USA: Words worth group. Colin, L.L,(2006) Race, Culture & Counseling (2 <sup>nd</sup> ed), UK: Open University Press.	
<b>Course Name:</b> Research Project	<b>Course Code:</b> PY – 689
<b>Course Structure:</b> Practical: 4	<b>Credit Hours:</b> 4
<b>Course Outline</b> Research project on any topic related to the field of Psychology. Followed by a Viva on the research project by external examiners.	

**Note:**

In addition to the above, the universities can offer any elective which they feel necessary subject to the availability of resources.