

# REVISED CURRICULUM OF PSYCHOLOGY FOR B.A/B.SC.

## PAPER – A

### BASIC CONCEPTS IN PSYCHOLOGY

#### 1. INTRODUCTION TO PSYCHOLOGY

- a. Use and Application of Psychology in the world today (with special reference to Pakistan).
- b. Brief historical background and Schools of Psychology.

#### 2. METHODS OF PSYCHOLOGY

- a. Observations (Naturalistic and Field Study)
- b. Case-History  
Brief historical background and Schools of Psychology
- c. Experimentation (with Special emphasis on variables and basic research design)
- d. Survey
- e. Interview

#### 3. NERVOUS SYSTEM AND ENDOCRINE

- a. Importance of Nervous System in the study of behavior
- b. Endocrine glands

#### 4. SENSATION, PERCEPTION, AND ATTENTION

- a. Sensations.
  - i. Characteristics
  - ii. Vision: Structure and functions of the eye
  - iii. Audition: Structure and Functions of the ear
- b. Factors in perceptions
  - i. Subjective, Objective, and Social
  - ii. Kinds of perception: Spatial, Temporal, and Auditory
- c. Attention
  - i. Definition
  - ii. Conditions of attention (Subjective and Objective)
  - iv. Span and fluctuation in attention

#### 5. MOTIVES

- a. Definition

- b. Classification
  - i. Biogenic Motives (Air, Hunger, Thirst, Defecation and Urination, Fatigue and Sleep, Pain, Temperature regulations, maternal behavior, and Sex).
  - ii. Socio-genic Motives (Play and manipulation exploration and curiosity affiliation achievement, competition and cooperation, social approval, and self-actualization).
- c. Measuring strength of Motives (General activity, obstruction, and method choice)

## 6. **EMOTION**

- a. Definition and Nature  
Physiological changes during emotions
- b. Cardio-visceral, Glandular, G.S.R. and Pupillometrics
- c. Theories of Emotions
  - i. James-Lange theory
  - ii. Cannon-Bard theory
  - iii. Schachter-Singer theory

## 7. **LEARNING**

- a. Definition and types
  - i. Classical and instrumental conditioning
  - ii. Trial and Error
  - iii. Modeling
  - iv. Insight
  - v. Imprinting

## 8. **MEMORY AND FORGETTING**

- a. Definition and Nature
- b. Memory processes (Retention, Recall, and Recognition)
- c. Training of Memory
- d. Forgetting (Definition, Nature and Theories)

## 9. **THINKING**

- a. Definition and nature, autistic thinking
- b. Kinds: (Realistic thinking, creativity and problem solving)
- c. Tools of thinking: (Imagery, Language, Concepts)

## 10. **PERSONALITY**

- a. Definition and nature of Determination of Personality
- b. Heredity and Environment
- c. Assessment (Protective and non-protective techniques)

**NOTE: -** Wherever necessary relevant research findings be quoted with special to Pakistani cultural context.

### **RECOMMENDED BOOKS**

Boume, L.E. Jr. & Ekstrand, B.R. Psychology, Its Principles and Meanings. Hott, Rinehart & Winston.

Hall, C.S. & Lindzey, L. (1957). Theories of Personality. New York: Jon Willy and Sons Inc.

Hilgard, E.R, Atkinson, R.C and Atkinson, R.L. (1975). Introduction to Psychology. (6<sup>th</sup> Editin) Oxford & IBH Publishing Co.

Lanbert, W.N & Lanbert, W.E. Social Psychology, Englewood Cliffs: N.J. Prentice Hall

Papalia D. and Old S.W. Psychology. N.Y: McGraw Hill Zimbardo, P.G. (1985). Psychology and life. Stanford University: Harper Collins Publishers.

## **PAPER – B**

### **BASIC CONCEPTS IN PSYCHOLOGY**

#### **1. FIELDS OF PSYCHOLOGY**

- a. Scope and application of Psychological tests.
- b. Types of tests  
Individual, Group, Verbal, and Performance tests
- c. Characteristics of a Psychological test  
Standardization, Objectivity, Reliability, Validity
- d. Introduction to:
  - i. Ability tests (Stanford Binet, WAIS, WISC)
  - ii. Personality tests (16PF, TAT, and Rorschach)

#### **2. ABNORMAL AND CLINICAL PSYCHOLOGY**

- a. The concept of normality and abnormality
- b. Causes (Biological, and Psychological)
- c. Psychological Disorders:
  - A. Neuroses:
    - a. Anxiety, Hysteria
    - b. Phobia
- d. Obsessive compulsive reactions
  - B. Psychoses: Schizophrenia and its types, Depression
- e. Character disorders:
  - i Psychopathic Personality
  - ii. Delinquency

### **3. DEVELOPMENTAL PSYCHOLOGY**

- a. Nature and Scope
- b. Methods: Longitudinal, Cross-sectional
- c. Aspects of Development: Psychological, Socio-linguistic & Cognitive
- d. Phases of Development: Prenatal Period, Birth, Infancy, Childhood, Adolescence, Adulthood, and Old-age

### **4. EDUCATIONAL PSYCHOLOGY**

- a. Nature and Scope
- b. Methods: Longitudinal, Cross-Sectional
- c. Teacher's Characteristics: Teacher's personality, Communication skill, Expectation and Teachers as a model
- d. Educational Environment: Classroom atmosphere
- e. Counseling and Vocational Guidance

### **5. SOCIAL PSYCHOLOGY**

- a. Nature and Scope
- b. Group and its kinds  
Primary Group, Secondary group, Reference group, In-and-out group
- c. Attitude  
Formation and change, Measurement lacerate Scale obtrusive
- d. Leadership  
Characteristics of a good leader, Authoritarian, Democratic
- e. Mass Media and communication  
Electronic media and Print media

### **6. INDUSTRIAL PSYCHOLOGY**

- a. Nature and Scope
- b. Selection and placement:  
Tests and interview
- c. Working environment  
Physical and Psychological
- d. Job satisfaction and Productivity

### **BOOKS RECOMMENDED**

Berrien F.K Practical Psychology. New York: Harper and Brooks

Burrtt, HE, Applied Psychology: London: Methuen

D.E. Papalia & S.W Olds, Human Development. New York: MacGraw Hill

Gilmer B.H, V. Applied Psychology. NY: McGraw Hill

Marcuse, F.L. Areas of Psychology. New York: Harper and Brooks

## **PAPER – C**

### **STATISTICS AND EXPERIMENT**

#### **1. STATISTICS**

- a. Definition and importance of Statistics in Psychology
- b. Descriptive Statistics
  - i. Graphic Representation
  - ii. Measures of Central Tendency: Mean, Median, Mode
  - iii. Measures of Variability: Standard deviation
  - iv. Correlation: Pearson's Product-moment
- c. Inferential Statistics
  - i. z-scores

### **EXPERIMENTS**

Any one experiment from each of the following groups (9 in all)

#### **A. PSYCHO-PHYSICS**

- i. Two-point threshold
- ii. Mueller-Lyer illusion

#### **B. LEARNING – I**

- i. Maze learning
- ii. Transfer of training

#### **C. LEARNING – II**

- i. Massed Vs Distributed learning
- ii. Whole Vs part learning
- iii. Meaningful Vs Nonsense learning

#### **D. MEMORY**

- i. Memory: Function of Recitation
- ii. Memory: Method of Social Reproduction
- iii. Memory: Function of Time (Saving method)

#### **E. SENSATION AND PERCEPTION**

- i. Color Zones of Retina
- ii. Blind Spot

- iii. After images

**F. ATTENTION**

- i. Span of attention
- ii. Fluctuation in Attention

**G. THINKING**

- i. Problem solving
- ii. Concept formation

**H. ADMINISTRATION OF TEST**

- i. Word-Association Test
- ii. Block Design (Koh's Block design)
- iii. Draw-a-Person test

**I. SOCIAL EXPERIMENT**

- i. Rumor (Method of Serial reproduction)
- ii. Attitude (Survey of Study of Habits and Attitudes (SSHA) Dr. Z.A. Ansari, National Institute of Psychology, Islamabad)
- iii. Observation of behavior

**BOOKS RECOMMENDED**

Collins & Drever, A First Laboratory Guideline in Psychology. New York: Harper & Row

Garrett, H.E. (1967). Statistics in Psychology and Education, London :pmg,ams. Greem & Co.

Guilford, J.P. & Fruchter, B. (1987). Fundamental Statistics in Psychology and Education. New York. McGraw Hill Book Company

Postman, L. & Egan, J.P Experimental Psychology. New York: Harper & Row