**Cross- Cultural Psychology**

**Course Code: PSY-404 Credit Hours: 3(3-0)**

1. **Course Description:**

This course explores how social and cultural forces shape human experiences. Its goal

is to build multicultural competence as well as to examine culture as a variable in studying social, developmental and organizational perspective.

1. **Course Objectives:**

* To make students awareness of the balance between the social and biological substrates of human behavior.
* To learn the difference between area studies, cross-cultural studies, and intercultural studies.
* To provide the information about basics of successful cross-cultural research and be competent to conduct a valid study of behavior in the cross-cultural context.

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

* Definition and nature of Cross-Cultural Psychology
* Goals and scope of Cross-Cultural psychology
* Brief History of Cross-Culture Psychology
* Research in Cross-Cultural Psychology

1. **History of Cross-cultural Psychology:**

* Methodological issues of cross cultural psychology Comparability and Equivalence
* Emics and Etics
* Sampling Strategy in Cross Cultural Research
* Problems of translation, adaptation and application of psychological tests across cultures

1. **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
* Cross cultural communication
* Abnormal behaviors across cultures
* Indigenous Psychology across Cultures

1. **Books Recommended:**
2. Keith, K. D. (2019). *Cross-Cultural Psychology: Contemporary Themes and Perspectives.* John Wiley & Sons Ltd.
3. Laungani, P. D. (2007). *Understanding Cross-Cultural Psychology. Eastern and Western Perspective*. Sage Publications
4. Matsumoto, D. & Juang, L. (2014). *Culture and Psychology*. Sydney: Thomson’s Wadsworth.
5. Shiraev, E. B., & Levy, D. A. (2020). Cross-Cultural Psychology: Critical Thinking and Contemporary Applications. Routledge

**Personality Theories**

**Course Code: PSY-402 Credit Hours: 3(3-0)**

* + 1. **Course Description:**

This course covers the description of major personality theories and models essential to understand human’s personality.

* + 1. **Course Objectives:**
* To provide in depth knowledge pertaining to specific theories describing personalities
* To make them learn how to understand and evaluate the human behavior in the light of different theoretical concepts.
  + 1. **Course Contents:**
       1. **Psychology of personality:**
* Introduction to the Discipline
* Meaning and components of personality theory

1. **Biographical Sketch, Basic Concepts and Evaluation of following theorist**:

* Sigmund Freud
* Carl Jung
* Alfred Adler
* Neo Freudians( Karen Horney, Erich Fromm, Harry Stack Sullivan)
* Gordon Allport
* Raymond Cattell
* Abraham Maslow
* Carl Rogers
* George Kelly
* Albert Bandura
* Burrhus Frederic Skinner

**D. Books Recommended:**

1. Allen, B.P. (2006). Personality Theories: Development, Growth and Diversity. Routeldge.
2. Buss, D. M. (2004).*Evolutionary psychology: The science of mind* (2nd ed.) Boston: Allyn & Bacon.
3. Ewen, R. B. (1998). *An introduction of theories of personality*. (5th ed.). New Jersey: Lawrence Erlbaun Associate Publishers.
4. Feist, J. (1985). *Theories of personality*. Sydney: Holt Rinehart & Winston, Inc.
5. Pervin, L. A., Cervone, D., & John, O. P. (2005). *Personality theory and research* (9th ed.). New York: John Wiley & Sons.
6. Schultz, D. P., & Schultz, S. E. (2016). *Theories of personality*. (11th ed.). Cengage Learning.

**Educational Psychology**

**Course Code: PSY-406 Credit Hours: 3(3-0)**

1. **Course Description:** The study of educational psychology involves principles of psychology and research to the practice of teaching, the ultimate goal is the understanding and improvement of instruction and to understand how students learn and how that learning varies and is affected by each student’s context, culture, and development.
2. **Course Objectives:**

* To enable the students to apply learning theories to classroom situations.
* To examine the importance of the psychology of the individual to the development, motivation and learning styles.
* To articulate their own beliefs about education and the role of educational psychology.

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

* Definition, Nature, Scope and key concepts of Educational Psychology
* Development of Educational Psychology
* Educational Psychology Today

1. **Individual Differences:**

* Intelligence, Cognitive styles
* Learner Characteristics: Abilities, Motivation, Interest, Aptitude

1. **Learning Theories and Implications for Practice:**

* Behavioral Theories and Learning
* Factor influencing learning
* Learner, teacher &content related factors
* Student teacher relationship & communication
* Self-regulation
* Self-regulation and learning
* Self-regulated learning and phases of self-regulated learning

1. **Cognitive Psychology and the Construction of Knowledge:**

* Meaning and Emergence of Cognitive Psychology
* Social Cognitive Learning
* Major Approaches to learning with a cognitive psychology orientation
* Information processing and the acquisition of knowledge

1. **Motivation and Students Learning:**

* Theories of Motivation
* Assessing class room
* Teaching pedagogy
* Curriculum development
* Student evaluation

1. **Classroom Management and Mindfulness :**

* Managing the Classroom ; Methods of Control
* psychology of teaching (Constructivism)
* Characteristic of a good teacher
* Designs of Evaluation
* Common mistakes in classroom behavior
* Mindfulness, mindfulness in the classroom, components and benefits of mindfulness.
* The research on teaching mindfulness in educational setting

**D. Recommended Books:**

* + - 1. Edi, A. K. T. (2011). *Teaching of Psychology*. Educational Publishers.
      2. Edi, D. U. (2010). *Teaching Psychology in Higher Education.* BPS Blackwell.
      3. Mangal, S.K. (2007). *Essentials of educational psychology*. PHI

learning private limited.

* + - 1. O’Donnell A. M., Reeve, J., & Smith, J. K. (2009).*Educational psychology* (2nd ed.). Wiley.
      2. Swinson, J. (2012). *Positive psychology for teachers*. London: Rutledge.
      3. Thorndike, R. M. (2011). *Measurement and Evaluation in Psychology and Education* (8th ed.). PHI Learning.