

**SCHEME OF STUDY**

**FOR**

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

**(UNDER SEMESTER SYSTEM)**

2023 Fall & Onward



**DEPARTMENT OF PSYCHOLOGY  
UNIVERSITY OF SARGODHA**

# BS (Hons) 4-Year Psychology Program

## Program Introduction

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

**Semester I-IV:** (17, 17, 17, 16 Credit hours each) These four semesters are the building blocks of the subject. Each semester not only introduces the primary course, Psychology but also throws light on other related and significant disciplines such as *Science, Expository writing, Basic Science, Ideology and the Constitution of Pakistan, Civics and Community Engagement, Entrepreneurship etc.* These are termed general courses. Some other compulsory subjects have also been introduced, for example, Pakistan Studies and Islamiat. To acquaint the students with religious underpinnings, Quran translation non-credit courses have been added in four semesters, and these courses are compulsory for each student enrolled in the BS Psychology program. All the subjects together form an excellent combination for understanding the main concepts. They are also accommodating in paving the way for a better and deeper future understanding of the courses besides widening the conceptual awareness, which in turn complements later studies of the major.

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

**Semester V-VIII:** These four semesters (18, 18, 15, 15) deal with all the sub-disciplinary areas of the Major. They are structured around courses that upgrade the previous level of knowledge in Psychology. They include Social Psychology, Research, Statistics, Abnormal, Counseling, Psychological Assessment, Health and Neurological Psychology.

### Program Learning Objectives:

1. To equip the students with diverse knowledge about the nature and nurture interplay by incorporating biological and psychological principles.
2. To make the students aware of global challenges such as water crises, energy crises, rapid climate change, terrorism, and technological upsurge and prepare them to develop advance strategies for handling challenges.
3. To develop a theory-based solid knowledge and research-based empirical understanding guiding the positive outcomes for the community, such as boosting happiness, life satisfaction, and gratitude in the face of adversity.
4. To enhance creativity, analytical reasoning, and sense of entrepreneurship to enhance self-reliance, self-employment, and competence in new business startups.
5. To prepare the students for getting into the business setup, administrative jobs, and managerial activities, and help them use their psychological knowledge to make organizational decisions.
6. To train the students in managing human resources and finding the organization-fit employee by using rigorous assessment procedures during recruitment and selection.
7. To polish the skills and abilities of the students so that they could act as a professional psychologist within an organization.
8. To ensure the students know psychology's nature, origin, history and scope as a modern discipline and its relationship with other sciences.
9. To be aware of the different perspectives, systems and theories used in Psychology to study, understand and explain its subject matter.
10. To be aware of the experimental underpinning of the study of Psychology and develop a scientific approach to the subject.
11. To be fully knowledgeable about the individual's cognitive, behavioral and personality functioning: developmentally, interpersonally, and socially.
12. To be familiar with the methods it implies for studying (as it is) and changing behaviour (as it should be) and the strengths and weaknesses of these methods.
13. Be aware of the moral and ethical implications of psychological theories, procedures, and practices.
14. To have a working knowledge of the application and the practice of Psychology in real life and have all the necessary skills to continue a specialist study later and achieve professional qualifications.

15. To conceive, design, and conduct small-scale research projects, analyze the information, and share it with colleagues.
16. To ensure that Psychology is taught as an applied discipline in scientist reflective.
17. Every student must participate in seminars and annual research papers in each course on the current area of Psychology.
18. The student should develop insight and personality growth through an internship.
19. Individually, students need to teach the spirit of applying control over unbridled instinctive and impulsive actions to acquire insight and behave rationally within an organization.

### 1. Program Structure:

<b>Duration</b>	Minimum 4-Years (8-Semesters), Maximum 6-Years (12-Semesters)
<b>Admission Requirements:</b>	<b>Eligibility:</b> At least 45% marks in intermediate or equivalent (equivalence certificate is a must) with psychology as an elective subject of FSc (Pre-medical / Pre-Engineering / ICS) <b>Duration:</b> 04 Year Program (08 Semesters) <b>Degree Requirements:</b> 133 Credit Hours
<b>Degree Completion Requirements:</b>	AS PER UOS REGULATIONS

### 2. General Education (Gen Ed) Requirements:(Mandatory/Core Courses):

*The minimum requirement for Gen Ed is 30 credits hours and will be offered in first four semesters only.*

Sr. No.	Semester	Course Code	Course Title	Credit Hours	Prerequisite
1.	2	URCG-5112	Fables, Wisdom, Literature and EPICS	2(2-0)	Nil
2.	4	URCG-5114	Basic Science	3(2-1)	Nil
3.	2	URCG-5116	Science of Society-I	2(2-0)	Nil
4.	1	URCG-5118	Functional English	3(3-0)	Nil
5.	3	URCG-5119	Expository Writing	3(3-0)	Nil
6.	2	URCG-5120	Exploring Quantitative Skills	3(3-0)	Nil
7.	3	URCG-5121	Tools for Quantitative Reasoning	3(3-0)	Nil
8.	1	URCG-5105 URCG-5126	Islamic Studies (OR) Religious Education/Ethics	2(2-0)	Nil
9.	3	URCG-5122	Ideology and Constitution of Pakistan	2(2-0)	Nil
10.	1	URCG-5123	Applications of Information and Communication Technologies (ICT)	3(2-1)	Nil
11.	4	URCG-5124	Entrepreneurship	2(2-0)	Nil
12.	4	URCG-5125	Civics and Community Engagement	2(2-0)	Nil
13.	1-8	URCG-5111	Translation of Holy Quran I-IV	NC	Nil
14.	2	URCG-5127	Seerat of the Holy Prophet (SAW)	1(1-0)	Nil
<b>GE Courses Credit Hours Total</b>				31	

### 3. Single Major Courses:

Sr. No.	Course Code	Course Title	Credit Hours	Prerequisite
1.	PSYC-5101	Introduction to Psychology	3(3-0)	Nil
2.	PSYC-5106	Social Psychology	3(3-0)	Nil
3.	PSYC-6122	Health Psychology	3(3-0)	Nil
4.	PSYC-5102	History and Systems in Psychology	3(3-0)	Nil
5.	PSYC-5105	Experimental Psychology	3(3-0)	Nil
6.	PSYC-5107	Educational Psychology	3(3-0)	Nil
7.	PSYC-6231	Environmental Psychology	3(3-0)	Nil
8.	PSYC-6134	Positive Psychology	3(3-0)	Nil

9.	PSYC-6132	Forensic Psychology	3(3-0)	Nil
10.	PSYC-6109	Cross-Cultural Psychology	3(3-0)	Nil
11.	PSYC-6133	Para Psychology	3(3-0)	Nil
12.	PSYC-6230	Leadership and Motivation	3(3-0)	Nil
13.	PSYC-6111	Principles and Applications of Psychological Assessment	3(3-0)	Nil
14.	PSYC-6112	Fundamental Statistics in Psychology	3(3-0)	Nil
15.	PSYC-6113	Historical Perspectives in Abnormal Psychology	3(3-0)	Nil
16.	PSYC-6108	Introduction to Research Methodology	3(3-0)	Nil
17.	PSYC-6110	Computer Applications in Psychology	3(3-0)	Nil
18.	PSYC-6114	Advanced Research Methodology	3(3-0)	PSYC-6108
19.	PSYC-6115	Neurological Basis of Behavior	3(3-0)	Nil
20.	PSYC-6116	Applications of Statistics in Psychology	3(3-0)	PSYC-6112
21.	PSYC-6119	Psychopathology	3(3-0)	PSYC-6113
22.	PSYC-6120	Clinical Psychology	3(3-0)	Nil
23.	PSYC-6121	Neurological Dysfunctions	3(3-0)	PSYC-6115
24.	PSYC-6126	Counseling Psychology	3(3-0)	Nil
25.	PSYC-6127	Cognitive Psychology	3(3-0)	Nil
26.	PSYC-5104	Sports Psychology	3(3-0)	Nil
<b>Major Courses Credit Hours Total</b>			<b>78</b>	

**4. Interdisciplinary/Allied courses: minimum 12 credit hours:**

*Interdisciplinary/Allied courses will be offered after 4th semester*

1.	BUSB-5104	Introduction to Management	3(3-0)	Nil
2.	ULAW-5132	Introduction to Human Rights	3(3-0)	Nil
3.	SOCI-5101	Introduction to Sociology	3(3-0)	Nil
4.	EDUC-5208	Art, Craft and Calligraphy	3(3-0)	Nil
<b>Interdisciplinary Courses Credit Hours Total</b>			<b>12</b>	

**5. Field experience/internship: Minimum 03 credit hours:**

*Lasting 6-8 weeks and ideally scheduled during summer breaks after 4<sup>th</sup> semester.*

1.	PSYC-6137	Personality Assessment (Internship)	3(3-0)	Nil
<b>Field experience/internship Credit Hours Total</b>			<b>3</b>	

**6. Capstone project: Minimum 03 credit hours:**

*This project, after the sixth semester, requires faculty supervision and evaluation following department guidelines*

1.	PSYC-6125a	Thesis/Research Project	3(3-0)	
2.	PSYC-6125b	Thesis/Research Project	3(3-0)	
<b>Capstone Project Credit Hours Total</b>			<b>6</b>	

**Scheme of Studies**  
**BS in Psychology with a Single Major**

**Semester-I**

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
GE-1	URCG-5118	Functional English	3(3-0)	Nil
GE-2	URCG-5105 URCG-5126	Islamic Studies (OR) Religious Education/Ethics	2(2-0)	Nil
GE-3	URCG-5123	Applications of Information and Communication Technologies (ICT)	3(2-1)	Nil
Major-1	PSYC-5101	Introduction to Psychology	3(3-0)	Nil
Major-2	PSYC-5105	Experimental Psychology	3(3-0)	Nil
Major-3	PSYC-5107	Educational Psychology	3(3-0)	Nil
GE-4	URCG-5111	Translation of Holy Quran I	NC	Nil

Semester Total Credit Hours: 17

**Semester-II**

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
GE-5	URCG-5112	Fables, Wisdom, Literature and EPICS	2(2-0)	Nil
GE-6	URCG-5116	Science of Society-I	2(2-0)	Nil
GE-7	URCG-5120	Exploring Quantitative Skills	3(3-0)	Nil
GE-8	URCG-5127	Seerat of the Holy Prophet (SAW)	1(1-0)	Nil
Major-4	PSYC-5102	History and Systems in Psychology	3(3-0)	Nil
Major-5	PSYC-5106	Social Psychology	3(3-0)	Nil
Major-6	PSYC-6122	Health Psychology	3(3-0)	Nil

Semester Total Credit Hours: 17

**Semester-III**

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
GE-9	URCG-5119	Expository Writing	3(3-0)	Nil
GE-10	URCG-5121	Tools for Quantitative Reasoning	3(3-0)	Nil
GE-11	URCG-5122	Ideology and Constitution of Pakistan	2(2-0)	Nil
Major-7	PSYC-6231	Environmental Psychology	3(3-0)	Nil
Major-8	PSYC-6134	Positive Psychology	3(3-0)	Nil
Major-9	PSYC-5104	Sports Psychology	3(3-0)	Nil
GE-12	URCG-5111	Translation of Holy Quran II	NC	Nil

Semester Total Credit Hours: 17

**Semester-IV**

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
GE-13	URCG-5114	Basic Science	3(2-1)	Nil
GE-14	URCG-5124	Entrepreneurship	2(2-0)	Nil
GE-15	URCG-5125	Civics and Community Engagement	2(2-0)	Nil
Major-10	PSYC-6109	Cross-Cultural Psychology	3(3-0)	Nil
Major-11	PSYC-6133	Para Psychology	3(3-0)	Nil
Major-12	PSYC-6230	Leadership and Motivation	3(3-0)	Nil

Semester Total Credit Hours: 16

**Summer Semester** (For student exiting program to have Associate Degree)

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
Compulsory	PSYC-6250	Internship	3(3-0)	Completion of minimum 60 credit hours

**Semester-V**

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
Major-13	PSYC-6111	Principles & Applications of Psychological Assessment	3(3-0)	Nil
Major-14	PSYC-6112	Fundamental Statistics in Psychology	3(3-0)	Nil
Major-15	PSYC-6115	Neurological Basis of Behavior	3(3-0)	Nil
Major-16	PSYC-6108	Introduction to Research Methodology	3(3-0)	Nil
Major-17	PSYC-6110	Computer Applications in Psychology	3(3-0)	Nil
ID-1	BUSB-5104	Introduction to Management	3(3-0)	Nil
GE-16	URCG-5111	Translation of Holy Quran III	NC	Nil

Semester Total Credit Hours:  
18

**Semester-VI**

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
Major-18	PSYC-6114	Advanced Research Methodology	3(3-0)	PSYC-6108
Major-19	PSYC-6121	Neurological Dysfunctions	3(3-0)	PSYC-6115
Major-20	PSYC-6116	Applications of Statistics in Psychology	3(3-0)	PSYC-6112
Major-21	PSYC-6113	Historical Perspectives in Abnormal Psychology	3(3-0)	Nil
Major-22	PSYC-6118	Personality Psychology	3(3-0)	Nil
ID-2	ULAW-5132	Introduction to Human Rights	3(3-0)	Nil

Semester Total Credit Hours:  
18

**Semester-VII**

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
Major-23	PSYC-6120	Clinical Psychology	3(3-0)	Nil
Compulsory	PSYC-6137	Personality Assessment (Internship)	3(3-0)	PSYC-6118
Major-24	PSYC-6119	Psychopathology	3(3-0)	PSYC-6113
Compulsory	PSYC-6125a	Thesis/Research Project (Capstone Project)	3(3-0)	Nil
ID-3	SOCI-5101	Introduction to Sociology	3(3-0)	Nil
GE-16	URCG-5111	Translation of Holy Quran IV	NC	Nil

Semester Total Credit Hours:15

**Semester-VIII**

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
Major-25	PSYC-6126	Counseling Psychology	3(3-0)	PSYC-6120
Major-26	PSYC-6127	Cognitive Psychology	3(3-0)	Nil
Compulsory	PSYC-6125b	Thesis/Research Project (Capstone Project)	3(3-0)	Nil
ID-4	EDUC-5208	Art, Craft and Calligraphy	3(3-0)	Nil
Major-27	PSYC-6132	Forensic Psychology	3(3-0)	Nil

Semester Total Credit Hours:  
15\_ Degree Program  
Total:\_133

## SEMESTER I

### URCG-5118

### Functional English

3(3-0)

The course aims at providing understanding of a writer's goal of writing (i.e. clear, organized and effective content and to use that understanding and awareness for academic reading and writing. The objectives of the course are to make the students acquire and master the grammatical academic writingskills. The course would enable the students to develop argumentative writing techniques. The students would be able to logically add specific details on the topics such as facts, examples and statistical or numerical values. The course will also provide insight to convey the knowledge and ideas in an objective and persuasive manner. Furthermore, the course will also enhance the students' understanding of ethical considerations in writing academic assignments and topics including citation, plagiarism, formatting and referencing the sources as well as the technical aspects involved in referencing.

#### Contents

1. Developing Analytical Skills
2. Transitional devices (word, phrase and expressions)
3. Development of ideas in writing
4. Reading Comprehension
5. Precis Writing
6. Developing argument
7. Sentence structure: Accuracy, variation, appropriateness, and conciseness
8. Appropriate use of active and passive voice
9. Organization and Structure of a Paragraph
10. Organization and structure of Essay
11. Types of Essays

#### Recommended Texts

1. Bailey, S. (2011). *Academic writing: A handbook for international students* (3rd ed.). New York: Routledge.
2. Eastwood, J. (2011). *A Basic English grammar*. Oxford: Oxford University Press.
3. Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students: Essential tasks and skills* (3<sup>rd</sup> ed.). Ann Arbor: The University of Michigan Press.
4. Swan, M. (2018). *Practical English usage* (8<sup>th</sup> ed.). Oxford: Oxford University Press.

#### Suggested Readings

1. Biber, D., Johansson, S., Leech, G., Conrad, S., Finegan, E., & Quirk, R. (1999). *Longman grammar of spoken and written English*. Harlow Essex: MIT Press.
2. Cresswell, G. (2004). *Writing for academic success*. London: SAGE.
3. Johnson-Sheehan, R. (2019). *Writing today*. Don Mills: Pearson.
4. Silvia, P. J. (2019). *How to write a lot: A practical guide to productive academic writing*. Washington: American Psychological Association
5. Thomson, A. J., & Martinet, A. V. (1986). *A Practical English Grammar*. Oxford: Oxford University Press

Islamic Studies engages in the study of Islam as a textual tradition inscribed in the fundamental sources

of Islam; Qur'an and Hadith, history and particular cultural contexts. The area seeks to provide an introduction to and a specialization in Islam through a large variety of expressions (literary, poetic, social, and political) and through a variety of methods (literary criticism, hermeneutics, history, sociology, and anthropology). It offers opportunities to get fully introductory foundational bases of Islam in fields that include Qur'anic studies, Hadith and Seerah of Prophet Muhammad (PBUH), Islamic philosophy, and Islamic law, culture and theology through the textual study of Qur'an and Sunnah.

1. To make students understand the relevance and pragmatic significance of Islam in their lives.
2. To make learners comprehend the true spirit of Islam with reference to modern world.
3. To generate a sense of Islamic principles as a code of living that guarantee the effective solutions
4. to the current challenges of being.
5. To provide Basic information about Islamic Studies
6. To enhance understanding of the students regarding Islamic Civilization
7. To improve Students skill to perform prayers and other worships
8. To enhance the skill of the students for understanding of issues related to faith and religious life.

## Contents

### Introduction to Qur'anic Studies

- 1) Basic Concepts of Qur'an
- 2) History of Quran
- 3) Uloom-ul-Quran

مطالعہ قرآن (تعارف قرآن، منتخب آیات کا ترجمہ و تفسیر: سورۃ البقرہ آیات 5-1، 482-482؛ سورۃ الحجرات آیات 1-18؛ سورۃ الفرقان آیات 26-77؛ سورۃ المؤمنون آیات 1-11؛ سورۃ الحزاب آیات 2، 41-64، 66؛ 24-52، 55؛ سورۃ النعمان آیات 151-156؛ سورۃ الصف آیات 1-12؛ الحشر آیات 18-44؛ آل عمران آیات 154-154؛ النحل آیات 12-14؛ لقمن (آیت 44، حم السجدہ آیت 56)

### Introduction to Sunnah

- 1) Introduction of Hadith
- 2) Legal Status of Hadith
- 3) History of the compilation of Hadith
- 4) Kinds of Hadith

حدیث کا تعارف، حدیث کی دینی حیثیت، حفاظت و تدوین حدیث، حدیث کی اقسام

متن، حدیث: 1 درج ذیل موضوعات پر احادیث کا مطالعہ

۔ اعمال کا اجر نیت پر منحصر ہے۔ 4. بہترین انسان قرآن کا طالب علم اور اس کا معلم ہے۔ 6. کتاب و سنت گمراہی سے بچنے کی ذریعہ ہیں۔ 2. ارکان اسلام 5. اسلام، ایمان، احسان اور قیامت کی نشانیاں، 2. بچوں کی نماز کی تلقین 7. دین کا گہرا فہم بلا کی خاص عنایت ہے 8. حصول علم، تالوت قرآن اور عمل کی اہمیت و فضیلت، 5. روز محشر کا محاسبہ، 14. حقوق بلا کے ساتھ ساتھ حقوق العباد کا لحاظ رکھنا بھی الزم ہے 11۔ حسن خلق کی عظمت اور فحش و بد گوئی کی مذمت 14۔ دنیا و آخرت کی بھانٹی کی ضامن چار چیزیں، 16۔ ہالک کر دینے والی سات چیزیں 12۔۔ بے عمل مبلغ کا عبرت ناک انجام 15۔ ہر شخص نگران ہے اور ہر شخص مسئول

- 1) Sirah of the Prohet
- 2) Importance of the Study of Sirah
- 3) Character building method of the Prophet

(سیرت النبی صلی اللہ علیہ وسلم) مطالعہ سیرت کی ضرورت و اہمیت، تعمیر، سیرت و شخصیت کا نبوی منہاج اور عملی نمونے، اقامت دین

کا نبوی طریق کار، اقامت دین بعد خالفت راشدہ، میثاق مدینہ، خطبہ حجۃ الوداع، اخلاقی تعلیمات، تشکیل اجتماعیت اور



(اسوہ حسنہ، قرآن مجید میں سیرت سرور عالم کا بیان، غزوات نبوی صلی اللہ علیہ وسلم کے مقاصد و حکمتیں

## Islamic Culture & Civilization

- 1) Basic Concepts of Islamic Culture & Civilization
- 2) Historical Development of Islamic Culture & Civilization
- 3) Characteristics of Islamic Culture & Civilization
- 4) Islamic Culture & Civilization and Contemporary Issues

اسالمی تہذیب و تمدن ( اسالمی تہذیب کا مفہوم، اسالمی کے عوامل و عناصر، اسالمی تہذیب کی خصوصیات، اسالمی 2. تہذیب، علمی، معاشرتی اور سماجی اثرات، تہذیبوں کے تصادم کے نظریے کا تنقیدی جائزہ، تہذیبی تصادم کے اثرات و نتائج، طبعی، حیاتیاتی اور معاشرتی علوم میں مسلمانوں کا کردار، نام ور مسلمان سائنسدان

Pre-Requisite: Nil

## Recommended Books

- 1) Hameed ullah Muhammad, —Emergence of Islam, IRI, Islamabad
- 2) Hameed ullah Muhammad, —Muslim Conduct of State
- 3) Hameed ullah Muhammad, —Introduction to Islam
- 4) Ahmad Hasan, —Principles of Islamic Jurisprudence, Islamic Research, Institute, International Islamic University, Islamabad (1993)
- 5) Dr. Muhammad Zia-ul-Haq, —Introduction to Al Sharia Al Islamia, Allama Iqbal Open University, Islamabad (2001)
- 6) Dr. Muhammad Shahbaz Manj, Teleemat-e- Islam

1. Meaning and Scope of Ethics.
2. Relation of Ethics with:
  - (a) Religion
  - (b) Science
  - (c) Law
3. Historical Development of Morality:
  - (a). Instinctive Moral Life.
  - (b). Customary Morality.
  - (c). Reflective Morality.
4. Moral Theories:
  - (a). Hedonism (Mill)
  - (b). Intuitionism (Butler)
  - (c). Kant's Moral Theory.
5. Moral Ethics and Society.
  - (a). Freedom and Responsibility.
  - (b). Tolerance
  - (c). Justice
  - (d). Punishment (Theories of Punishment)
6. Moral Teachings of Major Religions:
  - a). Judaism
  - b). Christianity
  - c). Islam
7. Professional Ethics:
  - a). Medical Ethics
  - b). Ethics of Students
  - c). Ethics of Teachers
  - d). Business Ethics

**REFERENCE BOOKS:**

1. William Lillie. An Introduction to Ethics., London Methuen & Co. latest edition.
2. Titus, H.H. Ethics for Today. New York: American Book, latest edition.
3. Hill, Thomas. Ethics in Theory and Practice. N.Y. Thomas Y. Crowel, latest edition
4. Ameer Ali, S. The Ethics of Islam. Culcutta: Noor Library Publishers, latest edition
5. Donaldson, D.M. Studies in Muslim Ethics. London: latest edition. 6. Sayeed, S.M.A.(Tr.) Ta'aruf-e-Akhlaqiat. Karachi: BCC&T, University of Karachi

The course introduces students to information and communication technologies and their application in the workplace. Objectives include basic understanding of computer software, hardware, and associated technologies. How computers can be used in the workplace, how communications systems can help boost productivity, and how the Internet technologies can influence the workplace. Students will get basic understanding of computer software, hardware, and associated technologies. They will also learn how computers are used in the workplace, how communications systems can help to boost productivity, and how the Internet technologies can influence the workplace.

#### *Contents*

1. Introduction, Overview of Information Technology.
2. Hardware: Computer Systems & Components, Storage Devices.
3. Software: Operating Systems, Programming and Application Software.
4. Databases and Information Systems Networks.
5. File Processing Versus Database Management Systems.
6. Data Communication and Networks.
7. Physical Transmission Media & Wireless Transmission Media.
8. Applications of smart phone and usage.
9. The Internet, Browsers and Search Engines.
10. Websites and their types.
11. Email Collaborative Computing and Social Networking.
12. E-Commerce.
13. IT Security and other issues.
14. Cyber Laws and Ethics of using Social media.
15. Use of Microsoft Office tools (Word, Power Point, Excel) or other similar tools depending on the operating system.
16. Other IT tools/software specific to field of study of the students if any.

#### **Recommended Book**

1. Discovering Computers 2022: Digital Technology, Data and Devices by Misty E. Vermaat, Susan L. sebok; 17<sup>th</sup> edition.

#### **Suggested Books**

1. Computing Essentials 2021 by Timothy J. O'Leary and Linda I. O'Leary, McGraw Hill Higher Education; 26<sup>th</sup> edition.
2. Computers: Understanding Technology by Fuller, Floyd; Larson, Brian: edition 2018.

**PSYC-5101****Introduction to Psychology****3(3+0)**

The course is designed to be an introduction to the science and profession of psychology. The course will assist the student in developing a foundation of basic knowledge to pursue further studies in specific areas of psychology—introduction to general psychology as the science of the human mind and behaviour. The course will examine the different models upon which modern psychology has been built, along with the history and origins of psychology. The course will survey introductory topics such as learning, memory, sensation and perception, personality, lifespan development, the physiological basis of behaviour, stress, health, psychological disorders, social psychology, and research methods. Students explore the key figures, diverse theoretical perspectives, and research findings that have shaped some of the major areas of contemporary psychology. This course also examines the research methods psychologists use across these areas to study the origins and variations in human behaviour.

*Contents*

1. Introduction to Psychology: Nature and Application of Psychology with particular reference to Pakistan
2. Research Enterprise in Psychology (A brief sketch): Goals of Scientific Enterprise; Steps in Scientific Investigation; Advantages of Scientific Approach; types of research.
3. Biological Basis of Behavior: Communication in the Nervous System; Organization of the Nervous System; Brain Research Method
4. Sensation and Perception : Psychophysics: Basic Concepts and Issues: Our senses of Sight: The Visual System: Our Senses of Hearing: The Auditory System: Our Senses of Touch: Sensory Systems in the Skin: The other Senses: The Kinesthetic System & The Vestibular System
5. Motivation and Emotion. The Motivation of Hunger and Eating; Affiliation: Theories of Emotion (James Lange Theory & Cannon-Bard Theory; Schachter's Two Factor Theory & Evolutionary Theories of Emotion)
6. Learning: Definition of Learning; Types of Learning (Classical Conditioning & Operant Conditioning)
7. Human Memory: Encoding: Storage: Retrieval; Forgetting: When Memory Lapses; In Search of Memory Trace: The Physiology of Memory; Are There Multiple Memory Systems?
8. Language, Thinking & Decision making: The Cognitive revolution In Psychology; Language: Turning Thoughts into Words; Problem-Solving: In Search of Solutions; Decision Making: Choices and Chances
9. 9 Personality: Theory, Research, and Assessment: The Nature of Personality; Psychodynamic Perspectives; Behavioral Perspectives; Humanistic Perspectives; Biological Perspectives; Contemporary Empirical Approaches to Personality Traits; Culture and Personality

*Recommended Text*

- 1 Weiten, W. (2017). *Psychology: Themes and variations* (10th ed.). Boston: Cengage Learning.
- 2 Kalat, J. W. (2013). *Introduction to psychology* (10th ed.). New Delhi: Cengage Learning.
- 3 Nolen-Hoeksema, S., Hilgard, E. R. (2014). *Atkinson & Hilgard's introduction to psychology* (16th ed.). New Delhi: Cengage Learning.

*Suggested Readings*

- 1 Plotnik, R., & Kouyoumdjian, H. (2013). *Introduction to psychology* (10th ed.). Boston: Cengage Learning.
- 2 Flanagan, C., Berry, D., Jarvis, M., & Liddle, R. (2015). *AQA psychology*. Cheltenham: Illuminate Publishing.

This course provides students with a coherent overview of classic and contemporary data on the nature of experimental psychology. Experimental psychology is an applied research course for psychology majors. Basic research methods and terminology are presented and practised in the classroom, and then the same basic research principles are practised and applied in a laboratory setting. This course introduces research methods employed in studying the cognitive and social determinants of thinking and decision-making. Students gain experience in conducting research, including designing simple experiments, observation and preference elicitation techniques; analysing behavioural data, considering validity, reliability, and research ethics; and preparing written and oral reports. Students will learn how to plan, conduct, and analyze their experimental research and how to communicate the results of their research to others. This course will enable students to familiarise themselves with the critical evaluation of experimental data and their relations to current models of the human psyche.

### *Contents*

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

### *Recommended Text*

- 1 Martin, D. W. (2008). *Doing psychology experiments*. Belmont, CA: Thomson-Wadsworth.
- 2 Postman, L., & Egan J. P. (2001). *Experimental psychology*. New Delhi: Kalyan Publishers.
- 3 Stevens, S. S. (2002). *Handbook of experimental psychology* (3<sup>rd</sup> ed.). London: John Wiley & sons.

### *Suggested Readings*

- 1 Galotti, K. M. (2004). *Cognitive psychology in and out of laboratory* (3<sup>rd</sup> ed.). Belmont, CA: Vicki Knight.  
Robert, J. S., & Karin, S. (2016). *Cognitive psychology* (7<sup>th</sup> ed.). Boston: Cengage Learning.

This course provides intellectual, moral, and social instructions to students. This course examines the theoretical and applied aspects of learning, motivation, human development, personality, assessment, and evaluation in the educational setting. Content includes the study of learning theories and cognitive, emotional, and social learning processes that underlie education and human development, including affective processes and socialization. This course will help to provide a balanced view of educational psychology that blends theory and research about human learning and development and the implications for instructional methods and teacher behaviour. Emphasis is placed on developing skills to understand better learners to foster improved learning, influence and manage classroom learning and recognize and consider individual differences. It is designed to give you a basic understanding of human nature as it applies to education and should provide insights into further education courses in content, methodology, and practice. You can conduct an original research project or research on a current theory in Educational Psychology that includes strategies for critical thinking and problem- solving.

### *Contents*

- 1 Introduction to Educational Psychology
- 2 Nature & Definition
- 3 The Role of Educational Psychologist
- 4 Teaching an Art, a Science, and a lot of Work
- 5 Individual Differences:
- 6 Learning Theories and Practical Application of Behavioral & Cognitive Approaches
- 7 Behavioural Views
- 8 Application in Classroom
- 9 Instructional Objectives
- 10 Teacher's Objectives, Student's Objectives, and Kind of Behavioral Objectives through:
- 11 Designs of Evaluation: Formulating Evaluation & its Stages and Summative Evaluation & its Methods
- 12 Exceptional Children (Special Problems): Education for Exceptional Children and Problems of Slow & Fast Learners
- 13 Psychological Services; Guidance Specialist; School Counselor; Medical Specialist; Administrative personnel, Information and Occupational Services for Choosing a Career

### *Recommended Text*

- 1 Salvin, R. E. (2018). *Educational psychology: Theory and practice*. (12th ed.). New York: Pearson Publishers
- 2 Ornstein, A. C., & Levine, D. U. Gutek, G., & Vocke, D. E. (2017). *Foundation of education* (13th ed.). London: Cengage Learning.

### *Suggested Readings*

- 1 Derksin, J. (2015). *Design for how people learn* (12<sup>th</sup> ed.). Cambridge: New Riders.
- 2 Vassallo, S. (2017). *Critical educational psychology*. Hopkins: Johns Hopkins University Press.
- 3 Eggan, P., & Kauchak, D. (2016). *Educational psychology: windows on classrooms* (10<sup>th</sup> ed.). Upper Saddle River, N.J: Merrill Prentice Hall.

Topic	Details
Semester/Level	In some discipline 1 <sup>st</sup> semester and in some discipline 2 <sup>nd</sup> Semester/ ADP Program 1 <sup>st</sup> Year
Course Code	URCG-5111
Course Title	Translation of the Holy Quran – I
Credit Hours	Non-Credit
Objectives	<ul style="list-style-type: none"> <li>To familiarize the students to keys and fundamentals of recitation of the holy Quran.</li> <li>To develop the skill of the students of recitation the last revelation.</li> <li>Students will learn the basic Arabic grammar in a practical way.</li> <li>To develop an eagerness among the students to explore the last divine Book.</li> </ul>
Course Contents:	<p>تیسواں پارہ - ناظرہ مع تجوید  بنیادی عربی گرامر اسم اور اسکے متعلقات : اسم فاعل ، مفعول ، تفضیل ، مبالغہ فعل اور  اسکی اقسام : ماضی ، مضارع ، امر ، نہی حرف اور اسکی اقسام : حروف علت ، حروف  چارہ ، مشبہ بالفعل</p>
Memorization:	ب بالفعل تیسویں پارے کی آخری بیس سورتیں ( حفظ مع ترجمہ )

## SEMESTER II

URCG-5112

Fables, Wisdom Literature, and Epic

2(2+0)

The course will enable students to explore human experiences, cultivate an appreciation of the past, enrich their capacity to participate in the life of their times, and enable an engagement with other cultures and civilizations, both ancient and modern. But independently of any specific application, the study of these subjects teaches understanding and delight in the highest achievements of humanity. The three components of the course, including fables, wisdom literature and epic, will enable the learners to explore and understand the classic tradition in literature. Development of personal virtue, a deep Sufi ethic and an unwavering concern for the permanent over the fleeting and the ephemeral are some of the key themes explored in the contents that will develop an intimate connection between literature and life.

### *Contents*

1. Fables
  - The Fables of Bidpai
  - The Lion and the Bull
  - The Ring-dove
  - The Owls and the Crows
  
  - Selected poem from Bang-i-Dara
2. Gulistan-e- Sa'di
  - Ten hikāyāt from John T. Platts, *The Gulistan*
3. Epic
  - THE SHĀHNĀMA OF FIRDAUSI

### *Recommended Texts*

1. John T. P. (1876). *The Gulistan; or, Rose Garden of Shaikh Muslihu'd- Dīn Sa'dī of Shīrāz*. London: Wm. II. Allen.
2. Chishti, Y.S. (1991). *Sharah-i bāng-i darā*. Lāhaur: Maktaba-i ta'mīr-i insāniyat

### *Suggested Readings*

1. Thackston, W. (2000). *A Millennium of Classical Persian Poetry*. Maryland: Ibex Publishers.
2. Wood, R. (2013). *Kalila and Dimna: Fables of Conflict and Intrigue*. United Kingdom: Medina Publishing, Limited.



**Course Description:** This course will introduce students with the subject matter of social science, its scope, nature and ways of looking at social phenomenon. It will make the participants acquaintance with the foundations of modern society, state, law, knowledge and selfhood. While retaining a focus on Pakistani state and society, students will encounter theoretical concepts and methods from numerous social science disciplines, including sociology, politics, economics anthropology and psychology and make them learn to think theoretically by drawing on examples and case studies from our own social context. Students will be introduced to the works of prominent social theorists from both western and non-western contexts. Instruction will include the use of written texts, audio-visual aids and field visits.

**Learning Outcomes:** The course has following outcomes: It will

- Introduce student with the nature of human social behavior and foundations of human group life
- Analyze the reciprocal relationship between individuals and society.
- Make student aware with the nature of societies existing in modern world
- Make students familiar with the philosophy of knowledge of social sciences
- Introduce students with the works of prominent theories explain human group behavior
- Help students to understand the foundations of society including culture, socialization, politics and economy
- Introduce students with various dimensions of social inequalities with reference to gender, race, ethnicity and religion
- Make them aware about the understanding of various themes pertains to social science in local context
- Help them recognize the difference between objective identification of empirical facts, and subjective formulation of opinionated arguments

**Course Outlines:**

**1. Introduction to Social Sciences**

- Social world, Human Social behavior, Foundations of society
- Evolution of Social sciences
- Philosophy of Science
- Scope and nature of social sciences
- Modernity and social sciences
- Branches of social science: Sociology, Anthropology, Political Science, Economics

**Society and Community, Historical evolution of Society**

- Types of Societies
- Foraging society, Horticultural society, Pastoralist society
- Agrarian societies, Industrial society, Postindustrial society

**2. Philosophy of Knowledge in social Science and social inquiry**

- Understanding social phenomenon
- Alternative ways of knowing
- Science as a source to explore social reality
- Objectivity, Value-Free research
- Positivism vs Interpretivism
- Qualitative vs Quantitative

**3. Culture and Society**

- Idea of Culture, Assumptions of Culture

- Types, Components, Civilization and culture
  - Individual and culture. Cultural Ethnocentrism, Cultural Relativism
  - Outlook of Pakistani culture
  - Global Flows of culture, Homogeneity, Heterogeneity
- 4. Social Stratification and Social inequality**
- Dimensions of inequality, Social class
  - Gender, Race, Religion, Ethnicity, Caste
  - Patterns of social stratification in Pakistan
  - Class, caste system in agrarian society
  - Ascription vs Achievement, Meritocracy
  - Global stratification in modern world, Global patterns of inequality
- 5. Personality, Self and Socialization**
- Concept of self, Personality
  - Nature vs Nurture, Biological vs Social
  - Development of Personality
  - Socialization as a process, Agents of socialization
  - Socialization and self/group identity
- 6. Gender and Power**
- Understanding Gender
  - Social construction of Patriarchy
  - Feminism in Historical context, Gender Debates
  - Gender and Development
  - Gender issues in Pakistani society, Women Participation in politics, economy and education
  - Toward a gender sensitive society, Gender mainstreaming
- Pakistan: State, Society, Economy and Polity**
- Colonialism, colonial legacy, National identity
  - Transformation in Pakistani society: Traditionalism vs Modernism
  - Economy, Informality of Economy, Modern economy and Pakistan
  - Political Economy, Sociology of Economy

**Recommended Textbooks and Reading Materials:**

1. Giddens, A. (2018). Sociology (11<sup>th</sup> ed.). UK: Polity Press.
2. Henslin, J. M. (2018). Essentials of Sociology: A Down-to-Earth Approach.(18<sup>th</sup> Edition) Pearson Publisher.
3. Macionis, J. J. (2016). Sociology (16<sup>th</sup> ed.). New Jersey: Prentice-Hall.
4. Qadeer, M. (2006) Pakistan - Social and Cultural Transformation in a Muslim Nation.
5. Smelser, N.J. and Swedburg, R., The Handbook of Economic Sociology, Chapter 1 ‘Introducing Economic Sociology’, Princeton University Press, Princeton.
6. Systems of Stratification | Boundless Sociology (no date). Available at: <https://courses.lumenlearning.com/boundless-sociology/chapter/systems-of-stratification/>
7. Jalal, A. (ed.) (1995) ‘The colonial legacy in India and Pakistan’, in Democracy and Authoritarianism in South Asia: A Comparative and Historical Perspective. Cambridge: Cambridge University Press (Contemporary South Asia)
8. Zaidi, S. A. (2015) Issues in Pakistan’s Economy: A Political Economy Perspective. Oxford University Press. Chapter 26
9. Akhtar, A. S. (2017) The Politics of Common Sense: State, Society and Culture in Pakistan. Cambridge: Cambridge University Press.
10. Smelser, N.J. and Swedburg, R., The Handbook of Economic Sociology, Chapter 1 ‘Introducing Economic Sociology’, Princeton University Press, Princeton.

Since ancient times, numbers, quantification, statistics and mathematics has played a central role in scientific and technological development. In the 21st century, Quantitative Reasoning (QR) skills are essential for life as they help to better understand socio-economic, political, health, education, and many other issues, an individual now faces in daily life. The skills acquired by taking this course will help the students to apply QR methods in their daily life and professional activities. This course will also change student's attitude about statistics and mathematics. It will not only polish their QR skills, but also enhance their abilities to apply these skills.

### Contents

1. Introduction to quantitative reasoning
2. Overview of contributions of Mathematicians and Statisticians especially Muslim scholars.
3. Types of standard numbers
4. Proportions, rates, ratio and percentages
5. Odds and odds ratio
6. Scale of measurements
7. Number sequence and series
8. Unit analysis as a problem-solving tool
9. Data handling (small and large)
10. Data errors, absolute and relative and their applications
11. Descriptive statistics
12. Rules of counting: multiplication rule, factorial, permutation and combination
13. Probability and its application in real life
14. A graphical perspective through Venn Diagram
15. Financial indicator analysis, and money management (profit, loss, simple and compound interest)
16. Practical scenarios involving algebraic expressions: linear and quadratic

### Recommended Texts

1. Akar, G. K., Zembat, İ. Ö., Arslan, S., & Thompson, P. W. (2023). *Quantitative Reasoning in Mathematics and Science Education*. 1<sup>st</sup> Ed., Springer, USA.
2. Peck, R., Olsen, C., & Devore, J. L. (2015). *Introduction to statistics and data analysis*. 5<sup>th</sup> Ed., Brooks Cole, USA.
3. Devlin, K. J. (2012). *Introduction to mathematical thinking*. Palo Alto, CA: Keith Devlin.

### Suggested Readings

1. Triola, M. F., Goodman, W. M., Law, R., & Labute, G. (2006). *Elementary statistics*. Reading, MA: Pearson/Addison-Wesley.
2. Blitzer, R., & White, J. (2005). *Thinking mathematically*. Pearson Prentice Hall.

## مطالعہ سیرت النبی صلی اللہ علیہ وسلم Seerat of the Holy Prophet

Course Code

URCG-5127

Title	Description
Semester	
Nature of Course	
No. of C.Hrs.	1(1-0)
Total Teaching weeks	18
Objectives of the Course	<p>۱۔ طلبہ کو مطالعہ سیرتِ قطیبہ کی ضرورت و اہمیت سے آگاہ کرنا</p> <p>۲۔ تعمیرِ شخصیت میں مطالعہ سیرتِ قطیبہ کے کردار کو واضح کرنا</p> <p>۳۔ بیعت نبوی کے موقع پر اقوامِ عالم کی عمومی صورت حال سے آگاہ کرنا</p> <p>۴۔ رسول اکرم صلی اللہ علیہ وسلم کی کئی اور مدنی زندگی کا اس طرح مطالعہ کرانا کہ طلبہ ان واقعات سے نتائج کا استنباط کر سکیں</p> <p>۵۔ طلبہ کو عہد نبوی کی معاشرت، سیاست، معیشت سے آگاہ کرنا</p>

## Course Description

S.No.	Title	Description
1	حضور صلی اللہ علیہ وسلم کے ابتدائی حالاتِ زندگی	۱۔ حضور صلی اللہ علیہ وسلم کا ابتدائی حسب و نسب ۲۔ پیدائش اور ابتدائی تربیت ۳۔ لوہین اور جوانی کے حالاتِ زندگی
2	بیعت نبوی کے وقت دنیا کے حالات (ا)	۱۔ بیعت نبوی کے وقت اہم تہذیبیں ۲۔ عرب، مصر، حبشہ، ہندوستان، ساسانی
3	بیعت نبوی	۱۔ کئی عہد میں دعوتِ اسلام
4	بیعت نبوی	۱۔ مدنی عہد میں دعوتِ اسلام
5	مخصائص النبیؐ	آپ کی طور پر پیغمبر امن
6	مخصائص النبیؐ	بہشتی استاد و معلم
7	مخصائص النبیؐ	بہشتی تاجر
8	مخصائص النبیؐ	بہشتی سربراہ ریاست
9	مخصائص النبیؐ	ذاتی حماس اور عالی گیر اثرات

10	مخصائص النبی	ناموس رسالت
11	اسوہ حسنہ اور عمر حاضر	غیر مسلموں سے تعلقات
12	اسوہ حسنہ اور عمر حاضر	اسوہ حسنہ کی روشنی میں گھریلو زندگی
13	اسوہ حسنہ اور عمر حاضر	مستشرقین اور مطالعہ ہیرت
15	اسوہ حسنہ اور عمر حاضر	وطن سے محبت اور ہیرت
16	اسوہ حسنہ اور عمر حاضر	مستشرقین کے اعتراضات اور ان کے جوابات

### نصابی کتب

نمبر شمار	نام مؤلف	نام کتاب
1	ابن ہشام	السیرة النبویة
2	مولانا شبلی نعمانی، سید سلمان ندوی	سیرۃ النبی صلی اللہ علیہ وسلم
3	قاضی محمد سلیمان سلمان منصور پوری	رحمۃ العالمین
4	مولانا سید ابوالحسن علی ندوی	نبی رحمت صلی اللہ علیہ وسلم
5	ڈاکٹر یسین مظہر صدیقی	عہد نبوی کا نظام حکومت
6	ڈاکٹر خالد علوی	الانسان کامل

### حوالہ جاتی کتب

نمبر شمار	نام مؤلف	نام کتاب
1	سید ابوالاعلیٰ مودودی	ہیرت سرور عالم صلی اللہ علیہ وسلم
2	مولانا مفتی الرحمن مبارک پوری	الرحیق المختوم
3	پیر محمد کرم شاہ الازہری	ضیاء النبی صلی اللہ علیہ وسلم
4	ڈاکٹر اکرم الضیاء العربی	السیرۃ النبویة الصحیحة
5	مولانا سعید الرؤف دانا پوری	اصح السیر

محمد

This course provides learners with an overview of the background of present-day psychology. The main objectives are to develop a basic understanding of the various processes of scientific development and transformation, become familiar with the chronological history of ideas that contribute to the field of psychology, and learn about the major figures and schools of thought in psychology's history. The course will emphasise the major systems (or schools) of psychology: structuralism, functionalism, behaviourism, psychoanalysis, and Gestalt psychology. This context will help us to examine the antecedents and development of psychology as a science and come to a systematic understanding of the various perspectives in psychology. We will examine the persistent problems or questions of interest to psychologists and contemporary psychology's dominant paradigms and models. Throughout the course, we will emphasize methods of investigation, the historical figures and forces (*Zeitgeist*) that shaped the theories and methods, and relevance to current conceptions of mind and behaviour.

### *Contents*

- 1 Introduction, The Ancient World, Rome, and the Middle Ages.
- 2 Renaissance Science and Philosophy.
- 3 Empiricism, Sensationalism, and Positivism.
- 4 Rationalism, Romanticism, and Existentialism.
- 5 Physiology and Psychophysics.
- 6 Early Approaches to Psychology, Evolution, and Individual Differences.
- 7 American Psychology and Functionalism.
- 8 Behaviourism, Neo-behaviorism.
- 9 Gestalt psychology, Early Considerations of Mental Illness.
- 10 Psychoanalysis, Humanistic (Third-Force) Psychology.
- 11 Psychobiology, Cognitive Psychology.
- 12 Psychology Today: Status and Scope of Psychology in Pakistan in a contemporary context.
- 13 Contemporary Psychology

### *Recommended Text*

- 1 Hergenhahn, B.R., & Henley, T. (2013). *An introduction to the history of psychology*, (7<sup>th</sup> ed.). Canada: Pearson Ltd.
- 2 Schultz, D. P., & Schultz, S. E. (2016). *A history of modern psychology* (11<sup>th</sup> ed.). Boston: Cengage Learning publisher.

### *Suggested Readings*

- 1 Leahey, T. H. (2012). *A history of psychology: From antiquity to modernity* (7<sup>th</sup> ed.). Canada: Pearson Education.

This course offers to review theory and research in social psychology and to apply its major principles to situations encountered in everyday life. This course will also help familiarise you with social psychology by discussing classic topics of study and experiments that have defined the field. You will be able to recognize and evaluate social, cultural, spiritual, and other types of diversity and discuss scientific research methods commonly used to investigate social psychological phenomena. You will think critically about the merits of research findings, theories, and conclusions and gain an informed perspective on how social situations influence behaviour in everyday settings. It will discuss the relevance of social psychological research for understanding human social behavior and apply that knowledge to one's personal growth and development. It will also demonstrate the utility of applying social psychological theory and research to real-world problems and issues for the benefit of society.

### *Contents*

- 1 The Field of Social Psychology: Introduction, Current trends and future scope Conducting research in social psychology
- 2 Self-Presentation and Social Perception: Non-verbal Behaviour, Attribution, Impression Management
- 3 Social Cognition: Schemas, Heuristics, Affect and Cognition
- 4 Behaviour and Attitudes, Cognition & attitude
- 5 Aspects of Social Identity: The self: Nature of the self, Self-concept, Social diversity, Self-esteem; Self-focusing, Self Monitoring, Self Efficacy; Gender: Maleness or femaleness
- 6 Social Influence: Conformity, Compliance, Obedience
- 7 Pro-social Behavior
- 8 Aggression /hurting others,
- 9 Prejudice and Discrimination
- 10 Interacting with others: Interpersonal Attraction - need, characteristics of other situations and problems; Intimacy — Parent-child
- 11 Group Influence
- 12 Facilitation, Social loafing; Coordination in groups; Cooperation or conflict;
- 13 Leadership
- 14 Role of Media in Social Psychology: Perception, Persuasion, Propaganda, Portrayal of Role Models & Media and Agent of change
- 15 Social Psychology in action
- 16 A war against terrorism, Safety issues, and the role of media in society

*Note: Each student shall prepare a report on any one issue concerning humanity e. g. i) Stereotypes ii) Health, iii) Law*

### *Recommended Text*

- 1 Branscombe, N. R., & Baron, R. A. (2017). *Social psychology* (14<sup>th</sup> ed.). Canada: Pearson education.
- 2 DeLamater, J. D., & Myers, D. J., & Collett, J. L. (2015). *Social psychology* (8<sup>th</sup> ed.). New York: Westview Press.

### *Suggested Readings*

- 1 Crisp, R. J. & Turner, R. N. (2014) *Essential social psychology* (3<sup>rd</sup> ed.). New York: SAGE Publications Ltd.
- 2 Myers, D. G. & Twenge, J. (2019). *Social psychology* (13<sup>th</sup> ed.). New York: McGraw- Hill.

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

#### *Contents*

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

#### *Recommended Text*

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

#### *Suggested Readings*

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



## SEMESTER III

### URCG- 5119

### Expository Writing

3 (3-0)

This course prepares undergraduates to become successful writers and readers of English. The course helps students develop their fundamental language skills with a focus on writing so that they can gain the confidence to communicate in oral and written English outside the classroom. The course is divided into five units and takes a Project-based Learning approach. Unit themes target the development of 21<sup>st</sup> century skills and focus on self-reflection and active community engagement. The course completion will enable the students to develop communication skills as reflective and self-directed learners. They will be able to intellectually engage with different stages of writing process, and develop analytical and problem-solving skills to address various community-specific challenges.

#### Contents

1. Self-Reflection
  - Introduction to the basics of the writing process
  - Introduction to the steps of essay writing
  - Prewriting activities: Brainstorming, listing, clustering and freewriting
  - Practicing Outlining of the essay
2. Personalized Learning
  - Learning Process, Learning Styles, Goal Setting and Learning Plan
3. Oral Presentation
  - Structure and Significance, Content Selection and Slide Presentation, Peer Review
4. Critical Reading Skills
  - Introducing Authentic Reading (Dawn and non-specialist academic books/texts)
  - Reading Strategies and Practice: Skimming, scanning, SQW3R, Annotating, Detailed reading and note-taking, Standard Test Practice: TOEFL and IELTS, Model Review Reports and Annotated Bibliographies
5. Community Engagement
  - Student-led brainstorming on local versus global issues, Identifying research problems
  - Drafting research questions, Drafting interview/survey questions for community research (in English or L1)
  - Engaging students in Critical reading, Presenting interview/ survey information, Field work
  - Writing Community Engagement Project
6. Letter to the Editor
  - Types of letters, Format and purpose of letter to the editor, Steps in writing letter-to-editor

#### Recommended Texts

1. Bailey, S. (2011). *Academic writing: A handbook for international students* (3rd ed.). New York: Routledge.
2. Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students: Essential tasks and skills* (3<sup>rd</sup> ed.). Ann Arbor: The University of Michigan Press.

#### Suggested Readings

1. Cresswell, G. (2004). *Writing for academic success*. London: SAGE.
2. Johnson-Sheehan, R. (2019). *Writing today*. Don Mills: Pearson.
3. Silvia, P. J. (2019). *How to write a lot: A practical guide to productive academic writing*. Washington: American Psychological Association.

This course is based on quantitative reasoning 1 course. It will enhance the quantitative reasoning skills learned in quantitative reasoning 1 course. Students will be introduced to more tools necessary for quantitative reasoning skills to live in the fast paced 21st century. Students will be introduced to importance of statistical and mathematical skills in different professional settings, social and natural sciences. These quantitative reasoning skills will help students better participate in national and international political and health issues. This course will prepare the students to apply quantitative reasoning tools more efficiently in their professional and daily life activities. This course will help them to better understand the information in form of numeric, graphs, tables, and functions.

### Contents

1. Types of data and its graphical representation ( Histogram, Stem and Leaf display, Box Plot, Scatter diagram, Histogram, Bar chart, etc)
2. Solving practical problems using linear and exponential models
3. Population growth models
4. Analytical approach to solve simultaneous equations
5. Inequalities and their application
6. Comparing quantities using analytical tools
7. Logical reasoning and their application in modern age
8. Logical reasoning and decision making
9. Data tendencies via measure of location
10. Variability and Measure of dispersion
11. Measuring relationships via Regression analysis and correlation
12. Statistical inference: sampling techniques, estimation techniques and hypothesis testing for decision and policy making

### Recommended Texts

1. Akar, G. K., Zembat, İ. Ö., Arslan, S., & Thompson, P. W. (2023). *Quantitative Reasoning in Mathematics and Science Education*. 1<sup>st</sup> Ed., Springer, USA.
2. Sharma, A. K. (2005). *Text book of elementary statistics*. Discovery Publishing House.
3. Blitzer, R. (2014). *Precalculus*, 5<sup>th</sup> Ed.. Pearson Education, Limited. New York

### Suggested Readings

1. Gupta, S. C., & Kapoor, V. K. (2020). *Fundamentals of mathematical statistics*. 12<sup>th</sup> Ed, Sultan Chand & Sons.
2. Aufmann, R. N., Lockwood, J., Nation, R. D., & Clegg, D. K. (2007). *Mathematical thinking and quantitative reasoning*. Cengage Learning
3. Blitzer, R., & White, J. (2005). *Thinking mathematically*. Pearson Prentice Hall.

**Course Description:**

This course focuses on ideological background of Pakistan. The course is designed to give a comprehensive insight about the constitutional developments of Pakistan. Starting from the Government of India Act, 1935 till to date, all important events leading to constitutional developments in Pakistan will be the focus of course. Failure of the constitutional machinery and leading constitutional cases on the subject. Moreover, students will study the process of governance, national development, issues arising in the modern age and posing challenges to Pakistan. It will also cover the entire Constitution of Pakistan 1973. However, emphasis would be on the fundamental rights, the nature of federalism under the constitution, distribution of powers, the rights and various remedies, the supremacy of parliament and the independence of judiciary

**Outline:**

- **Ideology of Pakistan**
  - Ideological rationale with special reference to Sir Syed Ahmed Khan, Allama Muhammad Iqbal and Quaid-e-Azam Muhammad Ali Jinnah.
  - Two Nation Theory and Factors leading to Muslim separatism.
- **Constitutional Developments**
  - Salient Feature of the Government of India Act 1935
  - Salient Feature of Indian Independence Act 1947
  - Objectives Resolution
  - Salient Feature of the 1956 Constitution
  - Developments leading to the abrogation of Constitution of 1956
  - Salient features of the 1962 Constitution
  - Causes of failure of the Constitution of 1962
  - Comparative study of significant features of the Constitution of 1956, 1962 and 1973
- **Fundamental rights**
- **Principles of policy**
- **Federation of Pakistan**
  - President
  - Parliament
  - The Federal Government
- **Provinces**
  - Governors
  - Provincial Assemblies
  - The Provincial Government
- **The Judiciary**
  - Supreme Court
  - High Courts
  - Federal Shariat Courts
  - Supreme Judicial Council
  - Administrative Courts and tribunals
- **Islamic Provisions in Constitution**
- **Significant Amendments of Constitution of Pakistan 1973**

**Recommended Books:**

1. Constitutional and Political History of Pakistan by Hamid Khan
2. Mahmood, Shaukat and Shaukat, Nadeem. Constitution of the Islamic Republic of Pakistan, 3rd re edn. Lahore: Legal Research Centre, 1996.
3. Munir, Muhammad. Constitution of the Islamic Republic of Pakistan: Being a Commentary on the Constitution of Pakistan, 1973. Lahore, Law Pub., 1975.

4. Rizvi, Syed Shabbar Raza. Constitutional Law of Pakistan: Text, Case Law and Analytical Commentary. 2nd re edn. Lahore: Vanguard, 2005.
5. The Text of the Constitution of the Islamic Republic of Pakistan, 1973 (as amended).
6. Fundamental Laws of Pakistan by A.K. Brohi

**PSYC-6231****Environmental Psychology****3(3-0)**

Course Objectives: To provide learners with an overview of the environmental influences on human personality. To explore the principal concepts and tools of contemporary environmental psychology

Learning Outcomes:

- ◆ The students will attain an overview of the environmental influences on human personality.
- ◆ They will be able to explore the principal concepts and tools of contemporary environmental psychology

Course Contents

- ◆ Importance and Application of Subject in Daily Life
- ◆ Environmental Men (Evaluation and Anthropology)
- ◆ Historical Attitudes toward the Natural Environment
- ◆ Environment Perception and the Use of Natural Environment
- ◆ Social Interaction and the Environment
- ◆ Impact of Environment on Personality Development and Individual Differences.
- ◆ Mob and Group Behavior in Environmental and Cultural Variances
- ◆ Environmental Changes and Stress
- ◆ The City as an Unnatural Habits
- ◆ Impact of Environment in its Incumbents
- ◆ Nature and Environment Changes in Rural and Urban Areas
- ◆ Catastrophes and Human Adjustment to Meet the Future Challenges
- ◆ Impact of Environment Changes in Industrial and Geographical Development
- ◆ The Built Environment and Human Adjustment
- ◆ Further Plans, Cities and Global Interaction in Reference to Entranced Issues
- ◆ Environment and Adjustment, Gender, Age Job Family, Fashion, Religion Society.

Text Books:

1. Gillford, R. (2013). Environmental Psychology: Principles and Practice (5th edition). Wordpress.
2. Cassidy, T. (2013). Environmental psychology: Behaviour and Experience In Context. Hoboken : Taylor and Francis.

Recommended Readings:

1. Sternberg, E. M. (2010). Healing Spaces: The Science of Place and Well-Being. Belknap Press
2. Bechtel, R. B. & Churchman, A. (2002). Handbook of Environmental Psychology. New York: Wiley.

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

### Contents

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

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

### Recommended Text

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

### Suggested Readings

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

This course provides an overview of team spirit and group dynamics. The course will help students understand various modes of exercises (mental and physical) for ensuring optimal morale and the psychologist's role in initiating and sustaining optimal motivation on and off the ground. Sport Psychology is the scientific study of how individuals behave in sport and exercise and the practical application of that knowledge to performance enhancement strategies. Students in this course will investigate human behaviour patterns in sports and exercise settings. An overview of the principles of psychology as applied to sport, exercise, and recreational activity for enhanced interactions and performance. This course will examine elements of sport psychology such as anxiety, self-confidence, motivation and goal setting, leadership, and group dynamics with sports and recreational activities.

### *Contents*

- 1 Introduction to Sports Psychology: Definition, history, and role of sport psychologist?
- 2 Personality characteristics and sporting behaviour: Trait theories, Narrow-band theories, Attentional style, Situational and interactional approaches
- 3 Personality Development and Sport: Social learning theory, Sources of influence on social development and sport, Gender and sport, Sport as an influence on social development, The psychodynamic approach to personality development
- 4 Attitudes to Sport: The nature, formation, and measurement of attitudes to sport, Attitudes to competition, sport and sporting behaviour, Changing people's attitudes to sport
- 5 Aggression and Sport: Definition & link between aggression and performance, Theories of aggression, Individual differences & Situational factors affecting aggression, The reduction of aggression
- 6 Social factor in sporting performance: Groups and teams, Social facilitation, Negative effects of team membership, Leadership
- 7 Arousal, anxiety and sporting performance: Definitions and factors of arousal, anxiety, and stress, The relationship between arousal and performance, The relationship between anxiety and performance, Stressmanagement
- 8 Motivation and Sports: Intrinsic and extrinsic motivation, Theories of motivation, Self-efficacy, Counterfactual thinking, Pathological motivation and sport

### *Recommended Text*

- 1 Zoltan, A. (2016). *The invisible game: The mindset of a winning team*. (1<sup>st</sup> ed.). Amazon DigitalService: Independent Publishing Platform.
- 2 Jarvis, M. (2006). *Sports psychology: A revised student's handbook*. London: Taylor & Francis Library.

### *Suggested Readings*

- 1 Lavalley, D., Kremer, J., Moran, A., & Williams, M. (2012). *Sport psychology: Contemporary themes*. Houndmills, Basingstoke, Hampshire, New York: Macmillan International Higher Education.
- 2 Andersen, B. M., & Hanrahan, S. J. (2015). *Doing sport psychology*. Washington, DC: Human Kinetics.





## SEMESTER IV

URCG-5114

Course –I: Basic Science

3 (2-1)

Life, its characteristics, natural science, biology and its branches; Importance of Flora & Fauna in biodiversity; Importance of Natural Compounds in daily life, medicine and human health; Latest developments in natural sciences (Biotechnology); Ecosystem and its components; Environment and its components; Pollutants and their effect on the environment (Greenhouse effect, global warming, acid rains, water pollution and ozone depletions etc); Introduction to micro-organism and its types (bacteria, fungi, viruses)

### Practical:

- 1: Field Survey of Flora & Fauna and their identification
- 2: Study of herbarium
- 3: Study of Museum

### Recommended Texts.

1. Keddy, P.A. (2017). *Plant ecology origins, processes, consequences*. Cambridge, University Press.
2. Canadell, J.G., Diaz, S., Heldmaier, G., Jackson, R.B., Levia, D.F., Schulze, E.D. & Sommer, U. (2019). *Ecological studies*. Springer.
3. Bhat, S.V., Nagasampagi, B.A. & Sirakumar, M. (2006). *Chemistry of Natural Products*. Springer Science
4. De, A.K. (2019). *Environmental Chemistry*. New Age International Press

### Suggested Books

1. Fath, B. (2018). *Encyclopedia of ecology*. Elsevier.
2. Ajith, H., Urmas, P., Pastur, G. M & Iversion L. R. (2018). *Ecosystem services from forest landscapes: broadscale consideration*. 1<sup>st</sup> Edition. Springer International Publishing AG.
3. Xu, R., Ye, Y. & Zhao, W. (2011). *Introduction to Natural Product Chemistry*. CRC Press
4. Tayler, D.J., Green, N.P.O. & Stout, G.W. (1997). *Biological Science 1&2*. Cambridge University Press
5. Tayler, M.R., Simon, E.J., Dickey, D.J. & Hogan, K.A. (2020). *Campbell Biology: Concepts & Connections* (10<sup>th</sup> Edition). Pearson

This course addresses the unique entrepreneurial experience of conceiving, evaluating, creating, managing, and potentially selling a business idea. The goal is to provide a solid background with practical application of important concepts applicable to the entrepreneurial environment. Entrepreneurial discussions regarding the key business areas of finance, accounting, marketing and management include the creative aspects of entrepreneurship. The course relies on classroom discussion, participation, the creation of a feasibility plan, and building a business plan to develop a comprehensive strategy for launching and managing a new venture.

### Course Learning Objectives

1. To enhance the ‘entrepreneurial intentions’ of the students by improving their natural willingness to start a business.
2. To understand the process of entrepreneurship and learn the ways to manage it by working individually in the class and in the form of groups outside the class to conduct field assignments.
3. To educate the students about the practical underpinnings of the entrepreneurship with the aid of practical assignments and idea pitching.

### Contents

1. **Background:** What is an Organization, Organizational Resources, Management Functions, Kinds of Managers, Mintzberg’s Managerial Roles.
2. **Forms of Business Ownership:** The Sole proprietorship, Partnership, Joint Stock Company
3. **Entrepreneurship:** The World of the Entrepreneur, what is an entrepreneur? The Benefits of Entrepreneurship, The Potential Drawbacks of Entrepreneurship, Behind the Boom: Feeding the Entrepreneurial Fire.
4. **The Challenges of Entrepreneurship:** The Cultural Diversity in Entrepreneurship, The Power of “Small” Business, Putting Failure into Perspective, The Ten Deadly Mistakes of Entrepreneurship, How to Avoid the Pitfalls, Idea Discussions & Selection of student Projects, Islamic Ethics of Entrepreneurship.
5. **Inside the Entrepreneurial Mind:** From Ideas to Reality: Creativity, Innovation, and Entrepreneurship, Creativity – Essential to Survival, Creative Thinking, Barriers to Creativity, How to Enhance Creativity, The Creative Process, Techniques for Improving the Creative Process, Protecting Your Ideas, Idea Discussions & Selection of student Projects.
6. **Products and technology, identification opportunities**
7. **Designing a Competitive Business Model and Building a Solid Strategic Plan:** Building a strategic plan, Building a Competitive Advantage, The Strategic Management Process, Formulate strategic options and select the appropriate strategies, Discussion about execution of Students’ Project.
8. **Conducting a Feasibility Analysis and Crafting a Winning Business Plan:** Conducting a Feasibility Analysis, Industry and market feasibility, Porter’s five forces model, Financial feasibility analysis. Why Develop a Business Plan, The Elements of a Business Plan, What Lenders and Investors Look for in a Business Plan, Making the Business Plan Presentation.
9. **Building a Powerful Marketing Plan:** Building a Guerrilla Marketing Plan, Pinpointing the Target Market, Determining Customer Needs and Wants Through Market Research. Plotting a Guerrilla Marketing Strategy: How to Build a Competitive Edge, Feed Back & Suggestions on Student Project, Islamic Ethics for Entrepreneurial Marketing
10. **E-Commerce and the Entrepreneur:** Factors to Consider before Launching into E-Commerce, Ten Myths of E-Commerce, Strategies for E-Success, Designing a Killer Web Site, Tracking Web Results, Ensuring Web Privacy and Security, Feed Back & Suggestions on Student Project.
11. **Pricing Strategies:** Three Potent Forces: Image, Competition, and Value, Pricing Strategies and Tactics, Pricing Strategies and Methods for Retailers, The Impact of Credit on Pricing
12. **Attracting Venture Capitalist:** Projected Financial Statements, Basic Financial Statements, Ratio Analysis, Interpreting Business Ratios, Breakeven Analysis, Feed Back & Suggestions

- on Student Project,
13. **Idea Pitching:** Formal presentation, 5-minutes pitch, funding negotiation and launching.

**Recommended Texts:**

1. Scarborough, N. M. (2011). *Essentials of entrepreneurship and small business management*. Publishing as Prentice Hall, One Lake Street, Upper Saddle River, New Jersey 07458..

**Suggested Readings:**

1. Burstiner, I. (1989). *Small business handbook*. Prentice Hall Press.

**Course Description:**

The Civics and Community Engagement course is designed to provide students with an understanding of the importance of civic participation, culture and cultural diversity, basic foundations of citizenship, group identities and the role of individuals in creating positive change within their communities. The course aims at developing students' knowledge, skills and attitudes necessary for active and responsible citizenship.

**Learning outcomes**

After completing this course, students will be able to

- Understand the concepts of civic engagement, community development, and social responsibility.
- Understand rights and responsibilities of citizenship
- Understand cultural diversity in local and global context
- Analyze the significance of civic participation in promoting social justice, equity, and democracy.
- Examine the historical and contemporary examples of successful civic and community engagement initiatives.
- Identify and assess community needs, assets, and challenges to develop effective strategies for community improvement.
- Explore the ethical implications and dilemmas associated with civic and community engagement.
- Develop practical skills for effective community organizing, advocacy, and leadership.
- Foster intercultural competence and respect for diversity in community engagement efforts.
- Collaborate with community organizations, stakeholders, and fellow students to design and implement community-based projects.
- Reflect on personal growth and learning through self-assessment and critical analysis of community engagement experiences.

**Course Content:****Introduction to Civics & Community Engagement**

- Overview of the course: Civics & Community Engagement
- Definition and importance of civics
- Key concepts in civics: citizenship, democracy, governance, and the rule of law
- Rights and responsibilities of citizens
  - Citizenship and Community Engagement
- Introduction to Active Citizenship: Overview of the Ideas, Concepts, Philosophy and Skills
- Approaches and Methodology for Active Citizenship
  - Identity, Culture, and Social Harmony
- Concept and Development of Identity, Group identities
- Components of Culture, Cultural pluralism, Multiculturalism, Cultural Ethnocentrism, Cultural relativism, Understanding cultural diversity, Globalization and Culture, Social Harmony,
- Religious Diversity (Understanding and affirmation of similarities & differences)
- Understanding Socio-Political Polarization
- Minorities, Social Inclusion, Affirmative actions
  - Multi-cultural society and inter-cultural dialogue
- Inter-cultural dialogue (bridging the differences, promoting harmony)
- Promoting intergroup contact/ Dialogue
- Significance of diversity and its impact
- Importance and domains of Inter-cultural dialogue

- Active Citizen: Locally Active, Globally Connected
- Importance of active citizenship at national and global level
- Understanding community
- Identification of resources (human, natural and others)
- Utilization of resources for development (community participation)
- Strategic planning, for development (community linkages and mobilization)
  - Human rights, constitutionalism and citizens' responsibilities
- Introduction to Human Rights
- Human rights in constitution of Pakistan
- Public duties and responsibilities
- Constitutionalism and democratic process
  - Social Institutions, Social Groups, Formal Organizations and Bureaucracy
- Types of Groups, Group identities, Organizations
- Bureaucracy, Weber's model of Bureaucracy
- Role of political parties, interest groups, and non-governmental organizations
  - Civic Engagement Strategies
- Grassroots organizing and community mobilization
- Advocacy and lobbying for policy change
- Volunteerism and service-learning opportunities
  - Social issues/Problems of Pakistan
- Overview of major social issues of Pakistani society
  - Social Action Project

### **Recommended Books:**

1. Kennedy, J. K., & Brunold, A. (2016). Regional context and Citizenship education in Asia and Europe. New York: Routledge, Falmer.
2. Henslin, James M. (2018). Essentials of Sociology: A Down to Earth Approach (13<sup>th</sup> ed.). New York: Pearson Education
3. Macionis, J. J., & Gerber, M.L. (2020). Sociology. New York: Pearson Education

### **Reference Books:**

1. Glencoe McGraw-Hill. (n.d.). Civics Today: Citizenship, Economics, and Youth.
2. Magleby, D. B., Light, P. C., & Nemacheck, C. L. (2020). Government by the People (16th ed.). Pearson.
3. Sirianni, C., & Friedland, L. (2005). The Civic Renewal Movement: Community-Building and Democracy in the United States. Kettering Foundation Press.
4. Bloemraad, I. (2006). Becoming a Citizen: Incorporating Immigrants and Refugees in the United States and Canada. University of California Press.
5. Kuyek, J. (2007). Community Organizing: Theory and Practice. Fernwood Publishing.
6. DeKieffer, D. E. (2010). The Citizen's Guide to Lobbying Congress. TheCapitol.Net.
7. Rybacki, K. C., & Rybacki, D. J. (2021). Advocacy and Opposition: An Introduction to Argumentation (8th ed.). Routledge.
8. Kretzmann, J. P., & McKnight, J. L. (1993). Building Communities from the Inside Out: A Path Towards Finding and Mobilizing a Community's Assets. ACTA Publications.
9. Patterson, T. E. (2005). Engaging the Public: How Government and the Media Can Reinvigorate American Democracy. Oxford University Press.
10. Love, N. S., & Mattern, M. (2005). Doing Democracy: Activist Art and Cultural Politics. SUNY Press.

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

### *Contents*

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

### *Recommended Text*

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

### *Suggested Readings*

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

This course basically defines & evaluate criteria for paranormal phenomena. Enables students to recognize and categorize common paranormal phenomena. This course describes common explanations for the etiology of paranormal phenomena. Main objective of course is to outline effective research methods to investigate specific paranormal phenomena, and Integrate material from a variety of scholarly sources, citing according to APA format, and presenting this material in a professional forum.

Learning outcomes: After completion of the course, students will be able:

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

**Course Contents:**

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

**Recommended Text Books:**

- 1 Sehraie, A. (2006). Parapsychology: Theory and Practice. Sharrayar Publisher, Lahore.
- 2 Etzel Cardeña,, John Palmer, David Marcusson (2015) .Parapsychology: A Handbook for the 21st Century. McFarland Company Inc., Publishers.
- 3 Irwin, H. J., & Watt, C. (2007). An Introduction to Parapsychology (4th Edition). Amazon Books Inc

**Suggested Readings:**

- 1 Richard Broughton (1991). Parapsychology: The Controversial Science. Ballantine Books: New York.

**PSYC-6230****LEADERSHIP AND MOTIVATION****3(3-0)**

This course will familiarize students with the dynamics of effective leadership. It will prepare students who may act out as effective leaders in national and global arena.

Learning Outcomes:

- ◆ The students will be familiarize with the dynamics of effective leadership
- ◆ They will come to know who may act out as effective leaders in national and global arena

*Course Contents:*

- What is Leadership in Organizations?
- Difference between Management and Leadership
- The Historically Important Studies on Leadership:
- Traditional Theories of Leadership:
- Trait Theories
- Situational Approaches
- Modern Theoretical Processes of Leadership in the New Environment:
- Contingency Theories
- Charismatic and Transformational Leadership
- Leadership Styles and Management Grid
- The Roles and Activities of Effective Leader
- Motivation and its types
- Relationship between motivation and leadership
- Theoretical perspectives on motivation
- Techniques for enhancing the work motivation

**Text Books:**

- 1 Hughes, Ginnett, & Curphy (2019). Leadership-Enhancing the Lessons of Experience (9th edition). Irwin/mcgraw-hill.
- 2 James M. Kouzes and Barry Z. Posner (2017). The Leadership Challenge (6th edition). John Wiley & Sons.

**Recommended Readings:**

- 1 Greenwood, R., Oliver, C., Lawrence, T.B., & Meyer, R. E. (2017). Organizational Institutionalism (2nd edition). Sage Publications.
- 2 Gohlich, M. (2016). Organizational learning as resources of Organizational Education. Springer Fachmedien Wiesbaden.



## SEMESTER V

### PSYC-6111 Principles and Applications of Psychological Assessment 3(3+0)

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

#### *Contents*

- 1 Psychological tests: Definition, nature, uses, types; Psychological test vs. psychological assessment; Ethics of psychological testing, Standards of testing
- 2 History of psychological testing: Antecedents; Rise of modern psychological testing; Test construction: Introduction; Steps of test construction.
- 3 Characteristics of an excellent psychological test; Item writing: Types of items; guidelines for writing items; Item analysis: Item difficulty, Item discrimination; Item response theory
- 4 Item characteristic curves; Reliability of test scores: Types of reliability, factors influencing the reliability of test scores; how to improve the reliability of test scores
- 5 The standard error of measurement; Validity: Types of validity: Face, Content, Criterion, and Construct validity; Factors influencing validity; The error of the estimate. Relation of validity & reliability; Test norms: Steps in developing norms; Relativity of norms
- 6 Cut-off scores; Norm-referenced and criterion-referenced testing; Response sets; Types of response sets; Methods to eliminate response sets
- 7 Measurement of Abilities: Intelligence, Nature, Meaning, Different viewpoints; types of intelligence tests, Stanford Binet, Wechsler, Kaufman, Differential Ability Scales, Problems in testing intelligence Diversity in test performance
- 8 Tests for special populations: Infant & Pre-school Testing; Testing of the Mentally Retarded populations; Testing for physical disabilities; Multicultural Testing
- 9 Group testing: Groups vs. Individual tests
- 10 Adaptive Testing, Computer-Based Administration, Multilevel batteries, Educational Testing, Career guidance Aptitude testing, Achievement testing, and Learning disabilities
- 11 Personality Testing: Meaning & purpose of personality measurement; personality assessment tools. Some representative personality inventories are based on content, criterion, and factor analysis. Current status of personality inventories
- 12 Measurement of interests, values & attitudes; Some recent representative tests; Overview & highlights. Significant trends
- 13 Projective Techniques: Nature of Projective Techniques: Types of Projective Techniques, Evaluation & Criticism of Projective Techniques
- 14 Occupational & Organizational Testing: Criteria for occupational testing, Career assessment; Test applied to the organizational setting, Important areas and tests used in an organisation
- 15 Tests in Clinical & Counseling Settings, Psycho Neurological tests, Behavioral assessment, and clinical judgment

#### *Recommended Text*

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

*Suggested Readings*

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

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

### *Contents*

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

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

### *Recommended Text*

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

### *Suggested Readings*

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

This course provides an understanding of the elements of biology that influence the way we think, feel, & act. The objectives of this course are to comprehend the elements of psychology that are affected by biological factors and to understand the interaction of psychological and biological factors in our experience of life. This course presents the fundamentals of the

physiology of behavior. This course presents the fundamentals of the physiology of behavior. Students are exposed to concepts from regulatory physiology, systems neuroscience, pharmacology, and endocrinology and read textbooks as well as source materials. After the course, you will understand basic neural processing. Special importance is placed on the information - processing properties of the nervous system to provide a uniform framework for the understanding of such topics as sensory perception, attention, movement, emotion , and language with experimental examples from the lab and clinical studies illustrating the effects of brain traumas.

### *Contents*

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

### *Recommended Text*

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

### *Suggested Readings*

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

## **PSYC-6108**

## **Introduction to Research Methodology**

**3(3+0)**

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

fundamental principles and procedures of psychological research. The goal is that you leave with an understanding of how to design, analyze, and effectively communicate good research in psychology.

### *Contents*

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

### *Recommended Text*

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

### *Suggested Readings*

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

**PSYC-6110**

**Computer Applications in Psychology**

**3(3+0)**

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

### *Contents*

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

#### *Recommended Text*

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

#### *Suggested Readings*

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

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. Have you ever wondered what qualities billionaire Warren Buffet, visionary Steve Jobs, or Jeff Bezos all have in common? After you finish studying business practices in this course, you may discover that you have some of the same qualities as other successful entrepreneurs. This course is designed as a survey course that will expose you to business terminology, concepts, and current business issues. The intent is to develop a viable business vocabulary, foster critical and analytical thinking, and refine your business decision-making skills. These skills will be acquired by the reading materials, exercises, and research assignments in this course that simulates the workplace today. 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 about the applicability of western management principles and theories in local settings.

#### *Contents*

- 1 Introduction to management of the management process
- 2 Importance of management for a business
- 3 Organizational theories
- 4 Nature and types of organizations
- 5 The organizational culture and the management
- 6 The external environment and the manager
- 7 The internal environment and the manager
- 8 The manager's role as decision-maker
- 9 Decision-making process
- 10 Type of decision-making processes
- 11 Basics of strategic management
- 12 Organizational structure, types of organizational structure,
- 13 Human Resource Management
- 14 Important of human resource for a business
- 15 Motivation its theories, teamwork and group behavior,
- 16 Leadership and its characteristics, leadership style and behavior,
- 17 The process of control, case of controlling

#### *Recommended Text*

1. Robbins, S. P., Coulter, M., & Langton, N. (2007). *Fundamentals of management*. Pearson Prentice Hall.

#### *Suggested Readings*

1. Hannaway, J. (1989). *Managers managing: The workings of an administrative system* (3<sup>rd</sup> ed.) New York: Oxford University Press.
2. Eccles, R. G. & Nohria, N. (1992). *Beyond the hype: Rediscovering the essence of management*. Boston: The Harvard Business School Press

Topic	Details
Semester/Level	In some discipline 5 <sup>th</sup> semester and in some discipline 6 <sup>th</sup> Semester/ BS (5 <sup>th</sup> Semester intake) 1 <sup>st</sup> / 2 <sup>nd</sup>
Course Code	URCG-5111
Course Title	Translation of the Holy Quran - III
Credit Hours	Non-Credit
Objectives	<ul style="list-style-type: none"> <li>• To introduce ethics and highlight its importance, need and relevance for individual and collective life.</li> <li>• To illuminate the students with the Quranic norms of Morality i.e. truthfulness, patience, gratitude, modesty, forgiving, hospitality etc.</li> <li>• To familiarize the students with immoral values like falsify, arrogance, immodesty, extravagance, backbiting etc.</li> <li>• To inculcate ethical and moral values in our youth.</li> <li>• To develop a balanced dynamic and wholesome personality.</li> <li>• To introduce the students to Quranic Arabic grammar in practical manner.</li> </ul>
Course Contents:	<p>• اخلاق (تعارف، ضرورت و اہمیت، اقسام، معنویت) اخلاق حسنہ • :</p> <ul style="list-style-type: none"> <li>• برائی کو نیکی سے مٹانا</li> <li>• نیکی کے کاموں میں مسابقت</li> <li>• لوگوں کے درمیان صلح</li> <li>• عدل و انصاف</li> <li>• سچائی</li> <li>• ایثار • سلیم قلب •</li> <li>• مہمان نوازی • لغویات سے اعراض •</li> <li>• عاجزی و انکساری • نگاہ اور آواز کو پست رکھنا •</li> <li>• چال میں میانہ روی • شرمگاہوں کی حفاظت</li> <li>• صبر • شکر • امور میں میانہ روی اخلاق سنیہ • :</li> <li>• ظلم اور زیادتی • غرور و تکبر • نفسانی خواہشات کی پیروی</li> <li>• بدگمانی • جھوٹ • چغلی اور تہمت</li> <li>• تمسخر اور شیخی خوری •</li> <li>• لہو و لعب • برے ناموں سے پکارنا</li> <li>• احسان جتانا اور تکلیف دینا • فضول خرچی اور حد سے بڑھنا •</li> <li>• حسد اور تنگ دل • بے پردگی</li> </ul>
:Grammar	قرآنی عربی گرامر کے اصول اور انکے اطلاقات (متن قرآنی پر اطلاق سے Grammar: توضیحات)



Details of  
Chapters and verse Numbers:

- جزئياً مع ترجمته وتجويزه
- البقرة (٨٧٧، ٤٥٨، ٣٢، ٨٢٧، ٨١٧، ٨٤٧، ٨١٧، ٨٤، ٣٤٧، ١١٧، ١٤٨، ١٤٧، ٨٨٨، ١٨، ١١، ٨٢٧، ٢٥٧، ١٢٧، ٢١٧، ٥٢٨، ٣٢٨، ٨٢٨، ٨٧٨، ١٢، ٧٣٨، ١٧، ٥٣، ٥٨٧، ٢٤٨، ١٨، ٧١، ٣٢، ٢٨٨، ٤٢٧، ٢١)
- آل عمران (٥٤٧، ٥٧، ٥٨، ٤٢٧، ٨٣٧، ٢٥٧، ٥٣٧، ٤٥٧، ١٧، ١١٨، ٤٨٧، ٣٣٧، ٥١٧، ٥١٧، ٥١٧، ٢٨، ٢١، ٧٥٧، ١٥٧، ٢٤٧)
- النساء (٤٣٧، ٣٨، ٨٨، ٢١٧، ١١٧، ٤١٧، ٥٤، ١٨، ١٨، ٣١٧، ٢٣، ٤٨، ٥٨، ١٥، ١٤، ٥٨)
- المائدة (٢٤، ١٤، ٣٢، ٣٧، ٢، ٧٥، ٢٧)
- النحل (١٢، ٢٨٧، ٤١٧، ٣٧٧، ١٣، ٢٨٧، ٤٨٧)
- الرعد (٤٨، ١٨، ٥٨، ٨٨، ٢)
- العراف (٧٣، ٢٢، ٧٤، ٢٥٧، ١٥، ٥، ١٨، ٥٥٧، ٢٢٧، ٤٢، ٧٢)
- القصص (٥٤، ٥٢)
- فصلت (٥٣)
- النعام (٨٣، ١١، ١١، ١٣٧، ٤٤٧، ١٢٧)
- النمل (١٢، ٢٥)
- الحج (١٣، ٢٤، ١٢، ٢٢، ١١)
- الحجرات (٢، ٧٧، ٢، ٧٧، ٣، ٨٧، ٤٧، ١٧)
- الحزاب (٣٨، ١٤، ٢٤، ٢٤، ٨٤، ٤٤، ٢٤، ٤٣، ٥٨، ٤٣)
- الحشر (٢)
- طه (٨١)
- النعام (٥٢٧، ٧٥٧، ٢٧٧، ٧٤٧، ٣٢، ١٨٧)
- ق (٥٣)
- الزلزال (١٨، ٢٥، ٧٢)
- الفتح (٤٧)
- يونس (١٧، ٢٧، ٨٧، ٢٢، ٨٨، ٨٨)
- الفرقان (٣٢، ٧٨، ١٢، ٣٢)
- النور (٣٨، ٢، ٥، ١٣، ٧٣، ٣٣، ٣٣، ٧٢، ٧٣، ٨٨)
- لقمان (٢، ٣٣، ٢٧، ٨٣، ٢٧)
- السراء (١٣، ١٣، ١٧٧، ٤، ١٣)
- المزمل (٢٧)
- المدثر (٢، ٥)
- المدثر (٥١)
- فاطر (٨٣)
- الفتح (٢٨)
- الباء (١٧)
- الزمر (٣، ١٧)
- الحجر (٤٢)
- النجم (٧٣)
- الرح (١٢)
- هود (٢، ٨١٧، ٣)
- الكهف (٨، ٢٤)
- الشورى (١٣)
- غافر (٢٨، ١٨)
- الحديد (١٨، ١٨)
- مریم (٢٤)
- النازعات (٧٥)
- التوبة (٤٢، ٥٢، ١١)
- الهمزة (٧)

## SEMESTER VI

PSYC-6114

Advance Research Methodology

3(3+0)

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

### *Contents*

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

### *Recommended Text*

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

### *Suggested Readings*

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

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

### *Contents*

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

### *Recommended Text*

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

### *Suggested Readings*

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

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

### *Contents*

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

### *Recommended Text*

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

### *Suggested Readings*

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

This course describes the historical emergence of Abnormal Psychology as a concept and as an area of clinical practice. This course provides an introduction to the concepts of abnormality, mental health, and mental illness. It serves as an introduction to the concepts of normality and abnormality in a cultural context. This course describes how culture impacts the expression of psychiatric conditions and also treatment and prevention strategies for specific mental disorders. Past and current fads, myths, misconceptions, and controversies in mental health practice will be explored. It also covers current diagnostic categorizations of abnormality and treatment of mental illness along with historical perspectives on these diagnoses and treatments. Abnormal psychology examines the causes, diagnosis, assessment, treatment, and possible prevention of mental disorders; including historical and current theoretical perspectives, classification systems, cultural perspectives, and ethical issues. Upon completion, students should be able to distinguish between normal and abnormal behavior patterns as well as demonstrate knowledge of etiology, symptoms, and therapeutic techniques

### *Contents*

- 1 Introduction to Abnormal Psychology
- 2 Concept of Abnormality; Criteria of Normality and Abnormality
- 3 Defining Psychological Abnormality (Deviance, Distress, Dysfunction, Danger)
- 4 Historical Background of Modern Abnormal Psychology
- 5 Ancient views and treatment
- 6 Greek & Roman views
- 7 Europe in the Middle Ages
- 8 Renaissance, 19th Century
- 9 Modern view
- 10 Models of Psychopathology: Biological Model, The Psychodynamic Model, Behavioral Model, Cognitive Model, The Humanistic Model, The Sociocultural Model
- 11 Eclectic Approach
- 12 Clinical Assessment of Abnormality
- 13 A brief overview of clinical observation, tests, and interviews
- 14 Diagnostic Classification Systems: Latest versions of DSM and ICD
- 15 An overview of DSM-V

### *Recommended Text*

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

### *Suggested Readings*

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

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

### *Contents*

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

### *Recommended Text*

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

### *Suggested Readings*

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

This course defines and explains human rights and distinguishes between various types of human rights i.e. economic, social, and cultural rights. Certain objectives of this course are: to understand how human rights are monitored and enforced, to understand the national and international legal documents of human rights and the work of various international organizations in the field of human rights & acquaint students with national and international legal documentation on human rights. The course examines and raises several challenging questions for students: the implementation of human rights, universality, and cultural debate, etc. The focus of the course would be on the Universal Declaration of Human Rights, the enforcement mechanism both under the UN Chartered based bodies and the treaty-based system. National Human Rights Law as contained in the Constitution and other statutes and its enforcement mechanisms. The course will also examine major human rights issues in Pakistan and the region.

#### *Contents*

- 1 Introduction to Human Rights: Basic vocabulary and core concepts
- 2 Short History and Origins: The Greek, the Roman foundations and the Islamic foundations of human rights, English traditions, and modern human rights
- 3 United Nations and Human Rights: The Universal Declaration of Human Rights, the foundation of human rights law, the nature of the declaration, how the concept of human rights works?
- 4 Universal Declaration of the Human Rights
- 5 European Convention on Human Rights
- 6 Selected Contemporary Human Rights Issues: Ongoing Controversies, human rights movements, Human rights as a Western imperial legacy, Cultural differences and the Human rights
- 7 International Human Rights Regimes: International Organizations
- 8 Human Rights and the Constitution of Pakistan 1973
- 9 National Commission for Human Rights Act,2012

#### *Recommended Text*

- 1 Shelton, D. (2015). *Remedies in international human rights law*. New York: Oxford University Press.
- 2 Loveland, I. (2018). *Constitutional law, administrative law, and human rights: A critical introduction*. London: Oxford University Press.

#### *Suggested Readings*

- 1 Gandhi, P. R., & Gandhi, S. (2012). *Blackstone's international human rights documents*. London: Oxford University Press.
- 2 Smith, R. K. (2013). *Texts and materials on international human rights*. London: Routledge-Cavendish.
- 3 Hocking, B., & Smith, M. (2014). *World politics: An introduction to international relations*. London: Routledge.

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

*Contents*

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

*Recommended Text*

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

*Suggested Readings*

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



This course offers a student to understand Personality by spending time as a volunteer in Hospitals or Institutions dealing with Personality issues and personality Disorders or local agency serving children, adolescents or adults with personality disorders who are living with extreme stress (domestic violence and/or homelessness). The main objective of this course is to: enable students to apply their knowledge in a real dynamicso of personality and they get polished in writing scientific case report writing. In this course specifically followed the criteria such as (1) The interns will be attached with various Psychiatric Units in Hospitals or Institutions dealing with personality issues and personality problems a or local agency and they will be required to be fully trained under the Qualified Supervisors/Clinical Psychologists; (2) Each internship period will be spread over a duration of one semester i.e. 4.0 months. The evaluation will be based on Clinical Reports, Interviewing and Clinical Skills at the time of the Grand Clinical Viva Voce (Table / Live Viva) with External Examiner, (3) The placement Supervisors will partly evaluate their interneess on the prescribed Clinical Placement Evaluation Form provided by the Department, and final evaluation will be solely done by the External Examiner based on Table/Live Viva on Clinical Skills and Case Reports.

The internship will include the following requirements for completion of report and assessment:

1. 10 case studies: From recommended psychological rehabilitation centers (individuals with different personality disorders/personality problems)
2. Tapped sessions with the subject not less than 50 hrs
3. Psycho-therapeutic sessions with persons having personality disorders/personality issues
4. Supervision of personality assessment sessions
5. Participation in case conference
6. Detailed report writing

*Note: Passing Grand Viva is a compulsory requirement to qualify for BS Psychology Degree. If a trainee fails Grand Viva, he/she will be provided one more chance of Viva and if there is a problem with his/her reports then he/she will be required to repeat entire placements and rewrite reports. Course Requirements*

*Recommended Text*

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

*Suggested Readings*

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

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

### Contents

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

### Text

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

### Suggested Readings

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

Psy-6125 (a) and Psy-6125 (b) (Thesis) aim to provide students with the opportunity to Carry out independent and sustained research under appropriate supervision, develop advanced research skills and techniques, present their findings in scholarly documented form and make an independent contribution to learning, or offer a critical perspective on existing scholarship or methodology. Thesis as course Psy-6125 (a) and Psy-6125 (b) in the seventh and eighth semesters will be assigned as compulsory with an aim to provide students with the opportunity to:

- Carry out independent and sustained research under appropriate supervision.
- Develop advanced research skills and techniques.
- Present their findings in a scholarly documented form.
- make an independent contribution to learning or offer a critical perspective on existing scholarship or methodology.

Sociology is the study of society, patterns of social relationships, social interaction, and culture that surrounds everyday life. It is a social science that uses various methods of empirical investigation and critical analysis to develop a body of knowledge about social order and social change. Subject matter can range from micro-level analyses of society to macro-level analyses. The course is designed to introduce the students with basic sociological concepts and to get familiarity with the overall discipline. The focus of the course shall be on basic concepts like scope and significance of Sociology, How Sociology is related as well as distinct from other social sciences. It focuses on the constituent parts of the society i.e. social systems and structures, socio-economic changes and social processes. This will also give an understanding of the Culture, elements of culture and the relationship of culture and personalities. The course will provide due foundation for further studies in the field of sociology.

### Learning Outcomes

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

1. Define and explain key sociological concepts and theories.
2. Analyze the reciprocal relationship between individuals and society.
3. Understand the impact of social structure, culture, and institutions on human behavior.
4. Identify and analyze patterns of social interaction and socialization processes.
5. Examine social inequality, stratification, and social mobility.
6. Explore the role of social change and social movements in society.
7. Apply sociological perspectives to analyze contemporary social issues.
8. Develop critical thinking and analytical skills through the study of sociological research and theories.

### Contents

#### Introduction to Sociology

- Defining sociology and its relevance
- The sociological imagination
- Major sociological perspectives/Paradigms
- Relationship with other social sciences

#### Culture and Society

- Understanding culture and its components
- Cultural relativism and ethnocentrism
- Socialization and the process of acquiring culture

#### Social Interaction and Social Structures

- Social roles and statuses
- Social groups and networks
- Social institutions and their functions

#### Social Stratification and Inequality

- Social class and socioeconomic status
- Race, ethnicity, and inequality
- Gender and inequality

#### Deviance and Social Control

- Theories of deviance
- Crime and the criminal justice system
- Social control mechanisms and their impact

#### Social Change and Social Movements

- Causes and types of social change
- Social movements and collective behavior
- Globalization and social change

#### Family and Marriage

- The sociological study of the family
- Changing family structures and dynamics
- Marriage and intimate relationships

#### Education and Society

- The role of education in society
- Educational inequality and access

- Sociological perspectives on education

#### Health and Illness

- The social construction of health and illness
- Health disparities and access to healthcare
- Medicalization and the pharmaceutical industry

#### Sociology and Social Issues

- Applying sociological perspectives to contemporary social issues (e.g., poverty, globalization, climate change, technology)

#### Recommended Texts

- 1 Macionis, J. J. (2016). *Sociology* (16<sup>th</sup> ed.). New Jersey: Prentice-Hall.
- 2 Giddens, A. (2018). *Sociology* (11<sup>th</sup> ed.). UK: Polity Press.
- 3 Henslin, J. M. (2018). *Essentials of Sociology: A Down-to-Earth Approach*. (18<sup>th</sup> Edition) Pearson Publisher.

#### Suggested Readings

- 2 Anderson, M. and Taylor, F. H. (2017). *Sociology: The essentials* (9<sup>th</sup> ed.). Boston: Cengage Learning.
- 3 Schaefer, T. R. (2012). *Sociology* (13<sup>th</sup> ed.). New York: McGraw-Hill.
  - 4 Henslin, M. J. (2011). *Sociology: A down to earth approach* (11<sup>th</sup> ed.). Toronto: Pearson.
  - 5 Thio, Alex (2012) *Sociology*



- الكهف (٧٤، ٢١٧، ١٥، ٨٣، ٤٥، ١٧، ٤٥)
- الجاثية (٤)
- فاطر (١٨، ٨٧، ٣٧)
- العنكبوت (١٨، ٣٢، ٧٥)
- الروم (١٤)
- السراء (١١، ٢٢)
- الرعد (٨)
- السبا (١٧، ٣، ٨٨)
- نونس (٢٢، ٧١٧، ٥٨، ٥٨، ٤، ٨٨)
- يوسف (٥٢، ٥٧)
- الفرقان (٨٢، ٣٤)
- لقمان (٢٨، ٢٧)
- طه (٥٧٧، ٣٤)
- النحل (٤١، ٧٧، ٧٢، ٢٥، ٢١، ٢٢، ٢٢، ٢٢، ٤٧٧، ٢، ٢)
- النمل (٥٢، ٥٢، ٢٢، ١٢، ٨٢، ٢٧، ١٧، ٢٧)
- السجده (١٨)
- الحديد (٢)
- هود (٣٥، ٢)
- يونس (١٣، ٧٥)
- الروم (٢٣، ٢٣، ١٤، ٢٧، ٥٨، ٢٥)
- فصلت (٢٣، ٢٣)
- الحج (٧٢، ٤٢، ٨٨، ٣١)
- الحجر (٢٧، ٨٨)
- الزبىاء (٧٣، ١٣، ١٥)
- الزاريات (١٥)
- الزلزله (٧)
- القصص (٢١، ٢١، ١٢، ٧٢، ٨٢)
- الزور (١٣، ٨٨، ٨٨، ١٥، ٤٥، ٣٥)
- الجمعه (٧٧، ٨٢، ١٧، ٧٧، ٤)
- القمر (١)
- الواقع (٢٢)
- الفاطر (١٨، ٣٧)
- الملك (٢٧)
- الصف (١٧)
- الجن (٣٧)
- الشورى (٢٨)
- الزخرف (٧٧)
- الفول (٧)

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

*Contents*

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

*Recommended Text*

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

*Suggested Readings*



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

**PSYC-6127****Cognitive Psychology 3(3+0)**

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

*Contents*

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

*Recommended Text*

- 1 Galotti, K. M. (2013). *Cognitive psychology in and out of laboratory* (5<sup>th</sup> ed.). Publisher: Vicki Knight.

2 Robert, J. S., & Karim, S. (2016). *Cognitive psychology* (7<sup>th</sup> ed.). Nelson Education, Ltd.

*Suggested Readings*

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

**PSYC-6125(a)****Thesis/Research Project****3 (3+0)**

Psy-6125 (a) and Psy-6125 (b) (Thesis) aim to provide students with the opportunity to Carry out independent and sustained research under appropriate supervision, develop advanced research skills and techniques, present their findings in scholarly documented form and make an independent contribution to learning, or offer a critical perspective on existing scholarship or methodology. Thesis as course Psy-6125 (a) and Psy-6125 (b) in the seventh and eighth semesters will be assigned as compulsory with an aim to provide students with the opportunity to:

- Carry out independent and sustained research under appropriate supervision.
- Develop advanced research skills and techniques.
- Present their findings in a scholarly documented form.
- make an independent contribution to learning or offer a critical perspective on existing scholarship or methodology.

**COURSE DESCRIPTION:**

The Art, Craft, and Calligraphy course will help prepare Student Teachers to teach these subjects in the elementary grades. It provides Student Teachers with an opportunity to develop their knowledge and understanding of art, crafts, and calligraphy (with a focus on Pakistani artists, calligraphers, and craftsmen and women) and to practice making their own works using a variety of techniques. Given that this is a teacher education course, Student Teachers also examine the role of art in child development; the importance of art, craft, and calligraphy in the curriculum; and the links between art, crafts, and calligraphy and other subjects such as science, math, and social studies. Student Teachers will have learned about lesson planning, classroom assessment, and classroom management in other courses; in this course they will focus on these three skills as they apply to teaching and learning art, crafts, and calligraphy in the elementary grades. This course will develop and broaden critical and creative thinking skills, understanding of and appreciation for the visual arts and culture and increase participant's proficiency in visual art techniques and processes. Participants will get an opportunity to explore various visual art forms and techniques in this course through the elements and principles of art and design.

**COURSE OUTCOMES**

By the end of the semester participants will be able to:

- Explain the importance of art education and its role in child development especially for nurturing creativity, enhancing aesthetic sense and stretching imagination.
- Use tools and materials in art more skillfully
- Use of an art journal on their own artistic ideas and thoughts for refining their teaching as an art teacher
- Recognize and appreciate artists, art styles, and artwork
- Reflect and participate in art critiques as a critic and as an artist
- Initiate independent projects that allow personal interpretation and self-expression
- Identify links between art and other school subjects

**LEARNING AND TEACHING APPROACHES**

Participants will engage in instructional activities using a greater variety of materials and/or combination of materials. It will provide opportunities for participants to explore their abilities

to transmit forceful and meaningful ideas in a variety of media to a two-dimensional surface based on their previous experiences. Participants would be encouraged to use sketch books to note information and develop ideas, make use of a good variety of media to illustrate art history lessons, e.g. teacher can explore and experiment with different mediums to illustrate her ideas, she can develop a time line mural, explore low cost materials for making cave arts etc develop skills in note-making when viewing reproductions of the work of artists and designers; set regular assignments for homework which require personal research. Variety of teaching and learning approaches would be used e.g. the museum visit/ report and the research project, glossary, handouts.

**EXAMPLE ASSIGNMENTS**

These are examples of the types of assignments you might be given. Your instructor will tell you more about course assignments.

- Visit an art gallery or museum. Ask students to select three pieces of work. If possible, they should photograph the work and then write about why they like the piece.
- Work with a group of children in elementary grades to make simple puppets. Help them prepare and stage a short puppet show.
- Prepare a variety of objects for use in an elementary grade classroom using junk or

recycle- able materials. Explain how they might be used.

- Plan an art activity for children in elementary grades. Try out the activity at school and ask one of your peers to observe and give feedback at the end of the lesson. Write a reflection about your experience teaching the lesson – including observations from your peers.
- As part of learning about a particular school of painting, prepare an art work ‘in the style of’ that school.
- Interview a local artisan e.g. a weaver, a potter, a wood carver to find out more about their work. Prepare a video, a photo display or poster about their work, with a commentary.

### COURSE GRADING POLICY

Multiple variety of assessment will be used in the course. By using multiple forms of assessment, the instructor will have many windows on the knowledge, skills and dispositions of prospective teachers. The total grade determined by examinations will not exceed 20% of the course grade. Prospective teachers are expected to be present in class, engage with activities and discussion and complete course assignments. The course instructor will tell you how the course will be graded and which assignments will be graded.

### COURSE OUTLINE

<b>Unit 1: Introduction to Arts, Crafts &amp; Calligraphy (2 Weeks)</b>	
Week 1	<input type="checkbox"/> <input type="checkbox"/> What are Arts, Crafts and Calligraphy? <input type="checkbox"/> <input type="checkbox"/> The role of the teacher in teaching art <input type="checkbox"/> <input type="checkbox"/> Influence of the arts in children’s development
Week 2	<input type="checkbox"/> <input type="checkbox"/> Calligraphy- The emergence of Islamic calligraphy <input type="checkbox"/> <input type="checkbox"/> Ceramics and Sculpture <input type="checkbox"/> <input type="checkbox"/> Puppetry in Pakistan

<b>Unit 2: History and Culture</b>	
Week 3	<input type="checkbox"/> Indus Civilizations <input type="checkbox"/> Exploration of history through a museum visit Art and Architecture (From Indus to Mughal)
Week 4	<input type="checkbox"/> Islamic Art and Calligraphy (Introduction of art and craft and calligraphy /origin from Persian artist and their calligraphy) <input type="checkbox"/> Pakistani Calligraphers ( Anwar Jalal Shimza, Rasheed Butt, Hanif Ramy, Zahoor-ul- Ikhlaq, Arshad, Sadqain, Shakir Ali, Gul gee, Aslam Kamal) <input type="checkbox"/> Review of this unit
<b>Unit 3: History and Culture</b>	
Week 5	<input type="checkbox"/> Introduction to the Cubism Understand the Cubism <input type="checkbox"/> Pakistani Artist’s ( worked in Realism e.g. Shakir Ali Mansoor Rahi)
Week 6	<input type="checkbox"/> Intro about Realism <input type="checkbox"/> Pakistani Artist’s work in Realism <input type="checkbox"/> (Ali Imam, M. Husain, Hanjra, Khalid Iqbal, Ana Molka) Hands-on activities

Week 7	<input type="checkbox"/> Abstraction <input type="checkbox"/> Origin and History of Abstract art <input type="checkbox"/> Explore the work of Pakistani artists in abstract (Ahmed Pervaiz, Lubna Latif, Maqsood Ali, Anwar Maqsood Hameed Ali) <input type="checkbox"/> Hands-on activities
Week 8	<input type="checkbox"/> Indigenous art <input type="checkbox"/> Pottery, ceramics, textile etc. Hands-on activities
Week 9	<input type="checkbox"/> Art Across the curriculum <input type="checkbox"/> Ideas to integrate art with languages, science, social studies, mathematics etc. Teachers will be facilitated to learn how illustrations, drawings and craft work can be used to understand and express the concepts of science, maths, social studies and skills in languages <input type="checkbox"/> Hands on activities and conclusion
Week 10	<b>Unit 4: Elements of Art &amp; Principle of Design</b> <ul style="list-style-type: none"> <li>• Understanding elements of art (line, Shapes, color, texture, and space and volume)</li> <li>• The importance of lines and its use in art work</li> <li>• Kinds of lines</li> <li>• Use of color (Color wheels, tints, tones and shade)</li> <li>•</li> </ul>
	<input type="checkbox"/> <input type="checkbox"/> Use of Space and value in 2D and 3D art Texture
Week 11	<input type="checkbox"/> <input type="checkbox"/> Use of Space and value in 2D and 3D art Texture <input type="checkbox"/> <input type="checkbox"/> (Natural and man- made) <input type="checkbox"/> <input type="checkbox"/> Introduction of Principle of Design (unity, variety, balance, contrast, emphasis, and pattern and proportion)
Week 12	<input type="checkbox"/> <input type="checkbox"/> Drawing/ technique of rendering <input type="checkbox"/> <input type="checkbox"/> Still life <input type="checkbox"/> <input type="checkbox"/> Painting
Week 13	<input type="checkbox"/> <input type="checkbox"/> Printing <input type="checkbox"/> <input type="checkbox"/> Pattern making <input type="checkbox"/> <input type="checkbox"/> Shapes- organic and geometrical shapes
Week 14	<input type="checkbox"/> <input type="checkbox"/> Sculpture Landscape <input type="checkbox"/> <input type="checkbox"/> Stick Drawing and conclusion and review of the unit
Week 15	<input type="checkbox"/> <input type="checkbox"/> What is assessment in art curriculum? <input type="checkbox"/> <input type="checkbox"/> How and why we assess creativity? <input type="checkbox"/> <input type="checkbox"/> Review the recommendations proposed in the national curriculum grades
Week 16	<input type="checkbox"/> <input type="checkbox"/> Design rubric/checklist for portfolio <input type="checkbox"/> <input type="checkbox"/> Set criteria for presentation/display/ peer and self-assessment etc. <input type="checkbox"/> <input type="checkbox"/> Conclusion and review of whole unit

#### Recommended Texts

1. Razzak, A. (2018). *Children and Art- Status of art education in Pakistan*. Germany: VDM.

#### Suggested Readings

1. Craig Roland, C. (2016). *Young in art: A developmental look at child art*. Retrieved from

www.artjunction.org

2. Menzer, M. (2015). *The arts in early childhood: social and emotional benefits of arts participation. national endowment for the arts*. Retrieved from <https://www.arts.gov/sites/default/files/arts-in-early-childhood-dec2015-rev.pdf>



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

### *Contents*

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

### *Recommended Text*

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

### *Suggested Readings*

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