Undergraduate Scheme of Studies (New Policy-2023)

Semester-I

Course Code	Course Name	Credit Hours	General Education Course /Major/Interdisciplinary
ISL-301	**Islamic Studies**	02	General Education Course
PCS-301	**Civic and Community Engagement**	02	General Education Course
PSY-301	**Introduction to Sociology**	02	General Education Course
ENG-301	**Functional English**	03	General Education Course
BBA-443	**Human Resource Management**	03	Interdisciplinary
PSY-311	**Introduction to Psychology**	03	Disciplinary Major
Semester Credit Hours		**15**	

Semester-II

Course Code	Course Name	Credit Hours	General Education Course /Major/Interdisciplinary
ISL-302	**History of Islamic Civilization**	02	General Education Course
PSC-302	**Ideology and Constitution of Pakistan**	02	General Education Course
MIC-313	**Everyday Science**	3(2+1)	General Education Course
MTH-433	**Quantitative Reasoning I**	3	General Education QR
PSY-321	**History of Psychology**	03	Disciplinary Major
BBA-322	**Entrepreneurship**	02	General Education Course
Semester Credit Hours		**15**	

Semester-III

Course Code	Course Name	Credit Hours	General Education Course /Major/Interdisciplinary
ENG-302	**Expository Writing**	03	General Education Course
MTH-444	**Quantitative Reasoning II**	03	General Education QR
CS-301	**Application of Communication and Information Technology**	03(2+1)	General Education Course
EDU-301	**Introduction to Education**	03	Interdisciplinary
PSY-411	**Practicum-I**	03	Disciplinary Major
Semester Credit Hours		**15**	

Semester-IV

Course Code	Course Name	Credit Hours	General Education Course /Major/Interdisciplinary
IR-111	**Basic Factors in International Relations**	03	Interdisciplinary
PSY-421	**Practicum-II**	03	Disciplinary Major
PSY-422	**Introduction to Social Psychology**	03	Disciplinary Major
PSY-423	**Educational Psychology**	03	Disciplinary Major
PSY-424	**Ethics in Psychology**	03	Disciplinary Major
Semester Credit Hours		**15**	Mor

Semester-V

Course Code	Course Name	Credit Hours	General Education Course /Major/Interdisciplinary
PSY-511	**Gender Studies**	03	Interdisciplinary
PSY-512	Developmental Psychology-I	03	Disciplinary Major
PSY-513	**Experimental Psychology-I**	03	Disciplinary Major
PSY-514	Neurological Basis of Behavior	03	**Disciplinary Major**
PSY-515	Mental Health and	03	Disciplinary Major

	Psychopathology-I		
Semester Credit Hours		**15**	
Semester-VI			
PSY-521	Experimental psychology-II	03	Disciplinary Major
PSY-522	Developmental Psychology-II	03	Disciplinary Major
PSY-523	Research Methodology-I	03	Disciplinary Major
PSY-524	Applied Statistics	03	Disciplinary Major
PSY-525	Personality Theories-I	03	Disciplinary Major
PSY-526	Mental Health and Psychopathology-II	03	Disciplinary Major
Semester Credit Hours		**18**	
Semester-VII			
PSY-611	Psychological Testing-I	03	Disciplinary Major
PSY-612	Research Methodology-II	03	Disciplinary Major
PSY-613	Personality Theories-II	03	Disciplinary Major
PSY-614	Forensic Psychology	03	Disciplinary Major
PSY-615	Internship Report	03	Field Experience
Semester Credit Hours		**15**	
Semester-VIII			
PSY-621	Positive Psychology	03	Disciplinary Major
PSY-622	Psychological Testing-II	03	Disciplinary Major
PSY-623	Clinical Psychology	03	Disciplinary Major
PSY-624	Counseling Psychology	03	Disciplinary Major
	Thesis/Research Report	03	Capstone Project
Semester Credit Hours		**15**	
Total Credit Hours		**123**	
SUMMARY			
General Education Courses (12)		**30**	
Disciplinary Major Courses (25)		**75**	
Interdisciplinary/Allied Courses (04)		**12**	
Field Experience/Internship		**03**	
Capstone Project		**03**	
Total Credit Hours		**123**	

Note:

1. Arts and Humanities, Natural Sciences, Social Sciences, Functional English, Expository Reasoning, Islamic Studies, and Ideology & Constitution of Pakistan (Previous code of Pakistan Studies) will be denoted with same approved course codes in last approved scheme of studies in the respective departments.
2. Course code for all major courses is already available in the respective departments, the same will be used.
3. The course code for interdisciplinary courses should be taken from the department concerned.
4. The above format is developed with a total of 123 credit hours.

Semester-wise Breakup of Credit Hours

Semester-I				
Course Code	**Course Name**	**Credit Hours**	**General Education Course /Major/Interdisciplinary**	**Marks**
ISL-301	Islamic Studies	02	General Education Course	
PCS-301	Civic and Community Engagement	02	General Education Course	
PSY-301	Introduction to Sociology	02	General Education Course	
ENG-301	Functional English	03	General Education Course	
PSY-302	Introduction to Psychology	03	Major Disciplinary Specific	
BBA-443	Human Resource Management	03	Interdisciplinary	
Semester Credit Hours		**15**		

Functional English

ENG- 301   **Cr. Hrs.03**

Course Description:

This course introduces the students with the basic grammatical / structural rules of English Language. It will help the students in improving their basic Language Skills to an optimum level so as to enable them to communicate effectively in English language through proper usage of vocabulary & knowledge of English grammar.

Outcomes:
1. Students will be familiarized with the technical methods of reading / comprehension.
2. They will be exposed to different reading materials, which will help them in improving their vocabulary, grammar and sentence structure etc.
3. The experience of this course will also help them to overcome those problems due to which they are unable to express themselves properly Parts of Speech

Course Contents:
- Vocabulary (Frequently confused / misused words,
- Phrases,
- synonyms,
- antonyms,
- idioms & General vocabulary),
- Practical Use of Grammar (Nouns, Pronouns, Verbs, Adjectives, Adverbs, Prepositions, Conjunctions, Articles, Interjections & Tenses),
- Sentences (Types of sentences, Parts of sentences),
- Direct and Indirect Speech,

- Active & Passive Voice & Conditional Sentences),

Recommended Reading:
- High School English Grammar & Composition by Wren and Martin.
- Practical English Grammar by A.J. Thomson &A.V. Martinet. Exercises 1 & 2. 3rdedition. Oxford University Press.
- Writing. Intermediate by Marie-Christine Boutin, Suzanne Brinand& Francoise Grellet. Oxford Supplementary Skills. 4thImpression 1993.4.Reading. Upper Intermediate. Brian Tomilson& Rod Ellis. Oxford Supplementary Skills. 3rdImpression 1992.
- Précis writing by R. Dhillon.
- Systems Student Companion English for lower secondary schools by Magdalene Chew &SurinderKaur.

INTRODUCTION TO SOCIOLOGY

PSY-301   **Credit Hours: 2**

AIMS AND OBJECTIVES

The course is designed to introduce the students with sociological concepts and the discipline. The focus of the course shall be on significant concepts like social systems and structures, socio-economic changes and social processes.

Introduction to Sociology

- Definition
- Scope of Sociology,
- Sociology as Science,
- Relationship of Sociology with other Social Sciences

Society

- Meaning and Definition of Society
- Characteristics of Society
- Types of Society
- Basis of Society

The Culture

- Definition of Culture
- Types of Culture
- Culture and Society
- Social and Cultural Change Characteristics of Culture

Social Stratification

- Definition of Social Stratification
- Types of Social Stratification
- Theories of Stratification

Social Groups

- Definition and Functions,
- Types of Groups
- Formal and Informal Groups and Pressure Groups

Social Mobility

- Definition of Mobility
- Types of Mobility
- Horizontal Mobility
- Vertical Mobility
- Zero Mobility
- Territorial Mobility/ Geographical
- Social Mobility
- Different Factor Favorable to Social Mobility

Family Institution

- Definition of Family
- Characteristics of Family
- Types/Classification of Families
- Functions of Family Institution

Religious Institutions

- Definition, Components of Religion, Beliefs, Symbols, Rituals,
- Sacred Objects, Functions of Religion,
- Religion of the World, Christianity, Judaism, Hinduism, Buddhism, Confucianism, Islam

Educational and Political institutions

- Social Functions of Education

- Education and Social Change
- Democracy&Dictatorship
- The welfare state

Recommended Books

1. Rao, C.N.S., SOCIOLOGY: Principles of Sociology with an Introduction to Social Thought, 7th revised edition.
2. Paul B. Horton. andChester L. Hunt. SOCIOLOGY-. 6th Edition
3. DOWN TO EARTH SOCIOLOGY- James Henslin

HUMAN RESOURCE MANAGEMENT

BBA-443   **Credit Hours: 3**

AIMS AND OBJECTIVES

The aim of human resource management course is to provide students with knowledge of planning development programs based on identified performance gaps by enabling individuals to achieve short-term and long-term career goals and supporting succession planning by implementing leadership development programs.

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

SUGGESTED READINGS:

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

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

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

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

INTRODUCTION TO PSYCHOLOGY

AIMS AND OBJECTIVES

To ensure that the students are aware of the nature, origin, history and scope of Psychology as a modern discipline and its relationship with other sciences and to have a working knowledge of the application and the practice of psychology in real life.

Introduction to Psychology:

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

Methods of Psychology:

- Observation
- Case History Method
- Experimental Method
- Survey Method
- Interviewing Techniques

Biological Basis of Behavior:

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

Sensation, Perception, and Attention

Sensation:

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

Perception:

- Nature of Perception
- Factors of Perception: Subjective, Objective and Social
- Kinds of Perception
- Spatial Perception (Perception of Depth and Distance)

- Temporal Perception
- Auditory Perception

Attention:

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

SUGGESTED READINGS:

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

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

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

➢ Hayes, N. (2000). Foundation of psychology (3rd ed.). Thomson Learning.

➢ Lahey, B. B. (2004). Psychology: An introduction (8th ed.). McGraw-Hill Companies, Inc.

➢ Leahey, T. H. (1992). A history of psychology: Main currents in psychologicalthought. New Jersey: Prentice-Hall International, Inc.

➢ Myers, D. G. (1992). Psychology (3rd ed.). New York: Wadsworth Publishers.

➢ Ormord, J. E. (1995). Educational psychology: Developing learners. PrenticeHall, Inc

Civic and Community Engagement

PCS-301   **Credit Hours: 2**

Learning Outcomes:

- Understand, critically think about, and reflect upon the history of democracy andcivic engagement in the Pakistan.
- Identify and utilize - civic/community engagement skills such as: (advocacy, organizing,communications) and knowledge- (working in groups and teams, leadership,diversity, how systems work)
- Create civic sense and establish importance of civic and community engagement.
- Identify and explain the values and ethics for community engagement.
- Carry out a civic engagement activity incorporating some of their new knowledgeand skills of civic engagement and reflect on their learning about the community,the issue addressed, and about themselves.

Course Contents-

Divided into categories for in-depth comprehension-

Category A: General

1. The historical background of civic and community engagement
2. Conceptual understanding of Human Rights and Minority Rights
3. Dimensions of Citizens engagement in Community: Political, Social, Economic
4. Rights and duties of Citizens in Community
5. Organizations (National & International) and Groups
   - Role of non-governmental organizations and their contributions
   - NGOs: Nature and Scope
   - International Commission for Red Cross (ICRC)
   - Amnesty International
   - Asia Watch

Category B: Pakistan's context

6. Role of Citizens in Governance of Pakistan
7. Democratic Accountability and Civic Engagement
8. Enhancement of leadership skills among women and youth of Pakistan through civic community engagement programs

Suggested Books

- Hoefer, R. (2012). Advocacy
- for Practice. 3rd Edition. Chicago, IL: Lyceum Books, Inc. (ISBN-13: 978-1935871828)
- Putnam, R. and Feldstein, L (2003). Better Together. New York, NY: Simon and Schuster. (ISBN-13: 978-0743235471)
- Civic Engagement—What Is It and Why Is It Important? Kerry J. Kennedy
- Universal Human Rights in Theory and Practice by Jack Donnelly
- AdamantiaPollis and Peter Schwab, Human Rights Cultural and Ideological Perspectives. Preager Publishers, Preager Publishers, London, 1980.
- Promoting and Protecting Minority Rights- A Guide for Advocates by United Nations.
- Human Rights in International Law, Council of Europe press, 1992.
- United Nations, Human Rights Status of International Instruments, United Nations, Baltimore, New York, 1987.

Islamic Studies/ Ethics اخلاقیات/ اسلامیات

Program	BS (04 Years) Islamic Studies		
Course Title	اخلاقیات/ اسلامیات Islamic Studies/ Ethics		
Semester	1st	Course Code	ISL-301
Pre-Requisite	--	Nature of Course	General Education Course
No. of Credit Hours	02 C.H	Total Teaching Weeks	18

Objectives of the Course

This course is aimed at:

1. To provide Basic information about Islamic Studies
2. To enhance understanding of the students regarding Islamic Civilization
3. To improve Students skill to perform prayers and other worships
4. To enhance the skill of the students for understanding of issues related to faith and religious life

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Course Contents

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Introduction to Qur'anic Studies
1) Basic Concepts of Quran
2) History of Quran
3) Uloom-ul-Quran

Study of Selected Text of Holy Quran
1) Verses of Surah Al-Baqara Related to Faith(Verse No-284-286)
2) Verses of Surah Al-Hujrat Related to Adab Al-Nabi (Verse No-1-18)
3) Verses of Surah Al-Mumanoon Related to Characteristics of faithful (Verse No-1-11)
4) Verses of Surah al-Furqan Related to Social Ethics (Verse No.63-77)
5) Verses of Surah Al-Inam Related to Ahkam (Verse No-152-154)

Study of Selected Text of Holy Quran
1) Verses of Surah Al-Ahzab Related to Adab al-Nabi (Verse No.6, 21, 40, 56, 57, 58.)
2) Verses of Surah Al-Hashar (18,19,20) Related to thinking, Day of Judgment
3) Verses of Surah Al-Saf Related to Tafakkur, Tadabbur (Verse No-1,14)

Seerat of Holy Prophet (S.A.W)-I
1) Life of Muhammad Bin Abdullah (Before Prophet Hood)
2) Life of Holy Prophet (S.A.W) in Makkah
3) Important Lessons Derived from the life of Holy Prophet in Makkah

Seerat of Holy Prophet (S.A.W)-II
1) Life of Holy Prophet (S.A.W) in Madina
2) Important Events of Life Holy Prophet in Madina
3) Important Lessons Derived from the life of Holy Prophet in Madina

Introduction to Sunnah
1) Basic Concepts of Hadith
2) History of Hadith
3) Kinds of Hadith
4) Uloom-ul-Hadith
5) Sunnah& Hadith
6) Legal Position of Sunnah

Selected Study from Text of Hadith

First Twenty Ahadith (Narrations of the Holy Prophet Muhammad peace be upon him) from the book "Al-ArbaeenNawawi" by Imam Abu ZakariaYahya bin Sharf Al-Deen Al-Nawawi

Introduction to Islamic Law & Jurisprudence
1) Basic Concepts of Islamic Law & Jurisprudence
2) History & Importance of Islamic Law & Jurisprudence
3) Sources of Islamic Law & Jurisprudence
4) Nature of Differences in Islamic Law
5) Islam and Sectarianism

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

Islam & Science
1) Basic Concepts of Islam & Science
2) Contributions of Muslims in the Development of Science
3) Quran & Science

Islamic Economic System
1) Basic Concepts of Islamic Economic System
2) Means of Distribution of wealth in Islamic Economics
3) Islamic Concept of Riba
4) Islamic Ways of Trade & Commerce

Political System of Islam
1) Basic Concepts of Islamic Political System
2) Islamic Concept of Sovereignty
3) Basic Institutions of Govt. in Islam

Islamic History
1) Period of Khilaft-e-Rashida
2) Period of Umayyad's
3) Period of Abbasids

Social System of Islam
1) Basic Concepts of Social System of Islam
2) Elements of Family
3) Ethical Values of Islam

Reference Books:
1. Hameedullah Muhammad, "Emergence of Islam" , IRI,Islamabad
2. Hameedullah Muhammad, "Muslim Conduct of State"
3. Hameedullah Muhammad, 'Introduction to Islam
4. Maulana Muhammad YousafIslahi,"
5. Hussain Hamid Hassan, "An Introduction to the Study of Islamic Law" leaf Publication Islamabad, Pakistan.
6. Ahmad Hasan, "Principles of Islamic Jurisprudence" Islamic Research Institute, International Islamic University, Islamabad (1993)
7. Mir Waliullah, "Muslim Jurisprudence and the Qur'anic Law of Crimes" Islamic Book Service (1982)
8. H. S. Bhatia, "Studies in Islamic Law, Religion and Society" Deep & Deep Publications New Delhi (1989)
9. Dr. Muhammad Zia-ul-Haq, "Introduction to Al Sharia Al Islamia" AllamaIqbal Open University, Islamabad (2001)
10. Imam Yahya bin Sharf Al-Deen Al-Nawawi, "ArbaeenNawawi" MaktabaKhuddam Al-Quran, 36-K, Model Town, Lahore (2nd Edition: 2008)

Semester-II				
Course Code	**Course Name**	**Credit Hours**	**General Education Course /Major/Interdisciplinary**	**Marks**
ISL-302	History of Islamic Civilization	02	General Education Course	
PSC-302	Ideology and Constitution of Pakistan	02	General Education Course	
MIC-313	Everyday Science	3(2+1)	General Education Course	
MTH-433	Quantitative Reasoning I	3	General Education QR	
PSY-321	History of Psychology	03	Disciplinary Major	
BBA-322	Entrepreneurship	02	General Education Course	
Semester Credit Hours		**15**		

MTH-433   QR-I---Exploring Quantitative Skills   Credit Hours: 03

Specific Objectives of the Course:
Introduce students to importance of quantitative reasoning skills, history of mathematics and numbers in the real World.

Course Outline:
- **Different types of standard numbers and their operations.**
- **Understanding relationship between parts and whole**
- **Practical life scenarios involving parts & whole**
- **Money management (profit, loss, discount, zakat, simple interest, compound interest and taxation)**
- **Practical life scenarios involving units and rate, percentage, ratio, proportions**
- **Basic of Geometry (line, angles, circles, polygon etc)**
- **Golden ratio in sculptures**
- **Equating two expressions in one variable & using it to solve practical problems**
- **Sets and their operations, Venn diagrams**
- **Relations, Functions and their graphs**
- **Algebraic solution of quadratic equations and inequalities**
- **System of linear equations and their solutions**
- **Introduction to logic, prepositions, logical connectives, truth tables etc**

Recommended Books:

- **Bennett, J. & Briggs, W. (2015). Using and understanding mathematics (6th Edition). Pearson Education, Limited.**

http://xn--webducation-dbb.com/wp-content/uploads/2019/09/Jeffrey-Bennett-William-Briggs-Using- Understanding-Mathematics_-A-Quantitative-Reasoning-Approach-Pearson-2015.pdf

- **Blitzer, R. (2014). Precalculus. (5th Edition). Pearson Education, Limited.**
  https://www.ilearnacademy.net/uploads/3/9/2/2/3922443/precalculus edition_5f.pdf

HISTORY OF PSYCHOLOGY

PSY- 321   **Credit Hours: 3**

AIMS AND OBJECTIVES

To develop a basic understanding of the various processes of scientific development and change and to become familiar with the chronological history of ideas which contribute to the field of psychology. Also the course aims at to give awearness to the students about various perspectives, theories and functional systems used in psychology in order to study, understand and explain its subject matter.

Introduction:

- Why study the history of psychology?
- Revisions in the traditional views of science
- Persistent questions in psychology .
- Early Greek Philosophy.
- The first philosophers: Thales, Alaxinander, Heraclites, Parmenides, Pythagoras, Empedoclesm, and Democritus
- EarlyGreekMedicine.
- The relativity of Truth; Protagoras, Gorgias, Xenophobes, Socrates, Plato, Aristotle; After Aristotle
- Skepticism&Cynicism
- Epicureanism and Stoicism Neoplatonism and Emphasis on spirit Contribution of Muslim Philosopher
- Scholasticism

The Beginning of Modern Science and Philosophy:

- Renaissance Humanism; Challenges to Church authority; Rene Descartes
- Empiricism, Sensationalism, and positivism
- British Empiricism; French Sensationalism
- Rationalism
- Spinoza; Immanuel Kant; Johann Friedrich Herbert; Friedrich Hegel
- Romanticism and Existentialism
- Early developments in physiology and the rise of experimental psychology; Individual differences; Early Research on brain functioning
- Voluntarism, Structuralism and other early approaches to psychology

Psychobiology
- •   Karl and Lashley; New connectionism; Behavioral genetics
- •   Contemporary Psychology
- •   The Diversity in contemporary psychology
- •   The tension between pure, scientific and applied psychology
- •   Psychology's status as a science; Post modernism

Systems and Schools of Thought
- •   Structuralism Functionalism Behaviorism
- •   Gestalt psychology and Field Theory
- •   Psychodynamics Humanistic Psychology Cognitive Psychology
- •   New trends in Psychology
- •   Psychology in Pakistan

SUGGESTED READINGS:

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

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

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

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

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

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

☐   Wolmen, B. B. (1979). Contemporary theories and systems in psychology. NewYork: Harper & Row.

Program	BBA
Course Name	**Entrepreneurship**
Course Code	**BBA-322**
Credit Hours	**0 2**
Total week	**16**

COURSE OBJECTIVE

With more than half of the new jobs being created in the world economy by small businesses, the particular problems and experiences encountered in starting and developing new enterprises are clearly worth studying. This course of Entrepreneurship has been designed to provide the participants with an overall understanding of the concept of entrepreneurship and small business management. Participants will be prepared to start, survive, and succeed in their own businesses.

COURSE CONTENT

Week 1	Entrepreneurship: an evolving concept

	Entrepreneurship – a perspective
Week 2	The Role of Entrepreneurship Kinds of Entrepreneurs Role and Functions of Entrepreneurs
Week 3	Understanding strategic issues in business plan development
Week 4	Pitfalls in selecting new ventures
Week 5	Innovation: the creative pursuit of ideas Opportunity identification: the search for new ideas
Week 6	Reason for failures of new ventures
Week 7	Legal challenges for entrepreneurial ventures
Week 8	Sources of capital for entrepreneurial ventures
Week 9	**Mid-Term Examination**
Week 10	Assessment of entrepreneurial plan
Week 11	Marketing challenges for entrepreneurial ventures
Week 12	Developing an effective business plan
Week 13	Strategic entrepreneurial growth
Week 14	Problems Faced by Newly Established Company Post and Field Problems Faced by a New Enterprise
Week 15	Franchising and the Entrepreneur
Week 16	**Final-Term Examination**

Reference Books:

- Small Business Management:Entrepreneurship and Beyond, Timothy S. Hatten.South-Western, Cengage Learning
- Norman M. Scarborough., Essentials of Entrepreneurship and Small Business Management.Pearson Education
- Donald F. Koratko , Entrepreneurship –Theory Process Practice (10th Edition), South Western -Cengage Learning.
- David L. Kurtz& Louis E. Boone, Contemporary Business (latest edition).
- Philip Kotler&Gary Armstrong, Principles of marketing (latest edition).

- Any Other Resources such as: Internet and Resource Notes and Modules
- Local and international newspapers and financial journals.

HISTORY OF ISLAMIC CIVILIZATION تاریخ تہذیب اسلامی

Course Code: ISL-302   Marks: 100

Title	Description
Semester	1st
Course code	ISL -302
Nature of Course	General Education Course
No. of C.Hrs	02
Total Teaching Weeks	18
Objectives of the Course	1. Definition of Islamic Culture & Civilization 2. Analysis of the Rise and Fall of Islamic Culture in various parts of the World

		3. A Critical Study of the Effect and benefits of Islamic Civilization on other Cultures

Course Description

S.NO	Title	Description
1	Introduction to civilization- 1	• Introduction of Civilization • Foundation of Civilization • Elements of Civilization
2	Important Civilization in the Pre-Islamic Era	• Greek Civilization • Roman Civilization
3	Important Civilization in the Pre-Islamic Era	• Egypt Civilization • Hindu Civilization
4	Principles of Islamic Civilization	• Pillars of Culture & Civilization
5	Foundations of Islamic Civilization in the Era of the Prophet (SAW) and the Caliphates	• Reasons for the evolution of Islamic Civilization in the Era of the Prophet (SAW) and the Caliphates • Elements of Islamic Civilization in the era of Caliphates
6	Islamic Civilization in the era of BanuUmmayads- 1	• Introduction of BanuUmmayads • Intellectual development among the BanuUmmayads • Educational Centers for the BanuUmmayads
7	Islamic Civilization in the era of BanuUmmayads- 2	• Social developments of theBanuUmmayads • Causes of the civilization development of the BanuUmmayads • Results of the civilization development of the BanuUmmayads
8	Islamic Civilization in the era of BanuUmmayads- 2	• Results of the civilization development of the BanuUmmayads
	MID- TERM	
9	Islamic Civilization in the era of BanuUmmayads- 3	• Religious Movements in the era of Ummayads • Internal Disputes in Ummayads era • Reasons for the decline of the Ummayads
10	Islamic Civilization in the era of Abbasids- 1	• Beginning of Abbasid civilization • Educational movements of the Abbasid period
11	Islamic Civilization in the era of Abbasids- 2	• Cultural development in the Abbasid period • Social development in the Abbasid period
12.	Islamic Civilization in the era of Abbasids- 2	• A Comparative study of the Islamic Culture of Abbasids with other Civilization
13	Islamic Civilization in the era of Abbasids- 3	• Battles of Crusades • Battlers of Tartarians • The Causes of the Fall of the Abbasids and its Effects on Islamic Civilization
14	Islamic Civilization in Spain	• Causes of the spread of Islamic civilization in Spain

			Manifestations of Islamic civilization in Spain
15	In flounce Islamic Civilization	•	Influence of Islamic civilization in Spain on European civilization
16	Islamic Culture and Civilization in the Sub-Continent	•	Islamic civilization achievements in the Sub-Continent
		•	Reasons for the spread of Islamic cultural in Sub-Content
		•	The effects of the publication of Islamic civilization in the Sub-content on other civilization

Recommended Books

1. Muslim History and Civilization by EhsanulKarim
2. Islamic Religion History and Civilization, Seyyed Hossein Nasr
3. Tareekh-e-Islam Shah NadvuMoin-ud-din
4. Islamic History by Dr. Kabeer Ali
5. An Atlas of Islamic History, H.W.Hazard
6. A Short History of Islam, S.F.Mehmood

7. تاریخ تمدن اسلامی، شاہ معین الدین ندوی
8. تاریخ اسلام، اکبر شاہ نجیب آبادی

Ideology and Constitutional Development of Pakistan

PSC-302   **Cr. Hrs 02**

- To develop critical thinking for understanding Constitutional development in Pakistan;
- To develop understanding of the legal and constitutional structure of the state;
- To develop comprehension of the interconnectivity between the Constitutional provisions and political practice;
- To develop the understanding of students regarding ideological basis of Pakistan as well as role of ideology in building national character.

Contents of the Course

Course is divided into two sections to cover the maximum portion of the course.

Section A: Ideological understanding and development of Pakistan

1. Basis of Ideology of Pakistan and Two Nations Theory
2. Ideology of Pakistan: Vision of Quaide e Azam and AllamaIqbal
3. Role of ideology in building national character
4. Democratic system of Pakistan (Issues)
5. Major causes of the Imposition of martial Law (1958, 1969, 1977&1999).

Constitutional Development of Pakistan

6. Pakistan's Constitutional Development from 1947 onward.
7. An Overview of the Constitution of Pakistan (Features of 1973 Constitution).
8. Basic Concepts—Federalism and the 1973 Constitution.
9. Islam and the Constitution of Pakistan -1973.
10. Constitutional Amendments and Reforms- 1973.

Recommended Books:

Students are advised to take notes during lectures. Certain books have been recommended for reference and quality of analysis.

➢ Constitution of Pakistan
➢ The Constitutional History of Pakistan—1947-2012, Malik Muhammad Owais Khalid, 2012
➢ Constitutional History and Political Development, Hamid Khan, 2005
➢ Constitutional Development in Pakistan, G.W. Chaudhary
➢ Constitution Making in Pakistan 1947-85, Dr. Baz Muhammad
➢ Allen Gledhill, Pakistan: The Development of its Laws and Constitution
➢ "Military, State and Society in Pakistan" by HasanAskariRizvi, 2000.
➢ Kazmi, Raza, Pakistan Studies, Karachi Oxford University Press.
➢ Qureshi, I. H., A Short History of Pakistan, University of Karachi Press.
➢ Qureshi, I. H., Struggle for Pakistan, University of Karachi Press.
➢ Sayeed, K. B., Pakistan Formative Phase, National Book Service
➢ Ziring, Lawrance, Pakistan in Twentieth Century: A Political History, London; Oxford University Press
➢ Government and politics in Pakistan by Mushtaq Ahmad
➢ Ideology and Dynamics of Politics in Pakistan by Muhammad Asif Malik

Everyday Science

MIC-313   **Cr. Hrs 03**

Objectives:

The aims of the teaching and study of sciences are to encourage and enable students to: develop inquiring minds and curiosity about science and the natural world.

Course Outline

1. **Biological Sciences**

The Basis of Life: Cell Structures and Functions (Subcellular Organelles such as Nucleus, Mitochondria and Ribosomes).

Biomolecules: Proteins, Lipids, Carbohydrates, Fats and Enzymes.

Common diseases and Epidemics: Polio, Diarrhoea, Malaria, Hepatitis, Dengue their Causes and   Prevention.

Environment and Pollution: The Atmosphere (Layered Structure and Composition), Hydrosphere (Water Cycle, Major Water Compartments), Biosphere (Major Biomes) and Lithosphere (Minerals and Rocks, Rock Types, Plate Tectonics).

Concept of Balance Diet: Vitamins, Carbohydrates, Protein, Fats and oil, Minerals, Fiber.

Quality of Food: Bioavailability of Nutrients, Appearance, Texture, Flavor, Quality of Packed and Frozen Food, Food Additives, Preservatives and Antioxidants

2. **Physical Science:**
Constituents and Structure: Universe, Galaxy, Light, Year, Solar System, Sun, Earth, Astronomical System of Units

Process of Nature: Solar and Lunar Eclipses, Rotation and Revolution, Weather Variables (Global Temperature, Pressure, Circulation, Precipitation, Humidity) and Weather Variations.

Nature Hazards and Disasters: Earthquake, Volcanic Eruption, Tsunami, Floods, Avalanche, Travelling Cyclone (Tropical Cyclone, Middle Latitude Cyclone and Tornadoes), Drought, Wildfire, Urban Fire. Disaster Risk Management.

3. **Chemistry:**
Atomic Structure: Chemical Bonding, Electromagnetic Radiations.

Modern Materials /Chemicals: Ceramics, Plastics, Semiconductors. Antibiotics, Vaccines, Fertilizers, Pesticides.

Communication: Basics of Wireless Communication (Mobile, Satellite, Surveillance and GPS and Fiber Optic etc.

Recommended Books:

- Exploring Life Science 1975 Walter A. Thurber, Robert E. Kilburn, Peter S. Howell.
- Food Science 1998 Norman N. Potter, Joseph H. Hotchkiss.
- Environmental Science: Systems and Solutions. 5th ed. 2013 Michael L. McKinney, Robert Schoch and Logan Yonavjak.
- Environmental Science: A Global Concern 2012 William P. Cunningham, Barbara Woodworth Saigo.
- Fundamentals of Telecommunications 2005 Roger L. Freeman.
- Exploring Life Science 1975 Walter A. Thurber, Robert E. Kilburn, Peter S. Howell
- Principles of Animal Biology 2011 Lancelot Hogben.
- Forensic Science Fundamentals & Investigation 2008 Anthony J. Bertino.
- Basics of Environmental Science 2002 Michael Allaby.
- Food Science 1998 Norman N. Potter, Joseph H. Hotchkiss.
- Environmental Science: Systems and Solutions. 5th ed. 2013 Michael L. McKinney, Robert Schoch and Logan Yonavjak.
- Environmental Science: A Global Concern 2012. William P. Cunningham, Barbara

Woodworth Saigo

Semester-III				
Course Code	**Course Name**	**Credit Hours**	**General Education Course /Major/Interdisciplinary**	**Marks**
ENG-302	Expository Writing	03	General Education Course	
MTH-444	Quantitative Reasoning II	03	General Education QR	
CS-301	Application of Communication and Information Technology	03(2+1)	General Education Course	
EDU-301	Introduction to Education	03	Interdisciplinary	
PSY-411	Practicum-I	03	Disciplinary Major	
Semester Credit Hours		**15**		

MTH-444   QR-II----Tools for Quantitative Reasoning   Credit Hours: 03

Specific Objectives of the Course:

Introduce students to variables, sampling data and statistical approach in decision making.

Course Outline:

- **Investigating relationships between variables**

- **Exploring tools to find relationship between variables**

- **Population and samples,**

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- **Exploring and summarizing data**

- **Finding a representative value in a data**

- **Measure and spread of a data, measuring degree of relationship among variables**

- **Measure of central tendency, dispersion, data interpretation**

- **Basic probability theory**

- **Basics of estimation and confidence interval**

- **Testing hypothesis**

- **Statistical inferences in decision making**

- **Survey sampling**

Recommended Books:

- Heumann, Christian, and Schomaker, Michael. Introduction to Statistics and Data Analysis: With Exercises, Solutions and Applications in R. Switzerland, Springer International Publishing, 2023.
- James, Gareth, et al. An Introduction to Statistical Learning: With Applications in R. Germany, Springer New York, 2013.
- Reid, Howard M.. Introduction to Statistics: Fundamental Concepts and Procedures of Data Analysis. United States, SAGE Publications, 2013.

Introduction to Information and Communication Technologies
Credit Hours: 3 (2-3)
Contact Hours: 2-3
Pre-requisites: None
Course Introduction:
This is an introductory course in Computer Science designed for beginners. Apart from leading the participants through a whirlwind history of computing, the course also develops a feel for web programming through a series of lectures that help the students develop their own web page. Main objective of the course is to build an appreciation for the fundamental concepts in computing and to become familiar with popular PC productivity software.

CLO No. Course Learning Outcomes Bloom Taxonomy

CLO-1 Understand basics of computing technology C1 (Knowledge)

CLO-2 Do number systems conversions and arithmetic C2(Understand)

CLO-3 Have knowledge of types of software C2(Understand)

CLO-4 Have knowledge of computing related technologies C3 (Apply)

Course Outline:

Brief history of Computer, Four Stages of History, Computer Elements, Processor, Memory, Hardware, Software, Application Software its uses and Limitations, System Software its Importance and its Types, Types of Computer (Super, Mainframe, Mini and Micro Computer), Introduction to CBIS (Computer Based Information System), Methods of Input and Processing, Class2. Organizing Computer Facility, Centralized Computing Facility, Distributed Computing Facility, Decentralized Computing Facility, Input Devices. Keyboard and its Types, Terminal (Dump, Smart, Intelligent), Dedicated Data Entry, SDA (Source Data Automation), Pointing Devices, Voice Input, Output Devices. Soft- Hard Copies, Monitors and its Types, Printers and its Types, Plotters, Computer Virus and its Forms, Storage Units, Primary and Secondary Memories, RAM and its Types, Cache, Hard Disks, Working of Hard Disk, Diskettes, RAID, Optical Disk Storages (DVD, CD ROM), Magnetic Types, Backup System, Data Communications, Data Communication Model, Data Transmission, Digital and Analog Transmission, Modems, Asynchronous and Synchronous Transmission, Simplex. Half Duplex, Full Duplex Transmission, Communications, Medias (Cables, Wireless), Protocols, Network Topologies (Star, Bus, Ring), LAN, LAN, Internet, A Brief History, Birthplace of ARPA Net, Web Link, Browser, Internet Services provider and Online Services Providers, Function and Features of Browser, Search Engines, Some Common Services available on Internet.

Reference Materials:

1. Charles S. Parker, Understanding Computers: Today and Tomorrow, Course Technology, 25 Thomson Place, Boston, Massachusetts 02210, USA

2. Livesley, Robert Kenneth. An introduction to automatic digital computers. Cambridge University Press, 2017.

3. Zawacki-Richter, Olaf, and Colin Latchem. "Exploring four decades of research in Computers & Education." Computers & Education 122 (2018): 136-152.

4. Sinha, Pradeep K., and Priti Sinha. Computer fundamentals. BPB publications, 2010.

5. Goel, Anita. Computer fundamentals. Pearson Education India, 2010

PRACTICUM-I

PSY- 411   **Credit Hours: 3**

AIMS AND OBJECTIVES

To be aware of the experimental underpinning of the study of psychology and develop a scientific approach to the subject. To enhance the student's ability to apply theoretical knowledge of Psychology.

A total of 24 experiments are to be conducted for practicum, which constitute four courses in four semesters. Following experiments shall be performed by the students:

- Meaningful vs. Nonsense Learning
- Muller-Lyer Illusion
- Whole vs. Part Learning
- Color blindness
- Fluctutation of Attention

SUGGESTED READINGS:

➢ Collins, & Drever, (1978). A first laboratory guideline psychology.

➢   Mohsin, S. M. (1991). *Experiments in psychology.* Mito Lal Banarsi Das Delhi-Varnasi Patna. India.

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

➢   Woodworth, R. S. and Schloshber (1983). *Experimental psychology*. NewYork: Henry Holt &Co.

EXPOSITRY WRITING

ENG-302   **Cr. Hrs 03**

Course Description:

This course will introduce students to the basic principles of effective / skillful writing and will develop the understanding of the students on academic and technical writing skills. Students will understand and know how to follow the stages of writing process and will apply these to technical and workplace writing tasks. Students will learn how to incorporate clarity and utility in their writing, learn stylistic methods for effective writing and to be aware of ethical issues in technical

writing. Also, Students will read, analyze, and interpret material from technical fields, and will practice research and writing skills appropriate for technical topics.

Outcomes:

1. Students will be familiarized with basic sources and methods of research and documentation on topics including on-line research.
2. They will be able to synthesize and integrate material from primary and secondary sources wedded to their own ideas in research papers.

Course Contents:

- Topic sentence
- Paragraph writing:
- Essay writing:
- Introduction and Practice: Essay types: descriptive, narrative, discursive, argumentative.
- CV and job application
- Letter and memo writing
- Minutes of meetings
- Summary and précis writing
- Comprehension

Recommended Reading:

- Boutin, M., &Brinand,S.,&Grellet, F. (1993). Oxford Supplementary Skills. Fourth Impression. Pages 45-53.
- Nolasco, R. (1992). Oxford Supplementary Skills (3rded.). Fourth Impression.
- Langan, J. (2004). *College Writing Skills*. Mc-Graw-Hill Higher Education.

Introduction to Education

EDU-301   **Cr. Hrs 03**

Course Description

The purpose of this course is to examine the evolution of education in the Pakistan with a view to the aims, scope and function of education, mode of educations, ideological, philosophical and psychological foundations. The course will focus on the introduction of basic concepts in education and the Ideological, Philosophical and Psychological foundations of education. The major focus will be on developing an understanding of the education and major terminologies. The course will also throw light on guidance and counseling as an essential component of education. Through this course emphasis will be given on analyzing various sociological, political, economic and ideological forces that influence the process of education in our cultural context. This course will also be used to develop the ability in prospective teachers to interpret knowledge with its historical, philosophical, ideological and social context, which will lead to produce critical aspects of

education both within and outside the school. This course will also explore vital issues across all levels including teacher preparation, education theory, and role of society and community in education process.

Course Objectives

At the completion of this course students will be able to:

1. Define the basic concepts of Education
2. Describe the important features of foundations of Education
3. Understand the role of Education in society
4. Describe the elements of Education
5. Explain the modes of Education

Course Outline

1. Introduction to Education
   a. Definition of Education
   b. Aims and Scope of Education
   c. Education as process and product
   d. Functions of education
   e. Elements of Education
   f. Foundations of Education
2. Modes of Education
   a. Informal Education
   b. Formal education
   c. Non-Formal Education
3. Learning and Methods of Learning
   a. Strategy, methods and technique
   b. Traditional methods of teaching
   c. Non -Traditional methods of Teaching
   d. Comparison in tradition and non-traditional methods
4. Society, Community and Education
   a. Meaning of Society and Community
   b. Diversity and schooling
   c. The structure and culture of school
   d. Role of Education in Development of Society
   e. Education and Economy
5. Guidance and Counselling
   a. Definition and difference between Guidance and Counselling
   b. Need of Educational Guidance
   c. Role of Guidance in Schools
   d. Forms of Guidance and Counselling
6. Sources of Knowledge in Islam
   1. Quran
   2. Hadith
   3. Fiqqah
   4. Research
7. Education in Pakistan
   a. System of education in Pakistan

b. Analysis of education system in Pakistan
c. Problems of education in Pakistan
d. Solution of the problems

Recommended Texts:

1. ASER-Pakistan (2019). *Annual Status of Education Report 2018*. Islamabad: IdaraTaleem-O-Agahi

2. Bartlett, S., Burton, D. (2016). *Introduction to Education Studies. NY:* SAGE Publications Ltd.

Suggested Readings

1. Semel, S. F. (2018). *Foundations of Education: the Essentials text*. USA: Routledge
2. Shami, P. A. (2015). *Introduction to education*. Lahore: Ilmi Book House.

UNESCO (2007). *The Education System in Pakistan: Assessment of the National Education   Census*. Retrieved from http://unesco.org.pk/education/documents/publications/The%20Education%20system%20 in%20pakistan.pdf

Semester-IV				
Course Code	Course Name	Credit Hours	General Education Course /Major/Interdisciplinary	Marks
IR-111	Basic Factors in International Relations	03	Interdisciplinary	
PSY-421	Practicum-II	03	Disciplinary Major	
PSY-422	Introduction to Social Psychology	03	Disciplinary Major	
PSY-423	Educational Psychology	03	Disciplinary Major	
PSY-424	Ethics in Psychology	03	Disciplinary Major	
Semester Credit Hours	15			

IR-111   Basic Factors in International Relations   Cr.Hrs 03

Objectives:

The course is designed to focus on the dynamics of International Relations, national interests, power factor and state behavior as a guide to understand the nature of real politick. The course will enable the students to analyze the basic approaches and fundamental concepts of International Relations.

Course Outlines:
1   Meaning, Definitions and Scope of International Relations.
2   Nature, Evolution and Significance of International Relations

3	Nation State: Sovereignty and Security.
4	System and Sub-System.
5	Foreign Policy and Diplomacy.
6	Power and Balance of Power.
7	National Interest.
8	National Power
9	Nationalism
10	Regionalism.
11	Globalization.
12	State and Non- State Actors.
13	Human Rights and International Relations.
14	Religion, Ethics, Morality and Justice in International Relations.

Recommended Books

1. Amstutz, Mark R. *International Conflict and Cooperation: An Introduction to World Politics*. Chicago: Brown & Benchmark, 1995.

2. Columbus, Theodore. *Introduction to International Relations: Power and Justice*. New Delhi: Prentice Hall, 1992

3. Elias, Juanita and Peter Sutch. *The Basics International Relations*. London: Routledge, 2007.

4. Goldstine, Josha. *International Relations*. Washington DC: Pearson Education, 2003

5. Griffiths, Martin and Terry O Callaghan. *International Relations: The Key Concepts*. London: Routledge, 2003.

6. Jackson, Robert and George Sorensen. *Introduction to International Relations Theories and Approaches*, Oxford: Oxford University Press, 2003.

PRACTICUM-II

PSY - 421   **Credit Hours: 3**

AIMS AND OBJECTIVES

The aim of conducting practicals is to exercise the different theoretical approach of psychology. It also enables the students to have better understanding of psychology as a science.

- Concept Formation
- Memory: Function of Recitation
- Memory: Function of Time (Saving Method)
- Mental Fatigue
- Incidental Vs. Intentional Learning
- Retroactive Inhibition

INTRODUCTION TO SOCIAL PSYCHOLOGY

PSY- 422   **Credit Hours: 3**

AIMS AND OBJECTIVES

This course aims to raise awareness in students about individual social interaction and its social influence. It further provides an in-depth understanding about the individual and group formation,processing behaviors, conflicts, and cooperation.

Introducing Social Psychology:

- Social Psychology: A Working Definition
- History of Social Psychology
- Social Psychology In The New Millennium
- Application and Scope of Social Psychology

Research Methods in Social Psychology:

- Experiments and quasi experiment
- Survey Research
- Qualitative Approaches

- Socio psychological experiments

Aspects of Social Identity:

- The self and types of self

- Nature of the self

- Self concept

- Social diversity

- Self esteem

- Other aspects of self functioning

- Self focusing

- Self monitoring

- Self efficacy

Understanding the Social World:

- Social Perception

- Non-Verbal Communication

- Attribution

- Impression Formation & Management

- Social Cognition

- Schemas

- Heuristics

- Potential Sources of error in Social Cognition

Attitude and Attitude Change:

- Nature of attitudes

- Attitude Formation

- Attitude and Behavior

- Attitude Change (Cognitive Dissonance)

Social Influence:

- Conformity

- Compliance

- Obedience
- Resisting Social Pressure

Interpersonal Attraction:

- Understanding Attraction
- Forming Close Relationships
- Adult Attachment and Interpersonal Relations

Prejudice:

- The Nature and Power of Prejudice
- Prejudice and Discrimination
- Prejudice Based on Gender, Age, Ethnicity, Minority
- Reducing Prejudice

Pro-social Behavior and Aggressive Behavior:

- Helping Others (An introduction)
- Factors effecting Pro-social Behavior
- Understanding Aggression
- Reducing Aggression

Groups & Individuals:

- Group Dynamics
- Social Facilitation
- Social Loafing
- Group-Thinking

SUGGESTED READINGS:

- Baron, R. A., & Byrne, D. (2003). Social psychology (10ᵗʰed.). India: Prentice Hall.
- Callan, et.al. (1999). Social psychology (2ⁿᵈed.). London: Harcourt.
- Feldman, S. R. (1985). Social psychology: Theories, research and application. New York, USA: McGraw Hill Inc.
- Hewstone, M., Stroebe, W. & Stephenson, G. M. (1996). Introduction to social psychology (2ⁿᵈ ed.). Oxford: Blackwell Publishers.

- Myers, D. G. (2004). Social psychology (8th ed.). New Jersey: Worth publishers.
- Oskamp, S. & Schultz, P. W. (1998). Applied social psychology (2nd ed.). New Jersey: Prentice Hall.

EDUCATIONAL PSYCHOLOGY

PSY- 423   **Credit Hours: 3**

AIMS AND OBJECTIVES

The objective of this course is to understand the applications of psychology in educational set up. It also enables to acquire knowledge about different teaching methods, various educational problems faced by the childern/students and how to resolve them through psychological approach.

Introduction to Educational Psychology:

- Definition
- History
- Significance and Applications

Learner's Characteristics:

- Abilities
- Motivation
- Interest
- Aptitude
- Learning theories and practical applications of behavioral and cognitive approaches

Motivation in the Classroom:

- Self- regulated students
- Teacher characteristics
- Climate variables
- Instructional variables

Behaviorism in the Classroom:

- Learning theories in the classroom
- Creating productive learning environments
- Applied Behavioural Analysis (ABA)

Cognition in the Classroom:

- Cognitive perspective in learning
- Information processing in the classroom
- Schema production: Acquiring integrated declarative knowledge
- Understanding and automaticity: Acquiring procedural knowledge

Social development and learning:

- Definition: Two dimensions of social learning
- Perspective taking
- Social problem solving
- Violence and aggression in schools
- Assessing students' social development
- Promoting social development: Instructional strategies

Moral development:

- Kohlberg's theory of moral development
- Promoting moral development in the class: Instructional strategies

Classroom management:

- Introduction
- Cognitive approach to classroom management
- Planning for effective classroom management
- Student characteristics
- The physical environment
- Rules and procedures
- Creating and teaching rules

Learning with Exceptionalities:

- Individual with Disabilities Education Act (IDEA)
- Learning disabilities
- Attention Deficit Hyperactivity Disorder (ADHD)
- Behaviour disorders

- Communication disorders

- Hearing disabilities

- Students who are gifted and talented

Assessing classroom learning:

- Classroom assessment

- Traditional assessment strategies

- Alternative assessments

SUGGESTED READINGS:

➢ Borich, G. D., & Tombari, M. L. (1997). *Educational psychology: A contemporar approach* (2ⁿᵈ ed.). New York: Addison Wesley Longman,Inc.

➢ Cartwright, G. P., Cartwright, C. A. & Ward, M. E. (1985). *Educating special learner* (2ⁿᵈ ed.). California: Wadsworth Publishing Company.

➢ Crow, L., & Crow, A. (2000). *Educational psychology*. New Delhi: Eurosia Publishing House Ltd.

➢ Lefranceis, G.R. (1988). Psychology for Teaching (6ᵗʰ ed.). California:

➢ Riaz, M.N. (2006). *Areas of Psychology.* Karachi: Oxford University Press.Wordsworth Publishing Co.

➢ Slavin, R. (1994). *Educational psychology*. Boston Allyn & Bacon.

➢ Sprinthall, N., & Sprinthall, R. (1987). *Educational psychology: A developmental approach* (4ᵗʰ ed.). New York: Raudom House.

ETHICS IN PSYCHOLOGY

PSY- 424   **Credit Hours: 3**

AIMS AND OBJECTIVES

The objective of this course is to create awareness among the students about different ethical guidelines and codes which are necessary while conducting research and different studies in order to protect the basic rights of human and animal subjects.

Introduction:

- Definition of ethics

- Introduction of ethics in Psychology

Conduct of Psychologists:

- Ethical conduct of Psychologists:
- Ethical Principles of Psychologist
- Ethical Standard
- Ethical Committees
- Formationof working guidelines

Privacy and Confidentiality:

- Classroom Materials
- Research Data
- Assessment Materials

Psychologists and social responsibility

Ethics in Psychotherapy:

- Ethics in Psychotherapy
- Therapists' obligations
- Sexually intimated behaviour with clients
- Dual relationship
- Conflict of interest situatio

Psychologists and advertising:

- Acceptable advertisement
- Unacceptable advertisement

Ethical issues involved in experimentation with human and animal subjects

Relationships:

- Relationship with colleagues
- Monitoring conduct of colleagues
- Vindictive/ difficult colleague
- Relationship with students/ employees

Ethics and Psychological research:

- Psychologists responsibility

- Volunteerism

- Enticements

- Concealment

- Distortion

- Deception

- Debriefing

Plagarism

SUGGESTED READINGS:

➢ Austin, K. M., Moline, M.E., & Williams, G. T. (1990). *Confrontingmalpractice: Legal & ethical dilemmas in psychotherapy*. Newbury Park: CA. Sage.

➢ Spiegel, P. K., & Koocher, G. P. (1998). *Ethics in psychology*. New York: Oxford University Press.

Semester-V				
Course Code	**Course Name**	**Credit Hours**	**General Education Course /Major/Interdisciplinary**	**Marks**
PSY-511	Gender Studies	03	Interdisciplinary	
PSY-512	Developmental Psychology-I	03	Disciplinary Major	
PSY-513	Experimental Psychology-I	03	Disciplinary Major	
PSY-514	Neurological Basis of Behavior	03	Disciplinary Major	
PSY-515	Mental Health and Psychopathology-I	03	Disciplinary Major	
Semester Credit Hours		**15**		

GENDER STUDIES

PSY-511   **Credit Hours: 3**

AIMS AND OBJECTIVES

The aim of the course is to orient students with the gender related issues specifically development of different gender role attitudes, cultural perspectives of gender roles. Additionally a special attention will be given to the psychological aspects of issues faced by women in different cultures.

Introduction to Gender Psychology:

•   Definition

•   Nature of Gender Psychology

•   Historical background of gender issues in Psychology

Research methods for gender issues

Theories of gender development and other approaches

Gender typing and stereotyping:

•   Gender stereotypes

•   Developmental stages of gender stereotypes

Gender roles:

•   Development of gender roles

•   Gender role identification

•   Cultural influences and gender roles

•   Gender differences in personality

•   Cognitive differences

Gender and related topics:

•   Gender and Media

•   Gender and emotion

•   Gender and motivation

•   Gender and education

Gender related Issues:

- Gender and violence

- Work and related issues

- Gender work and women's improvement

- New avenues for research in gender issues

Gender and health promoting behaviors:

- Gender and heart diseases

- Cancer

- HIV/AIDS

- Problems associated with female reproductive health

- Obesity and weight control

- Gender and Psychopathology

- Feminist therapy

SUGGESTED READINGS:

☐ Eagly, A. H., Beall, A.E., & Sternberg, R. J. (2004). The psychology of gender (2nd ed.). New York: The Guilford press.

☐ Helgeson, V.S. (2005). Psychology of gender (2nd ed.). New Delhi: Pearson Education.

☐ Unger, R. K. (2001). Handbook of the psychology of women and gender (2nd ed.).New Jersey: John Wiley& Sons, Inc.

NEUROLOGICAL BASIS OF BEHAVIOR

PSY- 514   **Credit Hours: 3**

AIMS AND OBJECTIVES

To aware the students about psychological processes with respect to biological basis and to study how nervous system provides the explantional basis for human behavior

Origins of Neuropsychology:

- Neurological explanation of behavior

- Historical roots of Physiological Psychology

- Evolution of brain

- Genetics and evolution of behavior

- Chromosomal disorders

- Ethical issues in Neuropsychological research

- Careers in Physiological Psychology.

Physiology of Neural Cells:

- Neurons

- Types of neurons

- Nerve impulse

- Communication within a neuron

- Communication between neurons.

Physiology of Nervous System:

- Basic features of nervous system

- Central nervous system

- Peripheral nervous system

- Investigating how the brain controls behavior

- Development of the brain.

Emotions and Regulations of Internal Body States:

- Neural control of emotional response patterns

- Role of orbitofrontal cortex in social judgment and emotions

- Neural basis of the communication of emotions

- Endocrine system and emotions

- Homeostasis

- The psychology and biology of thirst

- The multiple controls of hunger

- Physiological mechanisms of sleep and waking.

SUGGESTED READINGS :

➢ Carlson, N. R. (1999). Foundations of Physiological Psychology (4th ed.). Boston: Allyn and Bacon.

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

MENTAL HEALTH AND PSYCHOPATHOLOGY- I

PSY-515   **Credit Hours: 3**

AIMS AND OBJECTIVES

The objective of this course is to provide an in-depth knowledge about abnormal behavior with respect to various proposed theories and studying different assessment and therapeutic approaches. It will enable the students to diagnose mental disorders and develop psychodaignostic reports.

Introduction to Abnormal Psychology:

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

Historical Background of Modern Abnormal Psychology:

- Ancient views and treatment
- Greek and Roman views
- Europe in the middle ages and muslim views
- The Renaissance

- 19th Century
- Views of abnormality in Indo-Pak sub-continent.

Models of Psychopathology:

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

Clinical Assessment of Abnormality:

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

Different Diagnosis and Etiological Factor described in DSM-V

Psychological Disorders:

- Anxiety Disorders
- Mood Disorders
- Eating Disorders

SUGGESTED READINGS:

- American Psychiatric Association. (1994). Diagnostic and Statistical Manual of Mental disorders (4[th]ed.). Washington, DC: Author.
- American Psychiatric Association. (2013). Diagnostic and Statistical Manual of Mental Disorders: DSM-5. Washington, D.C: American Psychiatric Association.
- Comer, R. J. (2004). Abnormal psychology. USA: Freeman & Company.

DEVELOPMENTAL PSYCHOLOGY-I

PSY-512   **Credit Hours: 3**

AIMS AND OBJECTIVES

The course work provide an opportunity to have a better understanding about human development, in relation to the physical, cognitive and emotional development of individuals from infancy to adulthood.

Introduction:

- Nature
- Scope

Research Methods in Developmental Psychology:

- Longitudinal
- Cross-Sectional
- Sequential approach
- Cohort effects
- Experimental Aspects of Development

Birth:

- long term consequences of pre-term and low birth weight,
- Postpartum period,
- Physical and emotional adjusment.

Infancy:

- Physical development,
- Motor development,
- Sensory and perceptual development,
- Social and emotional development,
- Linguistic and cognitive development

Childhood:

- Physical development,
- Socio emotional development
- Moral development
- Lingusitic & Cognitive development

SUGGESTED READINGS:

- Ahmad, F. Z. (1993). *Mental health and patterns of child rearing in Pakistan*. Pakistan: Institute of Clinical Psychology, University of Karachi, Karachi.
- Bee, H. (1994). *Lifespan development*. Harper Collins College Publishers.
- Bee, H. (1999). *The growing child: An applied approach* (2nd ed.). Addison Wesley Longman, Inc.
- Berk, E. L. (2000). *Child development* (5th ed.). Boston: Allyn & Bacon.
- Ahmad,A.,& Bano,M. (2004). *Television violence, terrorism and innocent children.* Lahore: Institute of Islamic Psychology.
- Feldman, R. S. (1999). *Child development: A typical approach*. USA: Prentice- Hall, Inc.

➢ Hurlock, E. B. (1978). *Child development*. McGraw-Hill Books Co.

➢ Papalia, E. D., Olds, W. S., & Feldman, D. R. (2001). *Human development* (8th ed.). New York: McGraw-Hill.

➢ Santrock,J.W., Bartlett, J. C. (1986). *Developmental Psychology: A life cycle perspective.* Dubuque, IA: W.C.Brown.

➢ Sprinthall, N. A., & Collins, W. A. (1984). *Adolescent psychology: Adevelopmental view* (3rd ed.). USA: McGraw-Hill.

Staffer, D. R., & Kipp, K. (2010). Developmental Psychology: Childhood

EXPERIMENTAL PSYCHOLOGY-I

PSY - 513   **Credit Hours: 3**

AIMS AND OBJECTIVES

The aim of this course work is to provide the student an in-depth knowledge about theoretical approach of psychology along with its scientific principles. It ensures the deeper understanding of experimental psychology with respect of practicals to be performed.

Introduction:
- Definition and nature
- Development of Experimental Psychology

Psychophysics:
- Importance of Psychophysics
- Absolute &Differential Thresholds
- Psychophysical Methods
- Theory of signal detection

Perception:
- Perception and Sensation

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

Practical Work:

The following experiments shall be performed bythe students:

- Color Zones of Retina
- Size Constancy
- Span of Attention
- Simple Reaction Time
- Perceptual Grouping
- Mapping Cutaneous Sense Spot

SUGGESTED READINGS:

➢ Mohsin, S. M. (1991). *Experiments in psychology.* Mito Lal Banarsi Das Delhi-Varnasi Patna. India.

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

➢ Woodworth, R. S. and Schloshber. (1983). *Experimental psychology*. NewYork: Henry Holt & Co.

Semester-VI				
Course Code	**Course Name**	**Credit Hours**	**General Education Course /Major/Interdisciplinary**	**Marks**
PSY-521	Experimental psychology-II	03	Disciplinary Major	
PSY-522	Developmental Psychology-II	03	Disciplinary Major	
PSY-523	Research Methodology-I	03	Disciplinary Major	
PSY-524	Applied Statistics	03	Disciplinary Major	
PSY-525	Personality Theories-I	03	Disciplinary Major	
PSY-526	Mental Health and Psychopathology-II	03	Disciplinary Major	
Semester Credit Hours		**18**		

EXPERIMENTAL PSYCHOLOGY-II

PSY-521   **Credit Hours: 3**

AIMS AND OBJECTIVES

The course aims at providing an opportunity to study in detail the psychological theories of higher mental processes with respect to its practical approach, which also explains the scientific nature of psychology.

Learning:

- Simple Learning and Conditioning
- Classical versus instrumental conditioning
- Basic factors in learning andperformance
- Role of reinforcement in learning
- Contemporary theories of Learning
- Transfer of training

Memory:

- Theories of Memory
- Compartments of Memory
- The storage and retrieval process
- Memory Experiments
- Mnemonics: ways of improving memory (Devices Mnemonics)

Thinking and Problem-Solving:

- Nature of Thinking
- Concept formation
- Set and attitude as factors in Thinking
- Creative Thinking
- Theories of Thinking

Reaction Time and Association:

- Reaction time
- Judgment time
- Determinants of reaction time

Practical Work:

Following experiments shall be performed by the students:

- Judgment Time
- Negative After Image
- Zeigernik Effect

- •   Transfer of Training

- •   Problem Solving

- •   Memory: Method of Serial Reproduction

- •   Trial Position Effect under Massed and Distributed Practice

SUGGESTED READINGS:

☐   Duffy, K. G., & Wong, F. Y. (1996). Community psychology. Boston: Allyn & Bacon.

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

MENTAL HEALTH AND PSYCHOPATHOLOGY-II

PSY- 526   **Credit Hours: 3**

AIMS AND OBJECTIVES

The course aims at studying the etiology of abnormal behavior with criteria provided by DSM-V and to provide a deeper understanding about many disoredrs.

Psychological Disorders:

- •   Somatoform Disorders

- •   Dissociative Disorders

- •   Schizophrenia Spectrum and other Psychotic disorders

- •   Adjustment Disorders

- •   Sexual & Gender Identity

- •   Developmental or Childhood and Infancy Disorders

- •   Psychoactive Substance use Disorders

- •   Factitious Disorders

- •   Sleep Wake Disorders

- •   Cognitive Disorders

- •   Disruptive, Impulse- control and conduct Disorders

SUGGESTED READINGS:

- American Psychiatric Association. (1994). Diagnostic and statistical manual of mental disorders (4th ed.). Washington, DC: Author.
- American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5thed.). Washington, DC: Author.
- Comer, R. J. (2004). Abnormal psychology. USA: Freeman and Company.
- Neale, J. M. & Davison, G. C. (2004). Abnormal psychology. New York: John Wiley & Sons.

PERSONALITY THEORIES-I

PSY-525   **Credit Hours: 3**

AIMS AND OBJECTIVES

The course aims to provide the students a better understanding of human personality, explaining through different theories and to study how the theoretical explanations of human personality went through modification.

Psychology of Personality:

- Introduction to the Discipline
- Meaning of personality
- Meaning of theory
- Components of personality theory

The Psychoanalytic Legacy

- **Sigmund Freud:**
  - Basic concepts
  - Personality structure: three interacting systems
  - Personality development: five sequential stages
  - Personality dynamics: instincts / anxiety / catharsis and anti-catharsis
  - Defense mechanisms
  - Application of psychoanalytic theory
  - Dream analysis paraphrases
  - Critical evaluation

Personality's ancestral foundations

- **Carl Jung:**
  - Basic concepts: Conscious and unconscious; Archetypes, Personality typology
  - Personality development
  - Further applications: Dream analysis; Psychopathology
  - Critical evaluation

Overcoming inferiority and striving for superiority

- **Alfred Adler:**
  - Basic concepts: Developing social feelings: society; work and love; Style of life; future goals vs. past events; overcoming inferiority; Striving for superiority and superiority complex; Family influences on personality development
  - Further applications: Dream analysis; Psychopathology
  - Critical evaluation

- **Erik Erikson:**
  - Psycho-social stages of personality development
  - Identity crises

Neo Freudians

- **Karen Horney:**
  - Basic anxiety; Coping by way of 10 neurotic needs moving towards, or against, or away from people, Development of an idealized vs. a real image of self; Defense mechanisms.

- **Harry Stack Sullivan:**
  - Empathy, Anxiety and security; 3 modes of experience; 6 stages of Development

- **Henry A. Murray:**
  - Definition of need; variety of needs; Strength of needs and interactions, Environmental press

- **E. Erich Fromm:**
  - Existential needs; Individual and social characters

- **Evolutionary Psychology**

SUGGESTSED READINGS:

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

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

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

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

RESEARCH METHODOLOGY-I

PSY-523   **Credit Hours: 3**

AIMS AND OBJECTIVES

The course purpose is to aware the students with the scientific method of conducting the research that starts from identifying the research statement and concludes at interpreting the research findings. It also ensures to provide deeper understanding about different research methods and ethical guidelines.

Introduction:

- Scientific and non-scientific approaches to knowledge.
- The scientific Experimental method:
    - Definition
    - Features
    - Goals
    - Steps

Identifying a Research Problem:

- Basic approaches
- Sources of Research literature

Scientific theories and hypotheses:

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

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

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

Descriptive research methods:

- Observation
    - Naturalistic observation
    - Observation without intervention
    - Observation with intervention
    - Participant observation
    - Structured observation
    - Field experiments
- Recording behaviour
    - Qualitative measures of behaviour
    - Quantitative measures of behaviour
    - Analysis of observational data
    - Advantages, problems, and methodological issues
- Unobtrusive measures of behaviour
    - Physical traces
    - Archival data

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Sampling techniques:

- Basic terminology

- Representativeness and bias

- Probability sampling:

  o Random sampling methods: Pure\simple random sampling

  o Random digit dialing, Systematic\ Interval sampling

  o Stratified random sampling

  o Cluster sampling; simple and multistage

- Non-probability sampling:

  o Purposive

  o Quota

  o Self-Selected

  o Snowball

  o Convenience

  o Clinical Sampling

  o Time and event sampling

  o Situation sampling

- **Program evaluation Focus groups**

SUGGESTED READINGS:

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

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

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

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

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APPLIED STATISTICS

PSY- 524   **Credit Hours: 3**

AIMS AND OBJECTIVES

        The design of the course work enbales the students to have an orientation of statisitcs and deeper understanding of statistics in psychology and its applications in psychological research and survey.

Introduction:

- Descriptive and Inferential Statistics
- Scales of measurement
- Importance and limitations of statistics in psychology
- Data and management of Data

Descriptive Statistics:

- Measures of central tendency
  - Mean
  - Median
  - Mode
- Measures of Dispersion
  - Range
  - Standard Deviation
  - Variance
  - Z Scores

Correlation, Regression and Prediction:

- Correlation
  - Pearson product moment correlation
  - Spearman rank order correlation
  - Biserial and Point bi-serial estimation
  - Phi and tetrachroic correlation

- Linear regression

- Scatter diagram

- Standard error of estimation.

Probability:

- Defining probability

- Subjective, empirical and classical probability

- Laws of probability

- Permutation and combination.

SUGGESTED READINGS:

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

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

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

➢ Howell, D. C., & Cole, B. (1994). *Fundamental statistics for the behavioral sciences*. Australia: Thomson, Brooks.

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

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

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DEVELOPMENTAL PSYCHOLOGY-II

PSY-522   **Credit Hours: 3**

AIMS AND OBJECTIVES

The course work provide an opportunity to have a better understanding about human development, in relation to the physical, cognitive and emotional development of individuals from Adolescence to old age.

Adolescence:

- Puberty
- Physical development
- Moral development
- Social and emotional development
-         Lingusitic & Cognitive development

Adulthood:

-         Physical development
-         Social development
-         Cognitive and emotional development
-         Career and work
-         Marriage and family

Old age:

-         Physical changes
-         Health issues
-         Work and retirement
-         Social and emotional development
-         Lingusitic & Cognitive development

Death:

- Causes and expectations about death
- Facing one's own death
- Facing other's death

SUGGESTED READINGS:

➢ Ahmad, F. Z. (1993). *Mental health and patterns of child rearing in Pakistan*. Pakistan: Institute of Clinical Psychology, University of Karachi, Karachi.

➢ Bee, H. (1994). *Lifespan development*. Harper Collins College Publishers.

➢ Bee, H. (1999). *The growing child: An applied approach* (2nd ed.). Addison Wesley Longman, Inc.

➢ Berk, E. L. (2000). *Child development* (5th ed.). Boston: Allyn & Bacon.

➢ Ahmad,A.,& Bano,M. (2004). *Television violence, terrorism and innocent children.* Lahore: Institute of Islamic Psychology.

➢ Feldman, R. S. (1999). *Child development: A typical approach*. USA: Prentice- Hall, Inc.

➢ Hurlock, E. B. (1978). *Child development*. McGraw-Hill Books Co.

➢ Papalia, E. D., Olds, W. S., & Feldman, D. R. (2001). *Human development* (8th ed.). New York: McGraw-Hill.

➢ Santrock,J.W., Bartlett, J. C. (1986). *Developmental Psychology: A life cycle perspective.* Dubuque, IA: W.C.Brown.

➢ Sprinthall, N. A., & Collins, W. A. (1984). *Adolescent psychology: Adevelopmental view* (3rd ed.). USA: McGraw-Hill.

➢ Staffer, D. R., & Kipp, K. (2010). Developmental Psychology: Childhood and adolescence (8th ed.). Australia: Wadsworth Cengage Learning.

Semester-VII				
Course Code	Course Name	Credit Hours	General Education Course /Major/Interdisciplinary	Marks
PSY-611	Psychological Testing-I	03	Disciplinary Major	
PSY-612	Research Methodology-II	03	Disciplinary Major	
PSY-613	Personality Theories-II	03	Disciplinary Major	
PSY-614	Forensic Psychology	03	Disciplinary Major	
PSY-615	Internship Report	03	Field Experience	
Semester Credit Hours		15		

INTERNSHIP REPORT

PSY- 615   **Credit Hours: 3**

- Selection of relevant area to be made in consultation with internship committee.
- Approval of area of internship has to be done by the internship committee (at least comprising of 2 members).
- Time period for internship is 16-18 weeks.
- Bi-weekly report has to be submitted and formally approved satisfactorily by the internship committee.
- Mid-Term report should be submitted between 8-9 weeks to internship committee.
- Final report should be submitted and formally rated by the internship committee **satisfactory/unsatisfactory.**

FORENSIC PSYCHOLOGY

PSY-614   **Credit Hours: 3**

AIMS AND OBJECTIVES

      To aware the students about psychological applications in legal and criminal justice system and to provide a thorough knowledge about the psychological research and principles involve in Criminal Proceedings.

Introduction to Forensic Psychology:

- Defining Forensic Psychology
- Historical background of Forensic Psychology
- Roles of Forensic psychologists
- Applications of Forensic psychology

Explaining Crime:

- Three level of explanation
    - Biological
    - Psychological
    - Social/ Political

Theories of Crime

- **Criminological theories:**
    - Classical criminology
    - Urban theories of crime
    - Control theories of crime
    - Labeling theories of crime

- **Psychological theories:**
    - Differential association theory
    - Differential reinforcement theory
    - Social learning theory
    - Cognition and crime

Moral reasoning and offending:

- Introduction
- Evaluation of moral reasoning and offending
- Measurement of moral reasoning and offending

Psychology and Law:

- Nature of two disciplines
- Methods of psychological enquiry
- The legal system
- Legal decision making by judges and jury
- Issues relating to being an expert witness

Investigative Forensic psychology:

- Eyewitness testimony
- Investigative interviewing
- Detection of deception
- False confessions
- Offender profiling

Psychology applied to civil and criminal proceedings:

- Adult domestic law issues
- Child domestic law issues
- Work harassment
- Assessing and reporting work related stress
- Competency to stand trial
- Criminal responsibility and insanity defense
- Violent offenders and violence risk assessment
- Psychopathy and psychopathy assessment

Juvenile Delinquency:

- Theories of Juvenile Delinquency

- Role played by family and peers

- Juvenile sex offenders

- The problem of serious juvenile offending

- Relationship between substance use and crime among juvenile offenders

Correctional psychology in adult and juvenile settings

SUGGESTED READINGS:

➢ Bartol, C.R. (2002). *Criminal behavior, A psychosocial approach* (6th ed.). NJ: Prentice Hall.

➢ Eckert, W.G. (1990). *Introduction to Forensic science*. London: The C.V. Mosby Company.

➢ Gordon, R. (1995). *Forensic psychology: A guide for lawyers and the mental health professions.* Tucson: Ariz, Lawyers and Judges Publishing Co.

➢ Logan, C. (2010). *The Cambridge handbook of Forensic psychology.* Cambridge: Cambridge University Press.

➢ Towl, G. J., & Crighton, D. A. (Ed). (2010). *Forensic Psychology*. BPS Blackwell.

➢ Weiner, B. A., & Hess. A. (2006). *The handbook of Forensic psychology* (3rded.). New York: Wiley.

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PERSONALITY THEORIES-II

PSY- 613   **Credit Hours: 3**

AIMS AND OBJECTIVES

It would help the student to Identify the fundamental issues on which personality theorists tend to differ. They will learn the different methods of personality assessment.The course will enable them to compare and contrast the major approaches to understanding personality (e.g., psychodynamic/relational; behavioral/cognitive/social learning; trait; humanistic; and Eastern/transpersonal); and would help to Identify the key theorists within each approach and describe significant influences on their work.

Dispositional theories

- **Gordon Allport:**
    - Personality development
    - Personality traits
    - Critical evaluation

- **Raymond Cattell:**
    - View of a person
    - Understanding of the person
    - Factor analysis
    - Traits and types
    - Personality of nations
    - Critical evaluation

- **Hans Eysenck:**

Basic concepts

    - Traits and types
    - Measuring and describing E, N, and P
    - Critical evaluation

Humanistic theories

- **Abraham Maslow:**

Basic concepts

- o Five basic human needs
- o Self actualizing person
- o Critical evaluation

- **Carl Rogers:**
- o Biographical sketch

Basic concepts:

- o Actualization
- o Importance of self
- o Personality development
- o Client centered therapy
- o Critical evaluation

- **George Kelly:**
- o Biographical sketch

Basic concepts:

- o Personality as a system of constructs
- o Relation among constructs
- o Personality development
- o Predictability
- o Dependency constructs
- o Role playing
- o Choices: the C-P-C cycle
- o Critical evaluation

Behaviorist theories

- **B.F. Skinner:**

Basic Concepts:

- o Operant conditioning

- o   Positive reinforcement

- o   Negative reinforcement and punishment

- o   Schedules of reinforcement

- o   Operant conditioning and reinforcement

- o   Development of human Language, Personality and child rearing

- o   Critical evaluation

- **John Dollard and Neal E. Miller:**

Basic concepts:

- o   Psychopathology

- o   How fear is learned

- o   Effect of fear

- o   Critical evaluation

- **Social Learning Theory of Albert Bandura:**

Basic concepts:

- o   Models and modeling

- o   Goals and self regulating

- o   Self efficacy

- o   Reward

- o   Defensive behavior

- o   Critical evaluation

SUGGESTED READINGS :

➢ Allen, B. P. (1997). *Personality theories: Development, growth and   diversity* (2nd ed.). Boston: Allyn & Bacon.

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

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

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

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

RESEARCH METHODOLOGY – II

PSY- 612   **Credit Hours: 3**

AIMS AND OBJECTIVES

To raise awareness in students about different research methods used in scientific research studies and its practical approach.

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

Surveys:

- Nature
- Goals
- Basic steps
- Survey methods:
  - Mail surveys
  - Personal interviews
  - Telephone surveys

Survey Research Designs:

- Cross-sectional design
- Longitudinal design
- Successive independent samples design

Experimental Research Methods:

- Experimental method:
    - Control and variability
    - Logic
    - Characteristics
- Independent measure designs/Between group design
- Random group design
- Alternative independent groups design
- Methodological issues:
    - Individual differences
    - Assigning conditions
- Repeated Measures designs/Within group design
- Advantages and methodological issues:
    - Differential carry-over effect,
    - General practice effect
- Complex designs
- Small N designs
- After – only, Before – after no control group
- Factorial designs

Quasi- Experimental Designs:

- Retrospective \ Ex Post Facto Designs
- Prospective Quasi – Experimental Designs
- Time Series Designs
- Event – Specific Alignment Designs
- Twin Studies and Adoption Studies

Applied Research:

- Single Case research designs

Writing a Research Report:

- The goal of a Research Report

- General APA guidelines for Writing Style and Format

- Elements of an APA-Style Research Report

- Writing a Research Proposal

SUGGESTED READINGS:

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

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

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

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

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PSYCHOLOGICAL TESTING-I

PSY-611   **Credit Hours: 3**

AIMS AND OBJECTIVES

The objective of this course is to develop a deeper understanding about the assessment of mental abilities and attributes, including personality, achievement and ability.

Psychological tests:

- Definition and nature
- Types and it's uses
- Psychological test vs. psychological assessment
- User qualifications
- Control in use of psychological tests
- Ethics and Standards of psychological testing

History of Psychological testing:

- Antecedents
- Rise of modern psychological testing
- Current status

Test construction:

- A general introduction
- Steps of test construction
- Characteristics of a good psychological test.

Item writing:

- Types of items
- General guidelines for writing items
- Methods of scoring

Item analysis:

- Meaning and purpose of item analysis
- Item difficulty
- Item discrimination

- Item distracters
- Factors influencing item difficulty and item discrimination
- Item response theory
- Item characteristic curves
- Problems of item analysis.

Reliability of test scores:
- Concepts of reliability
- Types of reliability
- Measurement of reliability

Validity:
- Meanings of validity
- Types of validity
    - Face validity
    - Content validity
    - Concurrent validity
    - Predictive validity
    - Construct validity
    - Convergent & divergent validation
- Factors influencing validity
- Error of estimate
- Relation of validity & reliability.

Test norms:
- Meaning and types of norms
- Steps in developing norms
- Norm-referenced and criterionreferenced testing
- Computers and the interpretation of test scores

Response sets in test scores:

- Meaning of response sets
- Types of response sets
- Implications of response sets
- Methods to eliminate response sets

SUGGESTED READINGS:

➢ Anastasi, A. (1988). *Psychological testing* (6th ed.). New York: Macmillan.

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

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

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

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

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Semester-VIII				
Course Code	Course Name	Credit Hours	General Education Course /Major/Interdisciplinary	Marks
PSY-621	Positive Psychology	03	Disciplinary Major	
PSY-622	Psychological Testing-II	03	Disciplinary Major	
PSY-623	Clinical Psychology	03	Disciplinary Major	
PSY-624	Counseling Psychology	03	Disciplinary Major	
	Thesis/Research Report	03	Capstone Project	
Semester Credit Hours		**15**		

POSITIVE PSYCHOLOGY

PSY-621   **Credit Hours: 3**

AIMS AND OBJECTIVES

This course aims to provide a sense of understanding among students about positive nature of human and how this perspective can lead the lives of the individual towards healthy and stable functioning in real life setup with the help of proposed theories and models.

Introduction:

- Nature and Scope of Positive Psychology
- Evolutionary Perspectives
- Positive Personal Traits

Associated Psychological factors:

- Hope
- Optimism
- Happiness
- Love
- Empathy
- Attachment
- Emotional Intelligence
- Tolerance
- Forgiveness
- Gratitude

- Faith

- Morality

- Wisdom and Creativity

Self Determination Theory and Intrinsic Motivation

Social Development and Well Being

Positive Interventions:

- The disease model of mental illness and its problems

- Towards a classification of strengths

- Mindfulness

- Positive Psychotherapy

- Positive Psychology in educational settings

- Interventions to increase resilience

- Positive interventions targeting specific emotions

Positive Institutions:

- Job satisfaction and well being

- Positive communities

- Subjective well being in different cultures

A look towards the future of Positive Psychology:

- How do we recognize a life lived well, a life worthy of admiration and respect

- Expanding the criteria of the good life

- New research methods

Applications of Positive Psychology specifically with reference to Pakistan

SUGGESTED READINGS:

➢ Boniwell, I. (2011). *Positive psychology in a nutshell: The science of happiness* (3rded.). England: McGraw Hill Open University Press.

➢ Corer, L., Keyes, M., &Handit, J. (2002). *Flourishing Positive psychology & the life*. Washington: APA Publication.

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

➢ Lopez, S. J., & Snyder, C.R. (2011). *The Oxford handbook of positive psychology* (2nd ed.). New York: Oxford University Press.

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

CLINICAL PSYCHOLOGY

PSY-623   **Credit Hours: 3**

AIMS AND OBJECTIVES

The objective of this course is to cognize the students with various psychological assessment techniques and psycho therapeutic models which are necessary for diagnosing psychological disorders and suggesting treatment.

Introduction to Clinical Psychology:

- Definition
- History of Clinical Psychology
- Present status and Scope
- Characteristics of clinical psychology
- Distinguishing clinical psychology from related disciplines
- Client and therapist variable
- Ethics and legalities

Training of Clinical Psychologist:

- Differentiate between psychiatrist and psychologist
- Interview, Testing, intervention, projective tests.
- Neuro Psychological tests
- Psychological Assessment

Clinical interviewing:

- Types of clinical interviews

- Rapport
- Communication strategies
- Diagnostic interviewing
- Interviewing with children

Models in Clinical Psychology:

- Psychodynamic Model
- Behaviouristic Model
- Phenomenological model
- Cognitive model

Psychotherapies for different disorders

- Psychology analytical therapy
- Client – Centered therapy
- Behavior Therapy
- Group Therapy
- Drug Therapy
- Rehabilitation

SUGGESTED READINGS:

➢ Barker, C., Pistrang, N., & Elliott, R. (2002). *Research methods in clinical psychology: An Introduction for students and practitioners*. New York: John Wiley & Sons.

➢ Boll, T. J., Raczynski, J. M., & Leviton, L. C. (2004). *Handbook of clinical health psychology: Disorders of behavior and health*. American Psychological Association (APA).

➢ Bootzin, R. P., & Acocellah, Jr. (1998). *Abnormal psychology, current perspectives* (Ed). New York: Random House.

➢ Halgin, R. P., Whitbourne, S. K., & Halgin, R. (2004). *Abnormal psychology:Clinical perspectives on psychological disorders*. New York: McGraw-Hill.

➢ Korchin, J. S. (1986). *Modern clinical psychology.* CBS Publishers.

➢ Neale & Davison. (1990). *Abnormal psychology* (5th ed.). New York: John Wiley & Sons.

➢ Nietzel, M. T., & Bernstein, D. A. (1966). *Introduction to clinical psychology*. New Jersey: Prentice Hall.

➢ Sayette, M. A., Mayne, T. J., & Norcross, J. C. (2004). *Insider's guide to graduate programs in clinical and counseling psychology*: The Guilford Press.

➢ Shafranske, E. P. (1996). *Religion and the clinical practice of psychology*. American Psychological Association (APA).

PSYCHOLOGICAL TESTING-II

PSY-622   **Credit Hours: 3**

AIMS AND OBJECTIVES

It is intended to acquaint student with the fundamental vocabulary and logic of psychological measurement and behavioral assessment. It will enable the students to administer different psychological tests. Psychological assessment reports are aimed to enhance the report writng skills of the students.

Measurement of Abilities

Intelligence:

- Nature and Meaning
- Different view points
- Types of intelligence Tests
    - Stanford Binet
    - Wechsler
    - Kaufman Differential Ability Scales
- Problems in testing intelligence during infancy, childhood, adulthood and old age.
- Cross sectional & longitudinal studies in intelligence testing.

Tests for special populations:

- Infant & Preschool Testing
- Testing of the Mentally Retarded populations
- Testing for physical disabilities
- Multicultural testing
- The issue of bias in testing.

Achievement and Aptitude testing:

- Adaptive Testing
- Aptitude testing
- Multilevel batteries
- Achievementtesting and Learning disabilities
- Career guidance
- Computer Adaptive testing

Personality Testing:

- Meaning & purpose of personality measurement
- Tools of personality assessment
- Some representative personality inventories based upon content, criterion, and factor analysis.
- Current status of personality inventories.
- Projective Techniques

Measurement of interests, values & attitudes.

Occupational & Organizational Testing

Tests in Clinical & Counseling Settings:

Psycho Neurological tests

- Behavioral assessment and clinical judgment

SUGGESTED READINGS :

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

- Cohen, R. J., &Swerdlik, M. E. (2005). *Psychological testing & assessment* (6[th]ed.). New York: McGraw-Hill.
- Cronbach, L. J. (1970). *Essentials of psychological testing* (3rd ed.). London: Harper & Row Publishers.
- Gregory, R. J. (1996). *Psychological testing, history principles & applications* (2nd ed.). New York: Allyn & Bacon.
- Oppenheim, A. N. (1992). *Questionnaire design: Interviewing attitudemeasurement.* London: Pinter Publishers.
- Panda, L H. (1998). *Psychological testing: Theory and application*. New York: Allyn & Bacon.
- Pittrnger, D. J. (2003). *Behavioral research design analysis*. New York: McGraw-Hill.
- Shelly, D., & Cohen, D. (1986). *Testing psychological tests*. London: Croon Helm.
- Thorndike R. L., & Hagen, E. P. (1995). *Measurement and evaluation in psychology and education* (4th ed.). New York: Macmillan.

WOMEN UNIVERSITY MARDAN
DEPARTMENT OF PSYCHOLOGY

COUNSELING PSYCHOLOGY

PSY- 624   **Credit Hours: 3**

AIMS AND OBJECTIVES

The objective of this course is to raise awareness among students about the counseling techniques and to have better understanding about psychologicl issues, gain insight into feelings and thoughts and deal effectively with problems.

The Counseling Profession: A Historical Perspective:

- The development of counseling as a distinct profession
- Historical and Social factors
- Frank Parsons and other early influences
- Beginnings of professional organizations and professional identity
- Influence of World War-I & II; Government involvement
- Current Trends and future directions
- Counseling as an Applied Social Science:
    - It's Nature and Scope in Pakistan

The Criteria of Mental Health:

- The Concept of Adaptive and Maladaptive Behaviour
- Healthy personality with particular reference to:
    - Jahoda (1958)
    - Shoben (1957)
    - Allport (1961)
    - Kinnier (1993) and others.

The Process of Counseling:

- Nature & Importance of professional relationship
- Ingredients of helping relationship
- Characteristics of Effective Counselors/ Psychotherapists: A client's rights.

The Counseling Interview:

- Introduction
- Kinds of Interviews
    - The Intake Interview
    - The Diagnostic Interview
    - Interviewing with significant others
    - The Case History Interview and some other major types
- Interview techniques in Counseling

Tests in Counseling:

- Introduction
- Types of Psychological Tests
- Factors affecting psychological test results
- Test Use in Counseling Situations
- Test Interpretation in Counseling
- Limitations of the use of Psychological tests

Applications of Counseling:

- Educational counseling: Counseling in school and colleges
- Career Counseling
- Counseling for family and marriage
- Trauma Counseling
- Mental Health Counseling

Ethical Issues in Counseling

SUGGESTED READINGS:

➢ Caizzo, D., &Grpss, D. (1991). *Introduction to counseling: Perspectives for the 1990.* Boston: Allyn& Bacon.

➢ Gibson, L.R., & Mitchell, H.M. (2006). Introduction to counseling and guidance (6[th]ed.). New Delhi: Prentice Hall.

➢ Gladding, T. S. (1988). *Counseling: A comprehensive profession*. Toronto: Merrill Publishing Company.

➢ Ivery, A., &Irey, M. (1993*). Counseling and psychotherapy: A multiculturalperspective*. Boston: Allyn& Bacon.

➢ Nugent, A. F. (1994). *An introduction to the profession of counseling* (2nded.). New Jersey: Prentice-Hall Inc.

➢ Peterson, V. J., &Nisenholz, B. (1999). *Orientation to counseling* (4thed.). London: Allyn& Bacon.