

UNIVERSITY OF POONCH RAWALAKOT
Faculty of Management, Humanities and Social Sciences
Department of Psychology



3rd Meeting of Board of Studies
Department of Psychology
2023 Onwards

CURRICULUM

OF

PSYCHOLOGY

For

BS (4-Years Program)



UNIVERSITY OF POONCH, RAWALAKOT

Department Of Psychology

Faculty of Management Sciences, Humanities & Social Sciences

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University of Poonch Rawalakot
Department of Psychology

Scheme of Studies for Psychology BS (4 Years)

Serial No	Categories	No of courses	Credit hours
1	General Education	12	30
2	Interdisciplinary	4	12
3	Discipline specific foundation courses	9	27
4	Major courses including research project/internship	15	45
5	Electives within major	5	15
	Total	45	129

Total Number of Credit Hours : 129
Duration : 4 years
Semester Duration : 16-18 Weeks
Semesters : 15-18 Cr Hr
Number of courses per semester : 5-6

Course Outline for 1st, 2nd and 3rd Semester (Session 2023-27)

1st Semester

Code	Course Title	Category/Cluster	Lec.Hrs	Lab.Hrs	Cr.Hrs
GEN-3101	Functional English	General Education	3	0	3
GEN-3102	Quantitative Reasoning-I	General Education	3	0	3
GEN-3103	Islamic Studies	General Education	2	0	2
GEN-3104	Ideology and constitution of Pakistan	General Education	2	0	2
GEN-3105	General Science	General Education	3	0	3
GEN-3106	Entrepreneurship	General Education	2	0	2

Total semester credit hours=15

2nd Semester

Code	Course Title	Category/Cluster	Lec.Hrs	Lab.Hrs	Cr.Hrs
GEN-3201	Expository Writing	General Education	3	0	3
GEN-3202	Arabic (Basic and understanding of Quran)	General Education	2	0	2
GEN-3203	Introduction to Sociology	General Education	2	0	2

GEN-3204	Quantitative Reasoning –II	General Education	3	0	3
GEN-3205	Applications of information and communication technologies	General Education	3	0	3
GEN-3206	Civics and Community Engagement	General Education	2	0	2

Total semester credit hours=15

3rd Semester

Code	Course Title	Category/Cluster	Lec.Hrs	Lab.Hrs	Cr.Hr
PSY-4301	Introduction to Psychology	Foundation	3	0	3
PSY-4302	History and Perspectives of Psychology	Foundation	3	0	3
PSY-4303	Behavioral Neuroscience	Foundation	3	0	3
PSY-4304	Cognitive and Affective Processes	Major	3	0	3
	Optional	Interdisciplinary	3	0	3
	Optional	Interdisciplinary	3	0	3

Total semester credit hours=18

Optional –I &II (Interdisciplinary)					
EDU-4305	Introduction to Education		3	0	3
POL-4306	Political Science		3	0	3
ECO-4307	Introduction to Economics		3	0	3
ANT-4308	Introduction to Anthropology		3	0	3
MKT-4309	Introduction to Marketing		3	0	3
KSD-4310	Introduction to Kashmir Studies		3	0	3
INR-4311	Introduction to International Relations		3	0	3
HIS-4312	Introduction to World History		3	0	3

Course Outline for Semester 1st, 2nd and 3rd (Session 2024 and onwards)

1st Semester

Code	Course Title	Category/Cluster	Lec.Hrs	Lab.Hrs	Cr.Hrs
GEN-3101	Functional English	General Education	3	0	3
GEN-3102	Quantitative Reasoning–I	General Education	3	0	3
GEN-3103	Islamic Studies	General Education	2	0	2
GEN-3104	Ideology and Constitution of Pakistan	General Education	2	0	2
GEN-3105	General Science	General Education	2	1	3
PSY-3106	Introduction to Psychology	Foundation	3	0	3

Total semester credit hours=16

2nd Semester

Code	Course Title	Category/Cluster	Lec.Hrs	Lab.Hrs	Cr.Hrs
GEN-3201	Expository Writing	General Education	3	0	3
GEN-3202	Arabic (Basic and understanding of Quran)	General Education	2	0	2
GEN-3203	Introduction to Sociology	General Education	2	0	2
GEN-3204	Quantitative Reasoning –II	General Education	3	0	3
GEN-3205	Applications of information and communication technologies	General Education	2	1	3
PSY-3206	History and perspectives of psychology	Foundation	3	0	3

Total semester credit hours=16

3rd Semester

Code	Course Title	Category/Cluster	Lec.Hrs	Lab.Hrs	Cr.Hrs
GEN-4301	Entrepreneurship	General Education	2	0	2
GEN-4302	Civics and Community Engagement	General Education	2	0	2
PSY-4303	Behavioral Neuroscience	Foundation	3	0	3
PSY-4304	Cognitive and Affective Processes	Major	3	0	3
	Optional	Interdisciplinary	3	0	3
	Optional	Interdisciplinary	3	0	3

Total semester credit hours=16

Optional –I &II (Interdisciplinary)					
EDU-4305	Introduction to Education		3	0	3
POL-4306	Political Science		3	0	3
ECO-4307	Introduction to Economics		3	0	3
ANT-4308	Introduction to Anthropology		3	0	3
MKT-4309	Introduction to Marketing		3	0	3
KSD-4310	Introduction to Kashmir Studies		3	0	3
INR-4311	Introduction to International Relations		3	0	3
HIS-4312	Introduction to World History		3	0	3

Course Outline Semester 4th, 5th, 6th, 7th and 8th (Session 2023 and onwards)
4th Semester

Code	Course Title	Category/Cluster	Lec.Hrs	Lab.Hrs	Cr.Hrs
PSY-4401	Theories of Personality	Foundation	3	0	3
PSY-4402	Developmental Psychology	Foundation	3	0	3
PSY-4403	Abnormal Psychology	Foundation	3	0	3
PSY-4404	Experimental Psychology	Foundation	3	0	3
	Optional	Interdisciplinary	3	0	3
	Optional	Interdisciplinary	3	0	3

Total semester credit hours=18

Optional –I &II (Interdisciplinary)					
MGT-4405	Introduction to Management		3	0	3
ISJ-4406	Islamic Jurisprudence		3	0	3
PHL-4407	Fundamentals of Philosophy		3	0	3
BUS-4408	Introduction to Business		3	0	3
COM-4409	Introduction to Commerce		3	0	3

5th Semester

Code	Course Title	Category/ Cluster	Lec. Hrs	Lab. Hrs	Cr.Hrs
PSY-5501	Advance Theories of Personality	Foundation	3	0	3
PSY-5502	Research Methodology	Major	3	0	3
PSY-5503	Social Psychology	Foundation	3	0	3
PSY-5504	Clinical Psychology-I	Major	3	0	3
	Optional Psychology	Elective	3	0	3

Total semester credit hours=15

Optional –I (Elective)					
PSY-5505	Positive Psychology		3	0	3
PSY-5506	Consumer Psychology		3	0	3
PSY-5507	Psychology of Aging		3	0	3
PSY-5508	Behavior Analysis and Management		3	0	3
PSY-5509	Psychology of Learning		3	0	3

6th Semester

Code	Course Title	Category/Cluster	Lec. Hrs	Lab. Hrs	Cr.Hrs
PSY-5601	Child Psychopathology	Major	3	0	3
PSY-5602	Psychological Testing & Measurement	Major	3	0	3
PSY-5603	Clinical Psychology-II	Major	3	0	3
	Optional Psychology	Elective	3	0	3
	Optional Psychology	Elective	3	0	3

Total semester credit hours=15

Optional –I&II (Elective)					
PSY-5604	Ethics in Psychology		3	0	3
PSY-5605	Community Psychology		3	0	3
PSY-5606	Family Psychology		3	0	3
PSY-5607	Seminars in theories of psychology		3	0	3
PSY-5608	Psychology of Women		3	0	3
PSY-5609	Motivation		3	0	3

7th Semester

Code	Course Title	Category/Cluster	Lec.Hrs	Lab.Hrs	Cr.Hrs
PSY-6701	Cross Cultural Psychology	Major	3	0	3
PSY-6702	Counseling and Guidance	Major	3	0	3
PSY-6703	Educational Psychology	Major	3	0	3
PSY-6704	Internship/ Clinical practicum and viva vice	Major	1	2	3
	Optional Psychology	Elective	3	0	3
	Optional Psychology	Elective	3	0	3

Total semester credit hours=18

Optional –I&II (Elective)					
PSY-6705	Forensic Psychology		3	0	3
PSY-6706	Theoretical and Philosophical Psychology		3	0	3
PSY-6707	Gender Psychology		3	0	3
PSY-6708	Applied Areas of Psychology		3	0	3
PSY-6709	Psychophysiology and Psychopharmacology		3	0	3

8th Semester

Code	Course Title	Category/Cluster	Lec.Hrs	Lab.Hrs	Cr.Hrs
PSY-6801	Environmental Psychology	Major	3	0	3
CP-6802	Capstone Project	Major	3	0	3
PSY-6803	Health Psychology	Major	3	0	3
PSY-6804	Industrial /Organizational Psychology	Major	3	0	3
	Optional Psychology	Elective	3	0	3
	Optional Psychology	Elective	3	0	3

Total semester credit hours=18

Optional –I&II (Elective)					
PSY-6805	Therapeutic Interventions (CBT, REBT & DBT)		3	0	3
PSY-6806	Sports Psychology		3	0	3
PSY-6807	Analytical Psychology		3	0	3
PSY-6808	Psychology of religion and Spirituality		3	0	3
PSY-6809	Rehabilitation Psychology		3	0	3

List of Compulsory Courses

Sr. No	Course Code	Course Title
1	GEN-3101	Functional English
2	GEN-3102	Quantitative Reasoning –I
3	GEN-3103	Islamic Studies
4	GEN-3104	Ideology and Constitution of Pakistan
5	GEN-3105	General Science
6	PSY-3106	Introduction to psychology
7	GEN-3201	Expository Writing
8	GEN-3202	Arabic (Basic and understanding of Quran)
9	GEN-3203	Introduction to Sociology
10	GEN-3204	Quantitative Reasoning –II
11	GEN-3205	Applications of information and communication technologies
12	PSY-3206	History and Perspectives of psychology
13	GEN-4301	Entrepreneurship
14	GEN-4302	Civics and Community Engagement
15	PSY-4303	Behavioral Neuroscience

16	PSY-4304	Cognitive and Affective Processes
17	PSY-4401	Theories of Personality
18	PSY-4402	Developmental Psychology
19	PSY-4403	Abnormal Psychology
20	PSY-4404	Experimental Psychology
21	PSY-5501	Advance Theories of Personality
22	PSY-5502	Research Methodology
23	PSY-5503	Social Psychology
24	PSY-5504	Clinical Psychology-I
25	PSY-5601	Child Psychopathology
26	PSY-5602	Psychological Testing & Measurement
27	PSY-5603	Clinical Psychology-II
28	PSY-6701	Cross Cultural Psychology
29	PSY-6702	Counseling and Guidance
30	PSY-6703	Educational Psychology
31	PSY-6704	Internship/ Clinical practicum and viva vice
32	PSY-6801	Environmental Psychology
33	CP-6802	Capstone Project
34	PSY-6803	Health Psychology
35	PSY-6804	Industrial /Organizational Psychology

List of Optional Courses

Sr. No	Course Code	Course Title
		Optional –I &II (Interdisciplinary)
1	EDU-4305	Introduction to Education
2	POL-4306	Political Science
3	ECO-4307	Introduction to Economics
4	ANT-4308	Introduction to Anthropology
5	MKT-4309	Introduction to Marketing
6	KSD-4310	Introduction to Kashmir Studies
7	INR-4311	Introduction to International Relations
9	MGT-4405	Introduction to Management
10	ISJ-4406	Islamic Jurisprudence
11	PHL-4407	Fundamentals of Philosophy
12	BUS-4408	Introduction to Business
		Optional –I &II (Elective)
13	PSY-5505	Positive Psychology

14	PSY-5506	Consumer Psychology
15	PSY-5507	Psychology of Aging
16	PSY-5508	Behavior Analysis and Management
17	PSY-5509	Psychology of Learning
18	PSY-5604	Ethics in Psychology
19	PSY-5605	Community Psychology
20	PSY-5606	Family Psychology
21	PSY-5607	Seminars in theories of psychology
22	PSY-5608	Psychology of Women
23	PSY-5609	Motivation
24	PSY-6705	Forensic Psychology
25	PSY-6706	Theoretical and Philosophical Psychology
26	PSY-6707	Gender Psychology
27	PSY-6708	Applied Areas of Psychology
28	PSY-6709	Psychophysiology and Psychopharmacology
29	PSY-6805	Therapeutic Interventions (CBT, REBT & DBT)
30	PSY-6806	Sports Psychology
31	PSY-6807	Analytical Psychology
32	PSY-6808	Psychology of religion and Spirituality
33	PSY-6809	Rehabilitation Psychology

1st Semester

Code	Course Title	Category/Cluster	Lec.Hrs	Lab.Hrs	Cr.Hrs
GEN-3101	Functional English	General Education	3	0	3
GEN-3102	Quantitative Reasoning-I	General Education	3	0	3
GEN-3103	Islamic Studies	General Education	2	0	2
GEN-3104	Ideology and constitution of Pakistan	General Education	2	0	2
GEN-3105	General Science	General Education	2	1	3
PSY-3106	Introduction to psychology	Foundation	3	0	3

Total semester credit hours=16

Functional English

Course Code: GEN: 3101

Credit Hours: 3(3-0)

Course Objectives: The course is developed to enhance the language skills and critical thinking of students by

- Enabling them to correct use of grammar and language structures
- Enabling them to communicate effectively
- Helping them improve their presentation skills by systematic drilling and activities in the areas of reading and speaking
- Guiding them well organized writing

Course Contents:

Grammar:

- Basics of grammar
- Parts of speech and their use in communication
- Sentence structure
- Correct use of Tenses
- Active and passive voice
- Practice in unified sentences (unity and coherence)
- Analysis of Phrase, Clause and sentence structures
- Transitive and Intransitive Verbs
- Punctuation and Spellings

Reading skills:

- Comprehension skills
- Literal understanding of text, reading between lines (interpret text), reading beyond lines (to assimilate, integrate knowledge)
- Answers to the questions on a given text

Discussion:

- General topics and everyday conversation (topics for discussion to be at the discretion of the teacher keeping in view the level of the students)
- Introducing ourselves, describing things, recounting past events, agreeing and disagreeing, compare and contrast

Listening:

- To be improved by showing documentaries/ films carefully selected by subject teacher
- Listening and note taking

Translation Skills:

- Urdu to English

Writing Skills:

- Paragraph Writing
Basic structure of paragraph and guidelines for writing an effective paragraph

Speaking Skills:

- Presentation Skills
- Introduction (types of presentation, structure of presentation)
- Prepared and unprepared talks

Note: Extensive reading is required for vocabulary building

Recommended Books:

1. Functional English

- a) Grammar
 - 1. Practical English Grammar by A. J. Thomson and A. V. Martinet. Exercises 1. Third edition. Oxford University Press. 1997. ISBN 0194313492
 - 2. Practical English Grammar by A. J. Thomson and A. V. Martinet. Exercises 2. Third edition. Oxford University Press. 1997. ISBN 0194313506

- b) Writing
 - 1. Writing. Intermediate by Marie-Christine Boutin, Suzanne Brinand and Françoise Grellet. Oxford Supplementary Skills. Fourth Impression 1993. ISBN 0 19 435405 7 Pages 20-27 and 35-41.

- c) Reading/Comprehension
 - 1. Reading. Upper Intermediate. Brian Tomlinson and Rod Ellis. Oxford Supplementary Skills. Third Impression 1992. ISBN 0 19 453402 2.

- d) Speaking
 - 1) Ellen, K. 2002. Maximize Your Presentation Skills: How to Speak, Look and Act on Your Way to the Top
 - 2) Hargie, O. (ed.) Hand book of Communications Skills
 - 3) Mandel, S. 2000. Effective Presentation Skills: A Practical Guide Better Speaking
 - 4) Mark, P. 1996. Presenting in English. Language Teaching Publications

Quantitative Reasoning-I (Exploring Quantitative Skills)

GEN-3102

Credit Hrs: 3(3-0)

Objectives: Students will get familiarized with the importance of quantitative reasoning skills in the modern age.

1. Numerical Literacy

- Number system and basic arithmetic operations;
- Units and their conversions, dimensions, area, perimeter and volume;
- Rates, ratios, proportions and percentages;
- Types and sources of data;
- Measurement scales;
- Tabular and graphical presentation of data;
- Quantitative reasoning exercises using number knowledge.

2. Fundamental Mathematical Concepts

- Basics of geometry (lines, angles, circles, polygons etc.);
- Sets and their operations;
- Relations, functions, and their graphs;
- Exponents, factoring and simplifying algebraic expressions;
- Algebraic and graphical solutions of linear and quadratic equations and inequalities;
- Quantitative reasoning exercises using fundamental mathematical concepts.

3. Fundamental Statistical Concepts

- Population and sample;
- Measures of central tendency, dispersion and data interpretation;
- Rules of counting (multiplicative, permutation and combination);
- Basic probability theory;
- Introduction to random variables and their probability distributions;
- Quantitative reasoning exercises using fundamental statistical concepts.

Recommended Books:

1. "Quantitative Reasoning: Tools for Today's Informed Citizen" by Bernard L. Madison, Lynn and Arthur Steen.
2. "Quantitative Reasoning for the Information Age" by Bernard L. Madison and David M. Bressoud.
3. "Fundamentals of Mathematics" by Wade Ellis.
4. "Quantitative Reasoning: Thinking in Numbers" by Eric Zaslow.
5. "Thinking Clearly with Data: A Guide to Quantitative Reasoning and Analysis" by Ethan Bueno de Mesquita and Anthony Fowler.
6. "Using and Understanding Mathematics: A Quantitative Reasoning Approach" by Bennett, J. O., Briggs, W. L., & Badalamenti, A.
7. "Discrete Mathematics and its Applications" by Kenneth H. Rosen.
8. "Statistics for Technology: A Course in Applied Statistics" by Chatfield, C.
9. "Statistics: Unlocking the Power of Data" by Robin H. Lock, Patti Frazer Lock, Kari Lock Morgan, and Eric F. Lock.

3. Islamic Studies

<p>Title</p> <p>Semester</p> <p>Course code</p> <p>No. of C. Hrs.</p> <p>Teaching weeks</p> <p>Objectives of the Course</p>	<p>Description</p> <p>1st</p> <p>GEN.3103</p> <p>02</p> <p>18</p> <p>۱۔ طلباء کو علوم القرآن سے متعارف کروانا</p> <p>۲۔ طلباء کو بنیادی علوم حدیث سے متعارف کروانا۔</p> <p>۳۔ سیرت نبی ﷺ کا تعارفی مطالعہ کروانا۔</p> <p>۴۔ ارکان اسلام کی اہمیت اور ان کے مسائل سے آگاہ کرنا۔</p> <p>۵۔ اسلام کے تصور جہاد اور فلسفہ جہاد سے آگاہ کرنا</p>
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Week	Lecture No.	Topic	Activity
Week 1	Lecture 1	قرآن پاک کا تعارف، فضائل، اعجاز	•
	Lecture 2	قرآن پاک کا نزول قرآن، جمع و تدوین	•
Week 2	Lecture 3	علوم قرآن: علم تفسیر، ماخذ تفسیر	•
	Lecture 4	علم اسباب نزول، علم ناسخ و منسوخ	•
Week 3	Lecture 5	سورہ حجرات آیت (01 تا 09)	•
	Lecture 6	سورہ حجرات آیت (10 تا 18)	• Quiz # 01
Week 4	Lecture 7	سنت و حدیث کا تعارف: معنی و مفہوم، اقسام	• Assignment# 01
	Lecture 8	تاریخ تدوین حدیث	•
Week 5	Lecture 9	سنت کی آئینی حیثیت	•
	Lecture 10	منتخب متون احادیث کا مطالعہ: حدیث نمبر 1-05	•
Week 6		• Mid Term	
Week 7	Lecture 11	منتخب متون احادیث کا مطالعہ: حدیث نمبر 5-10	•
	Lecture 12	منتخب متون احادیث کا مطالعہ: حدیث نمبر 15-10	•
Week 8	Lecture 13	منتخب متون احادیث کا مطالعہ: حدیث نمبر 20-15	•
	Lecture 14	پیدائش سے بعثت تک نبی کریم ﷺ کی زندگی کے اہم واقعات	•

Week 09	Lecture 15	نبی پاک ﷺ کی مکی زندگی کے اہم واقعات	•
	Lecture 16	نبی پاک ﷺ کی مدنی زندگی کے اہم واقعات	•
Week 10	Lecture 17	خلافت راشدہ (حضرت ابو بکر صدیق رضی اللہ عنہ و حضرت عمر رضی اللہ عنہ کے دور کی اہم خصوصیات	• Quiz # 02
	Lecture 18	خلافت راشدہ (حضرت عثمان رضی اللہ عنہ و حضرت علی رضی اللہ عنہ کے دور کی اہم خصوصیات	•
Week 11	Lecture 19	عقائد: ایمانیات ثلاثہ (ایمان باللہ ، ایمان بالرسالت اور ایمان بالآخرت) (الف)	• Assignment# 02
	Lecture 20	عقائد: ایمانیات ثلاثہ (ایمان باللہ ، ایمان بالرسالت اور ایمان بالآخرت) (ب)	•
Week 12	Lecture 21		•
	Lecture 22	فقہ کا تعارف : پس منظر	•
	Lecture 23	فقہی مسالک کا تعارف	
Week 13	Lecture 24		•
	Lecture 25	نماز: اہمیت ، طریقہ نماز ، مسائل نماز (الف)	•
	Lecture 26	نماز: اہمیت ، طریقہ نماز ، مسائل نماز (ب)	•
Week 14	Lecture 27	روزہ : اہمیت ، مسائل روزہ	•
	Lecture 28	زکوٰۃ : اہمیت ، مسائل زکوٰۃ	•
Week 15	Lecture 29	حج اور عمرہ : اہمیت ، طریقہ کار ، مسائل (الف)	•
	Lecture 30	حج اور عمرہ : اہمیت ، طریقہ کار ، مسائل (ب)	•
Week 16	Lecture 31	جہاد: اہمیت ، مقاصد جہاد ، اداب جہاد (الف)	•
	Lecture 32	جہاد: اہمیت ، مقاصد جہاد ، اداب جہاد (ب)	•
Week17		Terminal Examination	•

منتخب متن حديث :

1. الايمان بضع وسبعون شعبة---
2. ان الله لا ينظر الى اجسادكم ---
3. من صلى على واحدة
4. من عادى لى وليا---
5. بحسب امرى من الشر---
6. اياكم و الظن---
7. الله فى عون العبد---
8. من كايؤمن بالله فليصل رحمه
9. من كان يؤمن بالله و اليوم الآخر فيكرم جاره
10. من حسن اسلام المرء---
11. الكلمة الطيبة صدقة
12. لا يجتمع غبار-----
13. اكثروا ذكر هازم اللذات---
14. آية المنافق ثلاث
15. جزوا الشوارب---
16. ما تواضع احد لله
17. الحياء شعبة من الايمان
18. الرجل على دين خليله---
19. تردون على غرا---
20. ليس شئى اكرم على الله من الدعاء

Reference Material:

1. Hameedullah Muhammad, "Emergence of Islam" , IRI, Islamabad
2. Hameedullah Muhammad, "Muslim Conduct of State"
3. Hameedullah Muhammad, „Introduction to Islam
4. Mulana 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 Quranic 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. The five pillars of Islam: A journey Through the Divine Acts of worship, Muhammad Mustafa al Azami
11. The five pillars of Islam: A framework of Islamic values and character building, MusharafHussain
12. Towards understanding Islam, Abu al'laMoudodi

13. اسلامى نظريه حيات، خورشيد احمد
14. اسلاميات لازمى، ڈاكٽر محمد عرفان، ڈاكٽر حبيب الرحمان، مكتبه البيت ، اسلام آباد

4. Ideology & Constitution of Pakistan

Title	Description
Semester	1 st
Course code	GEN.3104
No. of C.Hrs.	02
Teaching weeks	18

Course Objectives

- To develop vision of Historical Perspective, Government, Politics, Contemporary Pakistan, ideological background of Pakistan.
- To study the process of governance, national development, issues arising in the modern age and posing challenges to Pakistan.

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Course Outline

1. Historical Perspective

- a. Ideological rationale with special reference to Sir Syed Ahmed Khan, Allama Muhammad Iqbal and Quaid-e-Azam Muhammad Ali Jinnah.
- b. Factors leading to Muslim separatism
- c. People and Land
- d. Indus Civilization
- e. Muslim advent
- f. Location and Geo-Physical features.

2. Government and Politics in Pakistan

Political and constitutional phases:

- a. 1947-58
- b. 1958-71
- c. 1971-77
- d. 1977-88
- e. 1988-99
- f. 1999 onward

Recommended Books:

1. Burki, Shahid Javed. *State & Society in Pakistan*, the MacMillan Press Ltd 1980.
2. Akbar, S. Zaidi. *Issue in Pakistan's Economy*. Karachi: Oxford University Press, 2000.
3. S.M. Burke and Lawrence Ziring. *Pakistan's Foreign policy: An Historical analysis*. Karachi: Oxford University Press, 1993.
4. Mehmood, Safdar. *Pakistan Political Roots & Development*. Lahore, 1994.
5. Wilcox, Wayne. *The Emergence of Bangladesh.*, Washington: American Enterprise, Institute of Public Policy Research, 1972.
6. Mehmood, Safdar. *Pakistan Kayyun Toota*, Lahore: Idara-e- Saqafat-e-Islamia, Club Road, nd.
7. Amin, Tahir. *Ethno - National Movement in Pakistan*, Islamabad: Institute of Policy Studies, Islamabad.
8. Ziring, Lawrence. *Enigma of Political Development*. Kent England: Wm Dawson & sons Ltd, 1980.

9. Zahid, Ansar. *History & Culture of Sindh*. Karachi: Royal Book Company, 1980.
10. Afzal, M. Rafique. *Political Parties in Pakistan*, Vol.I, II & III. Islamabad: National Institute of Historical and cultural Research, 1998.
11. Sayeed, Khalid Bin. *The Political System of Pakistan*. Boston: Houghton Mifflin, 1967.
12. Aziz, K.K. *Party, Politics in Pakistan*, Islamabad: National Commission on Historical and Cultural Research, 1976.
13. Muhammad Waseem, *Pakistan under Martial Law*, Lahore: Vanguard, 1987.
14. Haq, Noor ul. *Making of Pakistan: The Military Perspective*. Islamabad: National Commission on Historical and Cultural Research, 1993.

GEN-3105

General Science (For Arts Subjects)

Credit Hrs::3 (2-1)

Objectives:

- Understand scientific concepts
- Differentiate between scientific products and scientific processes
- Understand the underlying principle of science education

Course Outline

Unit I:

Observations 1.2. Hypothesis 1.3. Theory

Unit II:

- Types of matters
- Atomic theory of Matter
- Elements and Compounds
- Mixtures and Solutions
- Force
- Motion
- Speed, Velocity and Acceleration
- Laws of Motion
- Light and splitting of its into its color and various phenomena associated with light i.e., refraction

Unit III:

- Energy and Work ,
- Types of Energy ,
- Conversion of Energy from one form to another
- Law of conservation of energy

Unit VI:

- Structure of animal and plant cell

- Cell division
- Cell Theory

Unit V:

- Blood circulatory system ,
- Digestive system ,
- Reproductive system ,
- Excretory system

Unit VI:

- pH
- Acids
- Bases
- Difference between metals and non metals
- Formulae of different compounds
- Extraction of Metals from its ore
- Alloys
- Rusting and corrosion

Unit VII: A brief description of planets of solar system

Lab:

- Finding pH of samples by using pH paper
- Studying the properties of acids and bases on the basis of their reaction with metals and nonmetals
- Experimentally show that carbon dioxide is given out during respiration
- Tracing the path of ray through prism
- Tracing the path of a ray of light through a slab .Measure angle of incidence and refraction
- Onion peel experiment

Text books

- General Science text book for class 8th and 10th Punjab Text book Board Lahore

Recommended Books

- Agha Khan University Examination Board (2002) General Science IX- X (based on National Curriculum 2002). Karachi: AGKEB. William Lewis
- Eikenberry (2008) The teaching of general science, The University of Chicago Press.

Objectives:

- ❖ To understand and provide updated knowledge of environmental problems
- ❖ To provide a basic introduction sustainable environmental management.

Course Contents

Unit I. The human environment, the litho, bio and hydrospheres, the nature and composition of natural waters,

Unit II. Pollution: definition, classification and impact on habitats

- i. Air pollution: Sources and effect of various pollutants (inorganic, organic), control, remediation. Photochemical smog. Smog. Acid rain: 1. Theory of acid rain, 2. Adverse effects of acid rains. Chlorofluorocarbons and its effects.
- ii. Water pollution: Major sources of water pollution its impact. Prevention, control remediation, Heavy metal pollution. Tanneries. Hospital waste. Treatments of sewage, sludge, and polluted waters.
- iii. Soil pollution: major sources of soil pollution and its impact. Prevention, control remediation.
- iv. Noise pollution.

Unit III. Ozone layer:

- i. Formation
- ii. Mechanism of depletion
- iii. Effects of ozone depletion

Unit VI. Greenhouse effect: causes, impacts.

Practical:

Examination of water for

- i. Total dissolved solids.
- ii. pH and Conductance.
- iii. Alkalinity.
- iv. Hardness of water
- v. Determination of phosphates and sulphates

Recommended Books:

1. Newman, E.I. 2001. Applied Ecology. Blackwell Science. UK
2. Mooney, H.A. and Saugier, B. 2000. Terrestrial Global Productivity. Academic Press, UK.
3. Eugene, E.D. and Smith, B.F. 2000. Environmental Science: A study of interrelationships. McGraw Hill. USA.
4. French, H. 2000. Vanishing Borders: Protecting the Planet in the Age of Globalization. W.W. Norton and Company, NY.

Course Title	INTRODUCTION TO PSYCHOLOGY
Course code	PSY – 3106
Credit hrs.	3 (3-0)
Course Description	The course is designed to introduce the students an insight to basic concepts and debates in the discipline of psychology which help them furnished a better understanding of their course and life as well. To distinguish major perspectives on human’s thoughts and behavior and to explore the way the psychological theories are used to describe, understand, predict and control or modify behavior.
Course Objectives	By the end of the course. Students will be able to: <ul style="list-style-type: none"> • Demonstrate understanding of the terminology used in psychology • Demonstrate understanding of the different theoretical approaches to psychology and be able to articulate the different assumptions behind them • Use psychological techniques to explain various aspects of human cognition and behavior • Demonstrate understanding of the workings of their own consciousness, behavior, and interpersonal relationships.
Course Outcomes	Upon successful completion of the course, students will be able to: <ul style="list-style-type: none"> • Demonstrate applied psychology, research skills • Critically analyze information about human behavior and distinguish between conclusions supported by scientific evidence and conclusions based on non scientific ways of knowing.
Course Contents	<ol style="list-style-type: none"> 1. Introduction to Psychology <ol style="list-style-type: none"> a. Nature and Application of Psychology with special reference to Pakistan. b. Historical Background and Schools of Psychology (A Brief Survey) 2. Methods of Psychology <ol style="list-style-type: none"> a. Observation b. Case History Method Experimental Method c. Survey Method d. Interviewing Techniques 3. Biological Basis of Behavior <ol style="list-style-type: none"> a. Neuron: Structure and Functions b. Central Nervous System and Peripheral Nervous System c. Endocrine Glands 4. Sensation, Perception and Attention <ol style="list-style-type: none"> a. Sensation <ol style="list-style-type: none"> (I) Characteristics and Major Functions of Different Sensations (II) Vision: Structure and functions of the Eye. (III) Audition: Structure and functions of the Ear.

b. Perception

- (I) Nature of Perception
- (II) Factors of Perception: Subjective, Objective and Social
- (III) Kinds of Perception:
- (IV) Spatial Perception (Perception of Depth and Distance)
- (V) Temporal Perception; Auditory Perception.

c. Attention

- (I) Factors, Subjective and Objective
- (II) Span of Attention
- (III) Fluctuation of Attention
- (IV) Distraction of Attention (Causes and Control)

5. Motives

- a. Definition and Nature
- b. Classification

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

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

6. Emotions

- a. Definition and Nature
- b. Physiological changes during Emotions (Neural, Cardial, Visceral, Glandular), Galvanic Skin Response; Pupillometrics
- c. Theories of Emotion
- d. James Lange Theory; Cannon-Bard Theory
- e. Schechter –Singer Theory

7. Learning

- a. Definition of Learning
- b. Types of Learning: Classical and Operant Conditioning
Methods of Learning: Trial and Error; Learning by Insight; Observational Learning

8. Memory

- a. Definition and Nature
- b. Memory Processes: Retention, Recall and Recognition
- c. Forgetting: Nature and Causes

9. Thinking

- a. Definition and Nature
- b. Tools of Thinking: Imagery; Language; Concepts
- c. Kinds of Thinking
- d. Problem Solving; Decision Making; Reasoning

	<p>10. Individual differences</p> <p>a. Definition concepts of;</p> <p>b. Intelligence, personality, aptitude, achievement</p>
Instructional Methods	<p>A variety of teaching strategies will be used to help students become familiar with major content areas of psychology. These strategies include:</p> <ul style="list-style-type: none"> • Class room lectures • Class discussions • Debates • Demonstration • Supplementary audio visual materials
Assessment	<ul style="list-style-type: none"> • Mid Term Evaluation: 50% (Session Examination, Quizzes, Assignments, In-Class Activities) • Final Examination: 50%
	<p>Student Responsibilities or Tips for Success in the Course</p> <ul style="list-style-type: none"> • Read the textbook. • Complete assignments thoroughly and on time • Ask for assistance.
Suggested Readings	<ul style="list-style-type: none"> • Introduction to psychology. Open university press. (2013). D. G Myers • Foundations of psychology, Thomson learning (2010) Nick Hayes • Atnikson and Hilggrad's introduction to psychology, Thompson publishers, 2003. G. R. Smith E. E., Nolen-Hoeksema,.

2nd Semester

Code	Course Title	Category/Cluster	Lec.Hrs	Lab.Hrs	Cr.Hrs
GEN-3201	Expository Writing	General Education	3	0	3
GEN-3202	Arabic (Basic and understanding of Quran)	General Education	2	0	2
GEN-3203	Introduction to Sociology	General Education	2	0	2
GEN-3204	Quantitative Reasoning –II	General Education	3	0	3
GEN-3205	Applications of information and communication technologies	General Education	2	1	3
PSY-3206	History and perspectives of psychology	Foundation	3	0	3

Total semester credit hours=16

Course Objectives: The course is developed with the aim to enable the students to meet their real life communication needs by

- Helping them learn and understand basic concepts of communication process
- Practically implementing theoretical aspects in the real life situations

Course Contents:

What is Communication?

- Process of communication, effective steps of communication, basic communication skills

Paragraph Writing;

- Practice in writing a good, unified and coherent paragraphs
- Paragraph writing leading towards the writing of five to seven paragraphs long essay
- Stages of writing (brain storming, researching, drafting and editing)
- Methods of writing (cause and effect, problem solutions, comparison and contrast)

Essay Writing;

- Basic structure of essay, topic sentence, supporting sentence, concluding sentence, thesis statement
- Unity and Coherence, Introduction and Conclusion

CV and Job Application;

- Preparing a Curriculum Vitae
- Writing a formal job application

Translation Skills;

- Urdu to English

(Practice at advanced level)

Study Skills;

- Skimming and scanning, intensive, extensive and speed reading
- Summary and precis writing
- Comprehension (at advanced level)
- (sQ3R and Sq4r methods)

Academic Writing;

- Letter/ Memo writing, Minutes of Meeting, use of Dictionary, Library and Internet

Presentation Skills;

- Personality development (emphasis on content, style and pronunciation)
- Preparation stage, audience analysis, handling and asking questions, managing time, handling non-verbal means, feedback

Academic Writing;

- How to write a research proposal for research paper/term paper?
- How to write a research paper/ term paper?
- (Emphasis on style, content, language, form, clarity , consistency)

Report Writing;

- Technical Report writing
- Progress report writing
- Preparation and planning

E-mail writing;

- Creating e-mail account
- Writing and sending e-mails

Preparing for Interview and Research proposal/ research paper defense

Note: Documentaries to be shown for discussion and review

Recommended Books:

Communication Skills

- a) Grammar

1. Practical English Grammar by A. J. Thomson and A. V. Martinet. Exercises 2. Third edition. Oxford University Press 1986. ISBN 0 19 431350 6.
 - b) Writing
 1. Writing. Intermediate by Marie-Christine Boutin, Suzanne Brinand and Françoise Grellet. Oxford Supplementary Skills. Fourth Impression 1993. ISBN 019 435405 7 Pages 45-53 (note taking).
 2. Writing. Upper-Intermediate by Rob Nolasco. Oxford Supplementary Skills. Fourth Impression 1992. ISBN 0 19 435406 5 (particularly good for writing memos, introduction to presentations, descriptive and argumentative writing).
 - c) Reading
 1. Reading. Advanced. Brian Tomlinson and Rod Ellis. Oxford Supplementary Skills. Third Impression 1991. ISBN 0 19 453403 0.
 2. Reading and Study Skills by John Langan
 3. Study Skills by Richard York.
 - d) Speaking
 4. Ellen, K. 2002. Maximize Your Presentation Skills: How to Speak, Look and Act on Your Way to the Top
 5. Hargie, O. (ed.) Hand book of Communications Skills
 6. Mandel, S. 2000. Effective Presentation Skills: A Practical Guide Better Speaking
- Mark, P. 1996. Presenting in English. Language Teaching Publications

Objectives of the Course

- ۱۔ طلباء کو عربی زبان کی علوم اسلامیہ میں اہمیت سے آگاہ کرنا
- ۲۔ طلباء کو علم صرف اور نحو کے بنیادی قواعد سے آگاہ کرنا تاکہ اسلامی علوم سے کما حقہ استفادہ کیا جا سکے
- ۳۔ طلباء کو علم صرف کے بنیادی اصولوں سے آگاہ کرنا
- ۴۔ قرآن مجید سے قواعد عربیہ کی عملی مشق کروانا۔

Week	Lecture No.	قواعد	عملی مشق
Week 1	Lecture 1	اسم کی پہچان	• تعوُّذ اور سورۃ الفاتحة (4-1)
	Lecture 2	هُوَ، هُمُ، ...ضمائز منفصلہ	• سورۃ الفاتحة (5-7)، تکبیر، ثناء، تسیحات
Week 2	Lecture 3	ل، مِنْ، عَنْ، مَعَ حروف جار	• تشهد، درود، دعا
	Lecture 4	فعل ماضی: فَعَلَ	• سورۃ الإخلاص
Week 3	Lecture 5	فعل مضارع: يَفْعَلُ	• سورۃ الفلق
	Lecture 6	فعل امر، فاعل، مفعول، فعل	• سورۃ النَّاس
Week 4	Lecture 7	نَصَرَ، عَبَدَ	• سورۃ النصر
	Lecture 8	ضَرَبَ، ظَلَمَ، سَمِعَ، عَلِمَ	• سورۃ الكافرون
Week 5	Lecture 9	کمزور أفعال: وَهَبَ، وَعَدَ	• سورۃ البقرة: 1-5
	Lecture 10	کمزور أفعال: قَالَ، زَادَ	• سورۃ البقرة: 6-10
Week 6	Lecture 11	• Mid Term بمزه والے أفعال: أَمَرَ	• سورۃ البقرة: 11-13
	Lecture 12	یکساں حروف والے أفعال: ظَنَّ، ظَلَّ	• سورۃ البقرة: 14-18
Week 7	Lecture 13	فعل مجهول: نُصِرَ، جُعِلَ	• سورۃ البقرة: 19-20
	Lecture 14	فعل مجهول: وُعِدَ، أُمِرَ	• سورۃ البقرة: 21-22
Week	Lecture 15	مزید فی: حَاسَبَ	• سورۃ البقرة: 23-25

	Lecture 16	• مزید فی: اُسَلِّمَ، اِخْتَلَفَ	• سورة البقرة: 26- ۲۹	
Week 9	Lecture 17	• مزید فی: اِسْتَعْفَرَ	• سورة البقرة: 30	Quiz # 02
	Lecture 18	• مزید فی: تَدَبَّرَ، تَدَارَسَ، اِنْقَلَبَ	• سورة البقرة: 31- ۳۵	
Week 10	Lecture 19	• مزید فی: وَلَّى	• سورة البقرة: 36- 37	Assignment# 02
	Lecture 20	• مزید فی: نَادَى، اَقَامَ	• سورة البقرة: 38- ۴۲	
Week 11	Lecture 21	• مزید فی: اِنْقَمَى، سَنَقَمَ	• سورة البقرة: 43-46	
	Lecture 22	• مؤنث ضمائر	• سورة البقرة: 47- ۵۰	
Week 12	Lecture 23	• مؤنث فعل كا تُبَيِّل	• سورة البقرة: 51-53	
	Lecture 24	• مؤنث فعل كا تُبَيِّل، تثنیه (دو تُبَيِّل	• سورة البقرة: 54-5۷	
Week 13	Lecture 25	• فعل مجهول (مزید فی) عَلِمَ، اُنزِلَ	• سورة البقرة: 58- 59	
	Lecture 26	• فعل: كَرُمَ، مَ اور فعل مضارع	• سورة البقرة: 60-6۱	
Week 14	Lecture 27	• لَمْ اور مضارع مزید فی افعال	• سورة البقرة: 62	
	Lecture 28	• لَنْ اور فعل مضارع، اسم مكان	• سورة البقرة: 63-6۶	
Week 15	Lecture 29	• اسم مكان		
	Lecture 30	• جمع تكسير ، جمله اسمیه	• سورة البقرة: 67- ۷۰	
Week 16	Lecturer 31	• جمله فعلیه	• سورة البقرة: ۷۱- 73	
	Lecturer 32	• مضاف، مضاف الیه، موصوف، صفت	• سورة البقرة: 74	

نام کتاب	نصابی کتب	نام مصنف	نمبر شمار
عربی کا معلم (چاروں حصے)		عبدالستار خان	1
تمرین صرف		معین اللہ ندوی	2
تمرین النحو		محمد مصطفیٰ ندوی	3
معلم الانشاء		مولانا عبدالماجد ندوی	4
مختار النحو		مولانا مختار احمد	5
نام کتاب	حوالہ جاتی کتب	نام مصنف	نمبر شمار
النحو الواضح		علی جارم	1
اساس عربی		نعیم الرحمن	2
مبادئ العربية في الصرف و النحو		رشید الشریطوی	3
کتاب النحو		عبدالرحمن امرتسری	4
تمرین النحو		محمد مصطفیٰ ندوی	5
قواعد القرآن		عبدالرحمن طاہر	6
اللغة العربية لغير الناطقين بها		جامعۃ الملك السعود، ریاض	7
قرآنی عربیک		ڈاکٹر ابراہیم سورتی	8

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. The course will provide due foundation for further studies in the field of sociology.

Course Outline**Unit I: Introduction**

- a. Definition, Scope, and Subject Matter
- b. Sociology as a Science
- c. Historical back ground of Sociology

Unit II: Basic Concepts

- a. Group, Community, Society
- b. Associations
 - i. Non-Voluntary
 - ii. Voluntary
- c. Organization
 - i. Informal
 - ii. Formal
- d. Social Interaction
 - i. Levels of Social Interaction
 - ii. Process of Social Interaction
 1. Cooperation
 2. Competition
 3. Conflict
 4. Accommodation
 5. Acculturation and diffusion
 6. Assimilation
 7. Amalgamation

Unit III: Social Groups

- a. Definition & Functions
- b. Types of social groups
 - i. In and out groups
 - ii. Primary and Secondary group
 - iii. Reference groups
 - iv. Informal and Formal groups
 - v. Pressure groups

Unit IV: Culture

- a. Definition, aspects and characteristics of Culture
 - i. Material and non-material culture
 - ii. Ideal and real culture
- b. Elements of culture
 - i. Beliefs
 - ii. Values
 - iii. Norms and social sanctions
- c. Organizations of culture
 - i. Traits
 - ii. Complexes
 - iii. Patterns
 - iv. Ethos
 - v. Theme
- d. Other related concepts
 - i. Cultural Relativism
 - ii. Sub Cultures

- iii. Ethnocentrism and Xenocentrism
- iv. Cultural lag

Unit V: Socialization & Personality

- a) Personality, Factors in Personality Formation
- b) Socialization, Agencies of Socialization
- c) Role & Status

Unit VI: Deviance and Social Control

- a) Deviance and its types
- b) Social control and its need
- c) Forms of Social control
- d) Methods & Agencies of Social control

Unit VII: Collective Behavior

- a) Collective behavior, its types
- b) Crowd behavior
- c) Public opinion
- d) Propaganda
- e) Social movements
- f) Leadership

Recommended Books:

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

OR

Introduction to Psychology

Credit Hours: 2(2-0)

Course Objectives

To describe psychology with major areas in the field, and identification of the parameters of this discipline.

Unit I: Introduction to Psychology

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

Unit II: Methods of Psychology

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

Unit III. Biological Basis of Behavior

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

Unit IV: Sensation, Perception and Attention

a. Sensation

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

b. 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.

c. Attention

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

Unit V: Motives a. Definition and Nature b. Classification

- Primary(Biogenic) Motives

Hunger, Thirst, Defecation and Urination, Fatigue, Sleep, Pain, Temperature, Regulation, Maternal Behavior, Sex

- Secondary (Sociogenic) Motive

Play and Manipulation, Exploration and Curiosity, Affiliation, Achievement and Power, Competition, Cooperation, Social Approval and Self Actualization.

Unit VI. Emotions

- Definition and Nature
- Physiological changes during Emotions (Neural, Cardial, Visceral, Glandular), Galvanic Skin Response; Pupillometrics
- Theories of Emotion
- James Lange Theory; Cannon-Bard Theory
- Schechter –Singer Theory

Unit VII: Learning

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

Unit VIII: Memory

- Definition and Nature
- Memory Processes: Retention, Recall and Recognition
- Forgetting: Nature and Causes

Unit IX: Thinking

- Definition and Nature
- Tools of Thinking: Imagery; Language; Concepts
- Kinds of Thinking d. Problem Solving; Decision Making; Reasoning

Unit X. Individual differences

- Definition concepts of Intelligence, personality, aptitude, achievement

RECOMMENDED BOOKS

1. Atkinson R. C., & Smith E. E. (2000). Introduction to psychology(13thed.). Harcourt Brace College Publishers.
2. Fernald,L.D.,&Fernald,P.S.(2005). Introduction to psychology. USA: WMCBrownPublishers.
3. 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-HillCompanies, Inc.
4. Leahey, T. H. (2003). A history of psychology: Main currents in psychological thought. New Jersey: Prentice-Hall International, Inc. (7th ed.)
5. Myers, D. G. (1992).Psychology. (3rd ed.). New York: WadsworthPublishers.
6. Ormord, J. E. (1995). Educational psychology: Developing learners. Prentice- Hall, Inc.

OR

Introduction to Management

Credit Hours: 2(2-0)

Course Description:

- Principles of management are a fundamental course of basic learning in business studies focusing on definitions, differentiation and implication of learning concepts.
- Following course facilitate the what, why, who, where and how explanations of planning, organizing, leading, controlling, corporate social responsibility and managerial ethics.

Reference Material:

- Courtland L Bovee, John V Thill, Marian Burk Wood, George P. Thill, Management, international Edition.
- Emerald Case studies for Management practice.
- Activity of “Six Thinking Hat” By Edward DeBono.
- Analytical discussions on “Seven Habits of highly Effective People” by Stephen R. Covey 1989.

Course Objectives:

- To introduce the concept of principles of management, functions of management: Planning, Organizing, leading and controlling, Practical Learning for the 21st century.
- To address the most pertinent issues likely to be encountered in Organizational life and future by professionals especially in Pakistan.

Course Outcomes:

- To enhance the primary knowledge and analytical skills as it is prerequisite for upcoming courses.
- To familiarize the current social, cultural, economical, political and global challenges of management and business world.
- To enable the students to select and pursue their area of Specialization effectively later on.

Week #	Lecture #	TOPICS TO BE COVERED
1	1.	Foundation of management. Definition Scope and Functions of Management
	2.	Different Levels Roles and Skills of Management, Management & Organization.
2	3.	Management theories and perspectives, Evolution of Management Theories.
	4.	Scientific Management, Administrative Management, Bureaucratic Management.
3	5.	Behavioral theories, Hawthorne Studies, System Approach, Contingency Approach.
	6.	Current Trends & Issues of Management; workforce diversity, globalization.
4	7.	Organizational culture & environment: Different Views and Sources of Culture.
	8.	External & Internal Environmental Factors, Task & Mega Environment.
5	9.	Corporate social responsibility, Views on CSR, value based management
	10	Ethics in management, factors affecting ethics and improving ethical behaviors.
6	11	Decision making: Decision making process of eight steps and its Conditions.
	12	Decision Making Errors and Biases, Types of Problems & Respective

		Decisions.
7.	13	Foundation of planning: Conceptual View of Planning and its Purpose & importance.
	14	Challenges & Types of planning, Developing Organizational Goals, Types of Goals.
		MID TERM EXAMS
		MID TERM BREAK
8.	15	Strategic management: Strategic Management Process & Formulation of Strategies.
	16	Organizational & Environmental Analysis: SWOT & PEST analysis.
9.	17	Types of Organizational Strategies: Corporate and business Strategies
	18	Types of Organizational Strategies: Functional strategies, Strategic Flexibility.
10	19	Organizing; Foundation of Organizational Structure & design. Contingency Factors.
	20	Types of Organizational Structure, Departmentalization & Chain of Command.
11	21	Span of Control & Formulization, Centralization & Decentralization, Work division.
	22	Traditional & Contemporary Designs, Mechanistic & Organic Organizations.
12	23	Leadership & management: Who are Leaders? What is Leadership?
	24	Early Leadership Theories: Trait & behavioral theories, Models of Leadership
13	25	Different Leadership Styles, Contingency Theories of Leadership. Today challenges.
	26	Foundation of Control: Importance of Control, Control Process of different steps.
14	27	Elements, Approaches & Types of Controlling, Organizational Performance
	28	Measures to Control Organizational Performance. Control Strategies for deviations.

OR

Introduction to Education

Credit Hours: 2(2-0)

Unit 1 Ideological Foundation of Education

Introduction to Education

Concepts and Aims of Education

Modes and Scope of Education

Islamic Foundations

Islamic concept of Peace

Other religions and Islam

Ideology and teachers

Unit 2 Philosophical Foundations of Education

Philosophy and Education

Main Philosophical Thoughts

Idealism

Realism

Pragmatism

Re-constructionism

Unit 3 Psychological Foundations of Education

Learning and Maturation

Individual Differences

Self-Concept

Academic Aptitude

Instructional Strategies and Psychology

Unit 4 Socio-Economic Foundations of Education

Concept of Society and Culture

Social Conditions and Education

Economic Conditions and Education

Politics and Education

Unit 5 Historical Foundations of Education in Pakistan

Pre-Pakistan Period (712 A.D. to onward)

Period from 1947-1958

Period from 1959-1971

Period from 1972-1979

Period from 1980 -1991

Period from 1992 – to date

Unit 6 Aims of Education

Aims, Goals and Objectives

Taxonomies of Objectives

Aims and Objectives of Education in Pakistan

Unit 7 Problems and Issues in Education in Pakistan

Universalization of Primary Education

Literacy

Medium of Instruction

Diversification of Education

Environmental Education

Gender and Education

Islamization of Education

Special Education

Health Education / Drug Education

HIV / Aids, STIs, Hepatitis

Recommended Books

Canestrari, A. (2009). *Foundations of Education*. New York: Sage Publications Eugene, F.P.

(2005). *Critical issues in education: Anthology of reading*. New York: Sage Publications.

Goldblatt, P.F., & Smith, D. (2005). *Cases for teacher development*. New York: Sage Publications.

Holt, L.C. (2005). *Instructional patterns: Strategies for maximizing students learning*.

Murphy, D. (2005). *Foundations/Introduction to Teaching*. USA: Allyn & Bacon, Inc. New York: Sage Publications.

Semel, S. F. (2010). *Foundations of education: The essential texts*. USA: Routledge.

OR

Introduction to Anthropology

Credit Hours: 2(2-0)

. Introduction

- a. Definition of Anthropology
- b. Fields of anthropology
- c. Anthropological research methods
- d. Anthropology and other social sciences
- e. Significance of anthropology

2. Culture

- a. Definition, properties and taxonomy
- b. Evolution and growth of culture
- c. Evolution of man: religious and modern perspectives
- d. Evolution of culture

3. Language and culture

- a) Communication
- b) Structural linguistics
- c) Historical linguistics
- d) Sociolinguistics
- e) Relationship between language and culture
- f) Sapir Whorf Hypothesis

4. Economic system

- a. Economic anthropology
- b. Adaptive Strategies
 - Foraging
 - Pastoralists
 - Horticulture
 - Agriculture
 - Industrial
- c. Distribution and Exchange
 - Market exchange
 - Redistribution
 - Reciprocity (types)
 - Barter
- d. Kula Ring
- e. Pot latching

5. Marriage and family

- a. Marriage its types and functions
- b. Forms and functions of family
- c. Residence patterns
- d. Kinship and descent
- e. Descent groups; Rules and types of descent

6. Political organization

- a. Types of political organization
- b. Centralized and Un centralized political systems
- c. Membership, settlement patterns, decision making in Band Tribes and Chiefdom
- d. Leadership/Resolution of conflict in Band Tribes and Chiefdom

7. Religion and magic

- a. Definition, Basic Concepts
- b. Animism and Animatism
- c. Religious practitioners (Shamans)

d. Rituals and its examples

- Rites of Passage

e. Witchcraft, Magic and sorcery

g. Functions of religion

8. Culture change

a. Mechanism of cultural change

b. Repressive change

- Acculturation and Ethnocide
- Genocide

c. Cultural change in the modern world

d. Problems of cultural change in Pakistani society

9. The arts

a. Visual Arts

b. Verbal Art

- Myth
- Legend
- Tale

Books recommended

1. Adamson, Hoebel and Everett L. Frost. (1979). Cultural and Social Anthropology, New Delhi: McGraw Hill Publishing Co.
2. Bernard, H. Russell (1994). Research Methods in Anthropology; Qualitative and Quantitative Approaches. London: Sage Publications
3. Bodley, Jhon H. (1994). Cultural Anthropology. California: Mayfield Publishing Co.
4. Clammer, John R. (1983). Modern Anthropological Theory, New Delhi, Cosmo
5. Ember, Carol R. and Ember, Melvin (1990). Anthropology. (6th ed. Englewood Cliffs: Prentice Hall Inc.
6. Harris, Marvin (1987). Cultural Anthropology, New York: Harper and Row.
7. Harris, Morven (1985). Culture, People, Nature; An Introduction to General Anthropology. London: Harper and Row.

Course code: 3204

Quantitative Reasoning-II

Credit Hours: 3(3-0)

QUANTITATIVE REASONING (II)

UGE Policy V 1.1 : General Education Course

Credits: 03
Pre-Requisite: Quantitative Reasoning (I)
Offering: Undergraduate Degrees (including Associate Degrees)
Placement: 2 - 4 Semesters
Type: Mandatory
Fields: All

DESCRIPTION

Quantitative Reasoning (II) is a sequential undergraduate course that focuses on logical reasoning supported with mathematical and statistical concepts and modeling / analysis techniques to equip students with analytical skills and critical thinking abilities necessary to navigate the complexities of the modern world. The course is designed to familiarize students with the quantitative concepts and techniques required to interpret and analyze numerical data and to inculcate an ability in students the logical reasoning to construct and evaluate arguments, identify fallacies, and think systematically. Keeping the pre-requisite course of Quantitative Reasoning (I) as its base, this course will enable students further their quantitative, logical and critical reasoning abilities to complement their specific major / field of study.

COURSE LEARNING OUTCOMES

By the end of this course, students shall have:

1. Understanding of logic and logical reasoning;
2. Understanding of basic quantitative modeling and analyses;
3. Logical reasoning skills and abilities to apply them to solve quantitative problems and evaluate arguments;
4. Ability to critically evaluate quantitative information to make evidence based decisions through appropriate computational tools.

SYLLABUS

1. **Logic, Logical and Critical Reasoning**
 - Introduction and importance of logic;
 - Inductive, deductive and abductive approaches of reasoning;
 - Propositions, arguments (valid; invalid), logical connectives, truth tables and propositional equivalences;
 - Logical fallacies;
 - Venn Diagrams;
 - Predicates and quantifiers;
 - Quantitative reasoning exercises using logical reasoning concepts and techniques.
2. **Mathematical Modeling and Analyses**
 - Introduction to deterministic models;
 - Use of linear functions for modeling in real-world situations;
 - Modeling with the system of linear equations and their solutions;
 - Elementary introduction to derivatives in mathematical modeling;
 - Linear and exponential growth and decay models;
 - Quantitative reasoning exercises using mathematical modeling.
3. **Statistical Modeling and Analyses**
 - Introduction to probabilistic models;
 - Bivariate analysis, scatter plots;

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Course Code: 3205
Credit Hrs: 3(2-1)

Application of Information & Communication Technologies

APPLICATIONS OF INFORMATION AND COMMUNICATION TECHNOLOGIES

UGE Policy V 1.1 : General Education Course

Credits: 03 (Class Credits: 02; Lab Credits: 01)
Pre-Requisite: Nil
Offering: Undergraduate Degrees (including Associate Degrees)
Placement: 1 - 4 Semesters
Type: General Education
Fields: All

DESCRIPTION

This course is designed to provide students with an exploration of the practical applications of Information and Communication Technologies (ICT) and software tools in various domains. Students will gain hands-on experience with a range of software applications, learning how to leverage ICT to solve daily life problems, enhance productivity and innovate in different fields. Through individual and interactive exercises and discussions, students will develop proficiency in utilizing software for communication, creativity, and more.

COURSE LEARNING OUTCOMES

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

1. Explain the fundamental concepts, components, and scope of Information and Communication Technologies (ICT).
2. Identify uses of various ICT platforms and tools for different purposes.
3. Apply ICT platforms and tools for different purposes to address basic needs in different domains of daily, academic, and professional life.
4. Understand the ethical and legal considerations in use of ICT platforms and tools.

SYLLABUS

1. **Introduction to Information and Communication Technologies:**
 - Components of Information and Communication Technologies (basics of hardware, software, ICT platforms, networks, local and cloud data storage etc.).
 - Scope of Information and Communication Technologies (use of ICT in education, business, governance, healthcare, digital media and entertainment, etc.).
 - Emerging technologies and future trends.
2. **Basic ICT Productivity Tools:**
 - Effective use of popular search engines (e.g., Google, Bing, etc.) to explore World Wide Web.
 - Formal communication tools and etiquettes (Gmail, Microsoft Outlook, etc.).
 - Microsoft Office Suites (Word, Excel, PowerPoint).
 - Google Workspace (Google Docs, Sheets, Slides).
 - Dropbox (Cloud storage and file sharing), Google Drive (Cloud storage with Google Docs integration) and Microsoft OneDrive (Cloud storage with Microsoft Office integration).
 - Evernote (Note-taking and organization applications) and OneNote (Microsoft's digital notebook for capturing and organizing ideas).
 - Video conferencing (Google Meet, Microsoft Teams, Zoom, etc.).
 - Social media applications (LinkedIn, Facebook, Instagram, etc.).
3. **ICT in Education:**
 - Working with learning management systems (Moodle, Canvas, Google Classrooms, etc.).
 - Sources of online education courses (Coursera, edX, Udemy, Khan Academy, etc.).
 - Interactive multimedia and virtual classrooms.

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Course Title	History and Perspectives of Psychology
Course Code	PSY-3206
Course Description	The history of psychology is fundamental course for the student of psychology because it draws on research in many areas of psychology including psychotherapy, neuroscience, personality human development and social psychology. It will explore a variety of ideas, theories and famous experiments while providing a vantage point to trace the background and evolution of psychology.
Course 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. To examine the historical context within which that historical development took place and the schools of psychology. To be able to place current psychological thought within that historical development and context.
Course Contents	<p>1) Introduction</p> <ol style="list-style-type: none"> a. Why study the history of psychology? Revisions in the traditional views of science Persistent questions in psychology b. Early Greek Philosophy. c. The first philosophers: Thales, Alaxinander, Heraclites, Parmenides, Pythagoras, Empedocles, and Democritus d. Early Greek Medicine e. The relativity of Truth; Protagoras, Gorgas, Xenophobes, Socrates, Plato, Aristotle; After Aristotle f. Skepticism & Cynicism g. Epicureanism and Stoicism Neo-Platonism and Emphasis on spirit Contribution of Muslim Philosopher h. Scholasticism <p>2) The Beginning of Modern Science and Philosophy</p> <ol style="list-style-type: none"> a. Renaissance Humanism; Challenges to Church authority; Rene Descartes b. Empiricism, Sensationalism, and positivism c. British Empiricism; French Sensationalism; Positivism d. Rationalism e. Spinoza; Immanuel Kant; Johann Friedrich Herbert; Friedrich Hegel f. Romanticism and Existentialism g. Early developments in physiology and the rise of experimental psychology; Individual differences; Early Research on brain functioning Voluntarism, Structuralism and other early approaches to psychology Voluntarism.

	<p>3) Psychobiology</p> <ol style="list-style-type: none"> a. Karl and Lashley; New connectionism; Behavioral genetics b. Contemporary Psychology c. The Diversity in contemporary psychology d. The tension between pure, scientific and applied psychology e. Psychology's status as a science; Post modernism <p>4) Systems and Schools of Thought</p> <ol style="list-style-type: none"> a. Structuralism Functionalism Behaviorism b. Gestalt psychology and Field Theory c. Psychodynamics Humanistic Psychology Cognitive Psychology d. New trends in Psychology e. Psychology in Pakistan
<p>Instructional Methods</p>	<p>A variety of teaching strategies will be used to help students become familiar with history of psychology. These strategies include:</p> <ul style="list-style-type: none"> • Class room lectures • Projects • Written assignments • In class activities • Viewing video segments of people with various psychological disorders • Viewing video segments of clinical psychologists discussing their work.
<p>Assessment</p>	<ul style="list-style-type: none"> ● Mid Term Evaluation: 50% (Sessional Examination, Quizzes, Assignments, In-Class Activities) ● Final Examination: 50%
<p>Recommended Books</p>	<ul style="list-style-type: none"> ● King, D. Brett, viney, Wayne and Woody, Williams Douglas. (2009). A history of psychology :ideas and context. Boston :Allyn & Bacon. ● A critical history and philosophy of psychology :Diversity of context :Richard T. G. Walsh, Thomas Teo, Angelina Baydala. (March 2014). ● An historical introduction of Modern psychology (July 2013). Gardner Murphy.

3rd Semester

Code	Course Title	Category/Cluster	Lec.Hrs	Lab.Hrs	Cr.Hrs
GEN-4301	Entrepreneurship	General Education	2	0	2
GEN-4302	Civics and Community Engagement	General Education	2	0	2
PSY-4303	Behavioral Neuroscience	Foundation	3	0	3
PSY-4304	Cognitive and Affective Processes	Major	3	0	3
	Optional	Interdisciplinary	3	0	3
	Optional	Interdisciplinary	3	0	3

Total semester credit hours=16

Optional –I &II (Interdisciplinary)					
EDU-4305	Introduction to Education		3	0	3
POL-4306	Political Science		3	0	3
ECO-4307	Introduction to Economics		3	0	3
ANT-4308	Introduction to Anthropology		3	0	3
MKT-4309	Introduction to Marketing		3	0	3
KSD-4310	Introduction to Kashmir Studies		3	0	3
INR-4311	Introduction to International Relations		3	0	3

Entrepreneurship

Title	Description
Semester	3 rd
Course code	GEN.4301
No. of C.Hrs.	02
Teaching weeks	18
Objectives of the Course	To help the students to understand the fundamental concepts of entrepreneurship, focusing on developing an entrepreneurial mindset, recognizing opportunities, and understanding the key components of starting and managing a business.

Course Contents:

Unit I: Introduction to Entrepreneurship

- Definition of entrepreneurship and its significance
- Traits and characteristics of successful entrepreneurs
- Types of entrepreneurship: Small business vs. high-growth start-ups

Unit II: Entrepreneurial Mind-set and Creativity

- Developing an entrepreneurial mind-set
- Importance of creativity and innovation in entrepreneurship
- Techniques for fostering creativity and thinking outside the box

Unit III: Identifying Business Opportunities

- Recognizing market gaps and customer needs
- Market research and feasibility analysis
- Evaluating the potential of a business idea

Unit IV: Business Planning and Model

- Elements of a comprehensive business plan
- Business model canvas and lean startup approach
- Defining the value proposition and revenue streams

Unit V: Funding and Financial Management

- Sources of funding for startups (angel investors, venture capitalists, crowd funding)
- Budgeting, financial projections, and managing startup costs
- Financial management and sustainability strategies

Unit VI: Marketing and Sales Strategies

- Creating a marketing plan and target audience analysis
- Branding, digital marketing, and social media strategies
- Sales techniques and customer relationship management

Unit V: Legal and Regulatory Aspects

- Legal forms of business (sole proprietorship, partnership, corporation)
- Intellectual property protection and legal considerations
- Compliance with regulations and licensing requirements

Unit VI: Operations and Supply Chain Management

- Managing day-to-day operations and processes
- Supply chain management and vendor relationships
- Quality control and efficiency optimization

Unit VII: Growth Strategies and Scaling

- Strategies for business growth and expansion
- Challenges and opportunities in scaling a startup
- Internationalization and entering new markets

Unit VIII: Entrepreneurial Leadership and Ethical Considerations

- Leadership styles and characteristics of effective entrepreneurial leaders
- Ethical challenges in entrepreneurship and social responsibility
- Balancing profit goals with ethical decision-making

Recommended Books:

1. "The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses" by Eric Ries
2. "Entrepreneurship: Successfully Launching New Ventures" by Bruce R. Barringer and R. Duane Ireland
3. "Disciplined Entrepreneurship: 24 Steps to a Successful Startup" by Bill Aulet
4. "Zero to One: Notes on Startups, or How to Build the Future" by Peter Thiel with Blake Masters
5. "The Art of Startup Fundraising: Pitching Investors, Negotiating the Deal, and Everything Else Entrepreneurs Need to Know" by Alejandro Cremades
6. "Good to Great: Why Some Companies Make the Leap and Others Don't" by Jim Collins

CIVICS AND COMMUNITY ENGAGEMENT

UGE Policy V 1.1 : General Education Course

Credits:	02
Pre-Requisite:	Nil
Offering:	Undergraduate Degrees (including Associate Degrees)
Placement:	1 - 4 Semesters
Type:	General Education
Fields:	All

DESCRIPTION

This course is designed to provide students with fundamental knowledge about civics, citizenship, and community engagement. In this course, the students will learn about the essentials of civil society, government, civic responsibilities, inclusivity, and effective ways to participate in shaping the society which will help them apply theoretical knowledge to the real-world situations to make a positive impact on their communities.

COURSE LEARNING OUTCOMES

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

1. Demonstrate fundamental understanding of civics, government, citizenship and civil society.
2. Understand the concept of community and recognize the significance of community engagement for individuals and groups.
3. Recognize the importance of diversity and inclusivity for societal harmony and peaceful co-existence.

SYLLABUS

1. **Civics and Citizenship:**
 - Concepts of civics, citizenship, and civic engagement.
 - Foundations of modern society and citizenship.
 - Types of citizenship: active, participatory, digital, etc.
2. **State, Government and Civil Society:**
 - Structure and functions of government in Pakistan.
 - The relationship between democracy and civil society.
 - Right to vote and importance of political participation and representation.
3. **Rights and Responsibilities:**
 - Overview of fundamental rights and liberties of citizens under Constitution of Pakistan 1973.
 - Civic responsibilities and duties.
 - Ethical considerations in civic engagement (accountability, non-violence, peaceful dialogue, civility, etc.)
4. **Community Engagement:**
 - Concept, nature and characteristics of community.
 - Community development and social cohesion.
 - Approaches to effective community engagement.
 - Case studies of successful community driven initiatives.
5. **Advocacy and Activism:**
 - Public discourse and public opinion.
 - Role of advocacy in addressing social issues.
 - Social action movements.
6. **Digital Citizenship and Technology:**
 - The use of digital platforms for civic engagement.
 - Cyber ethics and responsible use of social media.

Course Title	BEHAVIORAL NEUROSCIENCE
Course Code	PSY-4303
Credit Hrs	3(3-0)
Course Description	<p>This course includes the following topics:</p> <ul style="list-style-type: none"> • the structure and function of the nervous system, • physiological approaches to understanding behavior, • hormones and behavior, • biological bases of sensation and perception, • learning and memory, • cognition, • Emotion and communication.
Course Objectives	<p>The objective of this course includes:</p> <ul style="list-style-type: none"> • To describe the gross, histology, and cellular structure of the central and peripheral nervous system. • To describe the anatomic connectivity and physiologic processes underlying the major functional systems (motor, sensory, homeostatic, and higher cortical functions) of the nervous system.
Course Outcomes	<p>Upon successful completion of this course, the student will have demonstrated the ability:</p> <ul style="list-style-type: none"> • Understand the principles, findings and theories related to behavioral neuroscience: <ul style="list-style-type: none"> • Integration of Neuroscience and Behavior: Discuss the integration of neurological and behavioral systems • Inquiry and Statistical Analysis: Explain the major methods of inquiry and statistical analysis in behavioral neuroscience
Course ,Contents	<p>1.Origins of Neuropsychology</p> <ul style="list-style-type: none"> • Neurological explanation of behavior • Historical roots of Physiological Psychology • Evolution of brain • Genetics and evolution of behavior • Ethical issues in Neuropsychological research <p>2.Physiology of Neural Cells</p> <ul style="list-style-type: none"> • Neurons • Types of neurons • Nerve impulse • Communication within a neuron • Communication between neurons. <p>3.Physiology of Nervous System</p> <ul style="list-style-type: none"> • Basic features of nervous system • Central nervous system • Peripheral nervous system • Development of the brain. • Investigating how the brain controls behavior.

	<p>4.Emotions and Regulations of Internal Body States</p> <ul style="list-style-type: none"> • Neural control of emotional response patterns • Role of orbit frontal cortex in social judgment and emotions • Neural basis of the communication of emotions • Endocrine system and emotions • Homeostasis • The psychology and biology of thirst • The multiple controls of hunger • Physiological mechanisms of sleep and waking.
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Instructional Methods	<p>A variety of teaching strategies will be used to help students become familiar with behavioral neuroscience. These strategies include:</p> <ul style="list-style-type: none"> • Class room lectures • Projects • Written assignments • In class activities
Assessment	<ul style="list-style-type: none"> •Mid Term Evaluation: 50% <p>(Sessional Examination, Quizzes, Assignments, In -Class Activities) •</p> <p>Final Examination: 50%</p>
	<p>Student Responsibilities or Tips for Success in the Course</p> <ul style="list-style-type: none"> • Read the textbook. • Complete assignments thoroughly and on time. • Ask for assistance.
Suggested Readings	<ol style="list-style-type: none"> 1. Kalat, J. W. (2015). Biological psychology (12th ed.). California: Brooks/Cole Publishing Company. 2. Carlson, N. R. (2007). Foundations of physiological psychology (7th ed.). Boston: Allyn and Bacon

Course Title	Cognitive and Affective Processes
Course Code	PSY-4304
Credit Hrs.	3(3-0)
Course Description	<p>The Cognitive and affective processes concentration within the Psychology Major includes courses that focus on the human acquisition, development, and uses of knowledge.</p> <p>Cognitive Psychology investigates our mental faculties including, perception, learning, memory, language, thought, and reasoning.</p>
Course Objectives	<p>The objective of this course includes:</p> <ul style="list-style-type: none"> • To understand the contributions made to the understanding of human thought processes by cognitive psychologists. • To become familiar with the basic subjects of cognitive study including perception, attention, consciousness, memory, imagery, comprehension, categorization, problem-solving and language. • To develop a view of human cognition that is grounded in research and based on an integration of the student's faith with what psychologists have observed. • To develop each student's skills in analytical and synthetic thinking, research methods.
Course Outcomes	<p>Following completion of this course, the successful student will be able to:</p> <ul style="list-style-type: none"> • Critically evaluate major theories of memory and attention. • Analyze major concepts and theories about concept formation, problem solving, thinking and intelligence. • Compare and contrast theories of cognitive and language development, language acquisition, and language use.
Course Contents	<p>1 Introduction</p> <ol style="list-style-type: none"> a. Historical Perspective b. Cognitive neuroscience c. The eye and Visual cortex d. Perception of movement and form e. The ear and auditory cortex f. Magnocellular and parvocellular pathways g. Memory scanning. Mental processing revealed by reaction time experiments. h. Colour perception i. Depth Perception. <p>2. Visual & Auditory Perception</p> <ol style="list-style-type: none"> a. Sensory memory: iconic memory & Echoic memory b. Pattern Recognition c. Selective adaptation of linguistic feature detectors d. Failure to detect change to people during a real world interaction Dichotic listening task <p>3. Visual Imagery</p>

	<p>a. Visual images preserve metric spatial information. Reinterpreting visual patterns</p> <p>b. Neural Basis of mental imagery. Size-distance paradox.</p> <p>c. Mental rotation.</p> <p>4. Attention & Short Term Memory</p> <p>a. Magic number 7, chunking</p> <p>b. Studies of interference in serial verbal reactions Attention and cognitive control.</p> <p>c. Selection for actions and the of inhibitory mechanisms Visual Perception.</p> <p>d. Masking.</p> <p style="text-align: center;">5. Learning & Long Term Memory</p> <p>a. Retention in episodic memory</p> <p>b. Semantic integration of verbal information into a visual memory Working Memory and long term memory</p> <p>c. Creating false memories</p> <p>d. Fan effect</p> <p>e. Levels of processing</p> <p>f. Practice effects</p> <p>g. Mnemonic devices</p> <p>h. Recall vs. recognition</p> <p>i. Implications for studying and examination: the SQ3R's</p> <p>6. Thinking and Problem Solving o Categorization</p> <p>a. Basic Objects in natural categories</p> <p>b. Concepts and conceptual structure Modus tollens</p> <p>c. Cognitive biases & gambler's fallacy</p> <p>d. Heuristics and algorithms</p> <p>7. Psycholinguistics</p> <p>a. Chomsky's contribution</p> <p>b. Language comprehension Reading: Parsing</p> <p>c. Linguistics Determinism: Whorf-Sapir hypothesis</p> <p>8. Cognitive Development</p> <p>a. Piaget's contribution</p> <p>b. Social and Emotional development Moral Development</p> <p>c. Gender differences in development</p> <p>d. Development of Language in genie Child's learning of morphology</p> <p>e. Rule learning by 7-month old infants</p> <p>f. Bilingual development: child-adult differences.</p>
Instructional Method	<p>A variety of teaching strategies will be used to help students become familiar with cognitive and affective processes. These strategies include:</p> <ul style="list-style-type: none"> • Class room lectures • Projects • Written assignments • Class activities
Assessment	<p>Mid Term Evaluation: 50% (Sessional Examination, Quizzes, Assignments, In -Class Activities)</p> <p>Final Examination: 50%</p>
	<p>Student Responsibilities or Tips for Success in the Course</p>

	<ul style="list-style-type: none"> • Read the textbook. • Complete assignments thoroughly and on time. • Ask for assistance.
<p>Suggested Readings</p>	<ol style="list-style-type: none"> 1. Medin, D. Ross, B., &Markmen. (2005). Cognitive psychology. (4thed.). John Wiley Inc. 2. Sternberg, R. (2016). Cognitive psychology. New York: Wadsworth. Sternberg, R. J. (2016). Cognitive psychology (7thed.). New York: Harcourt College Publishers. 3. Groome, D. (1999). Cognitive psychology: Processes and disorders. London: Psychology Press. 4. Reed, S. K. (2012). Cognition (9thed.). Belmont: Wadsworth / Thomson Learning. 5. Solso , Cognitive Psychology Latest Edition 6. Galolti, , Cognitive Psychology Latest Edition

(Interdisciplinary Courses)

Course Title	Introduction to Education
Course Code	EDU-4305
Credit Hrs.	3(3-0)
Course Description	This course is a study of principle methods and materials for teaching children different concepts and skills. It provides basic summary of significant learning process.
Course Objectives	It articulate what students should be able to do as a result of instructions and consequently aid in designing more effective instruction planning, activities and assessments.
Course Contents	<p>Unit 1 Ideological Foundation of Education Islamic Foundations Islamic concept of Peace Other religions and Islam Ideology and teachers</p> <p>Unit 2 Philosophical Foundations of Education Philosophy and Education Main Philosophical Thoughts Idealism Realism Pragmatism Re-constructionism</p> <p>Unit 3 Psychological Foundations of Education Learning and Maturation Individual Differences Self Concept Academic Aptitude Instructional Strategies and Psychology</p> <p>Unit 4 Socio-Economic Foundations of Education Concept of Society and Culture Social Conditions and Education Economic Conditions and Education Politics and Education</p> <p>Unit 5 Historical Foundations of Education in Pakistan Pre-Pakistan Period (712 A.D. to onward) Period from 1947-1958 Period From 1959-1971 Period from 1972-1979 Period from 1980 -1991 Period from 1992 – to date</p> <p>Unit 6 Aims of Education Aims, Goals and Objectives</p>

	<p>Taxonomies of Objectives Aims and Objectives of Education in Pakistan</p> <p>Unit 7 Problems and Issues in Education in Pakistan Universalization of Primary Education Literacy Medium of Instruction Diversification of Education Environmental Education Gender and Education Islamization of Education Special Education Health Education / Drug Education HIV / Aids, STIs, Hepatitis</p>
Instructional Method	<p>A variety of teaching strategies will be used to help students become familiar with the field of education.. These strategies include:</p> <ul style="list-style-type: none"> • Class room lectures • Projects • Written assignments • Class activities
Assessment	<p>Mid Term Evaluation: 50% (Sessional Examination, Quizzes, Assignments, In -Class Activities) Final Examination: 50%</p>
	<p>Student Responsibilities or Tips for Success in the Course</p> <ul style="list-style-type: none"> • Read the textbook. • Complete assignments thoroughly and on time. • Ask for assistance.
Suggested Readings	<ul style="list-style-type: none"> • Canestrari, A. (2009). <i>Foundations of Education</i>. New York: Sage Publications • Eugene, F.P. (2005). <i>Critical issues in education: Anthology of reading</i>. New York: Sage Publications. • Goldblatt, P.F., & Smith, D. (2005). <i>Cases for teacher development</i>. New York: Sage Publications. • Holt, L.C. (2005). <i>Instructional patterns: Strategies for maximizing students learning</i>. • Murphy, D. (2005). <i>Foundations/Introduction to Teaching</i>. USA: Allyn & Bacon, Inc. • Semel, S. F. (2010). <i>Foundations of education: The essential texts</i>. USA: Routledge.

Course Title	Political Science
Course Code	POL-4306
Credit Hrs.	3(3-0)
Course Description	It helps in studying politics and power from domestic, international and competitive perspectives.
Course Objectives	The objective of this course is to introduce the students with the fundamentals of the subject of Political Science and prepare them for advanced studies in the forthcoming semesters. The very basic concepts and terminology commonly used in the further courses of studies are taught to make the students friendly with the subject.
Course Contents	<ol style="list-style-type: none"> 1. Definition, Nature, Scope and the sub-fields of the subject. 2. Relationship of Political Science with other social sciences, specifically International Relations, Diplomacy, Strategic Studies etc. 3. Basic concepts of Political Science such as law and constitution, power and authority, legitimacy, nation and nationalities etc. 4. State: its origin and evolution; Western and Islamic concepts of State; Forms of State: Unitary, Federation, Confederation. 5. Organs of Government: Legislature, Executive, Judiciary. 6. Forms of Government: Parliamentary, Presidential and others.
Instructional Method	<p>A variety of teaching strategies will be used to help students become familiar with the science of politics. These strategies include:</p> <ul style="list-style-type: none"> • Class room lectures • Projects • Written assignments • Class activities
Assessment	<p>Mid Term Evaluation: 50% (Sessional Examination, Quizzes, Assignments, In -Class Activities) Final Examination: 50%</p>
	<p>Student Responsibilities or Tips for Success in the Course</p> <ul style="list-style-type: none"> • Read the textbook. • Complete assignments thoroughly and on time. • Ask for assistance.
Suggested Readings	<ol style="list-style-type: none"> 1. Anderson, Rodee et.al. <i>Introduction to Political Science</i>. Islamabad: National Book Foundation, Latest Edition. 2. Haq Mazher ul. <i>Theory and Practice in Political Science</i>. Lahore: Bookland, 1996. 3. Agarwal, R. C. <i>Political Theory: Principles of Political Science</i>. New Delhi: S. Chand & Co., 2006. Recommended 4. Ahmad Shafi, Choudhry. <i>Usul-e-Siyasiat</i> (Urdu). Lahore: Standard Book Depot, 1996.

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| | <ol style="list-style-type: none">5. Bashir Ahmad, Sheikh. <i>Riyasat Jo Ilm</i> (Sindhi meaning Science of State). Jamshoro: Institute of Sindhalogy, University of Sindh, 1985.6. G. Roskin, Michael. <i>Political Science: An Introdu</i>7. Sarwar, Mohammad. <i>Introduction to Political Science</i>. Lahore: Ilmi Kutub Khana, 1996. |
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Course Title	Introduction to Economics
Course Code	ECO-4307
Credit Hrs.	3(3-0)
Course Description	Economics is concerned with the creation, consumption, and transfer of wealth. The study of economics encompasses the major areas of microeconomics, which explores how people and firms produce and consume goods and services, and macroeconomics, which explores mass economic progress and inter-country trade.
Course Objectives	Students will analyze the performance and functioning of government, markets and institutions in the context of social and economic problems. Students will think critically about economic models, evaluating their assumptions and implications.
Course Contents	<p>Introduction and basic concepts</p> <p>The Economic Problem, Good Economics and Economic Systems Scarcity, Choice and Opportunity Cost; Lewis dictum; Brief introduction to Caribbean economic issues. Types of Economics Traditional, Economic Systems Traditional, Command, Market and Mixed.</p> <p>Preferences and Utility</p> <p>Total and Marginal Utility – pillars for rational decisions; the “Law” of Diminishing Marginal Utility; Consumer Equilibrium based on the Utility Theory Approach; from Marginal Utility to the Demand Curve</p> <p>Indifference Curve Analysis</p> <p>Indifference Curves: What are they? Properties of an Indifference Curve; Slope of the Indifference Curve (Marginal Rate of Substitution); Principle of Diminishing Marginal Rate of Substitution; The Budget Line: What is it? Slope of the Budget Line; Factors Resulting in a Pivot and Shift of the Budget Line; Consumer Equilibrium; Derivation of the Demand Curve; Income and Substitution Effects of a Price Change</p> <p>Consumer Demand</p> <p>Quantity Demanded; Determinants of Quantity Demanded; Demand and Prices; The Demand Schedule and the Demand Curve. Movements along the Demand Curve vs Shifts of the Demand Curve. Market demand.</p> <p>Supply and Equilibrium Price Determination</p> <p>Quantity Supplied; Determinants of Quantity Supplied; Supply and Price; The Supply Schedule and the Supply Curve. Movements along the Supply Curve vs. Shifts of the Supply Curve, market supply ; Determination of Price by Demand and Supply; Laws of Demand and Supply; Restraining the Market Mechanism: Price Ceilings and Price Floors</p> <p>When Market Conditions Change</p> <p>Elasticity Analysis Elasticity: The Measure of Responsiveness; Price Elasticity of Demand the Measurement of Price Elasticity, Determinants of Price Elasticity; Price Elasticity of Demand and the Shapes of the Demand Curves. Other Demand Elasticity: Income Elasticity of Demand; Cross Elasticity of Demand; Elasticity of Supply;</p>

	<p>Determinants of Supply Elasticity.</p> <p>Making Key Business Decisions The Framework Time Horizons for Decision Making the Short Run and the Long Run; The Production Function Input Choices, The Choice and Optimal Input Combinations; Isoquants and Is costs; Substitutability, Output and Cost; Total, Average and Marginal Products; Marginal and Average Product Curves; The "Law" of Diminishing Returns; Optimal Quantity of an Input and Diminishing Returns; Cost curves; Fixed costs and Variable Costs; Economies of Scale; LongRun versus ShortRun Costs.</p> <p>Competitive Markets Market Structure and Behavior; The Significance of Market Structure; Perfect Competition Defined; Demand and Revenue for a Firm in Perfect Competition; Short – Run Equilibrium Rules for All Profit Maximizing Firms; ShortRun Profitability of the Perfectly Competitive Firm; ShortRun Losses; Shutdown and Breakeven Analysis; ShortRun Supply Curve of the Competitive Firm and the Competitive Industry LongRun Equilibrium: The Effect of Entry and Exit; Conditions for Long Run Equilibrium; The LongRun Industry Supply Curve; Zero Economic Profit; Perfect Competition and Efficiency</p>
Instructional Method	<p>A variety of teaching strategies will be used to help students become familiar with economics. These strategies include:</p> <ul style="list-style-type: none"> • Class room lectures • Projects • Written assignments • Class activities
Assessment	<p>Mid Term Evaluation: 50% (Sessional Examination, Quizzes, Assignments, In -Class Activities) Final Examination: 50%</p>
	<p>Student Responsibilities or Tips for Success in the Course</p> <ul style="list-style-type: none"> • Read the textbook. • Complete assignments thoroughly and on time. • Ask for assistance.
Suggested Readings	<p>1. ECONOMICS by Lipsey& Chrystal. Eleventh (11th) Edition. Oxford University Press.</p>

Course Title	Introduction to Anthropology
Course Code	ANT-4308
Credit Hrs.	3(3-0)
Course Description	Anthropology is the comprehensive study of human development, culture and change throughout the world, past and present. Anthropology can also help us imagine and design futures that attend to human and environmental complexity.
Course Contents	<p>1. Introduction</p> <ul style="list-style-type: none"> f. Definition of Anthropology g. Fields of anthropology h. Anthropological research methods i. Anthropology and other social sciences j. Significance of anthropology <p>2. Culture</p> <ul style="list-style-type: none"> e. Definition, properties and taxonomy f. Evolution and growth of culture g. Evolution of man: religious and modern perspectives h. Evolution of culture <p>3. Language and culture</p> <ul style="list-style-type: none"> g) Communication h) Structural linguistics i) Historical linguistics j) Relationship between language and culture <p>4. Food getting</p> <ul style="list-style-type: none"> a. Food collection b. Food production c. The origin and spread of food production <p>5. Economic system</p> <ul style="list-style-type: none"> a. The allocation of resources b. The conversion of resources c. The distribution of goods and services <p>6. Marriage and family</p> <ul style="list-style-type: none"> a. Marriage and mate selection b. The family: types and functions c. Kinship system: structure, terminology d. Rules and types of descent <p>7. Political organization</p> <ul style="list-style-type: none"> a. Types of political organization b. Resolution of conflict <p>8. Religion and magic</p> <ul style="list-style-type: none"> a. The universality of religion

	<ul style="list-style-type: none"> b. Religious beliefs and practices c. Witchcraft and sorcery <p>9. The arts</p> <ul style="list-style-type: none"> a. Forms of art b. Expressive culture <p>10. Culture change</p> <ul style="list-style-type: none"> a. Process of cultural change b. Cultural change in the modern world c. Problems of cultural change in Pakistani society
Instructional Method	<p>A variety of teaching strategies will be used to help students become familiar with the field of anthropology. These strategies include:</p> <ul style="list-style-type: none"> • Class room lectures • Projects • Written assignments • Class activities
Assessment	<p>Mid Term Evaluation: 50% (Sessional Examination, Quizzes, Assignments, In -Class Activities) Final Examination: 50%</p>
	<p>Student Responsibilities or Tips for Success in the Course</p> <ul style="list-style-type: none"> • Read the textbook. • Complete assignments thoroughly and on time. • Ask for assistance.
Suggested Readings	<ol style="list-style-type: none"> 1. Adamson, Hoebel and Everett L. Frost. (1979). Cultural and Social Anthropology, New Delhi: McGraw Hill Publishing Co. 2. Bernard, H. Russell (1994). Research Methods in Anthropology; Qualitative and Quantitative Approaches. London: Sage Publications 3. Bodley, Jhon H. (1994). Cultural Anthropology. California: Mayfield Publishing Co. 4. Clammer, John R. (1983). Modern Anthropological Theory, New Delhi, Cosmo 5. Ember, Carol R. and Ember, Melvin (1990). Anthropology. (6th ed. Englewood Cliffs: Prentice Hall Inc. 6. Harris, Marvin (1987). Cultural Anthropology, New York: Harper and Row. 7. Harris, Morven (1985). Culture, People, Nature; An Introduction to General Anthropology. London: Harper and Row.

Course Title	Introduction to Marketing
Course Code	MKT-4309
Credit Hrs.	3(3-0)
Course Description	Introduction to the principles of modern-day marketing covering key topics as consumer behavior and demographics, marketing research, product development and pricing, marketing of business services, designing a marketing plan, mass advertising, sales promotion techniques and public relations, product distribution channels, international marketing, and current marketing issues.
Course Outcomes	It will enable the students to identify the ways in which world events and cultural assumptions influence marketing. It is designed to acquaint the student with the principles and problems of the marketing of goods and the methods of distribution from producer or manufacturer to the consumer. It includes a study of the types, functions, and practices of wholesalers and retailers in the Pakistani marketing system and of efficient marketing techniques in the development and expansion of markets.
Course Contents	<ol style="list-style-type: none"> 1. Introduction to Marketing <ol style="list-style-type: none"> a. Definition Evolution of Marketing b. Importance and Scope of Marketing Functions c. Marketing Concepts 2. System Approach to Marketing <ol style="list-style-type: none"> a. System Approach to Marketing b. External and Internal Environment of Marketing 3. Marketing Segmentation <ol style="list-style-type: none"> a. Market Segmentation Defined Market Aggregation and Multiple Segmentation b. Lucrative Aspects of Market Segmentation c. Bases for Market Segmentation d. Requirements for successful segmentation 4. The Product <ol style="list-style-type: none"> a. Meaning of Product b. Classification of Product c. Why new product fails or succeeds d. PLC,new product adoption e. Planned obsolescence and Fashion 5. The Price <ol style="list-style-type: none"> a. Meaning and Importance of Price b. Pricing Objectives c. Price and Non Price Competition d. Factors Influencing Pricing Decisions 6. The Distribution <ol style="list-style-type: none"> e. Classification of Retailers and Wholesales f. Selecting a Channel of Distribution g. Types of Channels h. Physical Distribution

	<p>7. The Promotion</p> <ol style="list-style-type: none"> a. Determination of Promotional Mix b. Scope and importance of personal selling c. Types of channels d. Developing a personal selling plan
Instructional Method	<p>A variety of teaching strategies will be used to help students become familiar with the field of marketing. These strategies include:</p> <ul style="list-style-type: none"> • Class room lectures • Projects • Written assignments • Class activities
Assessment	<p>Mid Term Evaluation: 50% (Sessional Examination, Quizzes, Assignments, In -Class Activities) Final Examination: 50%</p>
	<p>Student Responsibilities or Tips for Success in the Course</p> <ul style="list-style-type: none"> • Read the textbook. • Complete assignments thoroughly and on time. • Ask for assistance.
Suggested Readings	<ol style="list-style-type: none"> 1. William J.Stanton , Fundamentals of Marketing 2. Charles D.Schew and M.Smith,Marketing Concepts and Applications 3. Philip Kotler,Principles of Marketing

Course Title	Introduction to Kashmir Studies
Course Code	KSD-4310
Credit Hrs.	3(3-0)
Course Description	This course introduces students about the historical background of Kashmir and helps students to understand political, religious, economic, geographical and cultural study of the various rules.
Course Objectives	<ul style="list-style-type: none"> • . To understand importance and role of history in any society • To get knowledge about early settlers in Kashmir • To enhance information about early ruling system in Kashmir • To acquire brief information about rulers in Kashmir • To understand the Geography, its significance and types • To understand the location, situation, Map and area of Kashmir • To know the transportation, mountain and natural resources of Kashmir
Course Learning Outcomes	Students will enhance their knowledge regarding historical background of Kashmir and political religious, economic, geographical and cultural aspects of the state.
Course Contents	<p>. Geographic and Administrative profile of Divided State of Jammu & Kashmir:</p> <ul style="list-style-type: none"> • Geographic and Administrative profile of Azad Jammu and Kashmir and GilgitBaltistan • Geographic and Administrative profile of Indian Occupied Jammu and Kashmir • Current political status of divided regions of disputed state of Jammu and Kashmir <p>Sources of Kashmir History:</p> <ul style="list-style-type: none"> • Ancient and Medieval Historians • Famous books on Ancient and Medieval Kashmir <p>Ruling Dynasties in Kashmir:</p> <ul style="list-style-type: none"> • Early inhabitants and introduction to ancient ruling dynasties up to 1320 (selective famous rulers) • Introduction to ancient Religions of Kashmir • Rise and fall of Buddhism in Kashmir • Causes of decline of Hindu rule in Kashmir <p>Muslim Rule in Kashmir:</p> <ul style="list-style-type: none"> • Advent of Islam in Kashmir • First Muslim rule in Kashmir 1320-23 <p>Shah Miri Dynasty:</p> <ul style="list-style-type: none"> • Rise of Muslims in Kashmir • Shahmir and his successors • ZainulAbidin • Successors of ZainulAbidin • Rule and development of Kashmir <p>Development of Art and Culture during Shahmiri Dynasty</p> <ul style="list-style-type: none"> • Development of art and culture during Shahmiri Dynasty • Development of Industries • Causes for the decline of Shahmiri Dynasty <p>Role of Sufi Saints for Spreading Islam in Jammu and Kashmir:</p> <ul style="list-style-type: none"> • Role of Shah Hamdan

	<ul style="list-style-type: none"> • Role of other Saints <p>Chak and Mughal Rule in Jammu and Kashmir:</p> <ul style="list-style-type: none"> • Rise and Fall of Chak rule in Kashmir • Rule of Mughals rise and fall <p>Jammu and Kashmir under Afghans:</p> <ul style="list-style-type: none"> • Ruling Era, rise and fall of Afghans <p>Occupation of Jammu and Kashmir by Sikhs</p> <ul style="list-style-type: none"> • Ruling Era of Sikhs • Conditions of Kashmiris during Sikh Rule • Rise of Dogras, Treaty of Lahore and Treaty of Amritsir <p>Jammu and Kashmir under Dogra Rule in Kashmir</p> <ul style="list-style-type: none"> • Successors of Gulab Singh in Kashmir • Conditions of Kashmiris during Dogra Rule • Resistance movements in Kashmir during Dogra Rule <p>Jammu and Kashmir under Dogra Rule in Kashmir</p> <ul style="list-style-type: none"> • Successors of Gulab Singh in Kashmir • Conditions of Kashmiris during Dogra Rule • Resistance movements in Kashmir during Dogra Rule <p>Jammu and Kashmir after 1947</p> <ul style="list-style-type: none"> • Indian Occupation • Kashmir Issue: Genesis • Kashmir Issue in the United Nations • Human rights Violations in Indian Occupied Kashmir • Basic democracies System in AJK • Constitutional Act 1970 • Elections 1970 & its importance • Constitutional Act 1974 4.5 Elections 1975& its importance • Martial Law Government of 1979 in Pakistan and its aftermath in AJK • Election 1985& its importance • Reasons for the continuation of Democracy in AJK since 1985 • Constitutional role of AJ&K Legislative Assemblies from 1970 to date • Uprising in Jammu& Kashmir and role of AJK Governmentas “Base Camp” • Uprising in Jammu & Kashmir and role of AJK-based political parties • Formation, importance and impact of Pakistani-based Party parties in AJK
Instructional Method	<p>A variety of teaching strategies will be used to help students become familiar with the field of management. These strategies include:</p> <ul style="list-style-type: none"> • Class room lectures • Projects • Written assignments • Class activities
Assessment	<p>Mid Term Evaluation: 50% (Sessional Examination, Quizzes, Assignments, In -Class Activities) Final Examination: 50%</p>
	<p>Student Responsibilities or Tips for Success in the Course</p> <ul style="list-style-type: none"> • Read the textbook. • Complete assignments thoroughly and on time. • Ask for assistance.
Suggested Readings	<ul style="list-style-type: none"> • Hussain, Majid. (2005). Systemic Geography of Jammu & Kashmir: APH Publication. • Khan, A. R. (2007). Geography of Jammu & Kashmir: Gulshan Books. • Murphy, Anne. (2011). Time, History and the Religious Imaginary in South Asia, Routledge, (ed): New York.

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| | <ul style="list-style-type: none">• Ferrari, Ferrari. (2010). Health and Religious Rituals in South Asia, Routledge, (ed): New York.• N.K Singh. (2000). Buddhism in Kashmir: Gulshan Books. Srinaga• Dhar, T. N. (2004). Saints and Sages of Kashmir: New Delhi• Zutshi, Chitralkha. (2018). Kashmir: History, Politics, Representation, (edited Cambridge University Press, UK.• Hayat, Javaid. (2020). Azad Jammu and Kashmir: Polity, Politics, And, Power-Sharing: Oxford University Press, Lahore.• Manzoor-ul-Hassan, Syed. (1988). Constitutional Development in Azad Jammu and Kashmir: Lahore• Zutshi, Chitralkha. (2018). Kashmir: History, Politics, Representation, (edited Cambridge University Press, UK |
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Course Title	Introduction to International Relations
Course Code	INR-4311
Credit Hrs.	3(3-0)
Course Objectives	The objective of this course is to highlight the significance and introduce the fundamentals of International Relations to the students.
Course Contents	<ol style="list-style-type: none"> 1. Meaning, Definition, Nature, and Scope of International Relations 2. Evolution and Development of International Relations 3. Significance of International Relations 4. Concept of Nation State 5. International System and Sub-Systems 6. Foreign Policy, National Interest, and Diplomacy 7. Power and Balance of Power 8. Regionalism and Globalization 9. State and Non-state Actors 10. Human Rights in International Relations 11. Religion, Ethics, Morality and Justice in International Relations 12. The Role of Economics in International Relations 13. The Concept of War and Peace in International Relations
Instructional Method	<p>A variety of teaching strategies will be used to help students become familiar with the field of international relations.. These strategies include:</p> <ul style="list-style-type: none"> • Class room lectures • Projects • Written assignments • Class activities
Assessment	<p>Mid Term Evaluation: 50% (Sessional Examination, Quizzes, Assignments, In -Class Activities) Final Examination: 50%</p>
	<p>Student Responsibilities or Tips for Success in the Course</p> <ul style="list-style-type: none"> • Read the textbook. • Complete assignments thoroughly and on time. • Ask for assistance.

Suggested Readings

1. Amstutz, Mark R. *International Conflict and Cooperation: An Introduction to World Politics*. (Chicago: Brown & Benchmark, 1995)
2. Griffiths, Martin, and Callaghan, Terry O'. *International Relations: The Key Concepts*. London, Routledge, 2003.
3. Henderson, Conway W. *International Relations: Conflict & Cooperation at the Turn of the 21st Century* Boston: McGraw-Hill, 1998.
4. Jackson, Robert and Sorensen; Georg, *Introduction to International Relations Theories and Approaches*, Oxford: Oxford University Press, 2003.
5. Papp, Denial S; *Contemporary International Relations*. (2nded). New York: Macmillan, 1988.
6. Pearson. Frederic S., & Rochester, J. Maertu; *International Relations: The Global Conditions in the Late Twentieth Century*. New York: Random House, 1988.

4th Semester

Code	Course Title	Category/Cluster	Lec.Hrs	Lab.Hrs	Cr.Hrs
PSY-4401	Theories of Personality	Foundation	3	0	3
PSY-4402	Developmental Psychology	Foundation	3	0	3
PSY-4403	Abnormal Psychology	Foundation	3	0	3
PSY-4404	Experimental Psychology	Foundation	3	0	3
	Optional	Interdisciplinary	3	0	3
	Optional	Interdisciplinary	3	0	3

Total semester credit hours=18

Optional –I &II (Interdisciplinary)					
MGT-4405	Introduction to Management		3	0	3
ISJ-4406	Islamic Jurisprudence		3	0	3
PHL-4407	Fundamentals of Philosophy		3	0	3
BUS-4408	Introduction to Business		3	0	3

Course Title	THEORIES OF PERSONALITY
Course Code	PSY-4401
Credit Hrs.	3(3-0)
Course Description	This course discusses how personality can be understood through a variety of theoretical perspectives, including psychoanalytic, trait-based, biological, behavioral, cognitive, and humanistic approaches. In addition, we will examine personality assessment from a variety of approaches.
Course Objectives	The objective of this course is to examine, in depth, specific theories under each of the major psychological models of personality and examine each theories concepts and principles, their explanation of personality development, their assessment techniques, and their application to treatment of psychopathology.
Course Outcomes	Students will be able to: <ul style="list-style-type: none"> • Discuss and write in an informed way about influential personality theories and constructs. • Identify meaning and appropriate application of course concepts. Explain personality-related processes that underlie individual differences in behavior. • Articulate the major concepts and principles of each personality theory discussed in the class and in the text. • Articulate each theories assessment techniques and the theories approach to the treatment and understanding of psychopathology.

Course Contents	<ol style="list-style-type: none"> 1. Psychology of personality <ol style="list-style-type: none"> a. Introduction to the Discipline b. Meaning of personality c. Meaning of theory d. Components of personality theory 2. The Psychoanalytic Legacy; Sigmund Freud <ol style="list-style-type: none"> a. Biographical sketch b. Basic concepts c. Personality structure <ol style="list-style-type: none"> i. Three interacting systems. ii. Personality development iii. Five sequential stages. iv. Personality dynamics v. instincts / anxiety / catharsis and anti-catharsis vi. Defense mechanisms vii. Application of psychoanalytic theory; Dream analysis paraphrases viii. Psychotherapy ix. Critical evaluation 3. Personality's ancestral foundations: Carl Jung: <ol style="list-style-type: none"> a. Biographical sketch b. Basic concepts: Conscious and unconscious; Archetypes, Personality typology Personality development
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	<p>c. Further applications: Dream analysis; Psychopathology; Psychotherapy</p> <p>d. Critical evaluation</p> <p>4.Overcoming inferiority and striving for superiority: Alfred Adler</p> <p>a. Biographical sketch</p> <p>b. Basic concepts:</p> <p>I. Developing social feelings: society; work and love</p> <p>II. Style of life; future goals vs. past events; overcoming inferiority</p> <p>Striving for superiority and superiority complex; Family influences on personality development</p> <p>c. Further applications: Dream analysis; Psychopathology Psychotherapy</p> <p>d. Critical evaluation</p> <p>5. Neo Freudians</p> <p>a. Karen Horney</p> <p>i. Basic anxiety</p> <p>ii. Coping by way of 10 neurotic needs moving towards, or against, or away from people</p> <p>iii. Development of an idealized vs. a real image of self</p> <p>iv. Claims, should and Defense mechanisms.</p> <p>b. Harry Stack Sullivan</p> <p>v. Empathy</p> <p>vi. Anxiety and security</p> <p>vii. 3 modes of experience</p> <p>viii. 6 stages of Development</p> <p>c. Henry A. Murray</p> <p>ix. Definition of need</p> <p>x. variety of needs</p> <p>xi. Strength of needs and interactions Environmental press</p> <p>xii. Thema</p> <p>d. Erik Erikson</p> <p>xiii. Psycho-social stages of personality development</p> <p>xiv. Identity crises</p> <p>e. Erich Fromm</p> <p>xv. Existential needs</p> <p>xvi. Individual and social characters</p> <p>f. Evolutionary Psychology</p>
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<p>Instructional Methods</p>	<p>A variety of teaching strategies will be used to help students become familiar with theories of personality. These strategies include:</p> <ul style="list-style-type: none"> • Class room lectures • Projects • Written assignments • Subject related activities
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Assessment	<ul style="list-style-type: none"> •Mid Term Evaluation: 50% (Sessional Examination, Quizzes, Assignments, In -Class Activities) • Final Examination: 50%
Suggested Readings	<ol style="list-style-type: none"> 1. Buss, D. M. (2004). Evolutionary psychology: The science of mind (2nd ed.) Boston: Allyn& Bacon. 2. Ewen, R. B. (2010). An introduction of theories of personality. (7thed.). New Jersey: Lawrence Erlbaun Associate Publishers. 3. Feist, J. (2012). Theories of personality. Sydney: Holt Rinehart & Winston, Inc. (8thed) 4. Pervin, L. A., Cervone, D., & John, O. P. (2013). Personality theory and research (12thed.). New York: John Wiley & Sons. <p>Bem P. Allen (2005) personality theories: Development growth and diversity (5thed)</p>
Course Title	DEVELOPMENTAL PSYCHOLOGY
Course Code	PSY-4402
Credit Hrs.	3(3-0)
Course Description	This course is a study of human growth and development. Emphasis is on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span.
Course Objectives	<ul style="list-style-type: none"> • To know the important aspects of developmental research and some of the theoretical explanations of the developmental process. • Understand the relationship between heredity and environment as they form the foundations of human development. • Understand the advances in cognitive, moral, and social development occurring in late childhood, ages seven to twelve. • Understand the crises and their effects on the individual in various developmental stages throughout out the lifespan. • Understand the developmental challenges of adolescence.
Course Outcomes	<p>At the completion of the course the student will be able to:</p> <ul style="list-style-type: none"> • Identify the major issues, tasks and milestones of human development, such as physical, cognitive, social and emotional development throughout the lifespan. • Evaluate core concepts, strengths, and weaknesses of the major theories of lifespan development.
Course Contents	<p>1.Introduction</p> <p>2.Nature and Scope</p> <p>3. Research Methods in Developmental Psychology</p> <ul style="list-style-type: none"> • Longitudinal • Cross-Sectional

	<p>4.Experimental Aspects of Development</p> <ul style="list-style-type: none"> • Physical • Psychological • Social • Linguistic & Cognitive <p>5.Phases of Development</p> <ul style="list-style-type: none"> • Prenatal, Birth • Infancy • Childhood • Adolescence • Adulthood • Old-age <p>6.Childhood related Disorders</p> <p>7.Theories concerning developmental stages</p>
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Instructional Methods	<p>A variety of teaching strategies will be used to help students become familiar with developmental psychology. These strategies include:</p> <ul style="list-style-type: none"> • Class room lectures • Projects • Written assignments
Assessment	<ul style="list-style-type: none"> •Mid Term Evaluation: 50% <p>(Sessional Examination, Quizzes, Assignments, In -Class Activities) •</p> <p>Final Examination: 50%</p>
Suggested Readings	<ol style="list-style-type: none"> 1. Ahmad, F. Z. (1993). Mental health and patterns of child rearing in Pakistan. Pakistan: Institute of Clinical Psychology, University of Karachi, Karachi. 2. Bee, H. (2014). Lifespan development. Harper Collins College Publishers. (7thed) 3. Berk, E. L. (2013). Child development (9th ed.). Boston: Allyn& Bacon. 4. Feldman, R. S. (2015s). Child development: A typical approach. USA: Prentice- Hall, Inc. (7thed) 5. Papalia, E. D., Olds, W. S., & Feldman, D. R. (2001). Human development (8th ed.). New York: McGraw-Hill. <p>Sprinthall, N. A., & Collins, W. A. (1984). Adolescent psychology: A developmental view. (3rd ed.). USA: McGraw-Hill</p>

Course Title	ABNORMAL PSYCHOLOGY
Course Code	PSY-4403
Credit Hrs	3(3-0)
Course Description	This course provides an examination of the various psychological disorders as well as theoretical, clinical, and experimental perspectives of the study of psychopathology. Emphasis is on terminology, classification, etiology, assessment, and treatment of the major disorders.
Course Objectives	The basic objective of this course is to give knowledge of the psychological theories and models for the field of abnormal psychology. Understanding of assessment, etiology, symptoms, and treatments of the major psychological disorders. Familiarity with research methods and ethical considerations appropriate for the study of abnormal psychology. Ability to apply course materials to case studies of individuals.
Learning Outcomes	Students who successfully complete this course will: <ul style="list-style-type: none"> • Enhance personal and social interactions by using the knowledge of the history and major theories of abnormal behavior. <p>Better understand one's own and others' behavior by applying the knowledge of assessment, diagnosis, classification systems and DSM categories.</p>
Course Content	<ol style="list-style-type: none"> 1. Introduction to Abnormal Psychology <ul style="list-style-type: none"> ○ Concept of Abnormality; ○ Criteria of Normality and Abnormality; ○ Defining Psychological Abnormality ○ (Deviance, Distress, Dysfunction, Danger) ○ Paradigm shift of mental health 2. Historical Background of Modern Abnormal Psychology <ul style="list-style-type: none"> ○ Ancient views and treatment ○ Greek and Roman views; Europe in the middle ages ○ The Renaissance; 19th Century ○ Views of abnormality; modern trends 3. Models of Psychopathology <ul style="list-style-type: none"> ○ Biological Model ○ The Psychodynamic Model ○ Behavioral Model ○ Cognitive Model ○ The Humanistic Model ○ The Socio-cultural Model ○ Eclectic Approach 4. Clinical Assessment of Abnormality: <ul style="list-style-type: none"> ○ A brief overview of clinical observation, tests and interviews ○ Diagnostic Classification System: DSM and ICD

Instructional Method	<p>A variety of teaching strategies will be used to help students become familiar with the subject. These strategies include:</p> <ul style="list-style-type: none"> • Class room lectures • Projects • Written assignments
Assessment	<ul style="list-style-type: none"> • Mid Term Evaluation: 50% <p>(Sessional Examination, Quizzes, Assignments, In -Class Activities)</p> <ul style="list-style-type: none"> • Final Examination: 50%
	<p>Student Responsibilities or Tips for Success in the Course</p> <ul style="list-style-type: none"> • Read the textbook. • Complete assignments thoroughly and on time. • Ask for assistance.
Suggested Readings	<ol style="list-style-type: none"> 1. American Psychiatric Association. (1994). Diagnostic and statistical manual of mental disorders (4th ed.). Washington, DC. 2. Comer, R. J. (2015). Abnormal psychology. USA: Freeman & Company. (9thed) 3. Neale, J. M. & Davison, G. C. (2012). Abnormal psychology. New York: John Wiley& Sons. (12thed) 4. American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5thed.). Washington, DC.

Course Title	EXPERIMENTAL PSYCHOLOGY
Course Code	PSY-4404
Credit Hrs	3(3-0)
Course Description	This course is designed to provide students with knowledge about and hands-on practice with experimental research methods in psychology. Students will learn how to plan, conduct, and analyze their own experimental research, and how to communicate the results of their research to others.
Course Objectives	<ul style="list-style-type: none"> • Experimental Psychology offers a thorough introduction into basic principles of research design. • It equips students with the competency to apply these principles within the context of concrete examples and develops their skill to design and conduct an experiment.
Course Outcomes	<p>At the completion of the course the student will be able to:</p> <ul style="list-style-type: none"> • Equips the competency to apply these principles within the context of concrete examples, • Develops their skill to design and conduct an experiment. • Students will be able to critically reflect on classical and recent psychological studies.
Course Contents	<p>1. Introduction:</p> <ul style="list-style-type: none"> • Development of Experimental Psychology • Psychophysics: Importance of Psychophysics; Absolute & Differential Thresholds • Psychophysical Methods • Theory of signal detection <p>2. Psychophysics</p> <p>3. Perception: Perception and Sensation;</p> <ul style="list-style-type: none"> • The Gestalt Concept of Perception <p>Perceptual Consistencies; Depth Perception; Figure and Ground Perception; Perception of Movement; Perceptual defense and vigilance; Perception of time</p> <ul style="list-style-type: none"> • Visual illusions <p>4. Learning</p> <ul style="list-style-type: none"> • Theories of learning • Types of learning <p>5. Practical Work:</p> <p>The following experiments shall be performed by the students:</p> <ul style="list-style-type: none"> • Meaningful vs. Nonsense Learning Retroactive Inhibition Simple Reaction Time Transfer of Training Trial Position Effect under Massed and Distributed Practice Whole vs. Part Learning

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Instructional Methods	<p>A variety of teaching strategies will be used to help students become familiar with experiments in psychology. These strategies include:</p> <ul style="list-style-type: none"> • Class room lectures • Projects • Written assignments • In class activities • Practical work
Assessment	<ul style="list-style-type: none"> •Mid Term Evaluation: 50% <p>(Sessional Examination, Quizzes, Assignments, In -Class Activities) •</p> <ul style="list-style-type: none"> Final Examination: 50%
	<p>Student Responsibilities or Tips for Success in the Course</p> <ul style="list-style-type: none"> • Read the textbook. • Complete assignments thoroughly and on time. • Ask for assistance.
Suggested Readings	David Myers (2016) Experimental Psychology (7 th ed)

Interdisciplinary Courses

Course Title	Introduction to Management
Course Code	MGT-4405
Credit hrs.	3(3-0)
Course Description	<p>This is introductory course about the management of organizations. It provide instruction on principles of management that have general applicability to all types of enterprisers; basic management philosophy and decision making; principles involve in planning, organizing, leading, controlling and recent concepts in management. The principles learned in the course will allow the student to effectively work with and through other in an organization. The course will also encourage the students to explore and inquire the applicability of western management principles and theories in local settings, beside the course will discuss the Islamic perspective of managing business and organization.</p>
Course Contents	<ul style="list-style-type: none">• Introduction to management organization• The management process• The history and evaluation of management• Organizational theories and different approaches to management• The organizational culture and the manager• The external environment and the manager• The internal environment and the manager• Foundations and basic elements of planning• Process of planning and MBO• Effective strategic planning• Decision making, the manager's role as decision maker, decision making process• Basics of strategic management, case of strategic management
Instructional Methods	<p>The strategies include:</p> <ul style="list-style-type: none">• Class room lectures• Projects• Written assignments• In class activities

Assessment	<ul style="list-style-type: none">● Mid Term Evaluation: 50% (Sessional Examination, Quizzes, Assignments, In-Class Activities)● Final Examination: 50%
Suggested Readings	Mary Coulter & Robbins, Management , International ed.

Course Title	Islamic Jurisprudence
Course Code	ISJ-4406
Credit hrs.	3(3-0).
Course Description	It is helpful in knowing basics of Islam through following Islamic principles.
Course Objectives	Primary objectives of Islamic law are protection of life, property, mind, religion and offspring.
Course outcomes	To acknowledge the 'sovergenity of Allah ' is the foremost of Islam

<p>Course Contents</p>	<p>Introduction: an overview of the course</p> <ol style="list-style-type: none"> 1. Shari` ah and Fiqh. 2. Law and Jurisprudence 3. Characteristics of Fiqh and Shari` ah. 4. Shari` ah and other Laws. 5. Division of Fiqh. 6. Place of Fiqh among other Islamic Disciplines. <p>The objectives of Shari` ah and Fiqh:</p> <ol style="list-style-type: none"> 1. Theory of Maqasid. 2. The aims and purposes of Fiqh. <p>Sources of Fiqh:</p> <ol style="list-style-type: none"> 1. Textual Sources: 2. • The Qur` an. 3. • Characteristics of Qur` anic legislation. 4. • Sunnah. 5. • Its place in Islamic legislation <p>. Ijtihadi sources:</p> <ul style="list-style-type: none"> • Ijtihad. • Its Meaning and techniques. • Qiyas. • Collective ijti had. • Ijma` and other sources <p>Period of Risalah:</p> <ol style="list-style-type: none"> 1. Periodization of the history of Fiqh. 2. Pre-Islamic background. 3. Makkah and Madinah phase. 4. Significance of this period for the development of fiqh. <p>Period of the four Caliphs:</p> <ol style="list-style-type: none"> 1. Underlying features of this period. 2. Legal development. 3. Differences of opinion.
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Instructional Methods	<p>The strategies include:</p> <ul style="list-style-type: none"> • Class room lectures • Projects • Written assignments • In class activities
Assessment	<ul style="list-style-type: none"> • Mid Term Evaluation: 50% (Sessional Examination, Quizzes, Assignments, In-Class Activities) • Final Examination: 50%
Suggested Readings	<p>Laldin M. A. (2016). Introduction to Islamic Law. Kuala Lumpur: IBFIM.</p> <p>Abu, A. & Bilal P. (1988). The Evolution of Fiqh (3rd ed.). Riyadh: International Islamic Publishing House.</p> <p>Al-Alwani, T. J. (1990). Source Methodology in Islamic Jurisprudence. Riyadh: International Islamic Publishing House and IIIT.</p> <p>Faruki, A. K. (1975). Islamic Jurisprudence (2nd ed.). Islamabad: National Book Foundation.</p> <p>Gunaya, M. Y. (1992). Islamic Jurisprudence in the Modern World. Lahore: Muhammad Ashraf.</p> <p>Nyazee, I. K. (2000). Islamic Jurisprudence, Islamabad: IIIT, Islamic Research Institute</p> <p>Najmee,, A. H. (1989), Islamic legal Theory and the Orientalists, Lahore: Institute of Islamic Culture .</p>

Course Title	Fundamental of Philosophy
Course Code	PHL-4407
Credit hrs.	3(3-0)
Course Description	It means to love wisdom, it help people to understand fundamental truths about themselves.
Course Objectives	It provide training in the construction of good argumentation and teach students to understand and defend their own views.
Course outcomes	It help to learn, think clearly about difficult abstract and to find skills to solve them.
Course Contents	<p style="text-align: center;">1) Philosophical Method/Logic</p> <p style="text-align: center;">2) Ethics</p> <p style="text-align: center;">3) Applied Ethics</p> <p style="text-align: center;">4) Debate on abortion</p> <p style="text-align: center;">5) Theoretical Perspectives</p> <p>Epistemology</p> <ul style="list-style-type: none"> ● Mind Body Problem ● Debate on the mind-body problem <p>Metaphysics-</p> <ul style="list-style-type: none"> ● Personal Identity ● Philosophy of Religion ● Debate on the existence of God

Instructional Methods	<p>The strategies include:</p> <ul style="list-style-type: none"> • Class room lectures • Projects • Written assignments • In class activities
Assessment	<ul style="list-style-type: none"> • Mid Term Evaluation: 50% (Sessional Examination, Quizzes, Assignments, In-Class Activities) • Final Examination: 50%
Recommended Books	<p>Fundamentals of Philosophy, 8th Edition. David Stewart, Ohio University. H. Gene Blocker, Ohio University. ©2013.</p>

Course Title: Introduction to Business**Course Code: BUS-4408****Textbook**Business, 8th Edition, Ricky W. Griffin and Ronald J. Ebert.**Course Description**

The course caters to the explanation of business types, organizational structures and strategy formulation. It further explains the skills and tools needed to flourish the business at an optimum level.

Reference Material

- Recommended Book: Global Business Today, 4th Edition, Charles W. L. Hill
- Case Studies of National and International Exposure.

Course Objectives:

To acquaints the students with the business terminologies in the status of self-employment, employee or employer.

Course Outcomes:

The course shall contribute in the professional and technical knowledge of students in the academia and the business world.

Assessment Instrument with Weights

Quizzes **10%** **(Internal Evaluation out of 20%)**

Credit Assignments **10%** **(Internal Evaluation out of 20%)**

Class Participation **10%** **(Internal Evaluation out of 20%)**

Mid-term **30%**

End-term **50%**

S.No.	Weeks	Topics Covered	Signature
1	1 st	Definition Business, Industry ,Trade& Commerce. Principles of Business Organization. Qualities of Businessman.	
2	2 nd	Functions of a Business. Nature & Scope of Business Organization. Prerequisites of a Business.	
3	3 rd	Types of Business Ownership. Sole proprietorship & its Characteristics. Advantages & Disadvantages of sole proprietorship.	
4	4 th	Partnership Business & its characteristics. Advantages & Disadvantages of partnership. Kinds of partners.	
5	5 th	Partnership Agreement. Registration process of a firm.	

		Importance of Registration.	
6	6 th	Joint Stock company & its features. Advantages of JSC. Disadvantages of JSC.	
7	7 th	Private Ltd Co., Public Ltd Co.	
8	8 th	Mid Term Exam.	
9	9 th	Difference B/w Public & Private Co. Promotion of Joint Stock Co. Distinguish B/w Partnership, Private Ltd & Public Ltd Co.	
10	10 th	Memorandum of Association. Articles of Association. Prospectus.	
11	11 th	Difference B/w Memorandum & Articles of Association. Share Capital & its Kinds, Various classes.	
12	12 th	Debentures & its kinds. Difference B/w Share & Debenture.	
13	13 th	Company Management, Functions & responsibilities of Directors, & Powers of Directors .	
14	14 th	Duties of Secretary. Different ways of winding up of joint Stock Co.,	
15	15 th	Modarba&Musharika. Co-Operative Society & its Principles.	
16	16 th	Advantages & Disadvantages of Co-operative society. Kinds of Co-operative Society. Difference B/w Co-operative society & Joint stock Company.	
17	17 th	Terminal Exam.	

Semester Course Activities

- Sharing of any business news by the students in each lecture class.
- Presentations of the case studies given by the instructor.
- Class activities based on the business terminologies taught to the students.

5th Semester

Code	Course Title	Category/ Cluster	Lec. Hrs	Lab. Hrs	Cr.Hrs
PSY-5501	Advance Theories of Personality	Foundation	3	0	3
PSY-5502	Research Methodology	Major	3	0	3
PSY-5503	Social Psychology	Foundation	3	0	3
PSY-5504	Clinical Psychology-I	Major	3	0	3
	Optional Psychology	Elective	3	0	3

Total semester credit hours=15

	Optional –I (Elective)				
PSY-5505	Positive Psychology		3	0	3
PSY-5506	Consumer Psychology		3	0	3
PSY-5507	Psychology of Aging		3	0	3
PSY-5508	Behavior Analysis and Management		3	0	3
PSY-5509	Psychology of Learning		3	0	3

Course Title	ADVANCED THEORIES OF PERSONALITY
Course Code	PSY-5501
Credit Hrs.	3(3-0)
Course Description	Theories of personality play a crucial role in providing an understanding on the existing human behavior and interactions. Psychological understanding plays a vital role in influencing how an individual has a given behavior.
Course Objectives	<p>The main objectives of the course are:</p> <ul style="list-style-type: none"> • To examine, in depth, specific theories under each of the major psychological models of personality. • To examine each theories concepts and principles, their explanation of personality development, their assessment techniques, and their application to treatment of psychopathology.
Course Outcomes	<p>At the completion of the course the student will be able to:</p> <ul style="list-style-type: none"> • Learn about research methods in personality psychology, empirical studies that have been conducted to test the theories, and a set of scientific criteria that can be used to assess the current status of each theory. • Students will be able to articulate each theories assessment techniques and the theories approach to the treatment and understanding of psychopathology. • Students will be able critically evaluate each theory

Course Content**1. Dispositional theories:**

- a) **Gordon Allport**
 - Personality development
 - Personality traits
 - Critical evaluation

- b) **Raymond Cattell**
 - View of a person
 - Understanding of the person Factor analysis; Economic model
 - Basic concepts; Data types; Traits; Personality of nations
 - Critical evaluation

- c) **Hans Eysenck**
 - Basic concepts
 - Traits and types
 - Measuring and describing E, N, and P
 - Critical evaluation

2. Humanistic and existentialist theories**a. Abraham Maslow**

- Basic concepts
- Five basic human needs
- Self-actualizing person
- Critical evaluation

b. Carl Rogers

- Biographical sketch
- Basic concepts
- Actualization
- Importance of self
- Personality development
- Client centered therapy
- Critical evaluation

c. George Kelly

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

3. Behaviorist theories**a. B.F. Skinner**

- Basic Concepts
- Operant conditioning
- Positive reinforcement
- Negative reinforcement and punishment
- Schedules of reinforcement
- Operant conditioning and reinforcement

	<ul style="list-style-type: none"> • Development of humans: Language, Personality and child rearing • Critical evaluation <p>b. John Dollard and Neal E. Miller</p> <ul style="list-style-type: none"> • Basic concepts • Psychopathology • How fear is learned • Effect of fear • Critical evaluation <p>c. Social Learning Theory of Albert Bandura</p> <ul style="list-style-type: none"> • Basic concepts • Models and modeling • Goals and self regulating • Self efficacy • Reward • Defensive behavior • Critical evaluation • Current paradigms <p>d. Piaget theory of cognitive development</p> <p>e. Kohlberg theory of moral development</p>
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Instructional Methods	<p>A variety of teaching strategies will be used to help students become familiar with the subject. These strategies include:</p> <ul style="list-style-type: none"> • Class room lectures • Projects • Written assignments • Subject related activities
Assessment	<ul style="list-style-type: none"> •Mid Term Evaluation: 50% <p>(Sessional Examination, Quizzes, Assignments, In -Class Activities) •</p> <ul style="list-style-type: none"> Final Examination: 50%
	<p>Student Responsibilities or Tips for Success in the Course</p> <ul style="list-style-type: none"> • Read the textbook. • Complete assignments thoroughly and on time. • Ask for assistance.

Suggested Readings	<ol style="list-style-type: none"> 1. Buss, D. M. (2004). Evolutionary psychology: The science of mind (2nd ed.) Boston: Allyn& Bacon. 2. Ewen, R. B. (2010). An introduction of theories of personality. (7thed.). New Jersey: Lawrence Erlbaun Associate Publishers. 3. Feist, J. (2012). Theories of personality. Sydney: Holt Rinehart & Winston, Inc. (8thed) 4. Pervin, L. A., Cervone, D., & John, O. P. (2013). Personality theory and research (12thed.). New York: John Wiley & Sons. 5. Bem P. Allen (2005) personality theories: Development growth and diversity (5thed)
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Instructional Methods	<p>A variety of teaching strategies will be used to help students become familiar with the subject. These strategies include:</p> <ul style="list-style-type: none"> • Class room lectures • Projects • Written assignments • Subject related activities
Assessment	<ul style="list-style-type: none"> •Mid Term Evaluation: 50% <p>(Sessional Examination, Quizzes, Assignments, In -Class Activities) •</p> <ul style="list-style-type: none"> Final Examination: 50%
	<p>Student Responsibilities or Tips for Success in the Course</p> <ul style="list-style-type: none"> • Read the textbook. • Complete assignments thoroughly and on time. • Ask for assistance.
Suggested Readings	<ol style="list-style-type: none"> 6. Buss, D. M. (2004). Evolutionary psychology: The science of mind (2nd ed.) Boston: Allyn& Bacon. 7. Ewen, R. B. (2010). An introduction of theories of personality. (7thed.). New Jersey: Lawrence Erlbaun Associate Publishers. 8. Feist, J. (2012). Theories of personality. Sydney: Holt Rinehart & Winston, Inc. (8thed) 9. Pervin, L. A., Cervone, D., & John, O. P. (2013). Personality theory and research (12thed.). New York: John Wiley & Sons. 10. Bem P. Allen (2005) personality theories: Development growth and diversity (5thed)

Course Title	RESEARCH METHODOLOGY
Course Code	PSY-5502
Credit Hrs.	3(3-0)
Course Description	This course introduces research methods as they apply to the higher education (HIED) field of study. It provides a macro- perspective of the methods associated with conducting scholarly research in all follow-on core, elective, quantitative and qualitative courses; and the doctoral dissertation.
Course Objectives	The course is designed to familiarize the students with all aspects of research processes from generation of research idea to data collection analysis and interpretation of findings. The course also aims to develop scientific reasoning and understating of link between theory and empirical investigation.
Course Outcomes	At the completion of the course the student will be able to: <ul style="list-style-type: none"> • Understanding the nature of problem to be studied and identifying the related area of knowledge. • Reviewing literature to understand how others have approached or dealt with the problem • .Collecting data in an organized and controlled manner so as to arrive at valid decisions. • Analyzing data appropriate to the problem.
Course Contents	<ol style="list-style-type: none"> 1. Introduction <ol style="list-style-type: none"> a. Scientific and non-scientific approaches to knowledge. b. The scientific method: definition, features, goals, and steps. 2. Identifying a research problem <ol style="list-style-type: none"> a. Basic approaches b. Sources of research literature 3. Scientific theories and hypotheses <ol style="list-style-type: none"> a. Formulation of a hypothesis b. Criteria of a hypothesis c. The nature and types of hypotheses d. Operational definitions 4. Ethical issues in the conduct of psychological research: APA ethical standards <ol style="list-style-type: none"> a. Risk versus benefit b. Anonymity and privacy of the subjects c. Informed consent d. Research with animal e. Qualitative Techniques f. Program evaluation Focus groups 5. Descriptive research methods <ol style="list-style-type: none"> a. Observation

	<ul style="list-style-type: none"> i. Naturalistic observation \ observation without intervention ii. Observation with intervention <ul style="list-style-type: none"> - Participant observation - Structured observation - Field experiments iii. Recording behaviour <ul style="list-style-type: none"> - Qualitative measures of behaviour - Quantitative measures of behaviour iv. Analysis of observational data Advantages, problems, and methodological issues v. Unobtrusive measures of behaviour <ul style="list-style-type: none"> a. Physical traces b. Archival data 6. Sampling techniques <ul style="list-style-type: none"> a. Basic terminology ; representativeness and bias b. Probability sampling <ul style="list-style-type: none"> i. Random sampling methods: pure\simple random sampling; Random digit dialing, Systematic\interval sampling ii. Stratified random sampling iii. Cluster sampling; simple and multistage c. Non-probability sampling: Accidental\Incidental \grab; Purposive; quota; Self-Selected; Snowball; Convenience; Clinical Sampling d. Time and event sampling e. Situation sampling
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Course Title	SOCIAL PSYCHOLOGY
Course Code	PSY-5503
Credit Hrs.	3(3-0)
Course Description	This course examines how individuals affect and is affected by others. Topics include impression formation, conformity and social influence, self-perception, attitudes, aggression, prejudice, helping, attraction, group processes, and other components of social interaction.
Course Objectives	This course will examine a number of major research topics in social psychology. Students are expected to gain substantial knowledge of the field, including major concepts, theories, empirical findings, and controversies. Also, students will also have the opportunity to communicate critically and creatively about these theories and findings.
Learning Outcomes	<p>Students who successfully complete this course will:</p> <ul style="list-style-type: none"> • Demonstrate the ability to articulate independently and creatively about human Social Behavior and the cultural influences that affect our behavior. <ul style="list-style-type: none"> • Explain concepts, assumptions and approaches related to general theories of psychology which explain social behavior. • Identifies individual's self-perception and impression management thactices he may use to present himself to his social environment.
Course Contents	<ol style="list-style-type: none"> 1. Orientation to Theories <ul style="list-style-type: none"> ○ Stereotype ○ Prejudice and Discrimination ○ Nature ○ Social causes ○ Historical Manifestation ○ Combating Prejudice and hate crimes. 2. Interacting with others <ul style="list-style-type: none"> ○ Interpersonal Attraction – need ○ Characteristics of other situation and problems <ul style="list-style-type: none"> ○ Intimacy — Parent-child. ○ Interpersonal violence. 3. Group Influence <ul style="list-style-type: none"> ○ Nature and functions ○ How groups affects individual performance ○ Facilitation ○ Social loafing ○ Coordination in groups ○ Cooperation or conflict ○ Perceived fairness in groups ○ Decision making by groups: <ul style="list-style-type: none"> ○ Process ○ Nature ○ Potential dangers. ○ Leadership ○ History of leadership

	<ul style="list-style-type: none"> ○ Types and leadership styles ○ Effective leadership process ○ Core activities of a leader ○ Leadership Training ○ Leadership & Gender <p>4. Role of Media in Social Psychology</p> <ul style="list-style-type: none"> ○ Perception, Persuasion ○ Propaganda <p>○ Portrayal of Role Models & Media and Agent of change,</p> <p>5. Social Psychology in action</p> <ul style="list-style-type: none"> ○ Applying social psychology to: ○ Interpersonal aspects of the legal system ○ Health related behavior ○ World of work
Instructional Method	<p>A variety of teaching strategies will be used to help students become familiar with the subject. These strategies include:</p> <ul style="list-style-type: none"> • Class room lectures • Projects • Written assignments
Assessment	<ul style="list-style-type: none"> • Mid Term Evaluation: 50% <p>(Sessional Examination, Quizzes, Assignments, In -Class Activities) • Final Examination: 50%</p>
	<p>Student Responsibilities or Tips for Success in the Course</p> <ul style="list-style-type: none"> • Read the textbook. • Complete assignments thoroughly and on time. • Ask for assistance.
Suggested Readings	<ol style="list-style-type: none"> 1. Feldman, R. S. (2000). Social psychology: Theories, research and application. New York: McGraw-Hill. 3rd edition. 2. Fisher, R. J. (1982). Social psychology: An applied approach. New York: St. Martin Press. 3. Forsyth, D. F. (2016). Social psychology. California: Brooks Publishing Company. 4. Myers, D. G. (2014). Exploring social psychology. New York: McGraw-Hill. Myers, D. G. (2014). Social psychology. New York: McGraw-Hill. 7th editions 5. Wayant, J. M. (1986). Applied social psychology. New York: Oxford University Press.

Course Title	CLINICAL PSYCHOLOGY-I
Course Code	PSY-5504
Credit Hrs.	3(3-0)
Course Description	This course is intended to provide students an overview of the field of clinical psychology. Students will be exposed to information regarding the history of the science, as well as contemporary clinical psychology. Students will also be introduced to the various assessment and psychotherapeutic strategies used by clinical psychologists in their daily practice.
Course Objectives	<ul style="list-style-type: none"> • To provide students an opportunity to have theoretical as well as practical knowledge of Clinical Psychology. • To help students gain an understanding of the diagnostic and assessment procedures in Clinical Psychology. • To help students understand models and intervention techniques of Clinical Psychology.
Course Learning Outcomes	<p>At the completion of the course, the student will be able to:</p> <ul style="list-style-type: none"> • differentiate Clinical Psychology with other fields • understand the diagnostic and assessment procedures in Clinical Psychology • understand models and intervention techniques used by a Clinical Psychologist
Course Content	<p>1. Introduction Historical background Allied fields: Counseling, Health Psychology, Neuropsychology Characteristics of a clinical psychologist</p> <p>2. Research in Clinical Psychology Design in Clinical Research Ethics in Clinical research</p> <p>3. On Becoming a Clinical Psychologist Characteristics of effective clinical psychologist Role & responsibilities of a clinical psychologist Personal values of clinical psychologist Professional Ethics</p> <p>4. Assessment in Clinical Settings How to conduct clinical interview/ case history Mental Status Examination Diagnostic assessment: Use of tests, scales and inventories</p> <p>5. Diagnosis (DSM-V), Development and Course, Risk & Prognostic Factors and Treatment Approaches for following Mental Disorders;</p> <ol style="list-style-type: none"> a. Neurodevelopmental Disorders b. Schizophrenia Spectrum and other psychotic Disorders c. Bipolar and Related Disorders d. Depressive Disorders e. Anxiety Disorders f. Obsessive Compulsive and Related Disorders

Instructional Methods	<p>A variety of teaching strategies will be used to help students become familiar with clinical psychology. These strategies include:</p> <ul style="list-style-type: none"> • Class room lectures • Projects • Written assignments • In class activities • Viewing video segments of people with various psychological disorders • Viewing video segments of clinical psychologists discussing their work or describing psychotherapy
Assessment	<ul style="list-style-type: none"> • Mid Term Evaluation: 50% (Sessional Examination, Quizzes, Assignments, In -Class Activities) • Final Examination: 50%
	<p>Student Responsibilities or Tips for Success in the Course</p> <ul style="list-style-type: none"> • Read the textbook. • Complete assignments thoroughly and on time. • Ask for assistance.
Suggested Readings	<ol style="list-style-type: none"> 1. Barker, C., Pistrang, N., & Elliott, R. (2015). <i>Research methods in clinical psychology: An Introduction for students and practitioners</i>. New York: John Wiley & Sons. 2. Boll, T. J., Raczynski, J. M., & Leviton, L. C. (2004). <i>Handbook of clinical health psychology: Disorders of behavior and health</i>. American Psychological Association (APA). 3. Halgin, R. P., Whitbourne, S. K., & Halgin, R. (2012). <i>Abnormal psychology: Clinical perspectives on psychological disorders</i>. New York: McGraw-Hill.

(Elective Courses)

Course Title	POSITIVE PSYCHOLOGY
Course Code	PSY-5505
Credit Hrs	3(3-0)
Course Description	<p>Positive Psychology is the scientific study of the individual characteristics and environmental conditions that allow human beings to flourish. This course takes an empirical and experiential approach to helping individuals understand and use course content to enhance their lives.</p>
Course Objectives	<ul style="list-style-type: none"> • To highlight and discuss the importance of emotional and cognitive states as well as positive interpersonal behavior which could make one's life more meaningful. To get an understanding of the valued personal experiences in the past, in present and for the future contributing to personal satisfaction and happiness. • To discuss how positive changes can be made in one's life by thinking and behaving positively at various levels and situations—schools, work, and communities. • To gain a deeper insight in the current research focused on pleasure,

	joy, creativity, self-efficacy, flow, well-being, etc.
Course Learning Outcomes	<p>At the completion of the course the student will be able to:</p> <ul style="list-style-type: none"> • Understand the value of personal experiences in the past, in the present and for the future contributing to personal satisfaction and happiness. • Understand the importance of emotional and cognitive states as well as positive interpersonal behavior which could make one's life more meaningful. • Bring positive changes in one's life by thinking and behaving positively at various levels and situations– schools, work, and communities. • identify and use positive emotions and strengths to spark personal growth
Course Content	<ol style="list-style-type: none"> 1. Overview of Positive Psychology <ul style="list-style-type: none"> Introduction Positive Psychology • Positive psychology in historical context • Dimensions of subjective well-being: Happiness, Life satisfaction • Traits of Happy people 2. Positive Emotional States and Processes <ul style="list-style-type: none"> • Positive Emotions • Importance of positive emotions • Determinants of well-being, e.g., age, gender, money, work satisfaction, social support, faith, self-esteem, etc. • Positive Emotions and physical health • Broad and built theory of positive emotions 3. Using emotions for coping <ul style="list-style-type: none"> • Adaptive Potential of Emotion-Focused Coping • Functions of Emotional Approach • Neurobiological Basis of Emotional Responses 4. Emotional Intelligence (EI) <ul style="list-style-type: none"> • Importance of EI • Perceiving, understanding and managing emotions • EI and positive outcomes • Can EI be taught? 5. Positive Cognitive States and Processes <ul style="list-style-type: none"> • Self-Efficacy: Self-Efficacy and developmental antecedents, Neurobiology of self-efficacy, Scales: Measuring self-efficacy • Optimism: Neurobiology of optimism and pessimism, Learning optimism (study of Scheier and Craver), Measuring Learned Optimism • Hope: Characteristics and childhood antecedents, Neurobiology of hope

	<ul style="list-style-type: none"> ● Wisdom: Implicit and explicit theories of wisdom, Relation between Wisdom and Intelligence ● Courage: Theories, Physical Courage, Moral Courage, Psychological courage, Vital courage, Learning and measuring courage, Fear and Courage ● Flow: Flow theory, Dynamics of flow experience, Fostering Flow <p>6. Pro-social Behavior</p> <p>Religiosity/Spirituality</p> <ul style="list-style-type: none"> ● Purpose and pathways to Spirituality ● Research on Religiosity and Health <ul style="list-style-type: none"> ● Altruism: Genetic and Neural Foundations of Empathy, The Empathy-Altruism Hypothesis, Cultivating altruism ● Gratitude: Gratitude as viewed in Islam, Cultivating gratitude, Measuring gratitude The psychophysiological underpinnings of gratitude ● Forgiveness: The evolutionary and neurological basis of forgiveness, Forgiveness in Islam, Measuring and cultivating forgiveness ● Attachment: Attachment as an adaptive response, Neurobiology of interpersonal connection, Parent-child attachment, Attachment styles & later adult relationships Research on attachment styles, Building a mindful relationship connection ● Positive environments: Positive parenting, Positive schooling, Good work, Positive communities, Positive ageing
Instructional Methods	<p>A variety of teaching strategies will be used to help students become familiar with positive psychology. These strategies include:</p> <ul style="list-style-type: none"> ● Class room lectures ● Projects ● Written assignments ● In class activities
Assessment	<ul style="list-style-type: none"> ● Mid Term Evaluation: 50% (Sessional Examination, Quizzes, Assignments, In -Class Activities) ● Final Examination: 50%
	<p>Student Responsibilities or Tips for Success in the Course</p> <ul style="list-style-type: none"> ● Read the textbook. ● Complete assignments thoroughly and on time. ● Ask for assistance.
Suggested Readings	<ol style="list-style-type: none"> 1. Corer, L., Keyes, M., & Handit, J. (Eds.). (2002). Flourishing—Positive psychology & the life. Washington: APA Publication 2. Lias, Aspmwaly, L., & Ursole, M. (Eds.). (2002). A psychology of human strengths. Washington: APA Publication. 3. Rizvi, A. A. (1990). Muslim psychology and positive psychology. Lahore: Institute of Muslim psychology.

Course Title	CONSUMER PSYCHOLOGY
Course Code	PSY-5506
Credit Hrs	03
Course Description	The present course is designed to study how consumers behave on the market and what the consequences of various behavior patterns. Additionally, the present course also looks at various psychological factors that shape the behavior and actions of the consumer in the global market.
Course Objectives	The objectives of the course are: 1) to provide students with an understanding of the social, psychological and cognitive processes underpinning the consumption of goods and services and their impact; 2) to explore alternative ways of relating to users/consumers than those based solely on market and competition and use these understandings to develop/move towards alternative sustainable routes for consumption; and 3) to prepare students to build better business models (e.g. social entrepreneurship, more sustainable, and so on) for the provision of goods and services.
Course Learning Outcomes	At the end of this course, the students will be able to learn: <ul style="list-style-type: none"> • Able to explain the basic concepts and models of consumer behavior. • Able to analyze the effects of psychological, socio-cultural and demographic factors on the consumer decision process with their results. • Able to distinguish the relationship between consumer behavior and marketing practices.
Course Content	<p>Module 1: Introduction to Consumer Psychology Overview of foundation of consumer behavior Implementing Marketing Concept, Marketing Mix, Customer Value, satisfaction and retention, Consumer Research, Steps in Consumer Research, Quantitative research designs and Data, Quantitative research Data collection, Qualitative research designs and Data collection methods.</p> <p>Module 2 : Consumer Decision Making</p> <p>Need and Information Search Alternate Evaluation and Choice Consumption and Post-Purchase Behaviour Problem Recognition Decision and Purchase, Decisions Related to Post Purchase Marketing Implications of Decisions Related to Post Purchase, Post Purchase Evaluation, Post Purchase Dissonance, Consumerism – Issues and Responses.</p>

	<p>Module 3 : The Individual Consumer</p> <p>Consumer perceptions Memory and Learning Mood, Emotion and Involvement Consumer Attitude</p>
Instructional Methods	<p>A variety of teaching strategies will be used to help students become familiar with;</p> <ul style="list-style-type: none"> • Class discussions with examples. • Group workouts for engaged learning and continuous feedback on progress. • Individual and grouped discussions. <p>Visual and written materials will be supplied</p>
Assessment	<ul style="list-style-type: none"> • Mid Term Evaluation: 50% <p>(Sessional Examination, Quizzes, Assignments, In -Class Activities)</p> <ul style="list-style-type: none"> • Final Examination: 50%
	<p>Student Responsibilities or Tips for Success in the Course</p> <ul style="list-style-type: none"> • Read the textbook. • Complete assignments thoroughly and on time. <p>Ask for assistance.</p>
Suggested Readings	<ol style="list-style-type: none"> 1. <u>Handbook of Consumer Psychology</u> 1st Edition Edited By Curtis P. Haugtvedt, Paul M. Herr, Frank R. Kardes April 25, 2008 2. Henry Assael, Consumer Behavior and Marketing Action, Cengage Learning 3. Jay Lindquist, Consumer Behavior, Cengage Learning 4. Leon Schiffman, Consumer Behavior, Pearson Press

Course Title	PSYCHOLOGY OF AGING
Course Code	PSY-5507
Credit Hrs	03
Course Description	This course provides a broad overview of the major theories, research methods; empirical findings; and aspects of clinical practice within the psychology of aging from the perspectives of various divisions of psychology (e.g., cognitive, developmental, personality; clinical; social; health).
Course Objectives	<p>The objectives of the course are:</p> <ol style="list-style-type: none"> 1. Provide a deeper understanding of Adult Development and Aging (i.e., who, what, when, why, and how of aging) 2. Critically evaluate theoretical and empirical research on Adult Development and Aging 3. Gain an appreciation of the complexity of the conceptual and methodological issues related to studying the aging process.
Course Learning Outcomes	<p>This course will assist students to:</p> <ol style="list-style-type: none"> 1. Understand the diverse ways in which psychologists contribute to scientific knowledge and clinical practice within the multidisciplinary field of gerontology. 2. Apply basic principles from lifespan developmental psychology to the study of aging. 3. Recognize important distinctions between normal and pathological age-related changes. 4. Learn key theories, concepts, and research findings associated within different specialty areas of geropsychology (e.g. developmental, cognitive, neuro; clinical, health, social, environmental).
Course Content	<p>Unit 1: Broad Overview of the Psychology of Aging</p> <ul style="list-style-type: none"> • Introduction: Why Study the Psychology of Aging? • What is aging, 5 myths about aging • Studying the Psychology of Aging: Conceptual and Methodological Issues • Cognitive Development, Social & Emotional Development, Personality, Work and Retirement , Physical Health and Disease <p>Unit 2: Stress, Adaptation, and Coping</p> <ul style="list-style-type: none"> • Stress and Emotional Experience across Adulthood and Old Age • Resilience to Major Life Stressors • Post-Traumatic Growth • The Social Side of Aging: Collective Supports <p>Unit 3: End of Life Issues and Societal Issues of Aging</p> <ul style="list-style-type: none"> • The Unexpected Career: Caregiving • Alzheimer’s disease • Advanced Care Planning and Living Arrangements • Is aging reversible: Interventions in Aging <p>Unit 4: Meaning death and successful aging</p>
Instructional	A variety of teaching strategies will be used to help students become

Credit hrs.	3(3-0)
Methods	familiar with; <ul style="list-style-type: none"> • Class discussions with examples. • Group workouts for engaged learning and continuous feedback on progress. • Individual and grouped discussions. Visual and written materials will be supplied
Assessment	<ul style="list-style-type: none"> • Mid Term Evaluation: 50% (Sessional Examination, Quizzes, Assignments, In -Class Activities) <ul style="list-style-type: none"> • Final Examination: 50%
	Student Responsibilities or Tips for Success in the Course <ul style="list-style-type: none"> • Read the textbook. • Complete assignments thoroughly and on time. Ask for assistance.
Suggested Readings	<ol style="list-style-type: none"> 1. Baltes, P. B. (1987). Theoretical propositions of life-span developmental psychology: On the dynamics between growth and decline. <i>Developmental Psychology</i>, 23, 611-626. 2. Birditt, K.S., Fingerman, K. L., & Almeida, D. M. (2005). Age differences in exposure and reactions to interpersonal tensions: A daily diary study. <i>Psychology and Aging</i>, 20, 330-340. 3. Spiro, A., III., & Brady, C. B. (2011). Integrating health into cognitive aging: Toward a preventive cognitive neuroscience of aging. <i>Journals of Gerontology, Series B: Psychological and Social Sciences</i>, 66b, i17-i25.

Course Title	Behavior Analysis and Management
Course Code	PSY-2208
Credit hrs.	3(3-0)
Course Description	This course is an introductory course in Behavior Analysis. The focus of this class will be the basic behavioral principles (e.g., reinforcement, stimulus control, punishment and extinction). The format will include a combination of lectures, group discussions, and small group activities. Readings from the text (Cooper, Heron, & Heward, 2020) will serve as the basis for class discussions. In addition, supplemental readings that provide applied or experimental examples of the topics provided will be assigned.
Course Objectives	The course is expected to achieve the following objectives: <ul style="list-style-type: none"> • Students will describe and synthesize the concepts and principles of behavior analysis. • Students will demonstrate integration of entry-level competency with behavior analytic assessment and intervention. • Students will demonstrate and integrate entry-level skills with (1) data-based decision-making skills, including interpreting and evaluating single-case research to determine the effects of the intervention, to determine the continuation, modification, or discontinuation of interventions and (2) competency-based training and supervision of others. • Students will apply knowledge of ethical principles and standards of responsible professional conduct and demonstrate respect for the diversity of the human experience.
Course Content	<ol style="list-style-type: none"> 1. Introduction and History of Applied Behavior Analysis 2. Introduction to Single Subject Research Designs 3. Ethical and Legal Issues 4. Behavioral Assessment 5. Positive Reinforcement 6. Negative Reinforcement 7. Punishment 8. Stimulus control 9. Antecedent interventions 10. Differential reinforcement procedures 11. Interacting, active responding 12. Programmed instruction, mastery-based learning, 13. Personalized Systems of Instruction (PSI), Precision Teaching, and Direct

	<p>Instruction</p> <p>14. Concepts in Verbal Behavior. The distinction between radical and methodological behaviorism</p> <p>15. Autism spectrum disorder and ABA therapy</p> <p>16. Attention deficit hyperactivity disorder and ABA therapy</p>
Instructional Methods	<p>A variety of teaching strategies will be used to help students become familiar with clinical psychology. These strategies include:</p> <ul style="list-style-type: none"> • Class room lectures • Projects • Written assignments • In class activities
Assessment	<ul style="list-style-type: none"> • Mid Term Evaluation: 50% <p>(Sessional Examination, Quizzes, Assignments, In -Class Activities)</p> <ul style="list-style-type: none"> • Final Examination: 50%
	<p>Student Responsibilities or Tips for Success in the Course</p> <ul style="list-style-type: none"> • Read the textbook. • Complete assignments thoroughly and on time. • Ask for assistance.
Reference Material	<ul style="list-style-type: none"> • Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). <i>Applied Behavior Analysis (4th Edition)</i>. Hoboken, NJ: Pearson Education. • Understanding Ethics in Applied Behavior Analysis by Ann Beirne; Jacob A. Sadavoy, 2021 • Research Ethics in Behavior Analysis by David J. Cox (Editor); Noor Syed (Editor); Matthew T. Brodhead (Editor); Shawn P. Quigley (Editor), 2022

Course Title	PSYCHOLOGY OF LEARNING
Course Code	PSY-5509
Credit Hrs	03
Course Description	This course introduces students to differences between learned and unlearned behavior. The primary focus is exploration of different kinds of learning, including classical conditioning, operant conditioning, and observational learning.
Course Objectives	It examines research and psychological theories of learning, different approaches to teaching and learning, factors that influence them, and some implications for classroom practice. It explores potential obstacles to learning and ways of overcoming them, in order to meet learners' needs.
Course Content	<ul style="list-style-type: none"> • Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning (e .g. contingencies). • Describe basic classical conditioning phenomena, such as acquisition, extinction, spontaneous recovery, generalization, discrimination, and higher-order learning. • Predict the effects of operant conditioning (e .g. positive reinforcement, negative reinforcement, punishment). • Predict how practice, schedules of reinforcement, and motivation will influence quality of learning. • Interpret graphs that exhibit the results of learning experiments. • Provide examples of how biological constraints create learning predispositions. • Describe the essential characteristics of insight learning, latent learning, and social learning. • Apply learning principles to explain emotional learning, taste aversion, superstitious behavior, and learned helplessness. • Suggest how behavior modification, biofeedback, coping strategies, and self control can be used to address behavioral problems.
Instructional Methods	<p>A variety of teaching strategies will be used to help students become familiar with;</p> <ul style="list-style-type: none"> • Class discussions with examples. • Group workouts for engaged learning and continuous feedback on progress. • Individual and grouped discussions. <p>Visual and written materials will be supplied</p>
Assessment	<ul style="list-style-type: none"> • Mid Term Evaluation: 50% <p>(Sessional Examination, Quizzes, Assignments, In -Class Activities)</p> <ul style="list-style-type: none"> • Final Examination: 50%
	<p>Student Responsibilities or Tips for Success in the Course</p> <ul style="list-style-type: none"> • Read the textbook. • Complete assignments thoroughly and on time. <p>Ask for assistance.</p>

Suggested Readings	<ol style="list-style-type: none"><li data-bbox="477 44 1446 170">1. key contributors in the psychology of learning (e.g., Albert Bandura, John Garcia, Ivan Pavlov, Robert Rescorla, B. F. Skinner, Edward Thorndike, Edward Tolman, John B. Watson)<li data-bbox="477 170 1446 212">2. Straumanis, Joan, Psychology of learning (2012) vol.40<li data-bbox="477 212 1446 291">3. Stephen M. Comier, (1986) Psychology of Learning.
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6th Semester

Code	Course Title	Category/Cluster	Lec. Hrs	Lab. Hrs	Cr.Hrs
PSY-5601	Child Psychopathology	Major	3	0	3
PSY-5602	Psychological Testing & Measurement	Major	3	0	3
PSY-5603	Clinical Psychology-II	Major	3	0	3
	Optional Psychology	Elective	3	0	3
	Optional Psychology	Elective	3	0	3

Total semester credit hours=15

Optional –I&II (Elective)					
PSY-5604	Ethics in Psychology		3	0	3
PSY-5605	Community Psychology		3	0	3
PSY-5606	Family Psychology		3	0	3
PSY-5607	Seminars in theories of psychology		3	0	3
PSY-5608	Psychology of Women		3	0	3
PSY-5609	Motivation		3	0	3

Course Title	Child Psychopathology
Course Code	PSY-5601
Credit hrs.	3(3-0)
Course Description	This course will provide an overview of the most common expressions of child and adolescent psychopathology. This course is designed to advance the student's understanding of the current state of knowledge with regard to etiological factors and the diagnostic issues related to the expression of various disorders. This course will introduce them to the steps of case conceptualization and provide multiple opportunities for mastering this skill, such as in-class conceptualizations and written assignments. Relatedly, students will learn DSM 5 & ICD 10 diagnostic criteria, which will build upon knowledge acquired in the adult psychopathology class. They will acquire knowledge of basic mechanisms and processes that provide a foundation for some advanced specialty courses.
Course Objectives	The learning objectives include

	<ul style="list-style-type: none"> • Understanding the conceptual, research, and clinical issues related to the mental health of children and adolescents. • Diverse factors that influence the etiology and expression of disorders will be considered. • Contributions of factors such as genetics, family influences, social systems, learned patterns of behavior, and psychodynamics will be explored.
Course Learning Outcomes	<ul style="list-style-type: none"> • Become familiar with the DSM-5 and how to conceptualize cases. • Students will also be taught how to communicate as a professional through your writing so that they will be able to convey complexity of the cases in a clear and understandable manner. • At times, interventions may be mentioned in presentations and course readings. However, the issue of treatment will not be a significant focus.

Unit No.	Course Content
1	Introduction
	Child Psychopathology as a scientific discipline; A 21 st century perspective
	Classifying psychopathology: evidence based taxonomies, DSM-V
	Genetic, environmental and epigenetic influences on Behaviour
2	Vulnerabilities and Risk Factors for Pathology
	Resilience, child maltreatment,
	Impulsivity, high reactive temperament
3	Behavioral inhibition, the adaptive calibration model of stress reactivity
	Vulnerabilities and Risk Factors for Pathology
	Exposure to teratogens, brain injury
4	Emotional dysregulation
	Neighborhood effects
5	Externalizing Disorders: Attention deficit hyper activity disorder (ADHD)
6	Externalizing Disorders: oppositional defiant disorder
7	Externalizing Disorders: conduct disorder
8	Externalizing Disorders: substance use disorders
9	Internalizing Disorders: Anxiety Disorders
10	Internalizing Disorders: obsessive compulsive and related disorders
11	Internalizing Disorders: depressive disorders
12	Internalizing Disorders: borderline personality and self-inflicted injury
13	Trauma & Stress related disorders
	Bipolar Disorder

14	Autism Spectrum Disorders
15	Childhood onset Schizophrenia
16	Eating Disorders

Course Title	PSYCHOLOGICAL TESTING AND MEASUREMENT
Course Code	PSY-5602
Credit hrs.	3(3-0)
Course Description	An introduction to theories and principles of psychological testing and measurement and to a variety of standardized tests of intelligence, personality, achievement, interest, neuropsychology and other areas. Emphasizes the principles by which tests are constructed and validated. Also examines controversies regarding the valid, appropriate and fair use of psychological tests.
Course Objectives	<ul style="list-style-type: none"> • To introduce the student to the basic theoretical psychometric concepts and use of psychological tests. • The objective of this course is to provide students knowledge about test construction, types and purpose of psychological testing, psychometric properties of psychological tests. • To enable students understand rational, administration, scoring and interpretation of psychological tests.
Course Learning Outcomes	<p>At the completion of the course, the student will be able to:</p> <ul style="list-style-type: none"> • Demonstrate theoretical and practical knowledge of psychological testing and test construction. • Administer, score and interpret results of different psychological tests.
Course Content	<ol style="list-style-type: none"> 1. Psychological Assessment and tests: <ol style="list-style-type: none"> a. Definition b. Nature of Psychological assessment c. Psychological testing d. Types and uses e. Control in use of psychological tests f. Sources of information about tests g. Ethics of psychological testing h. Standards of testing and test administration i. Reliability and validity j. Test norms 2. Assessment of intellectual and cognitive abilities <ol style="list-style-type: none"> a. Intelligence b. Nature, Meaning, Different viewpoints c. Types of intelligence tests: Howard Gardner, Robert Sternberg, Simon Binet, Wechsler, Kaufman. d. Differential Ability Scales e. Problems in testing intelligence during infancy, childhood, adulthood and old age. f. Cross cultural & longitudinal studies in intelligence testing. g. Diversity in test performance 3. Tests for special populations. <ol style="list-style-type: none"> a. Infant & Preschool Testing b. Testing of the Mentally Retarded populations. c. Testing for physical disabilities d. Multicultural testing.

	<p>e. Adaptive Testing</p> <p>4. Computer Based Administration</p> <ol style="list-style-type: none"> a. Multi level batteries b. Educational Testing c. Career guidance d. Aptitude testing e. Achievement testing f. Learning disabilities <p>5. Personality Assessment and Testing</p> <ol style="list-style-type: none"> a. Meaning & purpose of personality assessment and testing. b. Types of personality tests: <ol style="list-style-type: none"> i. Objective and projective tests. ii. Inventories, check lists, Autobiographical memories, rating and ranking scales c. Interview: <ol style="list-style-type: none"> iii. structured, semi structured and unstructured d. Current status of different personality assessment techniques e. When to use which test or assessment techniques <p>6. Assessment of interests, values & attitudes</p> <ol style="list-style-type: none"> a. Overview & highlights b. Significant trends c. Performance. <p>7. Occupational & Organizational Testing and assessment</p> <ol style="list-style-type: none"> a. Criteria for occupational testing b. Career assessment c. Tests applied to organizational setting <p>8. Assessment and Psychological Testing in Clinical & Counseling Settings</p> <ol style="list-style-type: none"> a. Psycho Neurological tests b. Behavioral assessment and clinical judgment c. Battery of diagnostic tests d. Evaluation of various assessment techniques
Instructional Methods	<p>A variety of teaching strategies will be used to help students become familiar with clinical psychology. These strategies include:</p> <ul style="list-style-type: none"> • Class room lectures • Projects • Written assignments • In class activities
Assessment	<ul style="list-style-type: none"> • Mid Term Evaluation: 50% (Sessional Examination, Quizzes, Assignments, In -Class Activities) • Final Examination: 50%
	<p>Student Responsibilities or Tips for Success in the Course</p> <ul style="list-style-type: none"> • Read the textbook. • Complete assignments thoroughly and on time. • Ask for assistance.
Suggested	<p>1. Aiken Lewis. R. (2002) Psychological Testing & Assessment (11th ed)</p>

Readings	<p>Allyn & Bacon, Inc.</p> <ol style="list-style-type: none"><li data-bbox="451 136 1385 210">2. Anastasia, A., & Urbina, S. (1997). <i>Psychological testing</i>. New Jersey: Prentice-Hall.<li data-bbox="451 262 1385 336">3. Cohen, R. J., & Swerdlik, M. E. (2005). <i>Psychological testing & assessment</i> (6th ed.). New York: McGraw-Hill.<li data-bbox="451 388 1385 462">4. Panda, L. H. (1998). <i>Psychological testing: Theory and application</i>. New York: Allyn & Bacon.<li data-bbox="451 514 1385 588">5. Pittenger, D. J. (2003). <i>Behavioral research design analysis</i>. New York: McGraw-Hill.<li data-bbox="451 640 1385 714">6. Shelly, D., & Cohen, D. (1986). <i>Testing psychological tests</i>. London: Croon Helm.
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Course Title	CLINICAL PSYCHOLOGY-II
Course Code	PSY-5603
Credit Hrs	3(3-0)
Course Description	This course is intended to provide students an overview of the field of clinical psychology. Students will be exposed to information regarding the history of the science, as well as contemporary clinical psychology. Students will also be introduced to the various assessment and psychotherapeutic strategies used by clinical psychologists in their daily practice.
Course Objectives	<ul style="list-style-type: none"> • The Field of Clinical psychology integrates science, theory and practice to understand, predict and alleviate maladjustment, disability and discomfort as well as to promote human adaptation, adjustment and personal development. • Clinical psychology focuses on the intellectual, emotional, biological, psychological, social and behavioral aspects of human functioning across the life span, in varying cultures and at all socio-economic level.
Course Learning Outcomes	<p>At the completion of the course the student will be able to:</p> <ul style="list-style-type: none"> • Define the professional of clinical psychology and distinguish it from other mental health care professions. • Describe the types of activities clinical psychologist perform and the guiding principles used in practice. • Describe the current diagnostic system and common concerns raised out this system's limitations. • Summarize the purpose of psychological assessment and describe the strengths and weaknesses of various strategies clinical psychologists may employ. • Describe the principles of psychotherapeutic interventions, various theories associated with these interventions, and specific evidence-based interventions for children and adults.
Course Content	<p>Diagnosis (DSM-V), Development and Course, Risk and Prognostic Factors and Treatment Approaches for following Mental Disorders;</p> <ol style="list-style-type: none"> a. Trauma and Stress Related Disorders b. Dissociative Disorders c. Somatic Symptoms and Related Disorders d. Feeding and Eating Disorders e. Elimination Disorders f. Sleep-wake Disorders g. Gender Dysphoria h. Disruptive, Impulse Control and Conduct Disorders i. Substance Related and Addictive Disorders
Instructional	A variety of teaching strategies will be used to help students become

Methods	familiar with clinical psychology. These strategies include: <ul style="list-style-type: none"> • Class room lectures • Projects • Written assignments • Viewing video segments of clinical psychologists discussing their work or describing psychotherapy
Assessment	<ul style="list-style-type: none"> • Mid Term Evaluation: 50% (Sessional Examination, Quizzes, Assignments, In -Class Activities) • Final Examination: 50%
	Student Responsibilities or Tips for Success in the Course <ul style="list-style-type: none"> • Read the textbook. • Complete assignments thoroughly and on time. • Ask for assistance.
Suggested Readings	<ol style="list-style-type: none"> 1. Barker, C., Pistrang, N., & Elliott, R. (2015). <i>Research methods in clinical psychology: An Introduction for students and practitioners</i>. New York:John Wiley & Sons. 2. Boll, T. J., Raczynski, J. M., & Leviton, L. C. (2004). <i>Handbook of clinical health psychology: Disorders of behavior and health</i>. American Psychological Association (APA). 3. Halgin, R. P., Whitbourne, S. K., & Halgin, R. (2012). <i>Abnormal psychology: Clinical perspectives on psychological disorders</i>. New York: McGraw-Hill. 4. Sayette, M. A., Mayne, T. J., & Norcross, J. C. (2004). <i>Insider's guide to graduate programs in clinical and counseling psychology</i>: The Guilford Press

ELECTIVE COURSES

Course Title	ETHICS IN PSYCHOLOGY
Course Code	PSY-2105
Credit hrs.	3(3-0)
Course Description	Ethics are one of the pre-requisite for the clinical practice and research in psychology. Psychological research mainly involves the human participants or animal, in this regard ethics in psychology will help the students to gather knowledge about the ethical considerations which must be used while dealing with them.
Course Objectives	<ul style="list-style-type: none"> • Creating awareness and giving a guideline of ethical conduct of psychologists, ethical principles of psychologist, ethical standard, ethical committees and formation of working guidelines ,ethics and psychological research, psychologists’ responsibility, volunteerism, enticements, concealment, distortion, deception; debriefing. • To provide students’ knowledge about test construction, types and purpose of psychological testing, psychometric properties of psychological tests. • Understand the dynamics of relationship with colleagues and students, social responsibility, privacy and confidentiality, classroom materials, research data, assessment materials will be taught. Ethics in psychotherapy, sexually intimated behavior with clients, therapists’ obligation, ethical issues related to human and animal participants in psychological investigations will also be discussed under the guidelines of APA
Course Learning Outcomes	<p>At the completion of the course, the student will be able to:</p> <ul style="list-style-type: none"> • Demonstrate comprehensive knowledge of ethical theory relevant to social science research and apply ethical theory to social science research design, methods and interpretation. • Identify professional ethical standards, laws, regulations • Apply ethical principles • Integrate ethical concepts in practice • Define an ethical posture as a researcher
Course Content	<p>Introduction to Ethics in Psychology:</p> <ul style="list-style-type: none"> • Define ethics from morality • Define core ethical principles • Discuss the common patterns of unethical behavior <p>Competence: Personal Fitness, Qualifications and Training Issues:</p> <ul style="list-style-type: none"> • Assimilate the standards of practice and detecting incompetence • Describe and contrast credentialing issues • Discuss the application of competence in ethics – what to do what to watch for, and what not to do <p>Psychotherapy I: Ethical Obligations of Psychotherapists:</p> <ul style="list-style-type: none"> • Understand psychotherapy and how it works • Understand the ethical obligations of psychotherapists • Understand the special obligations of psychotherapists • Discuss the applications of obligations of psychotherapists

	<p style="text-align: center;">what to do, what to watch for, and what not to do</p> <p>Psychotherapy II: Ethical Issues in Psychotherapeutic Techniques and Related Controversies:</p> <ul style="list-style-type: none"> • Determine the movement towards evidence based treatments • Describe the therapies involving multiple clients • Understanding the special techniques in psychotherapy and issues • Discuss untested or fringe therapies • Discuss the application of psychotherapy-what to do, what to watch for and what not to do <p>Confidentiality, Privacy and Record Keeping:</p> <ul style="list-style-type: none"> • Understand the norms---Nature, development, transmission and application • Describe roles and its theories (e.g. Bale’s SYMLOG Model) • Define inter-member relations and application through social network analysis <p>Ethical Guidelines for Research in Psychology</p> <ul style="list-style-type: none"> • Informed consent • Deception • Debriefing • Confidentiality & Anonymity • Right of withdrawal from research • Risk benefit analysis • Plagiarism , Authorship, Predatory Journals, Principles of Publications • Use of Artificial Intelligence tools in Research • Research with Animals <p>Psychological Ethics and Legal Issues:</p> <ul style="list-style-type: none"> • What should psychologists do when ethics and laws collide • Legal Psychology <p>Psychological Assessment: Testing Tribulations:</p> <ul style="list-style-type: none"> • Describe the joint technical standards, varieties of tests and measurements • Describe primary reference sources and test adequacy • Understand user competence of tests and use of test results • Overview on the testing industry • Discuss the application of testing industry- what to do, what to watch for and what not to do <p>Non-sexual Multiple-Role Relationships:</p> <ul style="list-style-type: none"> • Define the boundaries and multiple roles • Differing views on nonsexual boundaries and cautions • Discuss on entering in to business relationships with clients and multiple roles with those one already knows • Understand ethical issues on exchanging gifts and favors • Discuss unanticipated encounters with clients and complex relationships with students • Discuss the application of non-sexual multiple –role relationships- what to do, what to watch for and what not to do
<p>Instructional Methods</p>	<p>A variety of teaching strategies will be used to help students become familiar with clinical psychology. These strategies include:</p> <ul style="list-style-type: none"> • Class room lectures • Projects • Written assignments • In class activities

Assessment	<ul style="list-style-type: none"> • Mid Term Evaluation: 50% (Sessional Examination, Quizzes, Assignments, In -Class Activities) • Final Examination: 50%
	<p>Student Responsibilities or Tips for Success in the Course</p> <ul style="list-style-type: none"> • Read the textbook. • Complete assignments thoroughly and on time. • Ask for assistance.
Reference Material	<p>7. Koocher, G. P. & Keith-Spiegel, P. (2016). Ethics in Psychology and the Mental Health Professions: Standards and Cases (4th Ed.). New York: Oxford.</p> <p>8. Mustapha, H.S. and Nketiah, B. (2021) Ethics: An Insight into Psychological Research and Practice. Open Access Library Journal, 8, 1-12. doi: 10.4236/oalib.1107110.</p> <p>9. <u>Thomas F. Nagy</u>. (2010).Essential Ethics for Psychologists: A Primer for Understanding and Mastering Core Issues. New York: Oxford.</p>

Course Title	COMMUNITY PSYCHOLOGY
Course Code	PSY-5605
Credit Hrs	03
Course Description	Community psychology focuses on the application of psychological theory, concepts and knowledge to address the needs, concerns and aspirations of communities. It goes beyond an individual focus and integrates social, cultural, economic, political, environmental, and international influences to promote positive change, health, and empowerment at individual and systemic levels.
Course Objectives	The objectives of the course are: <ol style="list-style-type: none"> 1. Provide an understanding of what community psychology is and how it compares to other subdisciplines of psychology and other social sciences. 2. Develop students' knowledge of community psychology's history and theories. 3. Increase students' ability to ask important and relevant questions that elaborate psychological concepts and ideas and are applied to social change. 4. Analyze the meaning of change in social settings. 5. Promote a sense of social responsibility
Course Learning Outcomes	On successful completion of the module students will be able to: <ol style="list-style-type: none"> 1. Get comprehensive overview of the community psychology discipline 2. Know about the aims of community research 3. Know emerging trends in community psychology
Course Content	<p>INTRODUCTION TO COMMUNITY PSYCHOLOGY</p> <ul style="list-style-type: none"> • What is community psychology? • Community psychology: A shift in perspective • Ecological levels of analysis in community psychology • Seven core values in community psychology <p>THE AIMS OF COMMUNITY RESEARCH</p> <ul style="list-style-type: none"> • Questions for conducting community inquiry • Three philosophies of science for community psychology research • Problem definition in research: taking a stand on social issues • Qualitative methods and quantitative methods of community psychology research <p>UNDERSTANDING COMMUNITIES</p> <ul style="list-style-type: none"> • What is a community? • Types of communities • Levels of communities • Who defines communities? • The importance of community: Social capital • Stress and coping: An ecological-contextual model • Mutual help groups

	<p>PREVENTING PROBLEM BEHAVIOR AND PROMOTING SOCIAL COMPETENCE</p> <ul style="list-style-type: none"> • Introduction to prevention and promotion: Concepts for understanding prevention and promotion • Prevention and promotion: Issues in implementing programs • Community and social change: Elements of effective community change initiatives • Emerging trends in community psychology • Where will you use community psychology?
Instructional Methods	<p>A variety of teaching strategies will be used to help students become familiar with;</p> <ul style="list-style-type: none"> • Class discussions with examples. • Group workouts for engaged learning and continuous feedback on progress. • Individual and grouped discussions. <p>Visual and written materials will be supplied</p>
Assessment	<ul style="list-style-type: none"> • Mid Term Evaluation: 50% (Sessional Examination, Quizzes, Assignments, In -Class Activities) • Final Examination: 50%
	<p>Student Responsibilities or Tips for Success in the Course</p> <ul style="list-style-type: none"> • Read the textbook. • Complete assignments thoroughly and on time. • Ask for assistance.
Suggested Readings	<p>Duffy, K. G., & Wong, F. Y. (1996). Community psychology. Boston: Allyn & Bacon. Heller, K., Price, R., Reinharz, S., Riger, S., & Wandersman, A. (1984). Psychology and community change. (2nd ed.). Homewood, IL: Dorsey Press.</p>

Course Title	FAMILY PSYCHOLOGY
Course Code	PSY-5606
Credit Hrs	03
Course Description	This course serves as an advanced introduction to the field of family psychology, including theories, methods, and key findings. Although many topics will be covered throughout the semester, a primary focus will be on parent-child relationships, couple (romantic) relationships, and how family relationships contribute to children's social and emotional development in diverse families.
Course Objectives	<ul style="list-style-type: none"> a) To understand both overarching and domain-specific theoretical perspectives that guide family psychology research b) To understand recent demographic changes in families <ul style="list-style-type: none"> • consider how families interface with other societal systems (e.g., schools, criminal justice system) and implications for functioning • locate and critically evaluate research in family psychology c) To understand opportunities for post-graduate study and careers in family psychology
Course Learning Outcomes	<ul style="list-style-type: none"> • Apply the principles and understanding of psychological knowledge to the field of Family Psychology. • Demonstrate critical and analytical abilities by comparing and contrasting popular culture ideas with the scientific literature about families and communicating these differences effectively.
Course Content	<ul style="list-style-type: none"> • INTRODUCTION TO THE COURSE/THEORETICAL PERSPECTIVES • METHODS IN FAMILY PSYCHOLOGY • PARENT-CHILD RELATIONSHIPS • COUPLE RELATIONSHIPS • COUPLE CONFLICT, COPARENTING, AND CHILDREN • SIBLING RELATIONSHIPS, GRANDPARENTING, AND FATHERS • FAMILY DIVERSITY: CULTURE AND IMMIGRATION • FAMILY TRANSITIONS AND INTERGENERATIONAL RELATIONS • DIVERSE PATHWAYS TO PARENTHOOD • FAMILIES, PSYCHOPATHOLOGY, AND SUBSTANCE USE • CAREERS IN FAMILY PSYCHOLOGY
Instructional Methods	<p>A variety of teaching strategies will be used to help students become familiar with;</p> <ul style="list-style-type: none"> • Class discussions with examples. • Group workouts for engaged learning and continuous feedback on progress. • Individual and grouped discussions. <p>Visual and written materials will be supplied</p>
Assessment	<ul style="list-style-type: none"> • Mid Term Evaluation: 50% <p>(Sessional Examination, Quizzes, Assignments, In -Class Activities)</p> <ul style="list-style-type: none"> • Final Examination: 50%

	Student Responsibilities or Tips for Success in the Course <ul style="list-style-type: none">• Read the textbook.• Complete assignments thoroughly and on time.• Ask for assistance.
Suggested Readings	<ol style="list-style-type: none">1. Brooks, J. (2013) The Process of parenting (9th ed.). Toronto, ON: McGraw-Hill.2. American Psychological Association (2010). Publication manual of the American Psychological Association(6th ed.). Washington, DC: Author

Course Title	Seminars in theories of Psychology
Course Code	PSY-5607
Credit Hrs	03
Course Description	Seminars in theories of psychology can cover a variety of topics, including personality, decision making, social psychology, and psychopathology.
Course Objectives	<p>Seminars in theories of psychology can have a number of objectives, including:</p> <p>Improve knowledge and understanding: Seminars are small group discussions that help students improve their understanding of a topic by engaging with key issues.</p> <p>Develop creative thinking: Students can synthesize and apply psychological material to new ideas.</p> <p>Learn to ask interesting questions: Students can learn to ask questions that engage the audience.</p> <p>Communicate theories and research: Students can learn to communicate theories, hypotheses, research methods, and research findings.</p> <p>Acquire academic work skills: Students can acquire and exercise the skills needed for academic work.</p>

Course Title	PSYCHOLOGY OF WOMEN
Course Code	PSY-5608
Credit Hrs	03
Course Description	This course is about being female in our culture. The purpose of the course is to examine the lives of girls and women from a feminist psychological perspective. It addresses the biological, psychological, and socio-cultural factors influencing women's behavior, thoughts, and feelings. The course will provide an examination of sex and gender differences from an interdisciplinary and multi-cultural approach. The course will include an analysis of major theories of gender development. Specific topics include, but are not limited to: biology, socialization, mass media, communication, personality, work, family, sex, and violence.
Course Objectives	The purpose of this course is to develop an understanding of the psychological theories and growing body of research related to the experience of women. We will investigate recent research on gender similarities and differences, the development of gender identity, and the experience of women in the context of achievement, career, sexuality, mental health, and victimization. It is also important to note that although this course focuses predominantly on the lives of women, it is also unquestionably relevant to the lives of men in society.
Course Learning Outcomes	<p>By the end of the course students should be able to:</p> <ul style="list-style-type: none"> ○ Understand and assess developmental principles pertaining to gender as suggested by biological, psychological, and sociological theories and research. ○ Explain gender-role development from a variety of theoretical perspectives. ○ Explain how being gendered affects our lives. ○ Explain how the media influences gender roles and gender stereotypes. ○ Critically examine research on sex similarities and differences. ○ Understand typical developmental issues faced by women. ○ Understand key issues affecting women's physical and mental health. ○ Discuss the contributions of women psychologists to the field of psychology.

Course Contents

- 1. Examination of feminist psychology**
 - What is feminism?
 - Need to counter and balance out androcentric views
- 2. Advantages and disadvantages of various methods**
 - Experimental
 - Correlation
 - Survey
 - Ethnography
 - Sociology
- 3. Development of the female individual, with consideration given to both physical and biological aspects of development as well as psychological and sociological aspects**
- 4. Images of women and men**
 - **Media images of women**
 - Movies
 - Television
 - Music
 - Magazines
 - Print and televised news
 - Impact of images
 - Cross-cultural comparison of images and impact
 - **Language and impact of language on women's psychology**
 - **Stereotypes and sexism**
- 5. Creating gender through social interaction**
 - Parental expectations and interaction
 - Peer interaction
 - Teacher interaction
- 6. Creating gender through gendered environments**
 - Decoration
 - Toys
 - Clothing
 - Personalities
- 7. Historical development of psychological theory and research relevant to females**
 - Freudian theory
 - Social learning theory
 - Gender schema theory
- 8. Biological considerations**
 - Prenatal development
 - Effects of chromosomes and hormones
 - Atypical sexual development
 - Sex differences and similarities in the human brain
- 9. Gender differences in personality**
 - Aggression
 - Assertive behavior
 - Expressing emotion
- 10. Patriarchy and violence against women**
 - Wife battering
 - Sexual assault: rape, childhood sexual assault
 - Sexual harassment
- 11. Work and achievement**
 - The pay gap and causes

	<ul style="list-style-type: none"> ▪ Discrimination ▪ Work segregation ▪ Family work ▪ Combining work and family ○ Gendered differences in achievement ○ Causes <p>12. Commitments: women and close relationships</p> <ul style="list-style-type: none"> ○ Marriage <ul style="list-style-type: none"> ▪ Equality within marriage ▪ Happiness differences ○ Single women ○ Divorce and separation <ul style="list-style-type: none"> ▪ Rates ▪ Causes <p>13. Mothering</p> <ul style="list-style-type: none"> ● Images of mothers and motherhood ● The decision to have a child ● The transition to motherhood ● The experience of motherhood
Instructional Methods	<p>A variety of teaching strategies will be used to help students become familiar with psychology of women. These strategies include:</p> <ul style="list-style-type: none"> ● Class room lectures ● Class discussions ● Oral Presentations ● Written assignments
Assessment	<ul style="list-style-type: none"> ● Mid Term Evaluation: 50% (Sessional Examination, Quizzes, Assignments, In -Class Activities) ● Final Examination: 50%
	<p>Student Responsibilities or Tips for Success in the Course</p> <ul style="list-style-type: none"> ● Read the textbook. ● Complete assignments thoroughly and on time. ● Ask for assistance.
Suggested Readings	<ul style="list-style-type: none"> ● Else-Quest, Nicole, and Janet Shibley Hyde. The Psychology of Women and Gender, 11th ed.. 2021. ● Etaugh, Claire, and Judith S. Bridges. Women's Lives: A Psychological Exploration, 4th ed.. 2017.

Course Title	Motivation
Course Code	PSY-5609
Credit Hrs	03
Course Description	Motivation is a multifaceted psychological construct that encompasses underlying processes that initiate, direct and maintain human behavior.
Course Objectives	Know what motivation really is and how to use this knowledge. Understand the difference between reward and recognition. Be able to describe what demotivates people and how to proactively avoid this. Have a range of tools they can use to provide motivation.
Course Learning Outcomes	. Motivational outcomes include choice of activity, effort, persistence, and achievement. All motivational processes are important, but for motivation to energize and direct actions requires that we have a goal and evaluate our progress toward that goal.
Course Content	<p>Introduction to Motivation</p> <ol style="list-style-type: none"> 1. Definition, Nature and Scope 2. Historical Background 3. Motivated Behavior: Characteristics and dominants 4. Biogenic and sociogenic Motives 5. Motivation and its role in attitude change, National Development, in organization 6. Methods used to assess human motivation: Projective Techniques and Theories 7. Methodological Problems 8. Motivation, Power and Politics 9. Fostering Achievement motivation and childrearing practices 10. Variables which influence the Achievement process 11. Treatment Approaches to underachievement <p>Theories of Motivation</p> <ol style="list-style-type: none"> 1. Biological Theories of Motivation 2. Theory of Unconscious motivation 3. Cognitive Theory 4. The Need-Drive-Incentive Theory 5. The Stimulus-Cue Theory 6. The affective arousal Theory 7. Dynamic Theory of Motivation 8. Motivational Theory of Emotion 9. Theories of reinforcement 10. Cross-Cultural Theories of Motivation
Instructional Methods	<p>A variety of teaching strategies will be used to help students become familiar with Motivational aspects and theories. These strategies include:</p> <ul style="list-style-type: none"> • Class room lectures • Class discussions • Oral Presentations • Written assignments
Assessment	<ul style="list-style-type: none"> • Mid Term Evaluation: 50% <p>(Sessional Examination, Quizzes, Assignments, In -Class Activities)</p> <ul style="list-style-type: none"> • Final Examination: 50%
	<p>Student Responsibilities or Tips for Success in the Course</p> <ul style="list-style-type: none"> • Read the textbook. • Complete assignments thoroughly and on time.

<p>Suggested Readings</p>	<ul style="list-style-type: none"> • Ask for assistance. <ol style="list-style-type: none"> 1. Atkinson, J. W. (Ed.) (1958). Motives in fantasy, action and society. Princeton: Van Nostrand. Atkinson, J. W. & Raynor, J. (1974). Motivation and achievement. New York: Winston-Wiley. Atkinson, J. W. (1964). An introduction to motivation. Princeton: Van Nostrand. Beck, R. C. (2000). 3. Motivation: Theories and principles. (4th ed.). Singapore: Pearson Education. Maslow, A. H. (1954). Motivation and personality. N.Y.: Harper Co. McClelland, D.C. (1971). Assessing human motivation. Morristown, N.J: General Learning Press. McClelland, D. C. (1975). Power the inner experience. New York: Irvington & Co. Petri, G. (2000). Motivation: Theory, research and application. (5th ed.). London: Oxford University Press. Winter, D. G. (1973). The Power Motive. New York: Free Press.
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7th Semester

Code	Course Title	Category/Cluster	Lec.Hrs	Lab.Hrs	Cr.Hrs
PSY-6701	Cross Cultural Psychology	Major	3	0	3
PSY-6702	Counseling and Guidance	Major	3	0	3
PSY-6703	Educational Psychology	Major	3	0	3
PSY-6704	Internship/ Clinical practicum and viva vice	Major	1	2	3
	Optional Psychology	Elective	3	0	3
	Optional Psychology	Elective	3	0	3

Total semester credit hours=18

Optional –I&II (Elective)					
PSY-6705	Forensic Psychology		3	0	3
PSY-6706	Theoretical and Philosophical Psychology		3	0	3
PSY-6707	Gender Psychology		3	0	3
PSY-6708	Applied Areas of Psychology		3	0	3
PSY-6709	Psychophysiology and Psychopharmacology		3	0	3

Course Title	CROSS CULTURAL PSYCHOLOGY
Course Code	PSY-6701
Credit Hrs	03
Course Description	<p>This course is designed to help students acquire theoretical and empirical literature about the role of culture in human behavior through reading psychological literature from various resources and assisting students to gain knowledge about cross-cultural transitions and how it reflects on their encounters in a cultural context that is different from their native culture.</p> <p>The course emphasizes the students' understanding and integration of theory and research findings about the relationships between culture and psychology, development of skills to apply the knowledge about the impact of culture on psychology to themselves and helping others and continuous reflection and documentation on their multi-dimensional cross-cultural experiences.</p>
Course Objectives	<p>The objective of this course is to enhance students' learning of the literature related to the role of culture in psychology, cultural transitions, and cross-cultural relationships and to help students develop the knowledge, skills, and abilities to increase cross-culturally competencies. It will also facilitate students' integration of their cross-cultural learning into their identity and career development and dissect culturally-embedded messages and practices from different cultural contexts.</p>
Course Learning Outcomes	<p>The course should result in the students' higher awareness of the balance between the social and biological substrates of human behavior. Students should learn the difference between area studies, cross-cultural studies, and intercultural studies. Students should learn the basics of successful cross-cultural research and be competent to conduct a valid study of behavior in the cross-cultural context.</p>
Course Content	<p>History of CrossCultural Psychology</p> <ul style="list-style-type: none"> a) Methodological issues ofcrosscultural psychology Comparability and Equivalence b) EmicsandEtics c) Sampling Strategy in Cross Cultural Research d) Problems of translation, adaptation and application of psychological tests across cultures <p>Culture and Basic Psychological Processes</p> <ul style="list-style-type: none"> a) Culture and Cognition b) Culture and Emotion, Cultural Similarities and Dissimilarities, Cultural Shock c) Cross Cultural Studies on Perception and Cognitive Styles d) Cross Cultural Research on Motivation e) Socialization across cultures: f) Individualism &Collectivism g) Sex-trait stereotypes h) Development of Gender-stereotypes i) Parental acceptance–Rejection Theory (PART)

	<p>j) Cross Cultural Testing of PART k) Worldwide application of Piaget cognitive theory l) New Trends in Cross Cultural Research m) Indigenous Psychology across Cultures</p>
Instructional Methods	<p>A variety of teaching strategies will be used to help students become familiar with;</p> <ul style="list-style-type: none"> • Class discussions with examples. • Group workouts for engaged learning and continuous feedback on progress. • Individual and grouped discussions. <p>Visual and written materials will be supplied</p>
Assessment	<ul style="list-style-type: none"> • Mid Term Evaluation: 50% (Sessional Examination, Quizzes, Assignments, In -Class Activities) • Final Examination: 50%
	<p>Student Responsibilities or Tips for Success in the Course</p> <ul style="list-style-type: none"> • Read the textbook. • Complete assignments thoroughly and on time. • Ask for assistance.
Suggested Readings	<ol style="list-style-type: none"> 1. Kemeth D. Keith (2010) Cross Cultural Psychology: contemporary themes and perspectives. 2. Matsumoto, D. & Juang, L. (2004). <i>Cure and psychology</i>. Sydney: Thomson's Wadsworth. 3. Berry, J. W., Dasen, P. R., & Saraswathi, T. S. (Eds.). (1997). <i>Handbook of crosscultural psychology</i>. (Vol. I). Boston: Alyn & Bacon. 4. Berry, J. W., Poortinga, Y. H., & Pandeyn, J. (Eds.). (1997). <i>Handbook of crosscultural psychology</i>. (Vol. I). Boston: Alyn & Bacon. 5. Kagitcibasi, C. (1996). <i>Familyandhumandevlopmentacrosscultures</i>. NewJersy: Lawrence Erlbaum Associates, Publishers.

Course Title	COUNSELING AND GUIDANCE
Course Code	PSY-6702
Credit Hrs	3(3-0)
Course Description	This course will explore what counseling is, who is a counselor, and what is known about changing behavior in both individual and group settings. Historical concepts of counseling will be examined as well as the scientific foundations of counseling. Research findings related to counseling techniques will be presented and analyzed. The course will focus on a variety of counseling approaches, the therapeutic relationship, legal and ethical issues, and the realities of therapeutic practice.
Course Objectives	<ul style="list-style-type: none"> • This course is designed to provide the student with an overview of counseling psychology as a profession. • It will introduce the student to the scientist/practitioner model, and in so doing, define the subject matter of counseling psychology, the target population the counseling psychologist seeks to serve, the technical tools needed for practice in the years ahead, the current unresolved issues and controversies in the field, and how these will affect the theories and techniques of the future.
Course Outcomes	<p>At the completion of the course the student will be able to:</p> <ul style="list-style-type: none"> • Distinguish the various counseling specialty areas of school counseling, mental health counseling, community counseling, counseling in student affairs practices, rehabilitation counseling, marriage and family counseling • Review counseling theories, particularly four conceptual approaches to counseling: psychodynamic, existential-humanistic, behavioral, cognitive, and some theories that are associated with them. To understand an integrative approach and examine brief-treatment and solution-focus therapies. • Review the basics to building and implementing a counseling relationship including the office environment, basic and advanced counseling skills, case conceptualization, and record keeping. • Review basic principles to family counseling, group work, career development, the history of consultation, and supervision. • Review physical and psychosocial development, abnormal development, psychotropic medication
Course Content	<ol style="list-style-type: none"> 1. The Counseling Profession: A Historical Perspective <ul style="list-style-type: none"> • 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. 2. The Criteria of Mental Health <ul style="list-style-type: none"> • The Concept of Adaptive and Maladaptive Behaviour; • Healthy personality with particular reference to Jahoda

	<p>(1958),Shoben, (1957) Allport (1961) Kinnier (1993) and others.</p> <p>3. The Process of Counseling</p> <ul style="list-style-type: none"> • Nature & Importance of professional relationship; • Ingredients of helping relationship, <p>4. Characteristics of Effective Counselors/ Psychotherapists: A client’s rights.</p> <p>5. Counseling as an Applied Social science;</p> <ul style="list-style-type: none"> • It’s Nature and Scope in Pakistan, • Self-exploration and awareness facilitation through microskills:attending, listening and influencing skills. <p>6 . The Counseling Interview</p> <ul style="list-style-type: none"> • 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 • Structuring the counseling relationship • Relationship Techniques <p>7. Therapies in counseling</p> <ul style="list-style-type: none"> • Psychodynamic Approach • Adlerian Approach • Behavioral Approaches • Cognitive Approaches • Person Centered Therapy • Gestalt Approach • Existential Approach • REBT • Reality Approach
Instructional Methods	<p>A variety of teaching strategies will be used to help students become familiar with counseling psychology. These strategies include:</p> <ul style="list-style-type: none"> • Class room lectures • Projects • Written assignments
Assessment	<ul style="list-style-type: none"> • Mid Term Evaluation: 50% <p>(Sessional Examination, Quizzes, Assignments, In -Class Activities)</p> <ul style="list-style-type: none"> • Final Examination: 50%
	<p>Student Responsibilities or Tips for Success in the Course</p> <ul style="list-style-type: none"> • Read the textbook. • Complete assignments thoroughly and on time. • Ask for assistance.
Suggested Readings	<ol style="list-style-type: none"> 1. Caizzo, D., & Grpss, D. (1991). <i>Introduction to counseling: Perspectives for the1990</i>. Boston: Allyn & Bacon. 2. Gladding, T. S. (2015). <i>Counseling: A comprehensive profession</i>.

Toronto:Merrill Publishing Company. (7th ed)

3. Ivery, A., & Ireys, M. (2011). *Counseling and psychotherapy: A multicultural perspective*. Boston: Allyn & Bacon. (7th ed)

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

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

6. Rao, S. N. (1987). *Counseling psychology*. New Delhi: Tata McGraw-HillPublishing Company Limited

Course Title	EDUCATIONAL PSYCHOLOGY
Course Code	PSY-6703
Credit Hrs	03
Course Description	Educational Psychology is the field of psychology that is interested in understanding experiences of learner in relation to educational environment. Present Course aims to cover the role that community can play in education. It is important to understand this role as educational activities are an essential part of the human societies. The course would aim to familiarize the students with the role that a community can play in the lives of normal and problematic behavior of students and how resources from the community can help in improving the overall well-being of the learners.
Course Objectives	The course specifically aims to prepare the students in taking up the challenge of bridging the gap between educational institutions and communities. The students must understand the importance of local resource utilization in improving life-long educational experiences of the learners. A special attempt will be made to understand foreign concepts and practices in community education field in specific context of Pakistan to make them more indigenous.
Course Learning Outcomes	By the end of this course, you will be able to: <ul style="list-style-type: none"> • Demonstrate your ability to think critically about teaching and learning as it applies to your field of study • Demonstrate your ability to apply course concepts (i.e., theory, research, principles) to teaching and learning situations related to your field of study • Demonstrate your ability to reflect upon your own development as a pre-professional in the field of education • Demonstrate your ability to effectively communicate your ideas in both written and verbal form using the language developed from the course.
Course Content	<p><u>Lecture plan:</u></p> <ol style="list-style-type: none"> 1 Educational Psychology defined: Nature and Scope 2 Introduction to development 3 Individual Differences: Intelligence, Cognitive styles 4 Learner's Characteristics: Abilities, Motivation, Interest, Aptitude 5 Learning theories and practical applications of behavioral, cognitive and constructivist approaches 6 Characteristics of a Good Teacher 7 Counseling and Vocational Guidance 8 Behavior Modification 9 Designs of Evaluation

	<p>10 Psychology of teaching (constructivism)</p> <p>11 Special Education</p> <p>12 Segregated education; integrated education; inclusive education</p> <p>13 13. Class Room Management: Managing the Class Room Methods of Control</p>
Instructional Methods	<p>A variety of teaching strategies will be used to help students become familiar with;</p> <ul style="list-style-type: none"> • Class discussions with examples. • Group workouts for engaged learning and continuous feedback on progress. • Individual and grouped discussions. • Visual and written materials will be supplied.
Assessment	<ul style="list-style-type: none"> • Mid Term Evaluation: 50% (Sessional Examination, Quizzes, Assignments, In -Class Activities) • Final Examination: 50%
	<p>Student Responsibilities or Tips for Success in the Course</p> <ul style="list-style-type: none"> • Read the textbook. • Complete assignments thoroughly and on time. • Ask for assistance.
Suggested Readings	<ol style="list-style-type: none"> 1. Borich, G. D., & Tombari, M. L. (1997). Educational psychology: A contemporary approach (2nd ed.). New York: Addison Wesley Longman, Inc. 2. Cartwright, G. P., Cartwright, C. A. & Ward, M. E. (1985). Educating special learners (2nd ed.). California: Wadsworth Publishing Company. 3. Crow, L., & Crow, A. (2000). Educational psychology. New Delhi: Euroasia Publishing House Ltd. 4. Lefranceis, G.R (1988) Psychology for Teaching (6th ed.). California: Wordsworth Publishing Co. 5. Slavin, R. (1994). Educational psychology. Boston Allyn & Bacon. <p>Sprinthall, N., & Sprinthall, R. (1987). Educational psychology: A developmental approach (4th ed.). New York: Raudom House.</p>

Course Title	Internship/ Clinical Practicum and Viva Voce
Course Code	PSY-6704
Credit Hrs	3(1-2)
Lecture Content	<ul style="list-style-type: none">• Selection of relevant area to be made in consultation with internship committee. Approval of area of internship has to be approved by the internship committee (at least comprising of 2 members).• Time period for internship 6-8 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.

(Elective Courses)

Course Title	FORENSIC PSYCHOLOGY
Course Code	PSY-6705
Credit Hrs	03
Course Description	<p>This course will explore the interface of psychology and the law, with an emphasis on forensic psychology. Forensic psychologists help courts make informed decisions about cases when some aspect of psychology is involved. Landmark legal cases that pertain to psychology will be discussed. Students will explore the various options for careers in the field of forensic psychology. Specific topics covered include eyewitness and expert testimony, psychopathy, repressed memories, profiling, victimization and trauma, competence, the insanity defense, lie detection, juvenile justice, civil commitment, and custody evaluations.</p>
Course Objectives	<ul style="list-style-type: none">• Understand what forensic psychologists do• Identify the major areas of overlap between psychology and the law• Identify the landmark legal cases that shaped the field of forensic psychology• Explore career options in the field of forensic psychology, and the education and training required• Understand eyewitness and expert testimony, psychopaths, criminal profiling, psychology of victimization and trauma, competence and the insanity defense, juvenile justice, civil commitment, and custody evaluations.• Comprehend ethical principles and dilemmas that arise in areas that involve law and psychology• Apply course material to real life experiences, both in one's own life and in a broader context• Understand how media depictions of forensic psychology are similar to and differ from actual practice
Course Learning Outcomes	<p>At the end of this course, the students will be able to:</p> <ol style="list-style-type: none">1. Identify and critique the roles and responsibilities of forensic psychologists.2. Identify and interpret the challenges unique to forensic psychology.3. Apply the concepts of forensic psychology to an actual situation.4. Analyze the ethical issues related to the practice of forensic psychology.5. Apply the psychological concepts of assessment and evaluation to legal institutions.
Course Content	<p>1. Introduction to Forensic Psychology</p> <ul style="list-style-type: none">• History of Forensic Psychology; Defining Forensic Psychology;• Legal Research for the social scientist

	<p>2. Applying Psychology to Civil Proceedings</p> <ul style="list-style-type: none"> • Understanding Adult Domestic Law Issues; Understanding Child • Domestic Law Issues; Conducting Personal Injury Evolution; • Personality Assessment in Personal Injury Litigation <p>3. Applying Psychology to Criminal Proceedings</p> <ul style="list-style-type: none"> • Evaluating eyewitness testimony in Adults & children; • Competency to stand Trial; Insanity Defense; Specific intent and • Diminished capacity; Probation and Parole <p>4. Special Applications</p> <ul style="list-style-type: none"> • Violence Risk Assessment; Psychology and Law Enforcement; • Polygraph Testing <p>5. Communicating Expert Opinions</p> <ul style="list-style-type: none"> • Writing Forensic Report; Serving as an expert witness <p>6. Interviewing with Offenders</p> <ul style="list-style-type: none"> • Punishments and alternate routes to crime prevention; Practicing • Psychology in Correctional settings; Psychotherapy with criminal offenders <p>7. Professional Issues</p> <ul style="list-style-type: none"> • Practicing Principled Forensic Psychology; legal, ethical and moral consideration; Training in Forensic Psychology <p>8. The Psychology of Lying and the Detection of Deception</p> <p>9. The Psychologist as Expert Witness: Practical and Ethical Issues</p>
Instructional Methods	<p>A variety of teaching strategies will be used to help students become familiar with;</p> <ul style="list-style-type: none"> • Class discussions with examples. • Group workouts for engaged learning and continuous feedback on progress. • Individual and grouped discussions. • Visual and written materials will be supplied.
Assessment	<ul style="list-style-type: none"> • Mid Term Evaluation: 50% (Sessional Examination, Quizzes, Assignments, In -Class Activities) • Final Examination: 50%
	<p>Student Responsibilities or Tips for Success in the Course</p> <ul style="list-style-type: none"> • Read the textbook. • Complete assignments thoroughly and on time. • Ask for assistance.
Suggested	<p>1. Heidensohn, F. (1985). Women and crime. London: Macmillan</p>

Readings	Education Ltd. <ol style="list-style-type: none"><li data-bbox="488 96 1409 170">2. Laurence, S., & Wrightman. (2008). Forensic psychology. Belmont: (3rd ed)<li data-bbox="488 180 1312 254">3. Weiner, B. A., & Hess. A. (2006). The handbook of forensic psychology. (3rd ed.). New York: Wiley.<li data-bbox="488 264 1312 338">4. Weiner, B. A., & Hess. A. (2012). The handbook of forensic psychology. (2nd ed.). New York: Wiley.
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Course Title	THEORETICAL AND PHILOSOPHICAL PSYCHOLOGY
Course Code	PSY-6706
Credit hrs.	3(3-0)
Course Description	This course will survey theoretical and philosophical issues particular to the scientific study of the mind, with a special focus on the methodology and explanatory practices of psychology.
Course Objectives	Subject will focus cover questions such as: <ul style="list-style-type: none"> • Can subjective reports count as evidence? • Is 'unconscious inference' a coherent concept? • What can evolution tell us about our minds? • Do mental representations considered as computational states "mean" anything? • Does the mind extend outside the head?
Course Learning Outcomes	By the end of the course, the student should be able to: <ul style="list-style-type: none"> • Examine the basic literature on psychological explanation • Make use of the empirical literature in a philosophical context • Critically discuss the evidential support for and theoretical significance of unconscious mental processes
Course Content	<p>Early History of Psychology:</p> <ul style="list-style-type: none"> • Aristotle • Plato • Socrates • Descartes • David Hume • John Locke <p>Explanation: 1st person and 3rd person (William James' "The Principles of Psychology" vol. 1 chapter 7)</p> <ul style="list-style-type: none"> • Evidences reported by subjects about their experiences (1st person) • Methodological pitfalls of 1st person approach • How first person perspective affects psychologist's attempt to develop third person theory of mind <p>Behaviorism:</p> <ul style="list-style-type: none"> • Removing dangers of subjective perspective • Psychology as a quantified mathematical science • J. B Watson, B. F. Skinner, Ivan Pavlov, Edward Tolman • Shift in attitudes from the first generation of behaviorists (represented by Watson) to the neo-behaviorism of Skinner and his peers. (i) the move from molecular (physiologically defined) to molar (more broadly defined) notions of behavior; (ii) the shift from classical conditioning to operant conditioning (conditioning of voluntary behaviors); and (iii) a shift toward positing variables (standing for internal states) which are not directly observable.

	<p>Critiques of Behaviorism:</p> <ul style="list-style-type: none"> • Role of subjective experience necessarily in sciences such as physics • Subjective experiences as a source of evidence <p>Unconscious Inferences:</p> <ul style="list-style-type: none"> • Distinction between conscious and unconscious • Examples of unconscious sensations and inferences • unconscious sensations and inferences and Helmholtz' Classic Theory of Perception <p>Gestalt and the New Mechanism:</p> <ul style="list-style-type: none"> • Gestalt Psychology and the Philosophy of mind • Principles of Gestalt Psychology • Importance of simulations to understand the dynamical properties of the brain and mind <p>Inference and Belief in Simpler Minds:</p> <ul style="list-style-type: none"> • Nature of a child's mind, is it similar to animals, can children perform inferences? • Anthropological and developmental approaches to understand children's mind <p>Evolutionary Psychology:</p> <ul style="list-style-type: none"> • Introduction to evolutionary psychology • evolutionary constraints on the development of the mind <p>The Extended Mind:</p> <ul style="list-style-type: none"> • Concept of 'externalism' of the mind • extended mind hypothesis
Instructional Methods	<p>A variety of teaching strategies will be used to help students become familiar with clinical psychology. These strategies include:</p> <ul style="list-style-type: none"> • Class room lectures • Projects • Written assignments • In class activities
Assessment	<ul style="list-style-type: none"> • Mid Term Evaluation: 50% (Sessional Examination, Quizzes, Assignments, In -Class Activities) • Final Examination: 50%
	<p>Student Responsibilities or Tips for Success in the Course</p> <ul style="list-style-type: none"> • Read the textbook. • Complete assignments thoroughly and on time. • Ask for assistance.
Reference Material	<ul style="list-style-type: none"> • Mason, Sripada, and Stich (2008) "The Philosophy of Psychology" in <i>Routledge Companion to Twentieth-Century Philosophy</i> • Drayson, Z. (2014) "The Personal/Subpersonal Distinction," <i>Philosophy Compass</i> 9/5: 338–46. • Hatfield, G. (2003) "Behaviorism and Psychology" in <i>Cambridge History of Philosophy</i>, ed. Baldwin, Cambridge UP. pp. 640-8. • Hatfield, G. (2002) "Perception as Unconscious Inference" in <i>Perception and the Physical World: Psychological and Philosophical Issues in Perception</i>, ed. Heyer and Mausfeld, pp. 115-143. • Bechtel, W. and Wright, C. (2006) "Mechanisms and Psychological Explanation" in <i>Handbook of the Philosophy of Science, vol. 12: Philosophy of Psychology</i>

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| | <ul style="list-style-type: none">• Baillargeon R. (2004) “Infants' Reasoning about Hidden Objects: Evidence for Event- General and Event-Specific Expectations,” <i>Developmental Science</i>, 7.4.• Seyfarth, R. M. and Cheney, D. L. (2013) “The Primate Mind before Tools, Language, and Culture,” in Hatfield and Pittman (eds) <i>Evolution of Mind, Brain, and Culture</i>, U Penn Press.• Clark, A. (2010). <i>Memento's revenge: The extended mind, extended</i>. In Menary, R., editor, <i>The Extended Mind</i>, pages 43–66. MIT Press, Cambridge, MA.• Coleman, S. (2011). There is no argument that the mind extends. <i>The Journal of Philosophy</i>, 108:100–108. |
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Course Title	GENDER PSYCHOLOGY
Course Code	PSY-6707
Credit Hrs	03
Course Description	This course examines social psychology theories of sex differences and conceptions of gender. Topics include history & theoretical perspectives on gender, differentiation of sex versus gender, gender similarities, conformity, stereotypes, social roles, masculinity, sexism, feminism, media influence, body image, gender violence, beauty standards, sex, cognition, emotion and communication. Gender analysis framework will be introduced as a basic understanding and tools for analyzing the gender gap at the developmental issues. Students are expected to have a broaden knowledge of gender issues in various social setting and able to use theories and analysis tools to assess the impact of gender inequality.
Course Objectives	This course addresses the gender constructs in psychology, and primarily focus on different theoretical approaches related to gender psychology. The course explores the biological essentialism, socio-cognitive socialization of gender, gender stereo types, cultural constructs of gender, social and individual gendered roles, social relationships, and other grave areas of gender issues.
Course Learning Outcomes	At the end of the course, students should be able to: 1. To learn the social psychology theories in exploring the sex and gender differences (REMEMBERING). 2. To learn how study and research in psychology contribute the shifting of social perspective of sex and gender (UNDERSTANDING). 3. To learn the history gender movement and the issues related to gender inequality (REMEMBERING). 4. To learn how media portrayals of sex and gender and the impact of those image on how we all think about gender inequality (UNDERSTANDING). 5. To discover how social issues (race, education, health, economy, politic) are women's issues. (UNDERSTANDING). 6. To understand and learn how to use gender analysis framework as tools for gender assessment in the context developmental issues (APPLYING)
Course Content	1. Introduction <ul style="list-style-type: none"> • Why study psychology of Gender • Scope of Psychology of Gender 2. History of Psychology of Gender <ul style="list-style-type: none"> • 1894-1936: Gender differences in intelligence • 1936-1954: M/M as a global personality trait • 1954-1982: Sex typing & androgyny • 1982-present: Gender as a social category 3. Gender & Related Paradigms <ul style="list-style-type: none"> • Sex differences and physiology • Sex differences in brain architecture

	<ul style="list-style-type: none"> • Theories of gender Sociobiology and evolutionary psychology • Research evidence in sex differences 4. Gender: Role Attitudes • Attitudes towards men's & women's roles • Affective component: Sexism • Cognitive component: Gender role typing • Behavioral component: Sex discrimination 5. Gender and Aggression • Aggression /violence Theories of aggression • Biological, social learning, gender-role theory • Cognitive theories • Rape and other form of sexual coercion: Prevalence and incidence • Characteristics of perpetrator &victims • Domestic abuse • Characteristics of perpetrator &victims • Sexual harassment • Characteristics of perpetrator &victims 6. Psychology of Women: Issues • Emergence and history of psychology of women in the west and in Pakistan • Women and Law (PPC & Shariah) • Women and psychopathologies 7. Psychology of Men: Issues • Emergence and history of psychology of men in the west and in Pakistan • Men and Law (PPC & Shariah) • Men and psychopathologies 8. New Men, New Women, New Relationships • Changes in values, economics and employment • New men, new women & new relationships 9. Gender Issues in the Pakistani Context • Contemporary issues • Current Issues
Instructional Methods	<p>A variety of teaching strategies will be used to help students become familiar with;</p> <ul style="list-style-type: none"> • Class discussions with examples. • Group workouts for engaged learning and continuous feedback on progress. • Individual and grouped discussions. • Visual and written materials will be supplied.
Assessment	<ul style="list-style-type: none"> • Mid Term Evaluation: 50% <p>(Sessional Examination, Quizzes, Assignments, In -Class Activities)</p> <ul style="list-style-type: none"> • Final Examination: 50%

	<p>Student Responsibilities or Tips for Success in the Course</p> <ul style="list-style-type: none">• Read the textbook.• Complete assignments thoroughly and on time.• Ask for assistance.
Suggested Readings	<ol style="list-style-type: none">1. Helgeson , V.S . (2016) . Psychology of Gender. Pearson Education. (5th ed)2. Rider, E.A .(2004).Our Voices: Psychology of Women. Thomson Learning Canada.(2nd ed)

Course Title	ETHICS IN PSYCHOLOGY
Course Code	PSY-2105
Credit hrs.	3(3-0)
Course Description	Ethics are one of the pre-requisite for the clinical practice and research in psychology. Psychological research mainly involves the human participants or animal, in this regard ethics in psychology will help the students to gather knowledge about the ethical considerations which must be used while dealing with them.
Course Objectives	<ul style="list-style-type: none"> • Creating awareness and giving a guideline of ethical conduct of psychologists, ethical principles of psychologist, ethical standard, ethical committees and formation of working guidelines ,ethics and psychological research, psychologists' responsibility, volunteerism, enticements, concealment, distortion, deception; debriefing. • To provide students' knowledge about test construction, types and purpose of psychological testing, psychometric properties of psychological tests. • Understand the dynamics of relationship with colleagues and students, social responsibility, privacy and confidentiality, classroom materials, research data, assessment materials will be taught. Ethics in psychotherapy, sexually intimated behavior with clients, therapists' obligation, ethical issues related to human and animal participants in psychological investigations will also be discussed under the guidelines of APA
Course Learning Outcomes	<p>At the completion of the course, the student will be able to:</p> <p>Demonstrate comprehensive knowledge of ethical theory relevant to social science research and apply ethical theory to social science research design, methods and interpretation</p> <p>LO2: Identify professional ethical standards, laws, regulations</p> <p>LO3: Apply ethical principles</p> <p>LO4: Integrate ethical concepts in practice</p> <p>LO5: Define an ethical posture as a researche</p> <ul style="list-style-type: none"> • Demonstrate comprehensive knowledge of ethical theory relevant to social science research and apply ethical theory to social science research design, methods and interpretation. • Identify professional ethical standards, laws, regulations • Apply ethical principles • Integrate ethical concepts in practice • Define an ethical posture as a researcher
Course Content	<p>Introduction to Ethics in Psychology:</p> <ul style="list-style-type: none"> • Define ethics from morality • Define core ethical principles <p>Discuss the common patterns of unethical behavior</p> <ul style="list-style-type: none"> • Discuss the common patterns of unethical behavior <p>Competence: Personal Fitness, Qualifications and Training Issues:</p> <ul style="list-style-type: none"> • Assimilate the standards of practice and detecting incompetence • Describe and contrast credentialing issues • Discuss the application of competence in ethics – what to do what to watch for, and what not to do <p>Psychotherapy I: Ethical Obligations of Psychotherapists:</p> <ul style="list-style-type: none"> • Understand psychotherapy and how it works • Understand the ethical obligations of psychotherapists • Understand the special obligations of psychotherapists • Discuss the applications of obligations of psychotherapists

	<p style="text-align: center;">what to do, what to watch for, and what not to do</p> <p>Psychotherapy II: Ethical Issues in Psychotherapeutic Techniques and Related Controversies:</p> <ul style="list-style-type: none"> • Determine the movement towards evidence based treatments • Describe the therapies involving multiple clients • Understanding the special techniques in psychotherapy and issues • Discuss untested or fringe therapies • Discuss the application of psychotherapy-what to do, what to watch for and what not to do <p>Confidentiality, Privacy and Record Keeping:</p> <ul style="list-style-type: none"> • Understand the norms---Nature, development, transmission and application • Describe roles and its theories (e.g. Bale’s SYMLOG Model) • Define inter-member relations and application through social network analysis <p>Ethical Guidelines for Research in Psychology</p> <ul style="list-style-type: none"> • Informed consent • Deception • Debriefing • Confidentiality & Anonymity • Right of withdrawal from research • Risk benefit analysis • Plagiarism , Authorship, Predatory Journals, Principles of Publications • Use of Artificial Intelligence tools in Research • Research with Animals <p>Psychological Ethics and Legal Issues:</p> <ul style="list-style-type: none"> • What should psychologists do when ethics and laws collide • Legal Psychology <p>Psychological Assessment: Testing Tribulations:</p> <ul style="list-style-type: none"> • Describe the joint technical standards, varieties of tests and measurements • Describe primary reference sources and test adequacy • Understand user competence of tests and use of test results • Overview on the testing industry • Discuss the application of testing industry- what to do, what to watch for and what not to do <p>Non-sexual Multiple-Role Relationships:</p> <ul style="list-style-type: none"> • Define the boundaries and multiple roles • Differing views on nonsexual boundaries and cautions • Discuss on entering in to business relationships with clients and multiple roles with those one already knows • Understand ethical issues on exchanging gifts and favors • Discuss unanticipated encounters with clients and complex relationships with students • Discuss the application of non-sexual multiple –role relationships-what to do, what to watch for and what not to do
Instructional Methods	<p>A variety of teaching strategies will be used to help students become familiar with clinical psychology. These strategies include:</p> <ul style="list-style-type: none"> • Class room lectures • Projects • Written assignments • In class activities
Assessment	<ul style="list-style-type: none"> • Mid Term Evaluation: 50% (Sessional Examination, Quizzes, Assignments, In -Class Activities) • Final Examination: 50%
	<p>Student Responsibilities or Tips for Success in the Course</p> <ul style="list-style-type: none"> • Read the textbook.

	<ul style="list-style-type: none"> • Complete assignments thoroughly and on time. • Ask for assistance.
Reference Material	<p>10. Koocher, G. P. & Keith-Spiegel, P. (2016). Ethics in Psychology and the Mental Health Professions: Standards and Cases (4th Ed.). New York: Oxford.</p> <p>11. Mustapha, H.S. and Nketiah, B. (2021) Ethics: An Insight into Psychological Research and Practice. Open Access Library Journal, 8, 1-12. doi: 10.4236/oalib.1107110.</p> <p>12. <u>Thomas F. Nagy</u>. (2010). Essential Ethics for Psychologists: A Primer for Understanding and Mastering Core Issues. New York: Oxford.</p>

Course Title	PSYCHOPHYSIOLOGY AND PSYCHOPHARMACOLOGY
Course Code	PSY-6709
Credit Hrs	03
Course Description	The course of psychopharmacology includes the study of the actions of drugs and their effects on mood, sensation, thinking, and behavior.
Course Objectives	The course aims to focus on learning of issues related to psychotropic drugs, prescribed by psychiatrist, issues includes their dosage, side effects, clinical implications, contra indications etc. This would enhance students' understanding of disorders; besides the knowledge is essential to device therapy strategies accordingly.
Course Content	<ul style="list-style-type: none"> • Physiological Explanation of Behavior, • Historical Roots of Physiological Psychology, • Evolution of Brain Genetics and Evolution of Behavior, Chromosomal Disorders Physiology of Neural Cells: • Types of Neurons, Nerve Impulse, Communication between Neurons, Communication within neurons Physiology of Nervous System: • Basic Features of Nervous System; Central Nervous System; Peripheral Nervous System; • Investigating How Does Brain Control Behavior ➤ Basic Principles of Psychopharmacology • How the drugs affect behavior ➤ Pharmacokinetics • Drug absorption & distribution • Drug elimination ➤ Pharmacodynamics • Receptor binding • Signal transduction • Affinity • Efficacy • Potency ➤ Working of agonists and agonistic drugs ➤ Routes of administration of drugs and mechanism of action • Oral route • Injection route • Inhalation • Topical route ➤ Classification of psychotropic drugs, sites and mechanism • Antipsychotic <ul style="list-style-type: none"> ○ Typical antipsychotic drugs ○ Atypical drugs ○ Difference between typical and atypical Drugs ○ Mechanism of action • Antidepressants • Anti-anxiety • Mood stabilizers

	<ul style="list-style-type: none"> • Stimulants ➤ Treatment and Rehabilitation Techniques • Different prescribed Drugs in Psychological Illnesses effects and side effects of Drugs • Organic Brain Syndrome
Instructional Methods	<p>A variety of teaching strategies will be used to help students become familiar with;</p> <ul style="list-style-type: none"> • Class discussions with examples. • Group workouts for engaged learning and continuous feedback on progress. • Individual and grouped discussions. • Visual and written materials will be supplied.
Assessment	<ul style="list-style-type: none"> • Mid Term Evaluation: 50% (Sessional Examination, Quizzes, Assignments, In -Class Activities) • Final Examination: 50%
	<p>Student Responsibilities or Tips for Success in the Course</p> <ul style="list-style-type: none"> • Read the textbook. • Complete assignments thoroughly and on time. • Ask for assistance.
Suggested Readings	<ol style="list-style-type: none"> 1. Manual of Clinical Psychopharmacology (7th Edition). Alan F. Schatzberg., Jonathan O. Cole.,& Charles DeBattista. (2010).American Psychiatric Publishing, In (2010). 2. Handbook of Clinical Psychopharmacology for Psychologists (1st Edition).Bret A. Moore., Mark Muse. (Eds.). Wiley (2012) 3. Encyclopedia of Psychopharmacology (1st Edition). Ian P. Stolerman. (Ed.). Springer (2010) 4. Clinical Psychopharmacology Made Ridiculously Simple (Medmaster Ridiculously Simple Series) (7th Edition). John D. Preston., James Johnson. MedMasterInc (2011) 5. Child and Adolescent Clinical Psychopharmacology Made Simple (2nd Revised Updated Edition).John D. Preston., John O’neal.,& Mary C. Talaga. New Harbinger Publications (2010).

8th Semester

Code	Course Title	Category/Cluster	Lec.Hrs	Lab.Hrs	Cr.Hrs
PSY-6801	Environmental Psychology	Major	3	0	3
CP-6802	Capstone Project	Major	3	0	3
PSY-6803	Health Psychology	Major	3	0	3
PSY-6804	Industrial /Organizational Psychology	Major	3	0	3
	Optional Psychology	Elective	3	0	3
	Optional Psychology	Elective	3	0	3

Total semester credit hours=18

Optional –I&II (Elective)					
PSY-6805	Therapeutic Interventions (CBT, REBT & DBT)		3	0	3
PSY-6806	Sports Psychology		3	0	3
PSY-6807	Analytical Psychology		3	0	3
PSY-6808	Psychology of religion and Spirituality		3	0	3
PSY-6809	Rehabilitation Psychology		3	0	3

Course Title	ENVIRONMENTAL PSYCHOLOGY
Course Code	PSY-6801
Credit Hrs	3(3-0)
Course Description	Environmental Psychology is an interdisciplinary field concerned with how the physical environment and human behavior interrelate. Most of the course focuses on how residential environments and urban and natural settings affect human health and well-being. Students also examine how human attitudes and behaviors affect environmental quality. Issues of environmental justice and culture are included throughout.
Course Objectives	The main objectives of the course are: <ul style="list-style-type: none"> • To familiarize students with the concepts of Environmental Psychology, theories and perspectives, and research methods of environmental psychology. • To provide knowledge about human-environment interaction and how both affect each other.
Course Learning Outcomes	At the completion of the course the student will be able to: <ul style="list-style-type: none"> • Explore and understand various perspectives on human-environment interrelationship and develop an insight into the ways in which the environment influences our feelings and experiences.
Course Contents	<ol style="list-style-type: none"> 1. Introduction <ul style="list-style-type: none"> • Definition and Scope • Historical background • Importance and Application of Environmental Psychology 2. Nature and Human Behavior <ul style="list-style-type: none"> • Environmental perception, cognition & attitude • Social interaction and the environment • Impact of environment on personality development and individual differences 3. Theories of Environmental Psychology <ul style="list-style-type: none"> • Arousal Theories • Stimulus Load Behavioral Constraint • Adaptation Level Theories • Environmental Stress Theories (Ecological Theories) 4. Research Methods in Environmental Psychology 5. Weather, Climate and Human Behavior <ul style="list-style-type: none"> • Disasters, toxic hazards and pollution • Catastrophes and Human Adjustments • Future Environmental Challenges posed to humanity • Impact of Environment Changes in Industrial and Geographical Development • Personal space and territoriality • Noise, air and water pollution

	<ul style="list-style-type: none"> • Factors in Adjustment to Environment: gender, age, job, family, fashion, religion, society • Effects of Environmental stressors <p>6. Town Planning and Urbanization</p> <ul style="list-style-type: none"> • Phenomenon of Urbanization • Planning and design for human behavior • High density and crowding • The Built Environment and Human Adjustment • Design in residential and institutional environments Work, Learning and Leisure environments • Changing behavior to save the environment • Mob and Group Behavior in Environmental and Cultural Variances
Instructional Methods	<p>A variety of teaching strategies will be used to help students become familiar with environmental psychology. These strategies include:</p> <ul style="list-style-type: none"> • Class room lectures • Projects • Written assignments
Assessment	<ul style="list-style-type: none"> • Mid Term Evaluation: 50% (Sessional Examination, Quizzes, Assignments, In -Class Activities) • Final Examination: 50%
	<p>Student Responsibilities or Tips for Success in the Course</p> <ul style="list-style-type: none"> • Read the textbook. • Complete assignments thoroughly and on time. • Ask for assistance.
Suggested Readings	<ol style="list-style-type: none"> 1. Baum, A. (1998). Advances in environmental psychology. New York: Lawrence Erlbaum Associates. Cassidy, T. (1997). Environmental psychology. UK: Psychology Press. 2. Garling, T., & Golledge, R. (Eds.). (1997). Behaviour and environment: Psychological and geographical approaches. Amsterdam: North Holland. Spindler, G. D. (1998). Making of psychological anthropology. University of California Press. Stokols, D., & Altman, I. (Eds.). (2000). Handbook of environmental psychology. New York: Wiley. 3. Agnes Evan den Berg & Judith (2012) Environmental psychology: An Introduction

Course Title	CAPSTONE PROJECT
Course Code	PSY-6802
Credit Hrs	3(3-0)
Course Description	<p>This course provides individual students with hands-on experience conducting a research project. Students are supervised directly by a faculty member as they conduct an in-depth investigation of a specific topic within psychology. Typically, the course involves both the practice and reporting of research. Through this experience students will develop a broader appreciation of the relations between knowledge, theory and research while acquiring basic skills in research methodologies and modes of inquiry. In addition, students will develop their writing and oral communication skills (e.g., integration of relevant literature, reporting of research).</p>
Course Objectives	<p>Under the direct supervision of a faculty member, the student will learn to design, perform and report research in a specific area of psychology. The aim is to enable students to produce a high quality research project component, consisting of the production of a research thesis introduction/ literature review. Students will undertake a supervised research project that aims to provide training in both discipline specific and generic research skills, and complete a literature review that forms the basis of the introduction for their research thesis presented at the end of the course. The literature review/introduction component of the research thesis will consist of a description of the students' project, a detailed review of the relevant literature, and a statement of the research hypotheses or research questions to be tested. Students will be provided with course materials and guidance to help them produce a high quality research proposal, source and synthesise appropriate research findings, and coherently synthesise this into a research project. The development of these skills and their application to the production of the introduction/ literature review component of the students' research thesis will build on their research and writing skills developed in previous courses.</p>
Course Learning Outcomes	<p>Following completion of this course, the successful student will be able to:</p> <ul style="list-style-type: none"> • Explain how their own research fits into a broader psychology research context. • Produce a testable proposal for research that will contribute to the development of knowledge in a particular area of psychology • Develop and demonstrate high level skill in sourcing, reading and synthesizing relevant psychological literature into a coherent research review. • Generate coherent and testable hypotheses or research question/s that will allow a contribution to the development of knowledge in a particular area of psychology. • Produce an explanatory statement outlining the research project to research participants, and detail recruitment and data collection

	<p>procedures of your project, to a standard suitable for review by the appropriate ethics committee.</p>
Lecture Content	<p>The course does not involve lectures; rather, the student designs, performs and reports research under the direct supervision of a faculty member. The one-to-one student-to-faculty ratio, along with a learning-by-doing approach to the development of research skills, results in a rich learning experience. Weekly one-on-one meetings with the supervisor focus on scaffolding student progress toward attainment of the specified learning outcomes. If applicable, the student will also learn through interactions with other members of the research team, as well as laboratory meetings/group supervision context.</p>
Assessment	<ul style="list-style-type: none"> • Research Project Proposal Presentation

Course Title	HEALTH PSYCHOLOGY
Course Code	PSY-6803
Credit Hrs	3(3-0)
Course Description	Studies the psychology of healthy behavior. Applies psychological principles to preventative health care. Covers topics such as exercise, nutrition, stress, life- styles, and habits.
Course Objectives	<ul style="list-style-type: none"> • To introduce the students to a new emerging branch of Psychology To introduce students to the basic terminology, avenues of research, and theoretical models in Health Psychology . • To develop an understanding of the application of principles of Psychology in learning and developing healthy and unhealthy behaviors. • To develop an understanding of the psychological interventions appropriate for managing health conditions, for disease prevention, promoting health behaviors, and health enhancement.
Course Outcomes	<p>At the completion of the course the student will be able to:</p> <ul style="list-style-type: none"> • understand health psychology concept and apply principles of Health Psychology in learning and developing healthy and unhealthy behaviors. • understand the psychological interventions appropriate for managing health conditions, for disease prevention, promoting health behaviors, and health enhancement.
Course Contents	<ol style="list-style-type: none"> 1. Historical Background <ul style="list-style-type: none"> • Definition, development, and scope of health psychology • The modern concept of health and illness 2. Theoretical Models in Health Psychology <ul style="list-style-type: none"> • The Biopsychosocial Model • The Health Belief Model • Theory of Planned Behavior/ Reasoned Action • Transtheoretical Models/ Theories of behavior change • Psychoneuroimmunology model (PNI) 3. The Psychology of Health and Illness A brief introduction to: <ul style="list-style-type: none"> • Psychophysiological Disorders • The immune system & Stress 4. Psychological Factors Influencing Physical Health <ul style="list-style-type: none"> • Illness Perceptions • Health Beliefs • Health Locus of Control • Doctor – patient communication • Compliance and Medication Adherence • Personality type & Health (The Big Five Traits and Health &

	<p>Illness)</p> <ul style="list-style-type: none"> • Health beliefs, locus of control and self-efficacy <p>5. Stress, Coping, and Health</p> <ul style="list-style-type: none"> • Models of stress: Seyle, Mason, and Lazarus • Stress and illness (Assessment of stress and identification of stressors) • Stress management <p>6. Application of Health Psychology with Reference to Specific Physical Ailments and Unhealthy Lifestyles</p> <ul style="list-style-type: none"> • Risk factors, prevention, rehabilitation, and psychological interventions ,Coronary heart disease (CHD) ,Cancer , Pain, AIDS ,Diabetes Mellitus, Obesity and eating disorders: Bulimia and Anorexia Nervosa , Substance abuse disorders: Smoking and drinking ,Arthritis <p>7. Psychological interventions in Health Psychology</p> <ul style="list-style-type: none"> • Relaxation training; Biofeedback; Behaviour modification; Cognitivetherapy; Counseling; Assertiveness training; Hypnosis; Social skillstraining; Health education <p>8. Working with the Community</p> <ul style="list-style-type: none"> • Health promotion programs for public awareness and disease prevention <p>9. Psychological Interventions in Health Psychology In order to develop health promoting behaviors and adjustment to Chronic physical conditions</p> <ul style="list-style-type: none"> • Cognitive Behavior Therapy • Counseling
Instructional Methods	<p>A variety of teaching strategies will be used to help students become familiar with health psychology. These strategies include:</p> <ul style="list-style-type: none"> • Class room lectures • Projects • Written assignments
Assessment	<ul style="list-style-type: none"> • Mid Term Evaluation: 50% (Sessional Examination, Quizzes, Assignments, In -Class Activities) • Final Examination: 50%
	<p>Student Responsibilities or Tips for Success in the Course</p> <ul style="list-style-type: none"> • Read the textbook. • Complete assignments thoroughly and on time. • Ask for assistance.
Suggested Readings	<ol style="list-style-type: none"> 1. Bernard, L. C. & Krupat, E. (1994). <i>Health psychology: Biopsychological factors in health and illness</i>. New York: Harcourt Brace CollegePublishers. 2. Brannon, L. & Reist, J. (2000). <i>Health psychology: An introduction to behavior and health</i>. (4th ed.). USA: Wadsworth. 3. Cockerham, W. C. (1998). <i>Medical sociology</i>. New Jersey: Prentice-Hall.51 4. Ewles , L. & Simnett, I. (1989). <i>Promoting health: A practical guide</i>

to health education. Chichester: John Wiley & Sons.

5. Fiest, J. & Brannon, L. (2001). *Health psychology: An introduction to behaviour and health*. Belmont: Wadsworth Publishing Company.
6. Forshaw, M. (2002). *Essential health psychology*. London: Arnold.
- Pearce, S., & Wardle, J. (Eds.). (1989). *The practice of behavioral medicine*. Oxford: BPS Books.
7. Sanders, G. S., & Suls, J. (Eds.). (1982). *Social psychology of health and illness*. Hillsdale: Lawrence Erlbaum Associates Publishers.
8. Spacapan, S., & Oskamp, S. (Eds.). (1988). *The social psychology of health and illness*. London: SAGE Publications.

Course Title	INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY
Course Code	PSY-6804
Credit Hrs	3(3-0)
Course Description	Students study the behavior of individuals and groups as part of the social and technical system in the workplace. They examine individual and group behavior, communication, conflict and various management styles, motivational techniques and coordination in the work environment and apply these concepts to the development of an organization's human resources.
Course Objectives	<ul style="list-style-type: none"> • This course will help students to understand and learn about behavior and management within work settings. It will also facilitate to comprehend the interplay of motivation, individual differences, and intergroup conflicts in organizational functioning and its effectiveness. • Enable the students to develop in-depth conception of varying determinants like organizational stress, job design, organizational culture and processes in implementing total quality management. • Organizational Behavior would also facilitate in grasping the indispensable issues of leadership, organizational change, and innovation. Moreover, this course assists in the emergent perceptive of ever changing economical scenarios and its aftermath within the indigenous context.
Course Learning Outcomes	<p>Upon successful completion of this course, the student will have demonstrated the ability:</p> <ul style="list-style-type: none"> • to discuss the development of the field of organizational behaviour and explain the micro and macro approaches • to analyze and compare different models used to explain individual behaviour related to motivation and rewards • to identify the processes used in developing communication and resolving conflicts • to explain group dynamics and demonstrate skills required for working in groups (team building) • to identify the various leadership styles and the role of leaders in a decision making process.
Course Content	<ol style="list-style-type: none"> 1. Field of Organizational Behavior <ul style="list-style-type: none"> • Introduction to organizational behavior • Selected functions of management • Research techniques for studying management practices 2. Organizational Culture <ul style="list-style-type: none"> • Influencing culture change • Socialization and culture • Understanding individual differences in work behaviors • Content approaches of motivation

	<ul style="list-style-type: none"> • Process approaches of motivation <p>3. Evaluation, Feedback, and Reward System</p> <ul style="list-style-type: none"> • Evaluation of performance • Performance evaluation feedback • Model of individual rewards <p>4. Job Design</p> <ul style="list-style-type: none"> • Job design and quality of work life • Job performance outcomes • Job analysis • Job rotation & job enrichment • Designing job depth <p>5. Organizational Stress</p> <ul style="list-style-type: none"> • Work stressors • Stress outcomes • Stress prevention & management <p>6. Group Behavior & Interpersonal Influence</p> <ul style="list-style-type: none"> • Intergroup conflict • Dysfunctional groups • Conflict resolution • Negotiations <p>7. Leadership and Leadership Development</p> <ul style="list-style-type: none"> • Trait approaches • Behavioral approaches • Situational approaches • Leadership: Developing applications • Vroom-Jago model • Attribution model • Transactional and transformational leadership • Multicultural leadership <p>8. Organizational Structure and Design</p> <ul style="list-style-type: none"> • Organization design models • Parameters of organizational design • Virtual organizations • Multinational structure & design
Instructional Methods	<p>A variety of teaching strategies will be used to help students become familiar with organizational psychology. These strategies include:</p> <ul style="list-style-type: none"> • Class room lectures • Projects • Written assignments • In class activities
Assessment	<ul style="list-style-type: none"> • Mid Term Evaluation: 50% (Sessional Examination, Quizzes, Assignments, In -Class Activities) • Final Examination: 50%

	<p>Student Responsibilities or Tips for Success in the Course</p> <ol style="list-style-type: none"> 1. Read the textbook. 2. Complete assignments thoroughly and on time. 3. Ask for assistance.
<p>Suggested Readings</p>	<ol style="list-style-type: none"> 1. Hellriegel, D. (2004). Organizational behavior. Belmont, CA : Thomson. 2. Hersey, P. E., & Kenneth, H. (2002). Management of organizational behavior: Leading human resources. New Delhi: Prentice-Hall. 3. Kinicki, A. (2005). Organizational behavior: Key concepts, skills and best practices. London: McGraw Hill. 4. Kreitner, R. (2004). Organizational behavior. Boston: McGraw-Hill. 5. McShane, S. L. (2000). Organizational behavior. London : Irwin McGraw-Hill. 6. Miner, J. B. (2006). Organizational behavior 2: Essential theories of process and structure. New Delhi : Prentice Hall.

Elective Courses

Course Title	THERAPEUTIC INTERVENTIONS (CBT, REBT,DBT)
Course Code	PSY-4204
Credit hrs.	3(3-0)
Course Description	This course teaches theory, principles, and core skills of some major therapeutic interventions such as Cognitive Behavior Therapy (CBT), Rational Emotive Behavior Therapy (REBT) and Dialectic Behavior Therapy (DBT). As a course with both didactic and practicum elements, it will review the theory and research on emotion, psychotherapy change processes, and foster the use of deliberate practice to enable students to acquire 10 key therapeutic skills.
Course Objectives	Students who complete this course will be able to 1. Describe the core theory, research, and skills of CBT, REBT, DBT 2. Apply the principles of deliberate practice for career-long clinical skill development 3. Demonstrate key therapeutic skills 4. Evaluate how they can fit these skills into their developing therapeutic framework 5. Employ CBT, REBT and DBT with clients from diverse cultural backgrounds 6. Describe the ways in which CBT, REBT and DBT are evidenced-based practices.
Course Learning Outcomes	This course is aimed at developing CBT, REBT and DBT skills, self-awareness, and interpersonal skills in an experiential framework and as relevant to clinical work. This course is not psychotherapy or a substitute for psychotherapy. Students should interact at a level of self-disclosure that is personally comfortable and helpful to their own learning. Although becoming aware of internal emotional and psychological processes is necessary for a therapist's development, it is not necessary to reveal all that information to the trainer. It is important for students to sense their own level of safety and privacy. Students are not evaluated on the level of material that they choose to reveal in the class.
Course Content	<p>Cognitive Behavior Therapy:</p> <ul style="list-style-type: none"> • History, and research; process and outcome research • working alliance; providing a treatment rationale establishing treatment goals • Negotiating session agendas • Assigning and reviewing between-session activities (i.e., homework); integrating experience monitoring within and between sessions • Working with cognitions • Working with behaviors • Working with emotions • Flexibility within fidelity, identifying and responding to therapeutic alliance ruptures, Identifying and responding to client resistance • Trans diagnostic CBT principles and strategies • Working with difficult clients; managing negative reactions • Case Studies <p>Rational Emotive Behavior Therapy:</p> <ul style="list-style-type: none"> • history, theory, and research of REBT • the philosophical foundation of REBT and REBT as a philosophy of life

	<ul style="list-style-type: none"> • how REBT differs from other forms of cognitive behavior therapy; REBT’s place in modern psychotherapy • Teaching clients about adaptive and maladaptive emotions • Establishing the alliance: attaining agreement on the goals of therapy • Distinguishing and assessing beliefs and cognitions • Teaching clients the relationship between beliefs and emotions • Teaching clients to dispute irrational beliefs • Teaching clients to change irrational beliefs; rational replacement beliefs • Where change happens: the work between sessions • Case Studies <p>Dialectic Behavior Therapy :</p> <ul style="list-style-type: none"> • history, theory, and research, • Biosocial theory • Dialectical dilemmas • Structuring treatment: Stages, targets, functions, modes & assumptions • Theories/systems of thought informing DBT: dialectics, zen and behavioral theory • Core mindfulness skills • the therapeutic relationship in DBT • validation, Contingency management, Observing limits • Skills Training, Exposure-based, Cognitive modification • Suicide protocol, psychiatric hospitalization • Case Studies
Instructional Methods	<p>A variety of teaching strategies will be used to help students become familiar with clinical psychology. These strategies include:</p> <ul style="list-style-type: none"> • Class room lectures • Projects • Written assignments • In class activities
Assessment	<ul style="list-style-type: none"> • Mid Term Evaluation: 50% (Sessional Examination, Quizzes, Assignments, In -Class Activities) • Final Examination: 50%
	<p>Student Responsibilities or Tips for Success in the Course</p> <ul style="list-style-type: none"> • Read the textbook. • Complete assignments thoroughly and on time. • Ask for assistance.
Reference Material	<ul style="list-style-type: none"> • Constantino, M. J., Coyne, A. E., & Muir, H. J. (2020). Evidence-based therapist responsiveness to disruptive clinical process. <i>Cognitive and Behavioral Practice, 27</i>(4), 405–416. https://doi.org/10.1016/j.cbpra.2020.01.003 • Constantino, M. J., Goodwin, B. J., Muir, H. J., Coyne, A. E., & Boswell, J. F. (2021). Contextual responsive psychotherapy integration applied to cognitive behavioral therapy. In J. C. Watson & H. Wiseman (Eds.), <i>the responsive psychotherapist: Attuning to clients in the moment</i>. American Psychological Association. • Cristea, I.A., Stefan, S., David, O., Mogoase, C., & Dobrean, A. (2016). <i>REBT in the treatment of anxiety disorders in children and adults</i>. Springer-Nature. • David, D., Cotet, C., Matu, S., Mogoase, C., & Stefan, S. (2018). 50 years of rational-emotive and cognitive-behavioral therapy: A

systematic review and meta-analysis. *Journal of Clinical Psychology*, 74(3), 304–318. <https://doi.org/10.1002/jclp.22514>

- David, O.A., Cîmpean, A., Costescu, C., DiGiuseppe, R., Doyle, K., Hickey, M., & David, D. (2021). Effectiveness of outpatient rational emotive behavior therapy. *The American Journal of Psychotherapy*, 74(4), 157–164. <https://doi.org/10.1176/appi.psychotherapy.20200009>
- Granato, H. F., Sewart, A. R., Vinograd, M., & McFarr, L. (2021). Dialectical behavior therapy. In A. Wenzel (Ed.), *Handbook of cognitive behavioral therapy: Overview and approaches* (pp. 539–565). American Psychological Association. <https://doi.org/10.1037/0000218-018>
- Linda A. Dimeff, Shireen L. Rizvi, and Kelly Koerner Foreword by Marsha M. Linehan. (2023). *Dialectical Behavior Therapy in Clinical Practice. Second Edition. Applications across Disorders and Settings*

Course Title	SPORTS PSYCHOLOGY
Course Code	PSY-6806
Credit Hrs	03
Course Description	Sport Psychology focuses on the principles and guidelines that professionals may use to help adults and children who participate in and benefit from sport and exercise activities in both team and individual environments. Description of fundamental notions of arousal and stress in sports and exercise, how psychological factors affect an individual's physical performance and how participation in sport and exercise affects a person's psychological development, health and well-being are the basic ingredients of this course. Further Sport Psychology deals with increasing performance by managing emotions and minimizing the psychological effects of injury and poor performance.
Course Objectives	Survey of current theoretical perspectives, research, and applications of theory and techniques specific to the field of sports psychology. Course material entails engagement of theory, scientific methodology, and experiential exercises to facilitate the understanding of research as related to optimal performance in athletics and in life.
Course Learning Outcomes	At the end , students will be able to learn : <ul style="list-style-type: none"> ● Conceptualize how sport psychology can be employed to maximize performance ● Profile athletes' motor skill and cognitive abilities and identify their implications on sports performance ● Reflect upon motivational psychology as applied to sports activities and evaluate various aspects of psychological skills training ● Identify and apply ethical principles in a professional manner ● Explain group mechanisms and group psychology in a sports context ● Appraise and analyze areas of special focus in relation to sport psychology, for example, burn out, athletic injuries and drug abuse.
Course Content	<ul style="list-style-type: none"> ○ History and Foundations of Sports Psychology <ul style="list-style-type: none"> ▪ History of sports and exercise psychology ▪ Birth of sports psychology and the establishment of professional organizations ▪ Current topics in the field of sports psychology ○ Application of neuroscience <ul style="list-style-type: none"> ▪ Research and the application of the scientific method to the study of sports <ul style="list-style-type: none"> ● Descriptive, Experimental, Correlational Methodology ▪ Ethical standards and professionalism in sports psychology ▪ Careers in sports psychology ○ Personality Theory as Applied to Sports Psychology <ul style="list-style-type: none"> ▪ Theories of Personality: Psychodynamic, Humanistic, Trait, Social Learning Theory, Interactional

- Measurement of personality
 - Assessment methodology and research
 - Personality and sports
- **Attribution and Cognition**
 - A. Theories of attribution
 - B. Factors influencing attribution
 - C. Causal attribution in sports
 - D. Attribution errors
 - E. Benefits of changing attributions
 - F. Bandura and self-efficacy
- **Motivation**
 - Types of motivation
 - Theories of achievement motivation
 - Achievement motivation (Atkinson-McClelland)
 - Competence motivation theory (Harter)
 - Sport confidence model (Vealey)
 - Intrinsic versus extrinsic motivation
 - Harter's competence motivation theory
 - Motivation and goal setting
 - Self-determination theory
 - Strategies to increase intrinsic motivation
 - Effort versus outcome
 - Feedback and motivation
- **Goal Setting**
 - Goal setting, performance, and achievement
 - Outcome, performance, process goals
 - Evaluating principles & pitfalls of goal setting
- **Arousal, Stress, and Anxiety**
 - Physiology and psychology of arousal, stress, and anxiety
 - Major divisions of the nervous system
 - The adrenal stress response
 - Physiological indicators of arousal
 - Measurement of anxiety
 - Self-report
 - Behavioral measures
 - Physiological measures
 - Arousal, stress, anxiety and performance
 - Differentiating anxiety, arousal, and stress
 - State and trait anxiety
 - Emotions, mood, cognition, and performance
 - Drive theory
 - Yerkes-Dodson theory
 - Social facilitation theory
 - Inverted-U hypothesis
 - Attentional control theory
 - Zone of optimal functioning
 - Stress management interventions
 - Relaxation strategies
- **Psychological Skills Training**
 - Introduction to psychological skills training
 - Regulating arousal

- Behavioral strategies
 - Cognitive strategies
- Attention and concentration
- Self-confidence
- Imagery, mental practice, and performance
- Effectiveness of psychological interventions
- **Aggression in Sports**
 - Types of aggression
 - Measurement of aggression
 - Theories of aggression
 - Instinct theory
 - Social learning theory
 - Frustration-aggression hypothesis
 - Moral reasoning theory
 - General Aggression Model (GAM)
 - Fan violence in sports
 - Reducing violence in sports
- **Stereotypes, Prejudice, and Discrimination**
 - Multiculturalism in sports
 - Cultural diversity in sports
 - Gender in sports
 - Stereotyping
 - Gender
 - Race
 - Sexual orientation
 - Stereotyping and prejudice
 - Social learning theory
 - Social identity theory
 - Cognitive biases
 - Cognitive effects of stereotyping and prejudice
 - Negative self-evaluation
 - Self-fulfilling prophecy
 - Stereotype threat
 - Reducing stereotypes and prejudice in sport
- **Group Process and Team Dynamics**
 - Types of cohesion
 - Development of cohesion
 - Measurement of cohesion
 - Roles, norms, group process
 - Cohesion-performance link
 - Strategies for building team cohesion
 - Downside of social cohesion
- **Leadership**
 - Theories and models of leadership
 - Trait, behavioral, interactional approaches
 - Coaching
 - Communication and feedback in team dynamics and leadership
 - Types of communication
 - Communication problems
 - Improving communication
 - Development of leadership
- **Understanding Injury and Burnout**

	<ul style="list-style-type: none"> ▪ Identifying athletes at risk of injury ▪ Physical and psychosocial factors associated with athletic injuries ▪ Athletes reactions to injury <ul style="list-style-type: none"> • Cognitive appraisal • Psychological response ▪ Injury response model ▪ Loss of identity ▪ Positive emotions ▪ Role of sports psychology in injury rehabilitation ▪ Identifying and understanding burnout ▪ Personality and coping ▪ Burnout in sports professionals ▪ Treating and preventing burnout in athletes and sports professionals <ul style="list-style-type: none"> • Social support • Mind-set • Stress management ○ Addictive and Unhealthy Behaviors <ul style="list-style-type: none"> ▪ Types of performance-enhancing drugs and procedures ▪ Prevalence of performance-enhancing drug use ▪ Prevalence of recreational drug use in athletes ▪ Substance use and addiction ▪ Factors predicting substance misuse ▪ Detection and prevention of substance misuse ▪ Eating disorders <ul style="list-style-type: none"> • Types, prevalence, models of understanding • Consequences, treatment, prevention ○ Youth in Sports <ul style="list-style-type: none"> ▪ Benefits of youth sports ▪ Potential negative factors associated with the youth sports experience ▪ Reasons youth withdraw from sports ▪ Coaching youth sports & coaching behavior assessment system ○ Facilitating Psychological Growth and Development in Sports <ul style="list-style-type: none"> • Exercise and mental health • B. Physical activity and behavioral change
Instructional Methods	<p>A variety of teaching strategies will be used to help students become familiar with benefits of sports and mental health. These strategies include:</p> <ul style="list-style-type: none"> • Class room lectures • Class discussions • Oral Presentations • Written assignments
Assessment	<ul style="list-style-type: none"> • Mid Term Evaluation: 50% (Sessional Examination, Quizzes, Assignments, In -Class Activities) • Final Examination: 50%

	<p>Student Responsibilities or Tips for Success in the Course</p> <ul style="list-style-type: none"> • Read the textbook. • Complete assignments thoroughly and on time. • Ask for assistance.
Suggested Readings	<ol style="list-style-type: none"> 1. Millamn, D. (1999). Body mind mastery: Creating success in sports and life. Novato: New World Library. 2. Raalte, J. L. V., & Brewer, B. W. (Eds.). (2014). Exploring sports and exercise psychology. Washington D. C.: American Psychological Association. (3rd) 3. Lavallec. D., Kremer, J., Moran, A., & Williams. M. (2012). Sports psychology: Contemporary Themes. New York: Palgrave Macmillan Publishers. (2nd ed)

Course Title	ANALYTICAL PSYCHOLOGY
Course Code	PSY-6807
Credit Hrs	03
Course Description	The Foundation Course aims to provide students with an introduction to the life and work of Carl Jung. It introduces students to the historical context of Jung's work and explores some major themes in Jung's unique contribution to the understanding of the psyche and within the development of contemporary psychoanalytic theory and practice
Course Objectives	Analytical psychology goals are for a person to move toward wholeness via increasing self-knowledge, examining dreams as well as other creative works, and making the unconscious known. Analytical psychology is most closely aligned with the clinical approach of psychoanalysis.
Course Content	<p>Jung's life</p> <ul style="list-style-type: none"> • Historical context and development of psychology in the later 19th and early 20th century • Jung's work with Freud <p>Jung, the man To give an overview of Jung's life and the context within which he lived and worked.</p> <p>Map of the Psyche To introduce main themes of Jung understanding of the psyche: conscious & unconscious, introversion & extraversion, psychic energy. Ego, persona and fundamental components of unconscious: personal, collective; complex, archetype, shadow, anima, animus</p> <p>Jung's Theory of Opposite To introduce Jung's theory of opposites and the dynamic of the opposites within the psyche: Male/female, yin/yang, light/dark, unity/duality. Shadow/persona; conscious/unconscious and holding the tension of opposites and emergence of symbolic resolution</p> <p>Jung's Theory of Psychic energy/Libido To introduce Jung's theory of psychic energy & comparison with Freud's use of 'libido'. Psychic energy in the structure of the psyche: availability of</p>

	<p>energy to consciousness, energizing of the complexes, psychic energy and archetypes. Symptoms of energy displacement Psychic energy in therapeutic work</p> <p>Freud and Jung To go into more detail of Jung's collaboration with Freud, the main areas of agreement and disagreement in their theoretical development and what led to their separation.</p> <p>Jung's theory of Complexes To explore the complexes as components of the psyche: definition & qualities of complexes, the feeling toned complex, autonomy of complexes, conscious and/or unconscious. Relation of complex to archetype. Free association & word association, how Jung developed the latter with the Word Association Test and how this led to his theoretical development</p> <p>Jung and the symbolic life To explore the importance for Jung of symbols and how he understands the symbolic nature of unconscious imagery</p> <p>Jung and Spirituality To explore the spiritual content and quality of Jung's work and why this is an important aspect in the Guild. The relationship of the individuation process and the spiritual quest/journey. The God image in the psyche. Why Jung devoted so much of his research time to Eastern religions and philosophies and the relationship with Western spirituality. To engage with aspects of personal story from the group.</p>
Instructional Methods	<p>A variety of teaching strategies will be used to help students become familiar with Carl Jung personality. These strategies include:</p> <ul style="list-style-type: none"> • Class room lectures • Class discussions • Oral Presentations • Written assignments
Assessment	<ul style="list-style-type: none"> • Mid Term Evaluation: 50% <p>(Sessional Examination, Quizzes, Assignments, In -Class Activities)</p> <ul style="list-style-type: none"> • Final Examination: 50%
	<p>Student Responsibilities or Tips for Success in the Course</p> <ul style="list-style-type: none"> • Read the textbook. • Complete assignments thoroughly and on time. • Ask for assistance.
Suggested Readings	<p>C.G. Jung, Gerhard Adler (1972) Analytical Psychology vol. 7 (2nd ed)</p>

Course Title	PSYCHOLOGY OF RELIGION AND SPIRITUALITY
Course Code	PSY-6808
Credit hrs.	3(3-0)
Course Description	The course is an intermediate level course, studying psychological aspects of religious behavior and spirituality. This course covers a wide range of topics which relate to all fields of psychology, ranging from psycho-neurology, developmental psychology, clinical psychology, social psychology, educational psychology and industrial and organizational psychology. It is suggested that students should have learned all of the courses before studying this course
Course Objectives	At the end of the course, students should be able to: <ol style="list-style-type: none"> 1. Identify many different kinds of religious and spiritual phenomena in the society and around the world [REMEMBERING] 2. Explain psychological aspects underlie religious behaviors and spiritual experiences (UNDERSTANDING) 3. Analyze specific religious and spiritual phenomena from the perspective of psychological theories [ANALYSING] 4. Utilize the understanding of psychology of religion and spirituality to enhance positive religious behavior and spiritual experience (APPLYING).
Course Content	<p>Introduction:</p> <ul style="list-style-type: none"> • Different between religion and spirituality • Mapping all religion and spiritual group in the World • History of the Psychological Study of Religion and Spirituality <p>Approaches to Religion and Spirituality:</p> <ul style="list-style-type: none"> • Psychoanalytic and Behavior perspectives • Humanistic and transpersonal perspectives • Biological and Psych neurological basis of religion • Cognitive and other psychological theories of religion. <p>Religion and Spirituality Across Lifespan:</p> <ul style="list-style-type: none"> • Religion and spirituality in childhood • Religion and spirituality in adolescence • Religion, spirituality in adult life and later life • Attachment to God – Attachment Styles and Religion <p>Assessment in Religion and Spirituality:</p> <ul style="list-style-type: none"> • Concept, Construct and instruments of Religiosity and spirituality <p>Religion, Spirituality and Applied Psychology:</p> <ul style="list-style-type: none"> • Religion, spirituality and mental health • Religious therapy for drug addicts and mentally ill patient • Psychological aspects of Religious fanatic and fundamentalism • Religion and spirituality at work place • Religion in the Context of Culture • Issues Creating Conflict between Culture and Religion <p>Religious and spiritual experiences: cosmic and mystical experiences</p> <p>Islamic Approach to psychology</p>
Instructional Methods	A variety of teaching strategies will be used to help students become familiar with clinical psychology. These strategies include: <ul style="list-style-type: none"> • Class room lectures • Projects • Written assignments

	<ul style="list-style-type: none"> • In class activities
Assessment	<ul style="list-style-type: none"> • Mid Term Evaluation: 50% (Sessional Examination, Quizzes, Assignments, In -Class Activities) • Final Examination: 50%
	<p>Student Responsibilities or Tips for Success in the Course</p> <ul style="list-style-type: none"> • Read the textbook. • Complete assignments thoroughly and on time. • Ask for assistance.
Reference Material	<ul style="list-style-type: none"> • Hood, R.W. Hill, P.C.; &Spilka, B. 2009. <i>The Psychology of Religion</i>, Fourth Edition: An Empirical Approach. New York: The Guilford Press • Anderson, J. R. (2015). The social psychology of religion: Using scientific methodologies to understand religion. In B. Mohan (Ed.), <i>Constructions of Social Psychology</i>. Baton Rouge, CA: inScience Press. • Sisemore, T. (2016). <i>The psychology of religion and spirituality: From the inside out</i>. Wiley Global Education. • Kirkpatrick, L. A. (2005). <i>Attachment, evolution, and the psychology of religion</i>. Guilford Press. • Skinner, R. (2010) An Islamic Approach to Psychology & Mental Health. <i>Mental Health, Religion & Culture</i> 13 (6) 547-551. • Kaplick, P.M. & Skinner, R (2017) – The Evolving Islam, <i>Psychology Movement</i>, <i>European Psychologist</i>, 22 (3) 198 – 204.

Course Title	REHABILITATION PSYCHOLOGY
Course Code	PSY-6809
Credit Hrs	03
Course Description	This course includes topics on assessment and treatment of psychological and neuro cognitive impairments due to illness, physical injury, and developmental disorders. Students will become familiar with models of rehabilitation and therapeutic strategies for working with people with disabilities. Competencies will be developed through lectures, assigned readings, seminar presentations and class discussion, research project and at-home assignments.
Course Objectives	To develop knowledge of the health and human services delivery systems and demonstrate pre-professional skills in communication, teamwork, problem solving, and ethical issues through engagement with the healthcare and rehabilitation services professional community.
Course Content	<ul style="list-style-type: none"> • History and theories of rehabilitation • Developmental Disability • Foetal Alcohol Syndrome. Comprehensive Guide to • Intellectual & Developmental Disabilities • Neuropsychological assessments, cognitive rehabilitation. Neuroplasticity • Dementia; neuropathology, symptoms, epidemiology. Geriatric rehabilitation • Rehabilitation after stroke: CI therapy and cortical reorganization • Acquired Brain Injury: Concussion in contact sports. Frontal Lobe injury. Psychosocial rehabilitation; barriers to community and vocational reintegration • Facing the challenges of life with Veterans diagnosed with PTSD. Substance Abuse among the Military, Veterans and their Families • Mindfulness based treatment approaches in rehabilitation. Mindfulness based CBT for Depression • Rehabilitation applied to substance abuse disorders: Cognitive-behavioral and mindfulness based treatments. Relapse prevention. How effective are these treatments • Personality disorders on rehabilitation outcome: Borderline Personality Disorder; Antisocial Personality Disorder or Narcissistic Personality Disorder.
Instructional Methods	<p>A variety of teaching strategies will be used to help students become familiar with benefits of rehabilitation. These strategies include:</p> <ul style="list-style-type: none"> • Class room lectures • Class discussions • Oral Presentations • Written assignments

Assessment	<ul style="list-style-type: none"> • Mid Term Evaluation: 50% (Sessional Examination, Quizzes, Assignments, In -Class Activities) • Final Examination: 50%
	<p>Student Responsibilities or Tips for Success in the Course</p> <ul style="list-style-type: none"> • Read the textbook. • Complete assignments thoroughly and on time. • Ask for assistance.
Suggested Readings	<ol style="list-style-type: none"> 1. Doidge, N. (2007). The Brain that Changes Itself: Stories of Personal Triumph from the Frontiers of Brain Science. Viking. 2. Matsakis, A. (1996) Vietnam Wives: Facing the Challenges of Life with Veterans Suffering from Post-Traumatic Stress Disorder. 2nd Ed. Sidran Press. 3. R.G. Frank & T.R. Elliott (Eds). (2000). Handbook of Rehabilitation Psychology. American Psychological Association Washington DC. 4. Baer, R. (Ed.) (2006) Mindfulness-Based Treatment Approaches: Clinician's Guide to Evidence Base and Applications Academic Press. 5. Shay, J. (2002) Odysseus in America: Combat Trauma and the Trials of Homecoming.