

## Course Contents of Semesters 2<sup>nd</sup> (New & old), 4<sup>th</sup>, 6<sup>th</sup>, 8<sup>th</sup>

### 2<sup>nd</sup> 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**

### **Expository Writing**

**Credit Hours: 3(3-0)**

**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

**Arabic Credit Hours: 2(2-0)**

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 جاسکے
- 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	تعوذ اور سورة الفاتحة (4-1)
	Lecture 2	هُوَ، هُمْ، ضمائر منفصلہ	سورة الفاتحة (5-7)، تكبير، ثناء، تسبيحات
Week 2	Lecture 3	ل، مِنْ، عَنْ، مَعَ حروف جار	تشهد، درود، دعا
	Lecture 4	فعل ماضی: فَعَلَ	سورة الإخلاص
Week 3	Lecture 5	فعل مضارع: يَفْعَلُ	سورة الفلق
	Lecture 6	فعل امر، فاعل، مفعول، فعل	سورة النَّاس
Week 4	Lecture 7	نَصَرَ، عَبَدَ	سورة النصر
	Lecture 8	ضَرَبَ، ظَلَّمَ، سَمِعَ، عَلِمَ	سورة الكافرون
Week 5	Lecture 9	كمزور أفعال: وَهَبَ، وَعَدَ	سورة البقرة: 5-1
	Lecture 10	كمزور أفعال: قَالَ، زَادَ	سورة البقرة: 6-10
Week 6	Lecture 11	بمزه والے أفعال: أَمَرَ	سورة البقرة: 11-13
	Lecture 12	يكسان حروف والے أفعال: ظَنَّ، ظَلَّ	سورة البقرة: 14-18
Week 7	Lecture 13	فعل مجهول: نُصِرَ، جُعِلَ	سورة البقرة: 19-20
	Lecture 14	فعل مجهول: وُعِدَ، أَمَرَ	سورة البقرة: 21-22
Week 8	Lecture 15	مزيد في: حَاسَبَ	سورة البقرة: 23-25

Quiz # 01

Assignment# 01

**Mid Term**

	Lecture 16	مزید فی: اُسْلَمَ، اِخْتَلَفَ	•	سورة البقرة: 26-29	•
<b>Week 9</b>	Lecture 17	مزید فی: اِسْتَعْفَرَ	•	سورة البقرة: 30	• <b>Quiz # 02</b>
	Lecture 18	مزید فی: تَدَبَّرَ، تَدَارَسَ، اِنْقَلَبَ	•	سورة البقرة: 31-35	•
<b>Week 10</b>	Lecture 19	مزید فی: وَلَّى	•	سورة البقرة: 36-37	• <b>Assignment# 02</b>
	Lecture 20	مزید فی: نَادَى، اَقَامَ	•	سورة البقرة: 38-42	•
<b>Week 11</b>	Lecture 21	مزید فی: اِتَّقَى، سَتَقَامَ	•	سورة البقرة: 43-46	•
	Lecture 22	مؤنث ضمائر	•	سورة البقرة: 47-50	•
<b>Week 12</b>	Lecture 23	مؤنث فعل كا ٹیپل	•	سورة البقرة: 51-53	•
	Lecture 24	مؤنث فعل كا ٹیپل، تنثیه (دو)	•	سورة البقرة: 54-57	•
<b>Week 13</b>	Lecture 25	فعل مجهول (مزید فی) عَلِمَ، اُنزِلَ	•	سورة البقرة: 58-59	•
	Lecture 26	فعل: كُرِمَ، مَ اور فعل مضارع	•	سورة البقرة: 60-61	•
<b>Week 14</b>	Lecture 27	لَمْ اور مضارع مزید فی افعال	•	سورة البقرة: 62	•
	Lecture 28	لَنْ اور فعل مضارع، اسم مكان	•	سورة البقرة: 63-66	•
<b>Week 15</b>	Lecture 29	اسم مكان	•		•
	Lecture 30	جمع تكسير ، جمله اسمیه	•	سورة البقرة: 67-70	•
<b>Week16</b>	Lecturer 31	جمله فعلیه	•	سورة البقرة: 71-73	•
	Lecturer 32	مضاف، مضاف الیه، موصوف، صفت	•	سورة البقرة: 74	•
<b>Week 17</b>		<b>Terminal Examination</b>	•		•

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

## Introduction to Sociology

Credit Hours: 2(2-0)

**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

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

#### Unit II: Basic Concepts

- Group, Community, Society
- Associations
  - Non-Voluntary
  - Voluntary
- Organization
  - Informal
  - Formal
- Social Interaction
  - Levels of Social Interaction
  - Process of Social Interaction
    - Cooperation
    - Competition
    - Conflict
    - Accommodation
    - Acculturation and diffusion
    - Assimilation
    - Amalgamation

#### Unit III: Social Groups

- Definition & Functions
- 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. 10<sup>th</sup> 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* 10<sup>th</sup> 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*. 4<sup>th</sup> 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.
4. Hayes, N. (2000). Foundation of psychology (3rd ed.). Thomson Learning.
5. Lahey, B. B. (2004). Psychology: An introduction (8th ed.). McGraw-HillCompanies, Inc.
6. Leahey, T. H. (2003). A history of psychology: Main currents in psychological thought. New Jersey: Prentice-Hall International, Inc. (7th ed.)
7. Myers, D. G. (1992).Psychology. (3rd ed.). New York: WadsworthPublishers.
8. 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 21<sup>st</sup> 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. toonward)  
 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**

**GEN-4401**

**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.

**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;

*Handwritten signatures and initials: "A-2" and "Yamada".*

**Application of Information & Communication Technologies**

**Credit Hours: 3(2-1)**

## 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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Civics and Community Engagement

Credit Hours: 2(2-0)



## CIVICS AND COMMUNITY ENGAGEMENT

### UGE Policy V 1.1 : General Education Course

<b>Credits:</b>	02
<b>Pre-Requisite:</b>	Nil
<b>Offering:</b>	Undergraduate Degrees (including Associate Degrees)
<b>Placement:</b>	1 - 4 Semesters
<b>Type:</b>	General Education
<b>Fields:</b>	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.

## 2<sup>nd</sup> Semester (Only for repeaters)

Code	Course Title	Lec.Hrs	Lab.Hrs	Cr.Hrs
ENG-121	English-II	3	0	3
PSD- 122	Pakistan Studies	2	0	2
MAT-123	Mathematics	3	0	3
ARB-124	Arabic	3	0	3
PSY-125	History and Perspectives of Psychology	3	0	3
	Optional (Non Psychology)	3	0	3

Total semester credit hours=17

### Course Title: English II

Course Code: ENG-121

**Objectives:** Enable the students to meet their real life communication needs.

#### Course Contents

##### **Paragraph writing**

Practice in writing a good, unified and coherent paragraph

##### **Essay writing**

Introduction

##### **CV and job application**

Translation skills

Urdu to English

##### **Study skills**

Skimming and scanning, intensive and extensive, and speed reading, summary and précis writing and comprehension

##### **Academic skills**

Letter/memo writing, minutes of meetings, use of library and internet

##### **Presentation skills**

Personality development (emphasis on content, style and pronunciation)

*Note: documentaries to be shown for discussion and review*

#### **RECOMMENDED BOOKS**

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 0 19 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 Yorky.

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**Course Title: Pakistan Studies (Compulsory)**

**Course Code: PSD- 122**

**Introduction/Objectives**

- Develop vision of historical perspective, government, politics, contemporary Pakistan, ideological background of Pakistan.
- Study the process of governance, national development, issues arising in the modern age and posing challenges to Pakistan.

**Course Outline**

**1. Historical Perspective**

- a. Ideological rationale with special reference to Sir Syed Ahmed Khan, Allama Muhammad Iqbal and Quaid-i-Azam Muhammad Ali Jinnah.
- b. Factors leading to Muslim separatism
- c. People and Land
  - i. Indus Civilization
  - ii. Muslim advent
  - iii. 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

**3. Contemporary Pakistan**

- a. Economic institutions and issues
- b. Society and social structure
- c. Ethnicity
- d. Foreign policy of Pakistan and challenges
- e. Futuristic outlook of Pakistan

**Books Recommended**

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 Banglades.*, 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: WmDawson & 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.



**Course Title: Mathematics**

**Course Code: MAT-123**

**Aims** : To give the basic knowledge of Mathematics and prepare the students not majoring in mathematics.

**Objectives** : After completion of this course the student should be able to:

- Understand the use of the essential tools of basic mathematics;
- Apply the concepts and the techniques in their respective disciplines;
- Model the effects non-isothermal problems through different domains;

**Contents** :

1. **Algebra** Preliminaries: Real and complex numbers  
 Introduction to sets, set operations, functions, types of functions.  
 Matrices: Introduction to matrices, types of matrices, inverse of matrices, determinants, system of linear equations, Cramer's rule.  
 Quadratic equations: Solution of quadratic equations, nature of roots of quadratic equations, equations reducible to quadratic equations. Sequence and Series:  
 Arithmetic, geometric and harmonic progressions. Permutation and combinations:  
 Introduction to permutation and combinations, Binomial Theorem: Introduction to binomial theorem.  
**Trigonometry:** Fundamentals of trigonometry, trigonometric identities. **Graphs:**  
 Graph of straight line, circle and trigonometric functions.

## 2. **Statistics**

### 3. **Introduction:**

Meaning and definition of statistics,

Relationship of statistics with social science

Characteristics of statistics, limitations of statistics and main division of Statistics.

**Frequency distribution:** Organisation of data, array, ungrouped and grouped data

**Types of frequency series,**

Individual, discrete and continuous series

Tally sheet method

Graphic presentation of the frequency distribution

Bar frequency diagram histogram

Frequency polygon, cumulative frequency curve.

### **Measures of central tendency:**

Mean median and modes, quartiles, deciles and percentiles.

### **Measures of dispersion:**

Range, inter quartile deviation mean deviation, standard deviation, variance, moments, skewness and kurtosis.

### **Books Recommended:**

1. Swokowski. E. W., '*Fundamentals of Algebra and Trigonometry*', Latest Edition.
2. Kaufmann. J. E., '*College Algebra and Trigonometry*', PWS-Kent Company, Boston, Latest Edition.
3. Walpole, R. E., '*Introduction of Statistics*', Prentice Hall, Latest Edition.
4. Wilcox, R. R., '*Statistics for The Social Sciences*',

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**Course Title: History and Perspectives of Psychology**

**Course Code: PSY-125**

### **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**

## 1) **Introduction**

- 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, Anaximander, Heraclitus, Parmenides, Pythagoras, Empedocles, and Democritus
- d. Early Greek Medicine
- e. The relativity of Truth; Protagoras, Gorgias, Xenophanes, Socrates, Plato, Aristotle; After Aristotle
- f. Skepticism & Cynicism
- g. Epicureanism and Stoicism Neo-Platonism and Emphasis on spirit Contribution of Muslim Philosophers
- h. Scholasticism

## 2) **The Beginning of Modern Science and Philosophy**

- 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 Herbart; 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.

## 3) **Psychobiology**

- 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

## 4) **Systems and Schools of Thought**

- 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

## **RECOMMENDED BOOKS:**

1. Hergenhahn, B. R. (2013). *An introduction to the history of psychology*. New York: Wadsworth. 7<sup>th</sup> edition.
2. Sharma, N., & Sharma, R. (2003). *History and schools of psychology*. New Delhi: Atlantic Publishers.
3. Ajmal, M. (1986). *Muslim contribution to psychotherapy and other essays*. Islamabad: National Institute of Psychology, Quaid-i-Azam University.
4. Boring, E. G. (1957). *A history of psychology*. New Jersey: Prentice-Hall.

5. Leahey, T. H. (2003). *A history of psychology*. New Jersey: Prentice-Hall Inc.
6. Murphy, G. (2017). *Historical introduction to modern psychology*. London: Routledge & Kegan Paul.
7. Shultz, D. (2015). *A history of modern psychology*. Florida: Academic Press.
8. Wolmen, B. B. (1979). *Contemporary theories and systems in psychology*. New York: Harper & Row.

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### 4<sup>th</sup> Semester

Code	Course Title	Lec.Hrs	Lab.Hrs	Cr.Hrs
PSY- 221	Experimental Psychology	3	0	3
STA II- 222	Statistics-II	3	0	3
PSY-223	Community Psychology	3	0	3
Psy-224	Theories of Personality-II	3	0	3
	Optional-I (Non Psychology)	3	0	3
	Optional -II(Non Psychology)	3	0	3

Total semester credit hours=18

## Experimental Psychology

## Course

**Code: PSY-221**

1. Introduction: Development of Experimental Psychology
2. Psychophysics: Importance of Psychophysics; Absolute & Differential Thresholds; Psychophysical Methods; Theory of signal detection
3. Perception: Perception and Sensation; The Gestalt Concept of Perception; Perceptual Consistencies; Depth Perception; Figure and Ground Perception; Perception of Movement; Perceptual defense and vigilance; Perception of time; Visual illusions
4. Practical Work: The following experiments shall be performed by the students: Meaningful vs. Nonsense Learning  
Retroactive Inhibition Simple Reaction Time Transfer of Training Trial Position Effect under Massed and Distributed Practice Whole vs. Part Learning

### RECOMMENDED BOOK

David Myers (2016) *Experimental Psychology* (7<sup>th</sup> ed)

**Course Title: Statistics-II**

**Course code: STA II-222**

### Course Objectives:

This course is designed in view of the application of statistics through the use of computer in wide range of areas. This course would familiarize students with statistical concepts used in psychological research. It further aims to

educate students about the tremendous potential of statistics as an instrument for research work in a variety of disciplines.

### **Part A**

1. Probability: Distributions (Binomial & Binomial Normal Distribution); Proportion & Application.

Normal Distribution: Proportion & Application).

### **2. Sampling Distribution & Estimation**

How to make a sampling distribution: properties & application

A brief introduction to estimation; proportion & estimation

### **3. Hypothesis testing (Inferential statistics) Hypothesis formulation (Null And Alternative Hypotheses)**

Level of significance acceptance and rejection regions

One tailed & two tailed hypotheses tests.

Type – I & type – II errors. Testing the hypotheses

difference between means and within means of both large & small samples (Z-test & Ttest)

Analysis of variance (one – way and two – way analysis of variance)

### **4. Introduction to Non-parametric statistics**

Chi-square test (contingency table and proportions, Yates Correction)

Other non-parametric tests: (Wilcoxon test, Mann-Whitney test, Sign Test, Kruskal Wallis)

### **5. Analysis of data using SPSS: Introduction to SPSS coding & entering the Data. Analysis and Interpretation of SPSS output.**

#### **Note:**

Practical & Viva Voce:

Students will prepare a note book of different types of analysis and will be given exercise to carry out analysis using SPSS program on computer and interpreting its output. Students will be overall examined on their practical work.

#### **RECOMMENDED BOOKS:**

1. Guilford, J. P., & Fruchter, B. (1985). *Fundamental statistics in psychology and education*. New York: West Publishing Co.
2. Howell, D. C. (2004). *Fundamental statistics for behavioral sciences*. (4th ed.). Australia: Thomson, Brook.
3. McClane, J. T. (2000). *A first course in statistics* (7th ed.). New York: Prentice-Hall
4. Walpole, R. E. 1982. "Introduction to Statistics", 3<sup>rd</sup> Ed., Macmillan Publishing Co., Inc. New York.
5. Muhammad, F. 2005. "Statistical Methods and Data Analysis", Kitab Markaz, Bhawana Bazar Faisalabad.
6. David S.Moore (2014) Introduction to the practice of statistics, 8<sup>th</sup> edition.

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**Course Title: Community Psychology**

**Code: PSY-223**

**Course Objective:**

Community psychology studies the individuals' contexts within communities and the wider society, and the relationships of the individual to communities and society. Community psychologists seek to understand the quality of life of individuals, communities, and society. Their aim is to enhance quality of life through collaborative research and action.

## **Course Contents**

### **Introduction to Community psychology and Mental Health**

- Society for Community Research and Action
- History of community psychology in the US

### **Theories, concepts and values in community psychology**

#### **Ecological levels of analysis**

Continued...

#### **Orientation to social issues in the Community**

- Childhood
- Adolescence
- Adulthood
- Old age

#### **Community Research Methods**

First-order and second-order change

Continue

Community Empowerment

Collaboration and community strengths

Social justice

Diversity

Individual wellness

Citizen participation

#### **Psychological sense of community**

Prevention and health promotion in Communities

Empirical grounding

Community Rehabilitation

#### **Outcomes Assessment:**

- Course evaluation by the teacher
- Course commented by other faculty members
- Students should also be able to give feedback about the course material, teaching or any other thing they want to share at the end of the semester.

#### **BOOKS RECOMMENDED:**

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.

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**Course Title: Theories of Personality-II**

**Course Code: PSY-224**

## Course Objectives

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 Contents

### 1. Dispositional theories:

- a. GordonAllport
  - i. Personality development
  - ii. Personality traits
  - iii. Critical evaluation
- b. RaymondCattell
  - i. View of a person; Understanding of the person Factor analysis; Economic model
  - ii. Basic concepts; Data types; Traits; Personality of nations c) Critical evaluation
  - iii. Hans Eysenck
  - iv. Basicconcepts; Traits and types; Measuring and describing E, N,andP
  - v. Critical evaluation

### 2. Humanistic and existentialist theories

- a. Abraham Maslow
- b. Basic concepts
- c. Five basic human needs
- d. Self actualizing person
- e. Critical evaluation
  - i. CarlRogers
  - ii. Biographicalsketch
  - iii. Basicconcepts
  - iv. Actualization
  - v. Importance of self
  - vi. Personality development
  - vii. Client centered therapy
- f. Critical evaluation
- g. George Kelly
- h. Biographical sketch
- i. Basic concepts
  - viii. Personality as a system of constructs
  - ix. Relation among constructs
- j. Personality development
  - x. Predictability
  - xi. Dependency constructs
  - xii. Role playing
  - xiii. Choices: the C-P-C cycle
  - xiv. Critical evaluation

### 3. Behaviorist theories

- (I) B.F. Skinner



- a. Basic Concepts
    - i. Operant conditioning
    - ii. Positive reinforcement
    - iii. Negative reinforcement and punishment
    - iv. Schedules of reinforcement
    - v. Operant conditioning and reinforcement
    - vi. Development of humans: Language, Personality and child rearing
  - b. Critical evaluation
- (II) John Dollard and Neal E. Miller
- a. Basicconcepts
    - i. Psychopathology
    - ii. How fear is learned
    - iii. Effect of fear
    - iv. Critical evaluation
- (III) SocialLearningTheoryofAlbertBandura
- a. Basicconcepts
    - i. Modelsandmodeling
    - ii. Goals and self regulating
    - iii. Self efficacy
    - iv. Reward
    - v. Defensive behavior
  - b. Critical evaluation
    - i. Current paradigms

**RECOMMENDED BOOKS:**

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*. (7<sup>th</sup> ed.). New Jersey: Lawrence Erlbaum Associate Publishers.
3. Feist, J. (2012). *Theories of personality*. Sydney: Holt Rinehart & Winston, Inc. (8<sup>th</sup> ed)
4. Pervin, L. A., Cervone, D., & John, O. P. (2013). *Personality theory and research* (12<sup>th</sup> ed.). New York: John Wiley & Sons.
5. Bem P. Allen (2005) *personality theories: Development growth and diversity* (5<sup>th</sup> ed)

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**6<sup>th</sup> Semester**

Code	Course Title	Lec. Hrs	Lab. Hrs	Cr.Hrs
PSY-321	Abnormal Psychology	3	0	3
PSY-322	Psychological Testing and Measurement	3	0	3
PSY-323	Industrial/ Organizational Psychology	3	0	3
PSY-324	Research Project	3	0	3
PSY-325	Positive Psychology	3	0	3

PSY-	Optional (Psychology)	1	2	3
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Total semester credit hours=18

## **Course Title:Abnormal Psychology**

**Course Code: PSY-321**

### **Course Objectives**

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.

### **Course Contents**

1. **Introduction to Abnormal Psychology**
  - a. Concept of Abnormality;
  - b. Criteria of Normality and Abnormality;
  - c. Defining Psychological Abnormality
  - d. (Deviance, Distress, Dysfunction, Danger)
  - e. Paradigm shift of mental health
  
2. **Historical Background of Modern Abnormal Psychology**
  - a. Ancient views and treatment
  - b. Greek and Roman views; Europe in the middle ages
  - c. The Renaissance; 19th Century
  - d. Views of abnormality; modern trends
  
3. **Models of Psychopathology**
  - a. Biological Model
  - b. The Psychodynamic Model
  - c. Behavioral Model
  - d. Cognitive Model
  - e. The Humanistic Model
  - f. The Socio-cultural Model
  - g. Eclectic Approach
  
4. **Clinical Assessment of Abnormality:**
  - a. A brief overview of clinical observation, tests and interviews
  - b. Diagnostic Classification Systems: DSM and ICD

### **RECOMMENDED BOOKS:**

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. (9<sup>th</sup> ed)
3. Neale, J.M. & Davison, G. C. (2012). *Abnormal psychology*. New York: John Wiley & Sons. (12<sup>th</sup> ed)
4. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5<sup>th</sup> ed.). Washington, DC.

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## **Course Title: Psychological Testing and Measurement**

**Course Code: PSY-322**

### **Course Objectives**

Main course objectives include understanding of the basic principles of psychological measurement and the techniques of test construction, administration, and validation. Test rationale, construction, characteristics and the use of evaluation are emphasized. Understanding social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations.

### **Course Contents**

1. **Assessment of intellectual and cognitive abilities**
  - 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
  
2. **Tests for special populations.**
  - a. Infant & Preschool Testing
  - b. Testing of the Mentally Retarded populations.
  - c. Testing for physical disabilities
  - d. Multicultural testing.
  - e. Adaptive Testing
  
3. **Computer Based Administration**
  - a. Multilevel batteries
  - b. Educational Testing
  - c. Career guidance
  - d. Aptitude testing
  - e. Achievement testing
  - f. Learning disabilities
  
4. **Personality Assessment and Testing**
  - a. Meaning & purpose of personality assessment and testing.
  - b. Types of personality tests:
    - i. Objective and projective tests.
    - ii. Inventories, check lists, Autobiographical memories, rating and ranking scales
  - c. Interview:
    - iii. structured, semi structured and unstructured
  - d. Current status of different personality assessment techniques
  - e. When to use which test or assessment techniques

5. **Assessment of interests, values & attitudes**
  - a. Overview & highlights
  - b. Significant trends
  - c. Performance.
  
6. **Occupational & Organizational Testing and assessment**
  - a. Criteria for occupational testing
  - b. Career assessment
  - c. Tests applied to organizational setting
  
7. **Assessment and Psychological Testing in Clinical & Counseling Settings**
  - a. PsychoNeurological tests
  - b. Behavioral assessment and clinical judgment
  - c. Battery of diagnostic tests
  - d. Evaluation of various assessment techniques

**RECOMMENDED BOOKS:**

1. Aiken Lewis. R. (2002) *Psychological Testing & Assessment* (11<sup>th</sup> ed) Allyn & Bacon, Inc.
2. Anastasia, A., & Urbina, S. (1997). *Psychological testing*. New Jersey: Prentice-Hall.
3. Cohen, R. J., & Swerdlik, M. E. (2005). *Psychological testing & assessment* (6th ed.). New York: McGraw-Hill.
4. Panda, L H. (1998). *Psychological testing: Theory and application*. New York: Allyn & Bacon.
5. Pittenger, D. J. (2003). *Behavioral research design analysis*. New York: McGraw-Hill.
6. Shelly, D., & Cohen, D. (1986). *Testing psychological tests*. London: Croon Helm.

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**Course Title: Industrial/ Organizational Psychology**  
**Course code: PSY-323**

**CONTENTS**

Introduction to Organizational Behaviour, Information Technology & Globalization  
Diversity & Ethics; Design & Culture  
Reward Systems; Perception & Attribution  
Personality & Attitudes  
Motivation Need & Processes  
Positive Psychology

Communication; Decision Making  
Stress & Conflict; Power & Politics  
Group & Teams: Job Design & Goal Setting  
Performance Management  
Leadership Processes  
Leadership Styles

### **BOOKS RECOMMENDED**

1. Cris Argyris & Donald Schon. (1978). *Organizational learning*. Addison-Wesley.
2. Debra, L. N. & James Campbell Quick. (2000). *Organizational behavior*. (3<sup>rd</sup>ed.). Cincinnati: South-Western.
3. Edgar H. Schein, (1985). *Organizational culture and leadership*. San Francisco: Jossey-Bass.
4. Fred Luthans, Alexander, D. S. & Edwin, A. Locke (2000). (Eds.). *Handbook of principles of organizational behavior*. London: Blackwell.
5. Jerald Greenberg & Robert A. Baron. (2000). *Behavior in organizations*. (7<sup>th</sup>ed.). Upper Saddle River, N.J.: Prentice-Hall.
6. Stephen, P. R. (1990). *Organization theory*. (3<sup>rd</sup> ed.). Upper Saddle River, N.J.: Prentice-Hall.

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### **Course Title: Research Project**

**Course Code: 324**

### **Study Implications**

The purpose of research is to inform action. Thus, study should seek to contextualize its findings within the larger body of research. Research must always be of high quality in order to produce knowledge that is applicable outside of the research setting. Furthermore, the results of study may have implications for policy and future project implementation.

One problem that often plagues progress in global health is the slow translation of research into practice. Often, a disconnect exists between those who conduct research and those who are positioned to implement the research findings. The underlying problem is that “the production of evidence is organized institutionally with highly centralized mechanisms, whereas the application of that science is highly decentralized. This social distance prevails because scientists are more oriented to the international audiences of other scientists for which they publish than to the needs of practitioners, policy makers, or the local public.

### **Goals of Research**

Pursuing a research project will be a challenging and rewarding experience, and this opportunity enables to pursue an in-depth original study about a topic of interest.

Well-conducted research is vital to the success of global health endeavors. Not only does research form the foundation of program development and policies all over the world, but it can also be translated into effective global health programs. Research draws its power from the fact that it is empirical: rather than merely theorizing about what *might* be effective or what *could* work, researchers go out into the field and design studies that give policymakers hard data on which they can base their decisions. Furthermore, good research utilizes methodologies that can be replicated, produces results that are examinable by peers, and creates knowledge that can be applied to real-world

situations. Researchers work as a team to enhance knowledge of how to best address the world's problems.

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### Course Title: Positive Psychology

Course code: PSY-325

#### Course Objectives

The proposed course aims at enriching the students regarding positive aspect of human nature. It also covers subjective state of wellbeing, optimism and emotional intelligence that facilitates the development of human resource in any society.

#### Course Contents

1. **Introduction**
  - a. Nature and Scope of Positive Psychology
  - b. Evolutionary Perspectives
  - c. Positive Personal Traits
  - d. Nature and Associated Psychological Factors:
  - e. Hope; Optimism; Happiness; Love; Empathy; Attachment; Emotional Intelligence; Tolerance; Forgiveness; Gratitude; Faith; Morality; Wisdom and Creativity; Resilience; Spirituality; Altruism
  - f. Self-Determination Theory and Intrinsic Motivation
  - g. Social Development and Well Being

#### RECOMMENDED BOOKS:

1. Corer, L., Keyes, M., & Handit, J. (Eds.). (2015). *Flourishing—Positive psychology & the life*. Washington: APA Publication (2<sup>nd</sup> ed)
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.

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#### 8<sup>th</sup> Semester

Code	Course Title	Lec.Hrs	Lab.Hrs	Cr.Hrs
PSY-421	Cross Cultural Psychology	3	0	3

HRM-422	Human Resource Management(HRM)	3	0	3
PSY-423	Thesis (OR) two optional courses	3	0	6
PSY-	Thesis			3
PSY-	Optional course 1			3
PSY-	Optional course 2			

Total semester credit hours=12

### Course Title: Cross Cultural Psychology

Course code: PSY- 421

#### Course Objectives

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.

#### Course Contents

##### 1. History of Cross Cultural Psychology

- a. Methodological issues of cross-cultural psychology: Comparability and Equivalence
- b. Emics and Etics
- c. Sampling Strategy in Cross Cultural Research
- d. Problems of translation, adaptation and application of psychological tests across cultures

##### 2. Culture and Basic Psychological Processes

- 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)
- j. Cross Cultural Testing of PART
- k. Worldwide application of Piaget cognitive theory

- l. NewTrendsInCrossCulturalResearch
- m. IndigenousPsychology across Cultures

### **RECOMMENDED BOOKS**

1. Kemeth D. Keith (2010) Cross Cultural Psychology: contemporary themes and perspectives.
2. Matsumoto, D. & Juang, L. (2004). *Cure and psychology*. Sydney: Thomson's Wadsworth.
3. Berry, J. W., Dasen, P. R., & Saraswathi, T. S. (Eds.). (1997). *Handbook of crosscultural psychology*. (Vol. I). Boston: Alyn & Bacon.
4. Berry, J. W., Poortinga, Y. H., & Pandeyn, J. (Eds.). (1997). *Handbook of crosscultural psychology*. (Vol. I). Boston: Alyn & Bacon.
5. Kagitcibasi, C. (1996). *Familyandhumandevlopmentacrosscultures*. NewJersy: Lawrence Erllbaum Associates, Publishers.
6. Rohner, R. P. (1986). *The warmth dimension: foundation of parental acceptance rejection theory*. Beverly Hills, CA: Sage Publication, Inc.
7. Rohner, R. P. H. (1999). *Handbook for the study of parental acceptance and rejection*. Stress.CT:University of Connecticut.

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## **Human Resource Management**

**Course Code: HRM-422**

### Description

Students are introduced to the management of an organization's workforce through the design and implementation of effective human resources policies and procedures. Current Canadian issues and practices are examined. Topics include the need for human resources management and its growing professionalism; human resource planning including job design and analysis; recruitment and selection; compensation; employee development; workplace health and safety; and employee relations.

### Objectives

After successfully completing this course, students will be able to:

- Develop the knowledge, skills and concepts needed to resolve actual human resource management problems or issues.
- Manage the employment relationship, which is a shared responsibility between employers, management, human resources specialists, and employees. Investigate how HRM is responding to current business trends, opportunities, and challenges.



- Identify the human resources needs of an organization or department.
- Conduct a job analysis and produce a job description from the job analysis.
- Evaluate the procedures and practices used for recruiting and selecting suitable employees.
- Assess training requirements and design a successful orientation and training program.
- Discuss workplace health and safety programs and the roles of the employer and the employee in enforcing health and safety policies and procedures.
- Explain the responsibilities of management, HRM specialists, managers, and employees in managing the employment relationship in a unionized or a non-unionized environment.

## Course Outline

- Module 1: Need for Human Resources Management
  - Topic 1: Human Resources Management-Roles and Responsibilities
  - Topic 2: The Changing Role of HRM and Growing Professionalism within the HR Function
  - Topic 3: HRM Challenges in the Twenty-First Century
  - Topic 4: Legal issues in HRM
- Module 2: Matching HR Needs and People
  - Topic 1: Job Design
  - Topic 2: Job Analysis
  - Topic 3: Human Resources Planning
  - Topic 4: Understanding a Shifting Labour Market
- Module 3: Developing People
  - Topic 1: Employee Orientation and Socialization
  - Topic 2: Training and Development
  - Topic 3: Performance Management
  - Topic 4: HR's Role in Setting a Climate for People Development
- Module 4: Compensation and Recognition
  - Topic 1: Employee Compensation
  - Topic 2: Incentives and Rewards
  - Topic 3: Employee Benefits and Services
  - Topic 4: Trends in Compensation and Benefits
- Module 5: Recruitment and Selection
  - Topic 1: Recruitment Strategies
  - Topic 2: Processes for Selecting the Best Candidate
  - Topic 3: Legal Issues Related to Recruitment and Selection

- Module 6: Developing a Healthy Work Environment and Effective Employee Relations
  - Topic 1: Occupational Health and Safety Legislation - Creating a Safe Work Environment
  - Topic 2: The Human Rights Code - Establishing a Positive Work Environment
  - Topic 3: Foundations of Effective Employee Relations
  - Topic 4: Labour-Management Relations
  - Topic 5: Disciplinary and Grievance Procedures

RECOMMENDED BOOK:

Dessler, G., Chhinzer, N., & Cole, N. D. *Management of Human Resources: The Essentials plus MyManagementLab w/ Pearson eText*. 4th Cdn ed. Toronto, ON: Pearson Education Canada, 2015.

**Thesis**  
**PSY: 423**

A **thesis** statement controls the subject matter of the essay and states something significant to the reader. It is the one statement that summarizes the main point of the essay and states why the essay is **important** and worth reading. An essay that lacks a strong **thesis** will be inadequate and often lacking in focus

The following are qualities of a well-crafted thesis statement:

- A thesis statement should identify a specific purpose, a specific way to accomplish the purpose, and oftentimes a specific audience (depending on the type of essay).
- A thesis statement should assert something about the essay.
- A thesis statement should be easily identifiable by a reader and should be clear and not ambiguous.
- A thesis statement generally comes toward the end of the introduction.

Academic writings are an essential part of any learning process as for allow professors to evaluate the level of understanding and involvement of every student into the certain subject. Preparing any academic paper is the perfect way to refresh subject's knowledge and make sure that students are able operating with this data, conduct scientific researches and make an analysis.

Writing a high-quality academic paper requires hard work that includes the search for credible and verified sources, maintaining the professional academic argument, analyzing conducted researches and making conclusions. Reputable writing services is prepared to provide professional aid to every student who is struggling with meeting the deadline and preoccupied with numerous other assignments. If preparing written paper without help student will know how to:

- Form arguments. Ability to professionally organize a discussion indicates proficiency in a chosen subject and capability to create a logically constructed paper. Academic assignments enhance logical thinking skills, that are so invaluable during university years and when working;
- Improve writing skills that are always in great demand not only for making impeccable academic tasks but may be needed to communicate with your colleagues and employers via email in future;
- Writing an essay is a great way to improve logical thinking skills and the student will master his ability to convey your message successfully in written or oral form.

## Contents list of optional psychology courses

### Course Title: PSY-Sports Psychology (Optional)

#### **Introduction to Sports Psychology**

Historical Background of Sports Psychology  
Theories and Models of Sports Psychology  
Methods and Measure of Sports Psychology

#### **Imagery**

Development of Imager  
Neuromuscular Theories of Mental Practice  
Cognitive Theories of Mental Practice  
Bio-Informational theory of Mental Practice

#### **Motivation**

Introduction to Motives; Self-determination Theory; Perceived Competence Theory; Achievement Goal Theory; Self-efficacy and social cognitive theory; Significant Other; Integrated Model of youth sport participation and withdrawal; Sport Commitment Model

#### **Concentration**

Development: Origin of Concentration; Attention as a 'Filter' Attention as a 'Zoom lens'; Attention as a 'resource'; Psychometric Approach; Effective Concentration; Mental Practice

#### **Anxiety**

Introduction to Anxiety, Drive Theory; Catastrophe Theory; processing efficiency theory  
Conscious Processing or 'Reinvestment' Hypothesis; Physiological Measures; Self-report Instruments; Physical Relation Techniques; Simulation Training; Choking under pressure

#### **Sports Exercise**

Perceptual and cognitive expertise in sports; Identifying patterns of play; Reading on opponents intentions; Visual search behavior; Role of Deliberate Practice in Developing; Expertise in Sport

#### **Acquiring Sports Skills**

Demonstrating the Skills; providing verbal instructions about the skills; Practice Scheduling; Feed Back

#### **Teams**

How to define a Team; Individual performance in team; Team Dynamics; Teams in Content; Team Roles

#### **The Athlete's Career**

Gerontology Theory; Thamatology Theory; Transition Models

#### **Exercise and Mental Health**

Depression; Anxiety; Blood State; Stress responsively  
Self Esteem; Body Image; Endorphin Hypothesis; Mastery;  
Hypothesis; Distraction or Time-out-Hypothesis; Thermo genic  
Hypothesis

#### **BOOKS RECOMMENDED:**

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*. Washignton D. C.: American Psychological Association. (3<sup>rd</sup> )
3. Lavallec. D., Kremer, J., Moran, A., & Williams. M. (2012). *Sportpsychology: Contemporary Themes*. New York: Palgrave Macmillan Publishers. (2<sup>nd</sup> ed)

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**Course Title: PSY-Leadership in Organization (optional)**

**Leadership in Organization**

What is Leadership in Organizations?  
Difference between Management and Leadership  
The Historically Important Studies on Leadership:  
Iowa Studies  
Hawthorn Studies  
Michigan Studies  
Traditional Theories of Leadership:  
Trait Theories  
Situational Approaches  
Modern Theoretical Processes of Leadership in the New  
Environment:  
Contingency Theories  
Charismatic and Transformational Leadership  
Leadership Styles and Management Grid  
The Roles and Activities of Effective Leader

**BOOKS RECOMMENDED:**

1. Bernard M. Bass, (1985). *Leadership and performance beyond expectations*. New York: Free Press.
2. Cris Argyris & Donald Schon. (1999). *Organizational learning*. Addison-Wesley. (2<sup>nd</sup> ed)
3. Daniel, C. F. & Hugh, J. A. (1983). *Managing individual and group behavior in organizations*. (2<sup>nd</sup> ed.). New York: McGraw-Hill.
4. Edgar H. Schein, (2017). *Organizational culture and leadership*. San Francisco: Jossey-Bass. (5<sup>th</sup> ed)
5. Spencer A. Rathus. (1990). *Psychology*. (4<sup>th</sup> ed.). Fort Worth Tex.: Holt, Rinehart & Winston.
6. Stephen, P. R. (1990). *Organization theory*. (3<sup>rd</sup> ed.). Upper Saddle River, N.J.: Prentice-Hall.

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**Course Title: PSY-Muslim Psychology (Optional)**

**Muslim Psychology**

- 1) Introduction
  - i) Definition, Subject matter and scope
  - ii) Historical background of Muslim Psychology
- 2) Studies of Muslim Scholars on Psychology
  - i) Al-Kindi (ii) Abn Sina (iii) Ghazali (iv) Miskewah (v) Ashraf Ali Thanvi (vi) Shah Wali Allah
- 3) Methodology
  - i) Quranic concept of Human Psyche ii) Concept of Man
- 4) Personality Theories
  - i) Ghazali ii) Miskewah iii) Ashraf Ali Thanvi

5) Self Determination

i) Nafs, Laataif, Hawadas, Khawater

6)

i) Muslim approaches to Mental Health

ii) Wellbeing, love, contentment, satisfaction, hope, optimism and happiness

7) Behavior modification

i) Ibadat ii) Zakat iii) Tauba

8) Psychotherapy

i) Muslim tradition to psychotherapy ii) Ghazali therapy of opposite

iii) Sufi psychotherapy iv) Reading therapy

9) Muslim Psychological Assessment

i) Ghazali personality inventory ii) Dewn's projective test for children

iii) Shakhseyt ka se rukhi jaiza

**BOOKS RECOMMENDED:**

1. Ajmal, M (1986). *Muslim contribution to psychotherapy*. Islamabad: National Institute of Psychology.
2. Badri, M. (1979). *The Dilemma of Muslim Psychology*. London: MWH Publishers
3. Huq, M. (1984). *Concept of personality development in the light of Islamic thoughts*. Bangladesh Journal of Psychology 7, 118-128.
4. Latif, A. (2000) *Holistic health, healing and spirituality*. Lahore: Psyche Hope.
5. Rizvi, A. A. (1994). *Muslim Tradition in psychotherapy and modern trends*. Lahore: Institute of Islamic Culture.
6. Rizvi, A. A. (1998) *Muslim nafsiyat kay khado khal*. Lahore: Urdu Science Board.
7. Rizvi, A. A. (2005) *Quranic concept of psyche*. Lahore: Institute of Muslim Psychology.
8. Rizvi, A. A. (2005). *Reading therapy*. Lahore: Institute of Muslim Psychology.
9. Rizvi, A.A. (1994) *Traditions, paradigms and basic concepts of Muslim psychology*. Lahore: Institute of Muslim Psychology.

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**Course Title: PSY- Behavioral Analysis and Management (Optional)**

**Behavioral Analysis and Management**

1. Basic Human Behavior – (S-O-R)

2. Theories and concept about behavior

Classical and operant conditioning

3. Stimulus Central of behavior, motivation and reinforcement

Information and decision

4. Target behavior and nature of organism

5. Theory and practice of behavior modification reinforcement in motivation

6. Applied behavior assessment

Research case, research design, Data evolution program development and learning process.

7. Competencies in critical analysing behavior

8. Behavior analytical research proposal caring out behavior research in the field. writing applied research/treatment report

9. Behavioral intervention in the children

10. Behavioral modification for various type of clients and mental abnormalities

11. Assertion training, systematic desensitization, Bio food training, cognition restricting, modeling and aversive method.

### **BOOKS RECOMMENDED**

1. Gambrill, E. D. (1978). *Behaviour modification: Handbook of assessment, intervention and evaluation*. London: Jossey-Bass Publishers.
2. Martin, G., & Pear, J. (2014). *Behavior modification: What it is and how to do it*. (10<sup>th</sup>ed.). New Jersey: Prentice-Hall, Inc.
3. Miltenberger, R. G. (1997). *Behaviour modification: Principles and procedures*. New York: Brooks / Cole publishing Company.

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### **Course Title: PSY-Psychology of Learning (Optional)**

#### **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. The biological bases of behavior illustrate predispositions for learning .students in psychology should be able to do the following

- 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 selfcontrol can be used to address behavioral problems.

#### **Recommended Books:**

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)
2. Straumanis, Joan, Psychology of learning (2012) vol.40
3. Stephen M. Comier, (1986) Psychology of Learning.

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## Course Title: PSY - Psychology of Women (Optional)

### Course Description:

This course will cover various aspects of psychology of women such as gender stereotypes and biases, gender comparisons, social situations, women and work, love relationships, women and psychological disorders, and violence against women.

- Introduction
- Gender Stereotypes and Other Gender Biases
- Infancy and Childhood
- Adolescence
- Gender Comparisons in Cognitive Abilities and Attitudes about Achievements
- Gender Comparisons in Social and Personality Characteristics
- Women and Work
- Love Relationships
- Sexuality
- Pregnancy, Childbirth, and Motherhood
- Women and Physical Health
- Women and Psychological Disorders
- Violence against Women
- Women and Older Adulthood
- Moving Onward

### Recommended Book:

The Psychology of Women, Matlin, Margaret, 7th Edition, (2012) Wadsworth Publishers, ISBN: 978084003289.

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## Course Title: PSY- Animal Psychology (Optional)

### Course Description:

An "evolutionary" approach to the study of animal "behaviour." This course "explores patterns" and "processes" in behaviour, with emphasis on perception, communication, "foraging," "spacing," "reproduction" and "social" behaviour in "a variety" of animals. "An" independent project "help" students "explore" methods "of" studying and "analyzing" behaviour in "a" system "of" their choice.

- Studying animal "behaviour": "hypotheses," approaches and ethical considerations
- Selection and "behavioural" adaptation
- Behavioural "variation": the roles "of" genes and "environment"
- Behavioural "variation": "hormones" and "neurons"
- Learning and "cultural" transmission
- Communication
- Foraging and "anti-predator" behaviour
- Aggression
- Sexual "selection" and "mating" behaviour
- Social "behaviour": "kinship" and "co-operation"

- Animal personalities

**Recommended Book:**

Required text: Nordell, S.E. and T.J. Valone. 2014. "Animal Behavior: Concepts, Methods, and Applications." Oxford University Press.

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**Course Title: PSY-Family Psychology (Optional)**

**Course Description:**

The course will expose the student of current life-span development theory and research methodology in the area of family relationships. Topics to be covered include family systems theory, Erikson's psychosocial theory, and developmental interaction in child-rearing years, family life transitions, and challenging issues of contemporary parenting.

- Introduction and Theory
- Culture and History
- Family Life Cycle
- Infants, Toddlers, and Early Childhood
- School-aged Children
- Adolescent
- Contemporary Families
- Family Issues

**Recommended Books**

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

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## **Course Title:PSY- Rehabilitation Psychology (Optional)**

### **Course Description:**

This course includes topics on assessment and treatment of psychological and neurocognitive 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.

- 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.

### **Recommended Books:**

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*. 2<sup>nd</sup> 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*.

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## **Course Title:PSY-Aviation Psychology (Optional)**

Course Description:

A study of the complexities of human factors research in aviation which draws extensively on such diverse areas as human physiology, aviation safety, and pilot training. The course surveys the study of human behavior as it relates to the aviator's adaptation to the flight environment and attempts to design an occupant "friendly" flight deck module.

This course is designed to provide graduate students with a comprehensive understanding of the multidisciplinary field of aviation/aerospace psychology. It focuses on organizational, industrial, personnel, and engineering psychology as they individually and collectively pertain to organizational culture, safety climate, individual behavior, human performance, personnel selection, training programs, and system design. Students will demonstrate through examinations, written reports, and presentations the achievement of course objectives.

- Introduction to Course/Brief History of Aviation and Human Factors
- Perception and Attention, Spatial Orientation
- Mental Workload and Situational Awareness,
- Aviation Displays
- Decision Making, Pilot Action
- Pilot Control
- Automation and Human Performance, Pilot Selection
- Training, Flight Simulation
- Crew Resource Management, Cognitive Aging

**Recommended Books:**

1. Tsang, P.S., & Vidulich, M.A. (Eds). (2003). Principles and Practice of Aviation Psychology. Mahwah, NJ: Lawrence Earlbaum Associates
2. Jensen, R. (Ed). (1989). Aviation Psychology. Brookfield, VT: Gower Publishing Co. Johnston, N., McDonald, N., Fuller, R. (Eds.). (1997). Aviation Psychology Practice. Burlington, VT: Ashgate Publishing Company.
3. Roscoe, S. (1980) Aviation Psychology. Ames, IA: Iowa State Press.
4. Wiggins, M. W., & Stevens, C. (1999) Aviation social science: Research methods in practice. Burlington, VT: Ashgate Publishing Company.
5. David.R.Hunter (2009) Aviation Psychology
6. Robert, Bor, T.H (2007) Aviation Psychology

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**Course Title:PSY-Military Psychology (Optional)**

**Course Description:**

This course is intended to provide the student with a broad overview of applications of psychology in the military. The course focuses on the two major areas of military psychology being the clinical and operational components. More specifically, areas covered will include uses of human factors, industrial-organizational, social and clinical psychology in various military settings to promote the behavioral health of service members and families, performance of individuals and teams, and success in military operations. We will treat the study and practice of psychology in the military as a means for gaining useful insights about human behavior. The course is intended to provide students

an orientation to areas they may pursue for greater knowledge and/or employment in military psychology settings. This course is expected to be highly interactive and a chance for students to share what they have learned from course content and guest lecturers.

- Introduction and overview of class, Military Overview, History of Military Psychology
- Clinical Military psychologists
- Leadership
- Mental health clinic operations
- Clinical considerations
- Operational psychology
- PTSD in the Military
- Personnel assessment and selection
- Military assessment and selection
- Military Aviators
- Human factor
- Situational awareness
- Deployment, combat stress
- Teams, group dynamics, military research

**Recommended Books:**

1. Kennedy, C. H., & Zillmer, E. A. (2006). Military Psychology: Clinical and Operational Applications. New York, NY: Guilford Press.
2. Bret A. Moore & Jeffery E. Barnett Military Psychologists desk reference (2013)
3. Carrie.H. Kenney & Thomas.J. Williams (2011) Ethical practice in operational psychology: Military and National Intelligence

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**Course Title: PSY-Analytical Psychology (Optional)**

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, this will include:

- **Jung's life**
- **Historical context and development of psychology in the later 19th and early 20<sup>th</sup> century**
- **Jung's work with Freud**

**Jung, the man**

To give an overview of Jung's life and the context within which he lived and worked.

**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

**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

### **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 energy to consciousness, energizing of the complexes, psychic energy and archetypes. Symptoms of energy displacement Psychic energy in therapeutic work

### **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.

### **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

### **Jung and the symbolic life**

To explore the importance for Jung of symbols and how he understands the symbolic nature of unconscious imagery

### **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.

### **RECCOMENDED BOOK:**

C.G. Jung, Gerhard Adler (1972) Analytical Psychology vol. 7 (2<sup>nd</sup>ed)

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### **Course Title:PSY-Psychology of Aging (Optional)**

This course will provide students with a comprehensive overview of psychological aspects of aging. This course will be organized into three broad sections. 1) In the first section of this course, you will become aware of the increasing population of older adults, methods in aging studies, biological theories, physical changes, quality of life and longevity, common diseases, and person-environment interactions. 2) The second section of this course will be geared towards the aging brain, where we will first begin with an introduction to neuroscience and neuroplasticity. Then move into a section that will cover attentional processes, types of memory, intelligence, and social cognition. 3) For the final section of this course, we will learn about changes in personality with age, psychological and cognitive disorders including depression, anxiety, dementia, relationships throughout the lifespan, death and dying, and end of life care. To finish the semester we will reflect back on what we have learned and focus on how we can successfully age and encourage others to do so also.

- Why study Aging
- Theories on Aging
- Biological Changes with Age
- Longevity – Quality of Life
- Disease and medications
- Disability
- Stress and Cognition, How are they related?
- Intro to Neuroscience
- Cognitive Aging, What is normal
- Socio-emotional response
- Psychological Evaluations/Clinical

- Intelligence
- Cognitive change
- Personality
- Identity Reflection
- Relationships in old age
- Caregiving
- Life Course Perspective
- Work, job, gender
- Death and Dying
- Life Course, Hospice Living longer, living better
- Successful Aging
- Nutrition

**Recommended Book:**

1. Kennedy, C. H., & Zillmer, E. A. (2006). *Military Psychology: Clinical and Operational Applications*. New York, NY: Guilford Press.
2. Cavanaugh, J.C. & Blanchard-Fields, F. (2011) *Adult Development and Aging*. (6<sup>th</sup> edition). Wadsworth Cengage Learning. ISBN: 978-0-495-60174-6.

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**Course Title: Environmental Psychology (optional)**

1. Importance and Application of Subject in Daily Life
2. Environmental Men (Evaluation and Anthropology)
3. Historical Attitudes toward the Natural Environment
4. Environment Perception and the Use of Natural Environment
5. Social Interaction and the Environment
6. Impact of Environment on Personality Development and Individual Differences.
7. Mob and Group Behaviour in Environmental and Cultural Variations
8. Environmental Changes and Stress
9. The City as an Unnatural Habits
10. Impact of Environment in its Incumbents
11. Nature and Environment Changes in Rural and Urban Areas
12. Catastrophes and Human Adjustment to Meet the Future Challenges
13. Impact of Environment Changes in Industrial and Geographical Development
14. The Built Environment and Human Adjustment
15. Further Plans, Cities and Global Interaction in Reference to Entranced Issues
16. Environment and Adjustment, Gender, Age Job Family, Fashion, Religion Society.

**Recommended Books:**

1. Baum, A. (1998). *Advances in environmental psychology*. New York: Lawrence Erlbaum Associates. Cassidy, T. (1997). *Environmental psychology*. UK: Psychology Press.
2. Garling, T., & Gollidge, 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*

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**Course Title: PSY-Motivation (Optional)**

**Introduction to Motivation**

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

Theories of Motivation

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

**BOOKS RECOMMENDED**

1. Atkinson, J. W. (Ed.) (1958). Motives in fantasy, action and society. Princeton: Van Nostrand.
- Atkinson, J. W. & Raynor, J. (1974).
2. 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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**Course Title: PSY-Marketing Research and Promotional Strategies (Optional)**

An orientation towards marketing research. Research designs in marketing:  
Qualitative Techniques  
Quantitative Techniques Cross-sectional Longitudinal  
Market Segmentation  
Demographic Segmentation  
Psychographic Segmentation  
Implications of Market Segmentation  
Promotional Strategies  
Selection of Media

Types of Promotional Strategies  
Mode of Advertisement  
Publicity  
Psychology of Advertisement  
Creating Effective Advertisement

### **BOOKS RECOMMENDED:**

McQuarrie, E. F. (1996). The market research toolbox: A concise guide for beginners . London: SAGE Publications.  
McDaniel, C. Jr., & Gates, R. (2005). Marketing research essentials. New Jersey: John Wiley & Sons. Crawford, C. M., & DiBenedetto, C. A. (2005). New product management. (7th ed.). New York: McGraw-Hill.

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### **Course Title: PSY-Para-psychology (Optional)**

#### 1-Introduction

i) What is Parapsychology? ii) Historical Perspective iii) Difference between Psychology and Parapsychology.

#### 2-WORLD RELIGION AND PARAPSYCHOLOGY

- I. Islam
- ii) Judaism
- iii) Christianity
- iv) Hinduism
- v) Buddhism

#### 3-BASIC BRANCHES OF PARA PSYCHOLOGY

i) Soul ii) Extra Sensory Perception (ESP) iii) Telepathy iv) Clairvoyance v) Pre-recognition vi) Out-of-body experiences (OBE's) vii) Near-Death-Experiences (NDE's) viii) Altered-state of consciousness through meditation ix) Dreams x) Psychic Healing xi) Meditation

#### 4-PARAPSYCHOLOGY AND MYSTICISM

i) Defining mysticism and its origin ii) Islam and mysticism iii) Prevalent form of Mysticism 5-HOLISTIC HEALTH & HEALING

i) Principles of Body ii) Principles of Mind iii) Principles of Spirit iv) An Integration of Body & Mind & Spirit

#### 6- CURRENT TRENDS AND EVALUTION

i) The standard practices of ESP evaluation and the ultimate truth. ii) Can Para psychological good or bad? True or False? iii) Research problems

#### 7- SUBMISSION OF REPORT BY STUDENTS

### **BOOKS RECOMMENDED:**

1. Barber, T. X. (1986). Foundations of parapsychology, London: Routledge & Kegan Paul Boston.  
Robert, B. (2004). We are eternal. New York: Boston Warner Books. Hazel, C. (2005). The evidence for the sixth sense. London: Cico Books. Martin, E. (1978). The Signet handbook of parapsychology. United State of America Latif, A. (2000).
2. Holistic health healing. (Compiled work) Lahore: Hope. Michael, N. (2002). Journey of souls, USA: Si. Paul Minnesota. John, L. R. (1977). Parapsychology and the nature of life. New York: Harper & Row Publishers. Leslie, D. W. (1970). Life begins at death. London: Cox & Wyman Ltd.

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**Course Title: PSY-Measurement & Assessment in Education (Optional)**

**Contents**

Introduction;  
Interview techniques, Administration, Scoring, Interpretation and Reporting of objective, Intelligence Achievement, aptitude Test and Interviews; Test Construction

Internship

- Testing of Student and families
- Supervision of testing sessions
- Report writing

**BOOKS RECOMMENDED**

1. Gambrills, E. (1978). Behavior modification: Handbook of assessment, Intervention and evaluation. California: Jossey-Bass. Goodenough, F. (1926). The measurement of intelligence by drawing. New York: World Books Company.
2. Hebben N., Milberg, W. (2002). Essential of neuropsychological assessment. John Wiley & Sons. Inc. Hutt. S.J. (1970). Direct Observation and measurement of behavior Illinois, Charles C. Thomas, Pub. Kaufman A.S., Lichtenberger E.O. (1999). Essential of WAIS-III Assessment. New York: John Wiley & Sons Inc. Kaufman, A. S., Lichtenberger, E. O. (2000).
3. Essential of cognitive assessment with KAIT and other Kaufman Measures. New York: John Wiley & Sons Inc. Kaufman, A. S. (1979).
4. Intelligence testing with the WISC-R. New York: John Wiley and Sons. Kopptiz, E. (1969). Psychological evaluation of children's human figure drawings. New York: Grune and Stratton. Mather N., Wendling B. J. (2001).
5. Essential of WJIII tests of achievement assessment. New York: John Wiley & Sons Inc. Pascal, G. & Suttel, B. (1951).
6. The bende -Gestalt Test: Quantification and validity for adults. New York: Grune and Stratton. Singer, D. & Revenson, T. (1955). How child thinks: A Piaget primer. New York: The New American Library.
7. Tallent, N. (1983). Psychological report writing. New York: Prentice-Hall. Zimmerman, I. Woo-Sam, J, And Glasser (1973). A. Educational interpretation of the WAIS. New York: Grune and Stratton

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**Course Title: PSY-SPSYCHODIAGNOSIS (Optional)**



## CONTENTS

Introduction to Psychodiagnosis: Criteria for Diagnosing the Psychological Ailments Historical Background of Psychodiagnosis: Diagnosis in Dark Ages; Biogenic Tradition of Diagnosis; Psychogenic Tradition of Diagnosis; Development of DSM-I; Improvements in subsequent editions of DSM, Introduction to International Classification of Diseases (ICD)

Comparison and Contrast between Diagnostic and Statistical Manual of Mental Disorders and International Classification of Diseases (ICD). Use of DSM IV in Diagnosing; Use of ICD-10 in Diagnosing Clinical Interviewing Introduction to Psychological testing of Personality, Intelligence, Achievement, Aptitude, Neuropsychology, and Psychopathology

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### **Course title: PSYCHOPHYSIOLOGY & PSYCHOPHARMACOLOGY (Optional)**

## CONTENTS

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 Principles of Psychopharmacology; Categorization of Drugs; Sites and Mec

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### **Course title: Schools of Psychology (Optional)**

1. Roots of Psychology Philosophical roots: Greek and Muslim contribution to the development of psychology. The spread of scientific psychology in Europe, USA, and Former Soviet Union
2. Systems and Schools of Thought Structuralism Functionalism Behaviorism Gestalt psychology and Field Theory Psychodynamics Humanistic Psychology Cognitive Psychology in Pakistan

## BOOKS RECOMMENDED:

1. Ajmal, M. (1986). Muslim contribution to psychotherapy and other essays. Islamabad: National Institute of Psychology, Quaid-i-Azam University. Boring, E. G. (1957). A history of psychology. New Jersey: Prentice-Hall. Leahey, T. H. (1987). A history of psychology. New Jersey: Prentice-Hall Inc. Murphy, G. (1949). Historical introduction to modern psychology. London: Routledge & Kegan Paul. 20
2. Shultz, D. (1981). A history of psychology. Florida: Academic Press. Wolmen, B. B. (I 979). Contemporary theories and systems in psychology. New York: Harper & Row. hanisms of Drug Actions, Drug Addiction

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**Course Title: PSY-Consumer Psychology (optional)**

**Objectives of the Course, Text, and Reference Books** The broad objectives of this course are to familiarize the students with this new emerging field of human behaviour; to bring their knowledge of the subject up to date; and to prepare them to use this newly acquired knowledge-tool for their benefit in the contemporary Pakistani scene. The following text-books are recommended. The various topics with relevant page numbers from each text are given in the recommended books below: -

**Course contents**

1. Defining CB. Segmentation of market
2. Environmental influences: Culture, subculture, social class, social group, family and personal.
3. Individual determinants of CB: Personality, motivation, information, learning and memory, attitudes and attitude change.
4. Consumer Decision Process: Problem, search
5. Purchase Processes.
6. Post Purchase Behaviour.
7. Modeling and Researching CB.
8. Consumerism
9. Organizational Buyer Behaviour.

LB: Loudon and Bitta. BME: Blackwell, Miniard and Engel. SK: Shiffman and Krnuk

**BOOKS RECOMMENDED**

1. Blackwell, R. D., Miniard, P. W. & Engel, J. F. (1990). Consumer behavior. (9th ed.). Blackwell.  
Loudon, D. & Bitta, A. D. (1993). Consumer behavior: Concepts and applications. (4th ed.).
2. New York: Prentice-Hall International. Shiffman, L. & Kanuk, L. L. (2000). Consumer behavior. (7th ed.). Upper Saddle River: Prentice-Hall.

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**Course Title: Health Psychology (optional)**

**Course Contents**

**1. Historical Background**

The changing field of medicine; the involvement of psychology.  
The modern concept of health and illness; Behavioural medicine and  
Behavioural health; Definition, development, and scope of Health  
Psychology.

## **2. Behavioural Medicine and psychological principles**

The conditioning models; Observational learning; Cognitive learning

### **3. The biology of health and illness.**

The endocrine system; The reproductive system; The digestive and excretory system; The nervous system; The  
respiratory system; The Cardiovascular system; The immune system

### **4. Psychological interventions in Health Psychology**

Relaxation training; Biofeedback; Behaviour modification; Cognitive therapy; Counseling; Assertiveness training;  
Hypnosis; Social skills training; Health education

### **5. The psychology of sickness and well-being**

Being sick and feeling sick :seeking health care; Relationship between physical , mental , and social well-being;  
Compliance; following medical advice; Psychological factors influencing physical health;  
Personality type; Health beliefs; Locus of control and self-efficacy; Social support; Stress tolerance

### **6. Stress, coping, and health**

Models of stress Selye, Mason, and Lazarus; Measuring stress and identifying stressors; Stress and illness; Stress  
management

### **7. Application of Health Psychology**

Coronary heart disease (CHD); Cancer; Pain; AIDS; Diabetes Mellitus; Problems associated with women's  
reproductive health; Infertility;

Obesity; Eating disorders: Bulimia and Anorexia Nervosa; Habit disorders: smoking and drinking; Sleep disorders

### **8. Health Psychology for better hospital\ clinic setting**

The hospital environment; Doctor — patient communication

## **BOOKS RECOMMENDED:**

1. Bernard, L. C. & Krupat, E. (1994). *Health psychology: Biopsychological factors in health and illness*. New York: Harcourt Brace College Publishers.
2. Brannon, L. & Reist, J. (2000). *Health psychology: An introduction to behavior and health*. (4th ed.). USA: Wadsworth.
3. Cockerham, W. C. (1998). *Medical sociology*. New Jersey: Prentice-Hall. 51
4. Ewles, L. & Simnett, I. (1989). *Promoting health: A practical guide 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.

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## Course Title: Educational Psychology (optional)

### Course Objectives

The students will be able to apply learning theories to classroom situations. Examine the importance of the psychology of the individual to the development of self-esteem, cooperative learning, individual differences, and motivation and learning styles. Describe the relationships of teachers, parents, and students that lead to a productive learning environment. Articulate their own beliefs about education and the role of educational psychology.

### Course Contents

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
10. Psychology of teaching (constructivism)
11. Special Education:
12. Segregated education; integrated education; inclusive education
13. Class Room Management: Managing the Class Room Methods of Control

### RECOMMENDED BOOKS:

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. Lefrancis, G.R (1988) *Psychology for Teaching* (6th ed.). California: Wordsworth Publishing Co.
5. Slavin, R. (2011). *Educational psychology*. Boston Allyn & Bacon. (10<sup>th</sup> ed)
6. Sprinthall, R. (1990). *Educational psychology: A developmental approach* (5<sup>th</sup> ed.). New York: Raudom House.

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## Course Title: Community Psychology

### Course code:

### Course Objective:

Community psychology studies the individuals' contexts within communities and the wider society, and the relationships of the individual to communities and society. Community psychologists seek to understand the quality of life of individuals, communities, and society. Their aim is to enhance quality of life through collaborative research and action.

## **Course Contents**

### **Introduction to Community psychology and Mental Health**

- Society for Community Research and Action
- History of community psychology in the US

### **Theories, concepts and values in community psychology**

#### **Ecological levels of analysis**

Continued...

#### **Orientation to social issues in the Community**

- Childhood
- Adolescence
- Adulthood
- Old age

#### **Community Research Methods**

First-order and second-order change

Continue

Community Empowerment

Collaboration and community strengths

Social justice

Diversity

Individual wellness

Citizen participation

#### **Psychological sense of community**

Prevention and health promotion in Communities

Empirical grounding

Community Rehabilitation

#### **Project**

#### **Outcomes Assessment:**

- Course evaluation by the teacher
- Course commented by other faculty members
- Students should also be able to give feedback about the course material, teaching or any other thing they want to share at the end of the semester.

#### **BOOKS RECOMMENDED:**

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.

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## **Course Title: Forensic Psychology (optional)**

### **Introduction to Forensic Psychology**

History of Forensic Psychology; Defining Forensic Psychology;  
Legal Research for the social scientist

### **Applying Psychology to Civil Proceedings**

Understanding Adult Domestic Law Issues; Understanding Child  
Domestic Law Issues; Conducting Personal Injury Evolution;  
Personality Assessment in Personal Injury Litigation

### **Applying Psychology to Criminal Proceedings**

Evaluating eyewitness testimony in Adults & children;  
Competency to stand Trial; Insanity Defense; Specific intent and  
Diminished capacity; Probation and Parole

### **Special Applications**

Violence Risk Assessment; Psychology and Law Enforcement;  
Polygraph Testing

### **Communicating Expert Opinions**

Writing Forensic Report; Serving as an expert witness

### **Interviewing with Offenders**

Punishments and alternate routes to crime prevention; Practicing  
Psychology in Correctional settings; Psychotherapy with criminaloffenders

### **Professional Issues**

Practicing Principled Forensic Psychology; legal, ethical andmoral consideration; Training in Forensic Psychology

### **BOOKS RECOMMENDED:**

1. Heidensohn, F. (1985). *Women and crime*. London: Macmillan Education Ltd.
2. Laurence, S., & Wrightman. (2008). *Forensic psychology*. Belmont: (3<sup>rd</sup> ed)
3. Weiner, B. A., & Hess. A. (2006). *The handbook of forensic psychology*. (3<sup>rd</sup> ed.). New York: Wiley.
4. Weiner, B. A., & Hess. A. (2012). *The handbook of forensic psychology*. (2<sup>nd</sup> ed.). New York: Wiley.

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## **Course Contents of optional (Non Psychology)**

### **Optional (Non Psychology)**

**Course Title: Introduction to Anthropology**

**1. Introduction**

- f. Definition of Anthropology
- g. Fields of anthropology
- h. Anthropological research methods
- i. Anthropology and other social sciences
- j. Significance of anthropology

**2. Culture**

- e. Definition, properties and taxonomy
- f. Evolution and growth of culture
- g. Evolution of man: religious and modern perspectives
- h. Evolution of culture

**3. Language and culture**

- g) Communication
- h) Structural linguistics
- i) Historical linguistics
- j) Relationship between language and culture

**5. Food getting**

- a. Food collection
- b. Food production
- c. The origin and spread of food production

**6. Economic system**

- 7.3 The allocation of resources
- 7.4 The conversion of resources
- 7.5 The distribution of goods and services

**7. Marriage and family**

- 7.1 Marriage and mate selection
- 7.2 The family: types and functions
- 7.3 Kinship system: structure, terminology
- 7.4 Rules and types of descent

**8. Political organization**

- 8.1 Types of political organization
- 8.2 Resolution of conflict

**9. Religion and magic**

- 9.1 The universality of religion
- 9.2 Religious beliefs and practices
- 9.3 Witchcraft and sorcery

## **10. The arts**

10.1 Forms of art

10.2 Expressive culture

## **11. Culture change**

11.1 Process of cultural change

11.2 Cultural change in the modern world

11.3 Problems of cultural change in Pakistani society

## **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.

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## **Course title: Introduction to Marketing**

1. Introduction to Marketing
  - a. Definition Evolution of Marketing
  - b. Importance and Scope of Marketing Functions
  - c. Marketing Concepts
2. System Approach to Marketing
  - a. System Approach to Marketing
  - b. External and Internal Environment of Marketing
3. Marketing Segmentation
  - 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
  - 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
  - a. Meaning and Importance of Price
  - b. Pricing Objectives
  - c. Price and Non Price Competition
  - d. Factors Influencing Pricing Decisions



6. The Distribution
  - e. Classification of Retailers and Wholesales
  - f. Selecting a Channel of Distribution
  - g. Types of Channels
  - h. Physical Distribution
7. The Promotion
  - a. Determination of Promotional Mix
  - b. Scope and importance of personal selling
  - c. Types of channels
  - d. Developing a personal selling plan

**Books recommended**

1. William J.Stanton , Fundamentals of Marketing
2. Charles D.Schew and M.Smith,Marketing Concepts and Applications
3. Philip Kotler,Principles of Marketing

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**Course Title: Introduction to Management**

**Course Description:**

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.

**Contents**

- 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

**Recommended Books:**

Mary Coulter & Robbins, Management , International ed.

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**Course Title: Mass Communication****Objectives:**

This course is aimed at introducing the students with basic concept of communication and mass communication. This course further enables the student to understand the communication process and distinguish among various mass media

**OUTCOMES OF STUDY:**

Mass communication or a related field can help individuals launch their careers in the media industry. Those who continue on to advanced degrees may be considering higher-level positions in communication or teaching opportunities. Below are a few examples of careers students can pursue with a degree in mass communication. For more options, explore *Study.com*.

- **Broadcaster**
- **Journalist**
- **Careers in Communications and Journalism**

**.CONTENTS:**

Communication

Definitions, types and significance,

**Process of Communication:**

Source; Message; channel; noise; destination; encoding; decoding; and feedback.

Barriers in communication.

Essentials of effective communication

Role of mass media in agenda setting

Nature and Functions of mass communication (Information, Education, Opinion Formation, Entertainment and Development.)

**Media of mass communication**

Print Media newspapers, magazines, periodicals, books, pamphlets Broadcast

Media: radio, TV, film. News Media: (Internet)–On-line journals

**Traditional/Folk-Media.**

Comparative study of mass media, their components, functions and effects

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**Books Recommended:**

1. Dominick, J.R. (2006) Dynamics of Mass Communication (8thed.).New York; McGraw-Hill.
2. Straubhaar, LaRose (2002) Media Now: Communication Media in the Information Age (3rded.). USA; Wadsworth.30

3. Understanding Mass Communication, Defleur Dennis, Houghton MufflinCo.Bostan.2000
4. Introduction to Mass Communication, Edward J.Whetmore, Wads worth Publishing Co. California 1995.
5. Journalism for All, Mehdi Hassan and Abdus Salam Khurshid ,Aziz Book Depot, Lahore.6th ed., 1997.
6. Iblagh Kay Nazriy at, Muqaddara Shamsuddin,M, M (National Language Authority, Islamabad 1990.
7. Dynamics of Mass Communication Roger Dominic 6th ed , McGraw Hill New York , London 1999.
8. Ta'araf-e-Iblagh-e-Amma, Matin-ur-Rehman Murtaza, Department of mass Com University of Karachi
9. Communication, University of Karachi –2000.
10. Introducing Mass Communication Michael W.Gambol,Mc, Graw Hill, 1996.
11. Media of mass communication, John Vivian 5th Ed. Allyn and Bacon,London,200

**Title: Introduction to Education**

**Credit hrs : 3**

**Unit 1 Ideological Foundation 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 Book**

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.

## **International Relations**

**Objectives:**

The objective of this course is to highlight the significance and introduce the fundamentals of International Relations to the students.

**Contents:**

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

**Core Books:**

1. Columbus, Theodore. *Introduction to International Relations: Power and Justice*. New Delhi: Prentice Hall, 1992.
2. Goldstine, Josha. *International Relation*. Washington DC: Pearson Education, 2003
3. Lawson, Stephanie. *International Relations*; Cambridge; Polity, 2003.

**Recommended Books:**

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 21<sup>st</sup> 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*. (2<sup>nd</sup> ed). 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.

### **Political Science    credit hrs 03**

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.

#### **Contents:**

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.

#### **Core Books:**

1. Anderson, Rodee et.al. *Introduction to Political Science*. Islamabad: National Book Foundation, Latest Edition.
2. Haq Mazher ul. *Theory and Practice in Political Science*. Lahore: Bookland, 1996.
3. Agarwal, R. C. *Political Theory: Principles of Political Science*. New Delhi: S. Chand & Co., 2006.

#### **Recommended Books:**

1. Ahmad Shafi, Choudhry. *Usul-e-Siyasiat* (Urdu). Lahore: Standard Book Depot, 1996.
2. Bashir Ahmad, Sheikh. *Riyasat Jo Ilm* (Sindhi meaning Science of State). Jamshoro: Institute of Sindhalogy, University of Sindh, 1985.
3. G. Roskin, Michael. *Political Science: An Introduction*. London: Prentice Hall, 1997.
4. Sarwar, Mohammad. *Introduction to Political Science*. Lahore: Ilmi Kutub Khana, 1996.

5. Jackson, Robert and Dorreen Jackson. *A Comparative Introduction to Political Science*. New Jersey: Prentice – Hall, 1997.
6. Mackenzi, Ian ed. *Political Concepts: A Reader and Guide*. Edinburgh: University Press, 2005.
7. Ahmed, Khurshid ed. *Islamic Law and Constitution*. Islamic Publications, 1960.

### **Introduction to Sociology** **credit hrs 03**

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**

2. Introduction
  - a. Definition, Scope, and Subject Matter
  - b. Sociology as a Science
  - c. Historical back ground of Sociology
3. 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
      - a) Cooperation
      - b) Competition
      - c) Conflict
      - d) Accommodation
      - e) Acculturation and diffusion
      - f) Assimilation
      - g) Amalgamation
4. 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
5. 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
- 6. Socialization & Personality
  - a. Personality, Factors in Personality Formation
  - b. Socialization, Agencies of Socialization
  - c. Role & Status
- 7. 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
- 8. Collective Behavior
  - a. Collective behavior, its types
  - b. Crowd behavior
  - c. Public opinion
  - d. Propaganda
  - e. Social movements
  - f. Leadership

**Recommended Books:**

14. Anderson, Margaret and Howard F. Taylor. 2001. *Sociology the Essentials*. Australia: Wadsworth.
15. Brown, Ken 2004. *Sociology*. UK: Polity Press
16. Giddens, Anthony 2002. *Introduction to Sociology*. UK: Polity Press.
17. Macionis, John J. 2006. 10<sup>th</sup> Edition *Sociology* New Jersey: Prentice-Hall
18. Tischler, Henry L. 2002. *Introduction to Sociology* 7th ed. New York: The Harcourt Press.
19. Frank N Magill. 2003. *International Encyclopedia of Sociology*. U.S.A: Fitzroy Dearborn Publishers
20. Macionis, John J. 2005. *Sociology* 10<sup>th</sup> ed. South Asia: Pearson Education
21. Kerbo, Harold R. 1989. *Sociology: Social Structure and Social Conflict*. New York: Macmillan Publishing Company.
22. Koenig Samuel. 1957. *Sociology: An Introduction to the Science of Society*. New York: Barnes and Nobel.
23. Lee, Alfred Mclung and Lee, Elizabeth Briant 1961. *Marriage and The family*. New York: Barnes and Noble, Inc.
24. Leslie, Gerald et al. 1973. *Order and Change: Introductory Sociology* Toronto: Oxford University Press.
25. Lenski, Gevbard and Lenski, Jeam. 1982. *Human Societies*. 4<sup>th</sup> edition New York: McGraw-Hill Book Company.

**Title: Introduction to Psychology (Other disciplines) (3 Credit hours)**

**Learning Objectives:**

This course will provide participants an opportunity to know about the field of psychology. This introductory course encompasses basic concepts of psychology such as; learning, memorizing, retention, emotions and process of thinking will be discussed. Issues like what is normal and what is abnormal behavior, the interventions used for treating psychological problems, along with an overview of main and popular areas of psychology will also be tackled. The main focus of the course will be on introducing essential terminology, theories, themes, concepts and trends relevant to modern day psychology. Practical application of knowledge, besides know-how of theoretical constructs, will be encouraged. How to relate learned psychological concepts to everyday life is an essential component of this course.

**Learning Outcomes:**

At the end of the course, students will be able to:

- Explain and use basic terminologies of Psychology.
- Describe and identify the various applications of the discipline as well as its scientific nature.
- Identify situations where psychological intervention may be required.
- Gain insight into human behavior and into one's own personality or personal relationships.
- Apply the learned concepts to explain human behavior in work settings

**Course Contents:**

Introduction to Psychology, Historical Roots of Modern Psychology, Schools of Thought, Perspective/Model/Approach, Psychodynamic Approach/ Model, Behavioral Approach, The Humanistic Approach and the Cognitive Approach, Research Methods in Psychology, Physical Development and Nature Nurture, Cognitive Development, Nervous System, Endocrine System, Sensation, Hearing (Audition) and Balance, Perception, Learning, Operant Conditioning, Cognitive Approach, Memory, Secondary/ learnt/Psychological motives, Emotions, Cognition and Thinking, Reasoning, Problem- Solving and Creativity, Personality, Intelligence, Psychopathology, Abnormal Behavior, Psychotherapy, Popular Areas of Psychology, Health Psychology, Consumer Psychology, Sport Psychology etc.

**Recommended Text:**

1. Feldman, R. S. (2012). *Understanding Psychology*, 11<sup>th</sup> Edition, McGraw- Hill, Boston.
2. Morris, C. and Maisto A. (2002), *Psychology: an Introduction*, 11<sup>th</sup> Edition, Prentice Hall.
3. Zimbardo, P.G., & Gerrig, R.J. (2009), *Psychology and Life*, 19<sup>th</sup> Edition, Harper Collins College Publishers.

## Principles of accounting

(3 credit hours)

### Course outline

#### **Accounting Conventions, Concepts and Principles:**

Definition and Scope of Accounting; Basic Principles of Accounting; Concepts and Conventions, Underlying Accounting Statements, Substance over Form, the Generic Impact of International Accounting Standards on Accounting Procedures, Practices and Statements' Preparation as applicable in Pakistan (IAS-1)

#### **Accounting Systems and Procedures:**

Principles of Double-entry Book-keeping; Accrual-based Accounting System; Adjusting, Closing and Reversing Entries; Methods of keeping and presenting Books of Prime Entry (Cash Book, Petty Cash Book, Sales Journal, Purchase Journal, Purchase and Sales Return Journals etc.); Principal and Subsidiary Ledgers; Trial Balance; Completion of Accounting Cycle; Components of Financial Statements; Responsibility, and Users of Financial Statements.

#### **Control Accounts:**

Receivable Control Accounts; Payable Control Accounts, Errors of Control Accounts (including subsidiary ledger) and Reconciliation of Control Accounts and Subsidiary Ledger.

#### **Cash Control:**

Preparation of Three-column Cash Book as well as Petty Cash Statement and maintenance of Petty Cash System; Preparation of Bank Reconciliation Statement; Cash Receipts and Payments Accounts. The purpose, requirements and process of Internal Audit relating to Cash Control; Financial Control, Errors and Frauds.

#### **1. Rectification of Errors:**

Types and Corrections of Errors not affecting Trial Balance; Corrections of Errors affecting Trial Balance including Suspense Accounts.

#### **2. Basic Principles of Calculating and Recording Depreciation of Tangible Non-Current Assets – Depreciation Methods (only) as per IAS-16:**

Recognition and Measurement of Tangible Non-Current Assets; distinction between and application of principles of Capital and Revenue Expenditures, Concept of Depreciation; Methods of Measuring and Recording of Depreciation as per IAS-16.

#### **3. Preparation and Presentation of Financial Statements:** Preparation and Presentation of Financial Statements for Trading & Services Concerns; Elements/Components of Financial Statements in accordance with the format of IAS-I and Companies Ordinance; Financial Statements (Balance Sheet, Income Statement, Cash Flow Statement and Statement of Changes in Equity) in respect of Trading; and Services Enterprises.

#### **Recommended Books:**

1. Jerry. J, Weygandt, Paul D. Kimmel and Donald E. Kieso Accounting Principles.
2. Frankwood, Business Accounting, Volume-1
3. Financial Accounting, Mark S. Bettner, Jack L. Smith.
4. IFRSs / IASs, International Financial Reporting Standards/International Accounting Standards Board London, published/issued by ICAP in Pakistan Latest Edition.





## **Course: Fundamental of Philosophy**

### **Course Description:**

The course introduces undergraduate students to some of the main concerns in philosophy concentrating on the works of major thinkers such as Plato, Aristotle, Descartes, Hume, Kant, Hegel, Marx, Kierkegaard, Husserl, Sartre, Foucault, and Derrida, to name a few.

The class discussions will center on broad philosophical concerns:

The nature of philosophy, the nature and limits of human knowledge, the scope and limits of human freedom, the differences between right and wrong conduct, the nature of good life, and the meaning and the value of human existence. The students will thus be given introductory overview of different areas of philosophy beginning with Plato. The topics for discussion will include: Morality, Free Will, Metaphysics and Knowledge. The basic principles and methods of logical reasoning will be introduced and students will be given opportunity to participate actively in class discussions.

### **Course Contents:**

- 1) Philosophical Method/Logic
- 2) Ethics
- 3) Applied Ethics
- 4) Debate on abortion
- 5) Theoretical Perspectives

### **Epistemology**

- Mind Body Problem
- Debate on the mind-body problem

### **Metaphysics-**

- Personal Identity
- Philosophy of Religion
- Debate on the existence of God

### ***Reference Book:***

*Fundamentals of Philosophy*, 8th Edition. David Stewart, Ohio University. H. Gene Blocker, Ohio University. ©2013.

**Introduction to world History**

**credit hrs 03**

### **Course Description**

World History is a required course for sophomores concerning the nations and peoples of the world. Included with the history and geography are cultural development, political and economic systems and social structures. The student will be challenged to think critically about international relations, human commonalities and differences and their

impact on the student's own life.

## **Course Contents**

### **1 Introduction**

- Introduction
- Ancient History Review

### **2- Unit : The Americas**

- Introduction
- Civilizations in America
- Culture and Conquest

### **3- Unit : African Kingdoms**

- Introduction
- Western African Kingdoms
  - BBC Lost Kingdoms of Africa: Nubia
  - BBC Lost Kingdoms of Africa: Ethiopia

### **4- Unit : Empires of Asia**

- Introduction
- Japan
- China

### **5- Unit : The Rise of Islam**

- Islam
  - Rise of Islam
  - The Empire of Faith
  - History of Islam
  - History of Islam part 2
  - History of Islam part 3

### **6- Unit : Byzantine & Russian Empires**

- Introduction
  - Byzantium
  - Russia

### **7- Unit : Medieval Europe**

- Introduction
  - Early Middle Ages
  - Role of the Church
  - Changing Society

### **8- Unit : Renaissance & Reformation**

- Introduction
  - The Renaissance Spreads
  - The Reformation

### **9- Unit : Exploration & Colonization**

- Introduction
- Spain and Portugal
- Britain and France

### **10- Unit : Absolute Monarchies**

- Introduction
- The Monarchs



- Europe
- England

### **11- Unit : Scientific Revolution & the Enlightenment**

- Introduction
- Revolution and Enlightenment
- The Scientists
- The Enlightenment

### **12- Unit : Revolutions**

- Introduction
- American Revolution
- French Revolution

### **13- Unit : Industrial Revolution**

- Introduction
  - Victorian England
  - Second Revolution
  - Reform Movements

### **14- Unit : 19th Century Movements**

- Introduction
- Age of Ideologies
- Women's Suffrage
- Abolition Movements

#### *Reference Books:*

- *world-history*: Guns, Germs, and Steel: The Fates of Human Societies by Jared
- [The History of the Ancient World](#) · by [Salt](#)

## **Course Title: Islamic Jurisprudence**

### **Introduction: an overview of the course**

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.

### **The objectives of Shari`ah and Fiqh:**

1. Theory of Maqasid.
2. The aims and purposes of Fiqh.

### **Sources of Fiqh:**

1. Textual Sources:
2. • The Qur'an.
3. • Characteristics of Qur'anic legislation.
4. • Sunnah.
5. • Its place in Islamic legislation

#### **. Ijtihadi sources:**

- Ijtihad.
- Its Meaning and techniques.
- Qiyas.
- Collective ijtihad.
- Ijma' and other sources

#### **Period of Risalah:**

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.

#### **Period of the four Caliphs:**

1. Underlying features of this period.
2. Legal development.
3. Differences of opinion.

#### **Period of Early Schools:**

1. Underlying features of this period.
2. Ahl al-Hadith and Ahl al-Ra'y.
3. Famous Muftis of this period.

#### **Period of Classical Schools:**

1. Underlying features of this period.
2. Rise of four classical schools, distinctive.
3. Characteristics of their methodologies and main reasons for conflicting rulings

#### **Period of Taqlid:**

1. Underlying features of this period.
2. Causes and consequences of taqlid.
3. Great jurists of this period.
4. Fiqh in Osmani and Mughal States

#### **Modern Period:**

1. Underlying features of this period.
2. Penetration of Western laws into Muslim.
3. Countries, codification of Fiqh.
4. Islamic Law in the Muslim States.
5. Future of Islamic Law

**Reference Books:**

- Laldin M. A. (2016). Introduction to Islamic Law. Kuala Lumpur: IBFIM.
- Abu, A. & Bilal P. (1988). The Evolution of Fiqh (3rd ed.). Riyadh: International Islamic Publishing House.
- Al-Alwani, T. J. (1990). Source Methodology in Islamic Jurisprudence. Riyadh: International Islamic Publishing House and IIIT.
- Faruki, A. K. (1975). Islamic Jurisprudence (2nd ed.). Islamabad: National Book Foundation.
- Gunaya, M. Y. (1992). Islamic Jurisprudence in the Modern World. Lahore: Muhammad Ashraf.
- Nyazee, I. K. (2000). Islamic Jurisprudence, Islamabad: IIIT, Islamic Research Institute
- Najmee,, A. H. (1989), Islamic legal Theory and the Orientalists, Lahore: Institute of Islamic Culture .

**Course Title: Introduction to Business****Textbook**

Business, 8<sup>th</sup> 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, 4<sup>th</sup> 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.

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

5	5 <sup>th</sup>	Partnership Agreement. Registration process of a firm. Importance of Registration.	
6	6 <sup>th</sup>	Joint Stock company & its features. Advantages of JSC. Disadvantages of JSC.	
7	7 <sup>th</sup>	Private Ltd Co., Public Ltd Co.	
8	8 <sup>th</sup>	<b>Mid Term Exam.</b>	
9	9 <sup>th</sup>	Difference B/w Public & Private Co. Promotion of Joint Stock Co. Distinguish B/w Partnership, Private Ltd & Public Ltd Co.	
10	10 <sup>th</sup>	Memorandum of Association. Articles of Association. Prospectus.	
11	11 <sup>th</sup>	Difference B/w Memorandum & Articles of Association. Share Capital & its Kinds, Various classes.	
12	12 <sup>th</sup>	Debentures & its kinds. Difference B/w Share & Debenture.	
13	13 <sup>th</sup>	<b>Company Management, Functions &amp; responsibilities of Directors, &amp; Powers of Directors .</b>	
14	14 <sup>th</sup>	Duties of Secretary. Different ways of winding up of joint Stock Co.,	
15	15 <sup>th</sup>	Modarba&Musharika. Co-Operative Society & its Principles.	
16	16 <sup>th</sup>	Advantages & Disadvantages of Co-operative society. Kinds of Co-operative Society. Difference B/w Co-operative society & Joint stock Company.	
17	17 <sup>th</sup>	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.

### **Breakups of courses to be offered by Psychology Department according to old scheme of studies**

**Department of Psychology**  
**Degree Program: BS**  
**Courses breakup**

**Semester: BS 1<sup>st</sup>**

S.No	Subject& Code	Cr.Hrs
1	English –I (ENG-111)	3(3-0)
2	Islamic Studies (ISLS-112)	2(2-0)
3	Introduction to Computers (CMP-113)	3(3-0)
4	Biological Science (BIOS-114)	3(3-0)
5	Foundations of Psychology (PSY-115)	3(3-0)
6	Introduction to Sociology( SOC-117)	3(3-0)

**Course Breakup**

**Course Title: English 1 functional English**

**Level: BS 1st semester**

**Credit Hours: 03**

**Course code: 111**

Lectures	Topics
Lecture 1	Introduction of Grammar
Lecture 2	Introduction to basics of Grammar
Lecture 3	Introduction to basics of Grammar
Lecture 4	Introduction of parts of speech
Lecture 5	Introduction of parts of speech
Lecture 6	Explanation with examples
Lecture7	Sentence structure
Lecture 8	Sentence structures of active and passive voice
Lecture 9	Continue
Lecture 10	Practice in unified sentence
Lecture 11	Continue
Lecture 12	Intro. To phrases
Lecture 13	Analysis of phrase clause
Lecture 14	Quiz on above
Lecture 15	Intro to transitive and intransitive verb
Lecture 16	Continue
Lecture 17	Discussion

Lecture 18	Punctuation and spelling learning
Lecture 19	Continue
Lecture 20	Presentation on above
Lecture 21	Discussion
Lecture 22	Discussion
Lecture 23	Discussion
Lecture 24	<b>Mid Term</b>
Lecture 25	Introduction to comprehension
Lecture 26	Comprehension on text
Lecture 27	Continue
Lecture 28	Improve listening skills
Lecture 31	Question and Answers
Lecture 32	Translation skills improvement
Lecture 33	Paragraph writing on any topic
Lecture 34	Continue
Lecture 35	questions Answers
Lecture 36	Continue
Lecture 37	Discussion
Lecture 38	Assignments
Lecture 39	to improve presentation skill
Lecture 40	Writing skills
Lecture 41	Reading skill
Lecture 42	Text and Analysis
Lecture 43	Discussion
Lecture 44	Discussion
	<b>Terminal Examination</b>

**Course Title: Islamic Studies**

**Detail of Course**

<b>Week</b>	<b>Topic To Be Covered</b>
<b>Week 1</b>	<b>Introduction to Quranic Studies</b> 1) Basic Concepts of Quran

	<ul style="list-style-type: none"> <li>2) History of Quran</li> <li>3) Uloom-ul -Quran</li> </ul>
<b>Week 2</b>	<p><b>Study of Selected Text of Holly Quran</b></p> <ul style="list-style-type: none"> <li>1) Verses of Surah Al-Baqra Related to Faith(Verse No-284-286)</li> <li>2) Verses of Surah Al-Hujrat Related to Adab Al-Nabi (Verse No-1-18)</li> <li>3) Verses of Surah Al-Mumanoon Related to Characteristics of faithful (Verse No-1-11)</li> <li>4) Verses of Surah al-Furqan Related to Social Ethics (Verse No.63-77)</li> <li>5) Verses of Surah Al-Inam Related to Ihkam(Verse No-152-154)</li> </ul>
<b>Week 3</b>	<p><b>Study of Selected Text of Holly Quran</b></p> <ul style="list-style-type: none"> <li>1) Verses of Surah Al-Ihzab Related to Adab al-Nabi (Verse No.6,21,40,56,57,58.)</li> <li>2) Verses of Surah Al-Hashar (18,19,20) Related to thinking, Day of Judgment</li> <li>3) Verses of Surah Al-Saf Related to Tafakar,Tadabar (Verse No-1,14)</li> </ul>
<b>Week 4</b>	<p><b>Seerat of Holy Prophet (S.A.W) I</b></p> <ul style="list-style-type: none"> <li>1) Life of Muhammad Bin Abdullah ( Before Prophet Hood)</li> <li>2) Life of Holy Prophet (S.A.W) in Makkah</li> <li>3) Important Lessons Derived from the life of Holy Prophet in Makkah</li> </ul>
<b>Week 5</b>	<p><b>Seerat of Holy Prophet (S.A.W) II</b></p> <ul style="list-style-type: none"> <li>1) Life of Holy Prophet (S.A.W) in Madina</li> <li>2) Important Events of Life Holy Prophet in Madina</li> <li>3) Important Lessons Derived from the life of Holy Prophet in Madina</li> </ul>
<b>Week 6</b>	<p><b>Introduction to Sunnah</b></p> <ul style="list-style-type: none"> <li>1) Basic Concepts of Hadith</li> <li>2) History of Hadith</li> <li>3) Kinds of Hadith</li> <li>4) Uloom –ul-Hadith</li> <li>5) Sunnah &amp; Hadith</li> <li>6) Legal Position of Sunnah</li> </ul>
<b>Week 7</b>	<b>Selected Study from Text of Hadith</b>
<b>Week 8&amp; 9</b>	<p><b>Introduction to Islamic Law &amp; Jurisprudence</b></p> <ul style="list-style-type: none"> <li>1) Basic Concepts of Islamic Law &amp; Jurisprudence</li> <li>2) History &amp; Importance of Islamic Law &amp; Jurisprudence</li> </ul>

	3) Sources of Islamic Law & Jurisprudence 4) Nature of Differences in Islamic Law Islam and Sectarianism <b>Mid Examination</b>
<b>Week 9&amp; 10</b>	<b>Islamic Culture &amp; Civilization</b> 1) Basic Concepts of Islamic Culture & Civilization 2) Historical Development of Islamic Culture & Civilization 3) Characteristics of Islamic Culture & Civilization 4) Islamic Culture & Civilization and Contemporary Issues
<b>Week 11 &amp; 12</b>	<b>Islam &amp; Science</b> 1) Basic Concepts of Islam & Science 2) Contributions of Muslims in the Development of Science Quranic & Science
<b>Week 13 &amp; 14</b>	<b>Islamic Economic System</b> 1) Basic Concepts of Islamic Economic System 2) Means of Distribution of wealth in Islamic Economics 3) Islamic Concept of Riba 4) Islamic Ways of Trade & Commerce
<b>Week 15</b>	<b>Political System of Islam</b> 1) Basic Concepts of Islamic Political System 2) Islamic Concept of Sovereignty 3) Basic Institutions of Govt. in Islam
<b>Week 16</b>	<b>Recap &amp; Discussion</b>

## Applications of Computer in Psychology

### WEEKLY COURSE BREAKUP/ PLAN

Week No.	TOPICS TO BE TAUGHT	Assignments & Self Directed Activities
<b>WEEK 1</b>	<b>Lecture 1: INTRODUCTION TO COMPUTER</b>	<b>Reading:</b> basic introduction of computer
	<ul style="list-style-type: none"> <li>• Basic Definitions</li> </ul>	
	<ul style="list-style-type: none"> <li>• Software &amp; hardware</li> </ul>	
	Data , information, information processing cycle	
	<b>Lecture 2:Classification of computer</b> <ul style="list-style-type: none"> <li>• Micro computer</li> <li>• Mini computer</li> <li>• Mainframe</li> <li>• Supercomputer</li> </ul>	



	Embedded computer	
	<b>Lecture 3</b> : Types of computer <ul style="list-style-type: none"> <li>• Information technology</li> <li>• Components of It</li> </ul> Computer professions	
<b>WEEK 2</b>	<b>Lecture 1: Components of computer</b> <ul style="list-style-type: none"> <li>• Input devices</li> <li>• Pointing devices</li> <li>• Touch screen</li> </ul>	
	<b>Lecture 2</b> : System unit <ul style="list-style-type: none"> <li>• Motherboard</li> <li>• Cpu</li> <li>• Register</li> <li>• memory</li> <li>• Storage unit</li> </ul> Magnetic disk	
	<b>Lecture 3:</b> Hard disk <ul style="list-style-type: none"> <li>• Floppy disk</li> <li>• Flash, memory</li> <li>• Communication devices</li> </ul>	
<b>WEEK 3</b>	<b>TOPIC 3: Computer Software</b>	
	<b>Lecture 1:Computer Software</b> <ul style="list-style-type: none"> <li>• Types of software</li> </ul> Application Software	
	<ul style="list-style-type: none"> <li>• <b>Lecture 2:</b>Forms of application software</li> </ul>	
	<ul style="list-style-type: none"> <li>• <b>Lecture 3:</b>System software</li> </ul>	
<b>WEEK 4</b>	<b>TOPIC 4:MS Word</b>	
	<b>Lecture 1:Practical work( MS Word)</b> <ul style="list-style-type: none"> <li>• Typing document ,copy, paste, bold, high light</li> <li>• All type of page formatting</li> <li>• Table creating, picture etc.</li> </ul> Creating hyper links	
<b>WEEK 5</b>	<b>Lecture 1:Software for communication</b> <ul style="list-style-type: none"> <li>• Email</li> <li>• FTP</li> <li>• Internet telephony</li> </ul>	
	<b>Lecture 2</b> : Web browser	
	<b>Lecture 3:</b> Video conferencing	

<b>WEEK 6</b>	<b>TOPIC 6: System Unit</b>	
	<b>Lecture 1: System Unit</b> <ul style="list-style-type: none"> <li>• CPU</li> <li>• Registers</li> </ul>	
	<b>Lecture 2:</b> , Memory	
	<b>Lecture 3:</b> Expansion cards& slots Buses	
<b>WEEK 7</b>	<b>TOPIC 7: System Software</b>	
	<b>Lecture 1: System Software</b> <ul style="list-style-type: none"> <li>• Operating System</li> </ul>	
	<ul style="list-style-type: none"> <li>• <b>Lecture 2:</b> Types of OS</li> <li>• Functions of OS</li> </ul>	
	<b>Lecture 3:</b> Utility Programs	
<b>WEEK 8</b>	<b>Practical Work (MS Power Point)</b> <ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Presentation skills</li> </ul> How to prepare slides and how delivery presentation	
	<b>MIDTERM EXAM</b>	
	<b>ABOVE MENTIONED TOPICS HAVE BEEN COMPLETED BEFORE MIDTERM EXAM</b>	
<b>WEEK 9</b>	<b>TOPIC 9: Data Communications</b>	
	<b>Lecture 1 Data Communications</b> <ul style="list-style-type: none"> <li>• Types of communication</li> </ul>	
	<b>Lecture 2:</b> Data transmission modes	
	<b>Lecture 3:</b> Uses of communication technologies	
<b>WEEK 10</b>	<b>TOPIC 10: Computer Networks</b>	
	<b>Lecture 1: Computer Networks</b> <ul style="list-style-type: none"> <li>• Types of computer networks</li> </ul> Network architecture	
	<b>Lecture 2:</b> Network topology	
	<b>Lecture 3:</b> Protocol <ul style="list-style-type: none"> <li>• Home networks &amp; communication devices</li> <li>• Network devices communication channel</li> <li>• TCP/ IP protocol</li> </ul>	
<b>WEEK 11</b>	<b>TOPIC 11: Computer language &amp; Database</b>	
	<b>Lecture 1: Computer language &amp; Database</b> <ul style="list-style-type: none"> <li>• Programming language</li> <li>• Language processor</li> </ul>	

	<ul style="list-style-type: none"> <li>Types of database models</li> </ul>	
	<b>Lecture 2:</b> Data, information & database <ul style="list-style-type: none"> <li>Database Approach</li> <li>Database management system</li> </ul>	
	<b>Lecture 3:</b> Information system Role of information system in business	
<b>WEEK 12</b>	<b>TOPIC 12: Practical Work(MS Excel)</b>	
	<b>Practical Work(MS Excel)</b> <ul style="list-style-type: none"> <li>Basic formatting oof excel sheet</li> <li>Calculation , formulas etc</li> <li>How to prepare salary sheet</li> </ul> How to prepare result sheet	
<b>WEEK 13</b>	<b>Topic 13: Stress, Health &amp; Coping</b>	
	<b>Lecture 2:Internet &amp; Email</b> <ul style="list-style-type: none"> <li>Internet, working of internet</li> <li>Connection of internet</li> </ul> Web browser	
	<b>Lecture 2:</b> , Services of internet <ul style="list-style-type: none"> <li>Email</li> <li>E.commerce , types of ecommerces</li> </ul> Telnet, FTP	
	<b>Lecture 3:</b> Types of website <ul style="list-style-type: none"> <li>Cookies ,types of cookies</li> <li>Cloud computing</li> </ul> Types and example of cloud computing	
<b>WEEK 14</b>	<b>Security ,privacy &amp;ethics</b>	
	<b>Lecture 1:Security ,privacy &amp;ethics</b> <ul style="list-style-type: none"> <li>Cybercrime</li> <li>Computer security</li> </ul>	
	<b>Lecture 2:</b> Security threats <ul style="list-style-type: none"> <li>Measures to protect computer security</li> <li>Backup of data</li> </ul>	
	<b>Lecture 3:</b> Computer virus How to Protect computer from virus privacy	
<b>WEEK 15</b>		
	<ul style="list-style-type: none"> <li>Project</li> <li>How to make project?</li> </ul> Project management system	

<b>WEEK 16</b>	Presentation week	
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Course title **Biological Sciences**

Credit hrs.3

### Weekly Course Breakup

<b>Week</b>	<b>Topics To Be Covered</b>
<b><u>Week 1</u></b>	
	<b>Lecture 1:</b> Introduction of biology
	<b>Lecture 2:</b> Scope and major themes of biology
	<b>Lecture 3:</b> The Scientific Process
<b><u>Week 2</u></b>	
	<b>Lecture 1:</b> Concept of cell and its structure
	<b>Lecture 2:</b> Level of organization (subatomic level to tissue level)
	<b>Lecture 3:</b> Level of organization (organ level to level of biosphere)
<b><u>Week 3</u></b>	
	<b>Lecture 1:</b> The chemistry of life and cells
	<b>Lecture 2:</b> Metabolism and energy transformation
	<b>Lecture 3:</b> Concept of Photosynthesis and general summary
<b><u>Week 4</u></b>	
	<b>Lecture 1:</b> Photosynthesis (Light reaction)
	<b>Lecture 2:</b> Photosynthesis (Dark Reaction)
	<b>Lecture 3:</b> Concept of cellular respiration (aerobic and anaerobic)
<b><u>Week 5</u></b>	
	<b>Lecture 1:</b> Cellular respiration(Overview of Glycolysis, Krebs cycle and electron transport chain)
	<b>Lecture 2:</b> Concept of Genetics, central dogma of life, inheritance and genes
	<b>Lecture 3:</b> DNA and its structure
<b><u>Week 6</u></b>	
	<b>Lecture 1:</b> Transcription

	<b>Lecture 2:</b> Translation
	<b>Lecture 3:</b> Quiz 1
<b><u>Week 7</u></b>	
	<b>Lecture 1:</b> Mutation
	<b>Lecture 2:</b> Human Genome
	<b>Lecture 3:</b> Genetic disorders (Assignment # 1 Students have to locate genetic disorders from their vicinity along with breif history and pictorial representation)
<b><u>Week 8</u></b>	
	<b>Lecture 1:</b> Applied Genetics
	<b>Lecture 2:</b> Biotechnology, Introduction to evolution
	<b>Lecture 3:</b> Mid-term Exam
<b><u>Week 9</u></b>	
	<b>Lecture 1:</b> Diversity of life and evolution
	<b>Lecture 2:</b> Evidences and process
	<b>Lecture 3:</b> Pattern of evolution
<b><u>Week 10</u></b>	
	<b>Lecture 1:</b> Animal structure and function of Life
	<b>Lecture 2:</b> Biodiversity of organisms including microbes
	<b>Lecture 3:</b> Nutri
	<b>Lecture 2:</b> Diseases and immunity
	<b>Lecture 3:</b> Cancer
<b><u>Week 12</u></b>	
	<b>Lecture 1:</b> Quiz 2
	<b>Lecture 2:</b> Presentation (group 1)
	<b>Lecture 3:</b> Presentation (Group 2)
<b><u>Week 13</u></b>	
	<b>Lecture 1:</b> Human Nervous system

	<b>Lecture 2:</b> Ecosystem structure and function, ecology
	<b>Lecture 3:</b> Population, communities and ecosystem
<b><u>Week 14</u></b>	
	<b>Lecture 1:</b> Environmental issues
	<b>Lecture 2:</b> Global warming/change
	<b>Lecture 3:</b> Conservation biology
<b><u>Week 15&amp; 16</u></b>	
	<b>Discussion week and Final Exam</b>

### Foundations of Psychology

#### WEEKLY COURSE BREAKUP/ PLAN

<b>Week No.</b>	<b>TOPICS TO BE TAUGHT</b>	<b>Assignments &amp; Self Directed Activities</b>
<b>WEEK 1</b>	<b>TOPIC 1: What psychology is like?</b>	<b>Reading:</b> Schools of thoughts In psychology
	<b>Lecture 1:</b> Definition and application of psychology	
	<b>Lecture 2:</b> Methods in psychology	
	<b>Lecture 3:</b> The work of psychologists, Branches of psychology	
<b>WEEK 2</b>	<b>TOPIC 2: Biology of Behavior</b>	<b>Assignment # 1:</b> Thinking Processes and concept Formation
	<b>Lecture 1:</b> Species typical behavior, sociobiology, neurons, synapses	
	<b>Lecture 2:</b> Nervous system, brain during sleep	
	<b>Lecture 3:</b> Association cortex, Behavior and Experience	
<b>WEEK 3</b>	<b>TOPIC 3: Sensory processes and perception</b>	
	<b>Lecture 1:</b> Sense of vision, hearing,	
	<b>Lecture 2:</b> sense of smell, taste and touch	
	<b>Lecture 3:</b> from perception, depth perception, constancy, movement perception, plasticity, individual differences	

<b>WEEK 4</b>	<b>TOPIC 4: Attitudes</b>	
	<b>Lecture 1:</b> Nature, Measurement and Theories of attitude	
	<b>Lecture 2:</b> Theories of attitude, factors in attitude change	
	<b>Lecture 3:</b> Attitudes and Behavior, Behavior and attitudes	
<b>WEEK 5</b>	<b>TOPIC 5: Memory</b>	
	<b>Lecture 1</b> Definition, Types, Modals	
	<b>Lecture 2:</b> Memory disorders	
	<b>Lecture 3:</b> Forgetting	
<b>WEEK 6</b>	<b>TOPIC 6: Motivation</b>	<b>Assignment # 2:</b> Decision Making and Problem Solving
	<b>Lecture 1:</b> Motives, Theories of motivation	
	<b>Lecture 2:</b> , Biological and Social motivation	
	<b>Lecture 3:</b> Frustration and conflict of motives <b>QUIZ 1</b>	
<b>WEEK 7</b>	<b>TOPIC 7: Emotion</b>	
	<b>Lecture 1:</b> Expression and perception of emotions, physiology of emotions	
	<b>Lecture 2:</b> Theories of emotions	
	<b>Lecture 3:</b> Emotional Regulation	
<b>WEEK 8</b>	<b>TOPIC 8: Revision</b>	
	<b>Lecture 1:</b> Discussion	
	<b>Lecture 2:</b> Discussion	
	<b>Lecture 3:</b> MIDTERM EXAM	
	<b>ABOVE MENTIONED TOPICS HAVE BEEN COMPLETED BEFORE MIDTERM EXAM</b>	
<b>WEEK 9</b>	<b>TOPIC 9: Principles of Learning</b>	
	<b>Lecture 1:</b> Classical Conditioning	
	<b>Lecture 2:</b> Operant Conditioning	
	<b>Lecture 3:</b> Cognitive learning	
<b>WEEK 10</b>	<b>TOPIC 10: Personality</b>	
	<b>Lecture 1:</b> Definition, Major approaches	

	<b>Lecture 2:</b> Measuring Personality	
	<b>Lecture 3:</b> Personality Disorders	
<b>WEEK 11</b>	<b>TOPIC 11: Abnormal Psychology</b>	
	<b>Lecture 1:</b> Defining abnormal behavior, classification of psychological disorders, Mood Disorders	
	<b>Lecture 2:</b> Anxiety Disorders	
	<b>Lecture 3:</b> Schizophrenia spectrum disorders	
<b>WEEK 12</b>	<b>TOPIC 12: Abnormal Psychology and Therapy for Psychological Distress</b>	
	<b>Lecture 1:</b> Behavioral and cognitive Therapies	
	<b>Lecture 2:</b> Biomedical Therapies, Humanistic Therapies	
	<b>Lecture 3:</b> Psychodynamic Therapies	
<b>WEEK 13</b>	<b>Topic 13: Stress, Health &amp; Coping</b>	
	<b>Lecture 1:</b> Characteristics of stressful events, psychological physical reactions to stress,	
	<b>Lecture 2:</b> , Coping skills, Managing stress	
	<b>Lecture 3:QUIZ 2</b>	
<b>WEEK 14</b>	<b>Social Psychology</b>	
	<b>Lecture 1:</b> Social Perceptions	
	<b>Lecture 2:</b> Social Influence	
	<b>Lecture 3:</b> Social Relationships	
<b>WEEK 15</b>	<b>Presentations</b>	
	<b>Presentation 1:</b> Cognitive Development	
	<b>Presentation 2:</b> Social and Emotional Development	
	<b>Presentation 3:</b> Moral Development	
<b>WEEK 16</b>	<b>Exam Period</b>	



<b>Week</b>	<b>Lecture No.</b>	<b>Topic</b>	<b>Activity</b>
1st	----	Registration /Classes	
2nd	<b>Lecture #1</b>	Introduction Meanings and Definitions	
	<b>Lecture# 2</b>	Sociology as a science	
	<b>Lecture# 3</b>	Field of Sociology Subject matter	
3rd	<b>Lecture# 4</b>	Scope	
	<b>Lecture# 5</b>	Utilities of Sociology	
	<b>Lecture #6</b>	Role of Sociologist	
4th	<b>Lecture #7</b>	Sociology as a scientific discipline	
	<b>Lecture# 8</b>	Historical Background	
	<b>Lecture #9</b>	Relationship with other social sciences	

5th	<b>Lecture #10</b>	Community Society, Group	<b>1<sup>st</sup> Quiz</b>
	<b>Lecture #11</b>	Associations Association Voluntary Involuntary	
	<b>Lecture #12</b>	Organizations Formal Informal	
6th	<b>Lecture #13</b>	Social Group Definitions and functions Types of Social Groups	<b>Assignment</b>

	<b>Lecture #14</b>	In and out group Formal and informal Group Reference Group	
	<b>Lecture #15</b>	Primary and secondary group Pressure Group	
7th	<b>Lecture# 16</b>	Social Interaction Process of social interaction	<b>Midterm</b>
	<b>Lecture# 17</b>	Cooperation	
	<b>Lecture #18</b>	Competition	
8th	<b>Lecture #19</b>	Level of social interaction Conflict	
	<b>Lecture# 20</b>	Acculturation and diffusion Assimilation	
	<b>Lecture #21</b>	Accommodation Amalgamation	
9th	<b>Lecture #22</b>	Culture Definition, aspects	
	<b>Lecture# 23</b>	characteristics of Culture Material and non-material culture Ideal and real culture	
	<b>Lecture# 24</b>	Elements of culture Traits Complexes Patterns Ethos	

10 <sup>th</sup>	<b>Lecture# 25</b>	Organization of culture Belief Values Norms and social sanctions	<b>Quiz</b>
	<b>Lecture #26</b>	Cultural relativism Subculture	
	<b>Lecture #27</b>	Ethnocentrism Xenocentrism	
11 <sup>th</sup>	<b>Lecture# 28</b>	Cultural lag Other related concepts	
	<b>Lecture #29</b>	Socialization	
	<b>Lecture #30</b>	Agencies of socialization	
12 <sup>th</sup>	<b>Lecture# 31</b>	personality Factors in personality formation	
	<b>Lecture #32</b>	Roles and status	
	<b>Lecture #33</b>	Deviance and social control Deviance and its types ➤Causes of deviance	
13 <sup>th</sup>	<b>Lecture #34</b>	Social control and its need Forms of Social control	
	<b>Lecture# 35</b>	Methods & Agencies of Social control	
	<b>Lecture# 36</b>	Collective Behavior Collective behavior, its types	

14 <sup>th</sup>	<b>Lecture #37</b>	Crowd behavior its types Characteristics of crowd	<b>Assignment</b>
	<b>Lecture #38</b>	Public opinion	
	<b>Lecture# 39</b>	Propaganda	
	<b>Lecture #41</b>	Leadership	
15 <sup>th</sup>	<b>Lecture #42</b>	Social Movements	
16 <sup>th</sup>		Presentation of assignment	
17 <sup>th</sup>	<b>Terminal</b>		
18 <sup>th</sup>		Result submission	

## 2<sup>nd</sup> Semester

Code	Course Title	Lec.Hrs	Lab.Hrs	Cr.Hrs
ENG-121	English II	3	0	3
PSD- 122	Pakistan Studies	2	0	2
MAT-123	General Mathematics	3	0	3
ARB-124	Arabic (Basic and understanding of Quran)	3	0	3
PSY-125	History and Perspectives of Psychology	3	0	3
	Optional I(Non Psychology)	3	0	3

Total semester credit hours=17

ENG-121

**Course Title: English II.      Course responsible:**  
**Credit Hours: 03**

**Course code: 112**

Lectures	Topics
Lecture 1	Introduction of English language
Lecture 2	Introduction to foreign language learning
Lecture 3	Introduction to paragraph writing
Lecture 4	Introduction to presentation skills

Lecture 5	Practice paragraph writing
Lecture 6	Practice paragraph writing
Lecture 7	Practice paragraph writing
Lecture 8	Practice paragraph writing
Lecture 9	Continue
Lecture 10	Introduction to presentation skills
Lecture 11	Presentation on format of narrative essay writing
Lecture 12	Continue
Lecture 13	Continue
Lecture 14	Writing Paragraph on poverty in pakistan
Lecture 15	Writing paragraph on visit to a historical place
Lecture 16	Continue
Lecture 17	Text reading and analysis
Lecture 18	Text reading and analysis
Lecture 19	Text reading and analysis
Lecture 20	Continue
Lecture 21	Discussions
Lecture 22	Continue
Lecture 23	Continue
Lecture 24	Continue
Lecture 25	Discussion
Lecture 26	<b>Mid Term</b>
Lecture 27	Introduction to academic writing
Lecture 28	Discussion on above
Lecture 29	Continue
Lecture 30	How to write proposal for reserach paper
Lecture 31	Question and Answers
Lecture 32	How to write term paper
Lecture 33	Discssion on above
Lecture 34	How to write a technical report
Lecture 35	Continue
Lecture 36	Progressive report writing
Lecture 37	Discussion
Lecture 38	Assignments

Lecture 39	Writing a report on condition of hospitals in Rawalakot
Lecture 40	Writing a technical report on education, quality of our schools
Lecture 41	Continue
Lecture 42	Text and Analysis
Lecture 43	Discussion
Lecture 44	Discussion
	<b>Terminal Examination</b>

## PSD- 122Pakistan Studies

### Course Break up

Week	Day	Title OF lecture delivered
1 <sup>st</sup>	Two days in a week	<ul style="list-style-type: none"> <li>➤ <b>Introduction</b></li> <li>➤ <b>Introduction to the Subject</b></li> <li>➤ <b>Historical background of down fall of Muslim (mughal) rulers in sub-continent</b></li>   <li>➤ <b>Causes of downfall of Muslims government in sub-continent</b></li> <li>➤ <b>Results of down fall of Muslims in sub continent.</b></li> </ul>

2 <sup>nd</sup>		
3 <sup>rd</sup>		<ul style="list-style-type: none"> <li>❖ War of 1857 and its consequences</li> <li>❖ Role of Muslim leaders to uplift the Muslims in subcontinent.</li> <li>❖ Role of Sir Syed Ahmed khan</li> <li>❖ Role of Ali Gherrh Movement</li> <li>❖ Political aspects</li> <li>❖ Educational Aspects</li> <li>❖ Social aspects of Ali Gherrh Movement.</li> </ul>
4 <sup>th</sup>		<ul style="list-style-type: none"> <li>❖ <u>Factors Leading to Muslims separatism</u></li> <li>❖ Reasons and factors that force Muslim for the struggle of an independent state</li> <li>❖ Formation of Muslim League</li> <li>❖ Role of Muslim league as a political plate form for the Muslims of Sub-Continent</li> <li>❖ Khilafat Movement</li> <li>❖ World war I and its effects on the lives of Muslims of Sub-continent</li> <li>❖</li> </ul>
5 <sup>th</sup>		<ul style="list-style-type: none"> <li>❖ Independence day of Pakistan</li> <li>❖ Muslims Sacrifices for the struggle of independent state</li> <li>❖ Problems faced by newly independent state of Pakistan</li> <li>❖ Role of Quaid,e,Azam Muhammad Ali Jinnah</li> <li>❖ Role of Dr. Allama Muhammad Iqbal</li> </ul>
6 <sup>th</sup>		<p style="text-align: center;"><u>Pakistan Constitutional and political development</u></p> <ul style="list-style-type: none"> <li>❖ Pakistani leadership</li> <li>❖ Formation of 1<sup>st</sup> assembly of Pakistan</li> <li>❖ Resolution of objective 1949</li> <li>❖ Constitutional and political development</li> <li>❖ formation of 1<sup>st</sup> constitution of Pakistan and its implementation</li> <li>❖ Causes of termination of 1<sup>st</sup> constitution of Pakistan</li> </ul>
		<b>Presentations</b>

		<p style="text-align: center;"><b>Week</b></p> <p style="text-align: center;"><b>1<sup>st</sup> Quiz +1<sup>st</sup> Assignment.</b></p>
		<p style="text-align: center;"><b><u>MID TERM COURSE/SYLLBUS COMPLETE</u></b></p> <p style="text-align: center;"><b><u>Mid term Exams</u></b></p>
7 <sup>th</sup>		<p style="text-align: center;"><b><u>2nd phase</u></b></p> <ul style="list-style-type: none"> <li>❖ <b>Constitution of 1962</b></li> <li>❖ <b>Role of Ayub Khan in Political and Economic development,</b></li> <li>❖ <b>Marsha Law govt and its role</b></li> <li>❖ <b>Causes of failure of constitution of 1962,</b></li> <li>❖</li> </ul>
8 <sup>th</sup>		<ul style="list-style-type: none"> <li>❖ <b>Role of Pakistan all parties democratic movement against the Martial law of Ayub Khan</b></li> <li>❖ <b>Ayub Khan left the govt of Pakistan and handover it to another army general Yahayh Kahn</b></li> <li>❖ <b>2<sup>nd</sup> Martial law of Pakistan</b></li> </ul> <p>➤</p>
9 <sup>th</sup>		<p>➤ <b><u>Separation of eastern part of Pakistan from the Pakistan(Dhaka Incident)</u></b></p> <p>➤ <b>Role of civilian govt</b></p>



		<ul style="list-style-type: none"> <li>➤ Election of 1990 and representation of govt</li> <li>➤ Political and constitutional development</li> <li>➤ Formation of 1973 constitution of Pakistan</li> <li>➤ Detail of the constitution of 1973</li> <li>➤ Important aspects of the constitution of 1973 that makes this constitution different from the past two constitutions</li> </ul>
10 <sup>th</sup>		<ul style="list-style-type: none"> <li>➤ <u>Political phases of Pakistan</u></li> <li>➤ From 1947-58</li> <li>➤ 1958- 71</li> <li>➤ 1971-77</li> <li>➤ 1977-88</li> <li>➤ 1988-99</li> <li>➤ 1999-2008</li> <li>➤ 2008 and onward</li> </ul>
11 <sup>th</sup>		
12 <sup>th</sup> week		<ul style="list-style-type: none"> <li>➤ Contemporary Pakistan</li> <li>➤ Importance of agriculture in the economic development of Pakistan</li> <li>➤ Problems faced by the agriculture of Pakistan and its possible solutions</li> </ul>
13 <sup>th</sup> week		<ul style="list-style-type: none"> <li>➤ Role of industries in the economic development of Pakistan</li> <li>➤ Problems faced by the industrial development of Pakistan and its possible solutions</li> </ul>
14 <sup>th</sup> week		<p style="text-align: center;"><u>Society and social structure of Pakistan</u></p> <ul style="list-style-type: none"> <li>➤ Importance of Pakistani society</li> <li>➤ Importance of different cultural backgrounds of Pakistani community</li> <li>➤ <u>Peoples and land of Pakistan</u></li> <li>➤ Indus civilization</li> <li>➤ Pakistan and its culture</li> <li>➤ Location and geographical feature of Pakistan</li> </ul>

		<ul style="list-style-type: none"> <li>➤ <b>Importance of Pakistan in South Asia</b></li> <li>➤</li> </ul>
<b>15th</b>		<p style="text-align: center;"><b><u>Foreign policy of Pakistan</u></b></p> <ul style="list-style-type: none"> <li>➤ <b>Foreign policy and its importance for a country.</b></li> <li>➤ <b>Important neighboring country of Pakistan</b></li> <li>➤ <b>Relationship of Pakistan with super powers</b></li> <li>➤ <b>Relationship of Pakistan with Muslim countries</b></li> <li>➤ <b>Relationship of Pakistan with china</b></li> </ul>
<b>16<sup>th</sup> week</b>		<ul style="list-style-type: none"> <li>➤ <b><u>Pakistan and Kashmir Issue</u></b></li> <li>➤ <b>Role of Pakistan as an important supporter of kashmiris for their struggle for independence</b></li> <li>➤ <b>Ethnicity</b></li> <li>➤ <b>Positive and negative impact of ethnicity</b></li> <li>➤ <b>Futuristic outlook of Pakistan</b></li> <li>➤</li> </ul>
<b>17<sup>th</sup> week</b>		<p><b>Course complete</b></p> <p><b>Terminal exams</b></p>

**COURSE TITLE: ARABIC LANGUAGE**

**CREDIT HOURS: 3**

**ARB-124**

<b>Week no.</b>	<b>Lectures</b>	<b>Topics</b>
<b>Week 1</b>	Lecture 1	Introduction to Ajza-e-kalam
	Lecture 2	Explanation of Isam
	Lecture3	Explanation of Fael
<b>Week 2</b>	Lecture 1	Explanation of Harf
	Lecture 2	Definition of Zamair
	Lecture 3	Zamair -e-mutasil
<b>Week 3</b>	Lecture 1	Zamair-e-munfasil
	Lecture 2	Differentiate between zamair-e-munfasil and mutasil
	Lecture 3	Harroof-e-jar
<b>Week 4</b>	Lecture 1	Explanation of harroof-e-jar
	Lecture 2	Definition of marakabat

	Lecture 3	Marakab-e-azaafi
<b>Week 5</b>	Lecture 1	Marakab-e-Tauseefi
	Lecture 2	Differentiate between marakab-e-azaafi and tauseefi
	Lecture 3	Harroof-e-jar o zamair
<b>Week 6</b>	Lecture 1	Harroof-e-jar mamaslat o imtiaz
	Lecture 2	Introduction to Wahid Jama
	Lecture 3	Introduction to Tasnia
<b>Week 7</b>	Lecture 1	Differentiate between Jama and Tasnia
	Lecture 2	Intoduction to Jumla
	Lecture 3	Differentiate between Jumla and Marakab
<b>Week 8</b>		Mid Term Exam
<b>Week 9</b>	Lecture 1	Types of Jumla
	Lecture 2	Jumla Ismia
	Lecture 3	Explanation of Jumla Ismia
<b>Week 10</b>	Lecture 1	Jumla-e-Faelia
	Lecture 2	Explanation of Jumla-e-Faelia
	Lecture 3	Differentiate between Jumla-e-faelia and Ismia
<b>Week 11</b>	Lecture 1	Difference between Marakab and Jumla
	Lecture 2	Introduction to Fael maazi
	Lecture 3	Explanation of Fael maazi
<b>Week 12</b>	Lecture 1	Examples of Fael maazi
	Lecture 2	Introduction to Fael mazareh
	Lecture 3	Difference between maazi and mazareh
<b>Week 13</b>	Lecture 1	Quiz
	Lecture 2	Explanation of Fael mazareh
	Lecture 3	Examples of Fael Mazareh
<b>Week 14</b>	Lecture 1	Presentation
	Lecture 2	Presentation
	Lecture 3	Presentation
<b>Week 15</b>	Lecture 1	Group activity
	Lecture 2	Group activity
	Lecture 3	Group activity

## Course Breakup

Credit Hours: 3(3-0)

Course Title: General Mathematics

Course Code: MATH-323

Week	Lecture no	Topic	Activity
Week 1	Lecture 1	❖ Introduction of mathematics	
	Lecture 2	❖ Sets ○ Introduction of sets and its types	
	Lecture 3	○ Properties of sets	
Week 2	Lecture 4	○ Venn Diagram	
	Lecture 5	❖ Mathematical Function and types of functions ○ Introduction of function	
	Lecture 6	○ Types of Function	
Week 3	Lecture 7		Quiz
	Lecture 8	❖ Building and solving linear and quadratic equations Linear Equation	
	Lecture 9	○ Two variables Systems of Equations	
Week 4	Lecture 10	○ Three variables Systems of Equations	
	Lecture 11	○ Applications of Linear Equations and Systems of Equations	
	Lecture 12	❖ Matrices and its applications ○ Introduction	
Week 5	Lecture 13	○ Types of Matrices	
	Lecture 14	○ Matrix Operations	
	Lecture 15	○ Inverse of Matrix	
Week 6	Lecture 16	○ Crammer's Rule	
	Lecture 17	○ The Determinant & its Properties	
	Lecture 18	○ Properties of Determinants	
Week 7	Lecture 19	○ The Method of Cofactors	
	Lecture 20	○ DETERMINANTS	
	Lecture 21	○ Properties of Determinants	
Week 8	Lecture 22	○ Determinants and Non Singularity	
	Lecture 23	○ Special Determinants	

	<b>Lecture 24</b>	<b>❖ Graph of linear functions</b>	
<b>Week 9</b>	<b>Lecture 25</b>		Mid-term Quiz
	<b>Lecture 26</b>	<b>❖ Derivatives</b>	
	<b>Lecture 27</b>	Differentiable function	
<b>Week 10</b>	<b>Lecture 28</b>	Differentiation of Polynomial	
	<b>Lecture 29</b>	Rational and transcendental functions derivatives	
	<b>Lecture 30</b>	<b>❖ Integration</b> Techniques of evaluating Indefinite Integrals	
<b>Week 11</b>	<b>Lecture 31</b>	<b>❖ Integration by Substitution</b>	
	<b>Lecture 32</b>	Integration by Parts	Quiz
	<b>Lecture 33</b>	Change of Variables in Indefinite Integration	
<b>Week 12</b>	<b>Lecture 34</b>	<b>❖ Statistics</b> ○ Meaning and definition of Statistics ○ Relation of Statistics with Psychology	
	<b>Lecture 35</b>	○ Characteristics of Statistics ○ Limitation of Statistics	
	<b>Lecture 36</b>	<b>❖ Frequency Distribution</b> ○ Organization of Data	
<b>Week 13</b>	<b>Lecture 37</b>	○ Array ○ Presentation of Data	
	<b>Lecture 38</b>	<b>❖ Graphical Presentation</b> ○ Histogram ○ Cumulative Frequency Polygon	
	<b>Lecture 39</b>	<b>❖ Charts</b> ○ Simple Bar Chart ○ Multiple Bar Chart ○ Component Bar Chart	
<b>Week 14</b>	<b>Lecture 40</b>	<b>❖ Measure of Central Tendency</b> Mean. Properties of Mean	
	<b>Lecture 41</b>	Median Mode Quartiles Percentiles Deciles	
	<b>Lecture 42</b>	<b>❖ Measure of Dispersion</b> ○ Range ○ Quartile Deviation	
<b>Week 15</b>	<b>Lecture 43</b>	○ Mean Deviation ○ Variance and Standard Deviation	
	<b>Lecture 44</b>	○ Properties of Variance	
	<b>Lecture 45</b>	<b>❖ Moments</b>	
	<b>Lecture 46</b>	<b>❖ Kurtosis</b>	

Week 16	Lecture 47	❖ Skewness	
	Lecture 48		Terminal Exam

**Course Title (Anthropology) Credit hours: 3(3-0)**

**Course Code: ANT-127 (Optional)**

<b>Week</b>	<b>Day</b>	<b>Title OF lecture delivered</b>
1 <sup>st</sup>	Three days in a week	<p align="center"><b>Introduction</b></p> <ul style="list-style-type: none"> <li>k. Definition of Anthropology</li> <li>l. Fields of anthropology</li> <li>m. Anthropological research methods</li> <li>n. Anthropology and other social sciences</li> <li>o. Significance of anthropology</li> </ul>
2 <sup>nd</sup>		<p align="center"><b>Culture</b></p> <ul style="list-style-type: none"> <li>○ Definition, properties and taxonomy</li> <li>○ Evolution and growth of culture</li> <li>○ Evolution of man: religious and modern perspectives</li> <li>○ Evolution of culture</li> </ul>
3 <sup>rd</sup>		<b>Continue.....</b>
4 <sup>th</sup>		<p><b>5. Food getting</b></p> <ul style="list-style-type: none"> <li>d. Food collection</li> <li>e. Food production</li> <li>f. The origin and spread of food production</li> </ul>
5 <sup>th</sup>		<p><b>6. Economic system</b></p> <p>7.3 The allocation of resources</p> <p>7.4 The conversion of resources</p> <p>7.5 The distribution of goods and services</p> <p align="center">❖</p>
		<p><b><u>MID TERM COURSE/SLYBUS</u></b></p> <p><b><u>COMPLETE</u></b></p> <p><b><u>Mid term Exams</u></b></p>
6 <sup>th</sup>		<p><b>7. Marriage and family</b></p> <p>7.1 Marriage and mate selection</p> <p>7.2 The family: types and functions</p> <p>7.3 Kinship system: structure, terminology</p> <p>7.4 Rules and types of descent</p>

7 <sup>th</sup>		<b>8. Political organization</b> 8.1 Types of political organization 8.2 Resolution of conflict
8 <sup>th</sup>		<b>9. Religion and magic</b> 9.1 The universality of religion 9.2 Religious beliefs and practices 9.3 Witchcraft and sorcery
9 <sup>th</sup>		<u>Continue.....</u>
10 <sup>th</sup> week		<b>Presentations week</b>
11 <sup>th</sup> WEEK		<b>Presentations week</b>
		<b>11. Culture change</b> 11.1 Process of cultural change 11.2 Cultural change in the modern world 11.3 Problems of cultural change in Pakistani society
12 <sup>th</sup>		<b>Language and culture</b> k) Communication l) Structural linguistics m) Historical linguistics n) Relationship between language and culture
13 <sup>th</sup>		➤ <u>Continue.....</u>
14 <sup>th</sup> & 15 <sup>th</sup>		<b>10. The arts</b> 10.1 Forms of art 10.2 Expressive culture
16 <sup>th</sup>		<b>Discussion</b> <b>Terminal exams</b>

**Course Breakup Course Title: English 3.**  
**Level: BS 3rd semester**  
**Course code: 112**

**Credit Hours: 03**

<b>S.No</b>	<b>Subject &amp; Code</b>	<b>Cr.Hrs</b>
1	English-III (ENG-211)	3(3-0)
2	Statistics-I (STA-212)	3(3-0)
3	Theories of Personality-I (PSY-213)	3(3-0)
4	Social Psychology (PSY-214)	3(3-0)
5	Introduction to Management (MGT-219) Optional	3(3-0)
6	Political Science (POL-220) Optional	3(3-0)

<b>Lectures</b>	<b>Topics</b>
Lecture 1	Introduction of English language
Lecture 2	Introduction to foreign language learning
Lecture 3	Introduction to essay writing
Lecture 4	Introduction to presentation skills
Lecture 5	Descriptive essay writing
Lecture 6	Narrative essay writing
Lecture7	Discursive essay writing
Lecture 8	Introduction of argumentative essay writing
Lecture 9	Continue
Lecture 10	Quiz on above
Lecture 11	Presentation on format of narrative essay writing
Lecture 12	Lecture on basis of argumentative essay writing
Lecture 13	Continue
Lecture 14	Writing an essay on poverty in pakistan
Lecture 15	Essay on visit to a historical place



Lecture 16	Continue
Lecture 17	Text reading and analysis
Lecture 18	Text reading and analysis
Lecture 19	Text reading and analysis
Lecture 20	Continue
Lecture 21	Discussions
Lecture 22	Continue
Lecture 23	Continue
Lecture 24	Continue
Lecture 25	Discussion
Lecture 26	<b>Mid Term</b>
Lecture 27	Introduction to academic writing
Lecture 28	Discussion on above
Lecture 29	Continue
Lecture 30	How to write proposal for research paper
Lecture 31	Question and Answers
Lecture 32	How to write term paper
Lecture 33	Discussion on above
Lecture 34	How to write a technical report
Lecture 35	Continue
Lecture 36	Progressive report writing
Lecture 37	Discussion
Lecture 38	Assignments
Lecture 39	Writing a report on condition of hospitals in Rawalakot
Lecture 40	Writing a technical report on education quality of our schools
Lecture 41	Continue
Lecture 42	Text and Analysis
Lecture 43	Discussion
Lecture 44	Discussion
	<b>Terminal Examination</b>

### **Course Outline**

BS (3<sup>rd</sup>)

**Credit Hours: 3(3-0)**

**Course Title: Statistics-I**

**Course Code: STAT-212**

### **Course Break Up**

<b>Lecture #</b>	<b>Chapter 1. What is Statistics?</b>	<b>Current Status</b>
Lecture 1	Introduction to Statistics	<b>DONE</b>
	Key Statistical Concept	
	Practical Application	

Lecture 2	How managers use Statistics	
	Scope of Statistics	
	Limitations of Statistics	
Lecture 3	Measurement Scales	
	Concept of Error, Accuracy and Precision	
	<b>Chapter 2. Collection and Presentation of data</b>	
Lecture 4	Types of Data	
	Collection of Primary and Secondary Data	
	Classification of Data and Types of Classifications	
Lecture 5	Presentation of Data	
	Frequency Distribution	
Lecture 6	Stem and Leaf Diagram	
Lecture 7	Graphical Techniques for Quantitative data	
Lecture 8	Histogram, Frequency Polygon, Ogive and Frequency Curve	
Lecture 9	Scatter diagrams, Pie Charts, Bar Charts and Line Charts	
	<b>Chapter 3. Numerical Descriptive Measures</b>	
Lecture 10	<b>Measures of Central Location</b>	
	Characteristics of measure of central tendency A.M	
Lecture 11-15	Median, Mode, G.M, H.M, weighted Mean, Quartiles, Deciles and Percentiles	
	Empirical relation between A.M, Median and Mode	
Lecture 16-21	<b>Measures of Variability and its types</b>	
	Quartile Deviation, Mean Deviation, Range, Standard Deviation and Variance with their coefficients	
Lecture 22-24	Interpreting the Standard Deviation and Coefficient of Variation	
	Measures of Moments, Skewness and Kurtosis	
<b>Mid</b>		
	<b>Chapter 4. Index Numbers</b>	<b>Remaining</b>
Lecture 25	Introduction of Index Number	
	Simple and Composite Index Numbers	
	Main Steps in the Construction of Index Numbers of Cost of Living index and whole sale Prices	
	Problems in the Construction of Index Numbers of whole sale Prices	
Lecture 26	Fixed Base Method and Chain Base Method	
Lecture 27	Weighted Index Numbers (Laspeyre's index, Paassche's index, Dorbish and	

	Bowley's index, Fisher and Marshall Index, Walsch's index and Kelly's index)	
Lecture 28	Unweighted Index Numbers (Simple Aggregative and Simple average of relative methods)	
	Quantity Index Numbers	
Lecture 29-30	Test of Adequacy of Index Number	
	Deflating, Base Shifting and Splicing of Index Number	
	Uses and limitation of Index Number	
	<b>Chapter 5. Simple Regression and Correlation</b>	
Lecture 31	Simple Regression	
	Deterministic and Probabilistic Models	
	Simple Linear Regression Model	
Lecture 32	Standard Deviation of Regression Estimate Correlation Difference Correlation and causation	
Lecture 33-34	Pearson Product Moment Correlation Coefficient and Rank Correlation method	
Lecture 35	Coefficient of Determination and Properties of OLS estimators	
	<b>Chapter 6. Multiple Regression and Multiple Correlation</b>	
Lecture 36-38	Multiple Regression and Multiple Correlation	
	Partial Correlation and multiple coefficient of determination	
	<b>Chapter 7. Probability</b>	
Lecture 39-41	Introduction	Done
	Assigning Probabilities to events	
	Conditional Probability	
Lecture 42-44	Rules of Probability	
	Events and its types	
	Independent and Dependent Events	
	Baeye's Theorem and concept of combination and permutation	
	<b>Chapter 8. Random Variables and Probability Distributions</b>	Done
45-47	Introduction of Random Variables	
	Mathematical Expectation and some important laws concerning Expectation	
	Distribution Function	
	Discrete and Continuous Random Variables and its Density Functions	
	Binomial and Poisson probability Distributions	
	Normal Probability Distribution	

## Lecture Plan

<b>Course Code:</b>	Psy-	<b>Course Title:</b>	Theories of Personality-I.
<b>Credit Hours:</b>	3(3 -1)	<b>Contact Hours:</b>	

Week #	Lect. #	Activity / Topics to be Covered
<b>1. Completed.</b>	•	<b>Introduction of personality</b> Definition, Meaning of personality.
	•	Meaning of theory.
	•	Components of personality theory.
<b>2. Completed.</b>	•	<b>Psychoanalytic Legacy; Sigmund Freud</b> Biographical sketch, Personality structure: three interacting systems. Personality development: five sequential stages.
	•	Personality dynamics, instincts / anxiety / catharsis and anti-catharsis.
	•	Defense mechanisms.
<b>3. Completed.</b>	•	Application of psychoanalytic theory; Dream analysis. Psychotherapy
	•	<b>Personality's ancestral foundations: Carl Jung</b>
	•	Basic concepts.
<b>4. Completed.</b>	•	Conscious and unconscious.
	•	Archetypes.
	•	Personality typology Personality development.
<b>5. Completed</b>	•	<b>Applications.</b> Dream analysis.
	•	Psychopathology, Psychotherapy
	•	<b>Inferiority and striving for superiority: Alfred Adler</b>
<b>6. Completed</b>	•	Biographical sketch.
	•	Basic concepts.
	•	Developing social feelings.
<b>7. Completed</b>	•	Style of life.
	•	Inferiority Striving for superiority and superiority complex.
	•	Applications.
<b>Week 8.</b>	•	<b>Karen Horney.</b>

<b>Completed</b>	•	Basic anxiety, Coping by way of 10 neurotic needs.
	•	, <b>Quiz # 1, Assignment #1</b>
<b>Week 9.</b>	•	<b>Mid Semester Examination</b>
<b>Week 10.</b>	•	Development of an idealized vs a real image of self.
		Neurotic Trends
		Tyranny of Shoulds / Criticism
<b>Week 11.</b>	•	<b>Harry Stack Sullivan.</b>
		Empathy, Anxiety and security.
		3 modes of experiences.
<b>Week 12.</b>		6 stages of Development.
		<b>Henry A. Murray</b>
		Definition of need, variety of needs.
<b>Week 13.</b>	•	Strength of needs and interactions.
	•	<b>Abraham Maslow</b>
	•	Needs.
<b>Week 14</b>	•	
		Applications.
<b>Week 15</b>	•	<b>Quiz # 2, Assignment #2,#Presentation.</b>
<b>Week 16.</b>	•	<b>Erik Erikson Theory./</b> Psychosocial stages of Development
	•	Erich Fromm personality Theory.
	•	<b>Conduct of Terminal Examination</b>

<b>Department</b>	Psychology
<b>Degree Program</b>	BS in Psychology
<b>Course Title</b>	Social Psychology
<b>Credit Hrs.</b>	03

**WEEKLY COURSE BREAKUP/Content**

Week No.	TOPICS TO BE TAUGHT	Assignments & Self Directed Activities
<b>WEEK 1</b>	<b>TOPIC 1: What Social psychology is like?</b>	<b>Reading:</b> History of social psychology
	<b>Lecture 1:</b> Definition and application of Social psychology	
	<b>Lecture 2:</b> Methods in Social psychology	
	<b>Lecture 3:</b> The work of Social psychologists, Scope of Social psychology	
<b>WEEK 2</b>	<b>TOPIC 2: Self in Social World</b>	<b>Assignment # 1:</b> Social Thinking Processes and Social concept formation
	<b>Lecture 1:</b> self in social world conception	
	<b>Lecture 2:</b> self-esteem, self-concept, self-efficacy	
	<b>Lecture 3:</b> self-serving bias and other biases	
<b>WEEK 3</b>	<b>TOPIC 3: Social Attributions</b>	
	<b>Lecture 1:</b> what are attributions	
	<b>Lecture 2:</b> Kelley's modal of attribution	
	<b>Lecture 3:</b> fundamental attribution error, just world hypothesis, perceptual salience	
<b>WEEK 4</b>	<b>TOPIC 4: Social Cognition</b>	
	<b>Lecture 1:</b> key features	
	<b>Lecture 2:</b> schemas, accessibility & priming	
	<b>Lecture 3:</b> confirmation bias, other social cognitive effects	
<b>WEEK 5</b>	<b>TOPIC 5: Love, Liking and other Close Relationships</b>	
	<b>Lecture 1:</b> factors of interpersonal attraction, need for affiliation	
	<b>Lecture 2:</b> balance theory, social comparison theory, social skills, narcissism	
	<b>Lecture 3:</b> components and types of love, attachment styles, friendships	
<b>WEEK 6</b>	<b>TOPIC 6: Aggression</b>	<b>Assignment # 2:</b> Social Psychology in court
	<b>Lecture 1:</b> Definition, General Aggression Modal	

	<p><b>Lecture 2:</b> Internal AND external Factors of aggression, Ways to control Aggression</p> <p><b>Lecture 3: QUIZ 1</b></p>	
<b>WEEK 7</b>	<p><b>TOPIC 7: Conformity &amp; Obedience</b></p> <p><b>Lecture 1:</b> Social vs normative conformity,</p> <p><b>Lecture 2:</b> Solomon Asch's study,</p> <p><b>Lecture 3:</b> positive &amp; negative influences of obedience, Milgram's experiment</p>	
<b>WEEK 8</b>	<p><b>TOPIC 8: Revision</b></p> <p><b>Lecture 1:</b> Discussion</p> <p><b>Lecture 2:</b> Discussion</p> <p><b>Lecture 3: MIDTERM EXAM</b></p>	
<b>WEEK 9</b>	<p><b>TOPIC 9: Attitudes</b></p> <p><b>Lecture 1:</b> Nature, Measurement and Theories of attitude</p> <p><b>Lecture 2:</b> Theories of attitude, factors in attitude change</p> <p><b>Lecture 3:</b> persuasion, factors that decrease persuasion, reactance, forewarning, selective avoidance, ego depletion, cognitive dissonance</p>	Reading Social Psychology Classic Research Article
<b>WEEK 10</b>	<p><b>TOPIC 10: Groups &amp; Individuals</b></p> <p><b>Lecture 1:</b> Common bond vs common identity groups, aspects of group, social loafing, social facilitation</p> <p><b>Lecture 2:</b> Hooliganism, de-individuation</p> <p><b>Lecture 3:</b> Negative interdependence, co-operation</p>	
<b>WEEK 11</b>	<p><b>TOPIC 11: Prejudice &amp; discrimination</b></p> <p><b>Lecture 1:</b> Definition and difference between both, causes and origin</p> <p><b>Lecture 2:</b> Social identity theory, terror management theory</p> <p><b>Lecture 3:</b> Techniques to reduce prejudice and discrimination</p>	
<b>WEEK 12</b>	<p><b>TOPIC 12: Conflict</b></p>	Reading Social Psychology

		Classic Research Article
	<b>Lecture 1:</b> Definition and process of conflict	
	<b>Lecture 2:</b> techniques to reduce conflict, bargaining, superordinate goals,	
	<b>Lecture 3:</b> distributional & procedural justice, group polarization, brain storming, glass cliff	
<b>WEEK 13</b>	<b>Topic 13: Stereotypes</b>	
	<b>Lecture 1:</b> nature, origin & causes of stereotypes, behavioral effects, individuation, gender stereotypes (glass ceiling, glass cliff)	
	<b>Lecture 2:</b> controlling stereotypes	
	<b>Lecture 3: QUIZ 2</b>	
<b>WEEK 14</b>	<b>Helping</b>	
	<b>Lecture 1:</b> social exchange and social norms	
	<b>Lecture 2:</b> comparing and evaluating theories of helping	
	<b>Lecture 3:</b> bystander effect, personality characteristics and helping, How to increase helping	
<b>WEEK 15</b>	<b>Presentations</b>	
	<b>Presentation 1</b>	
	<b>Presentation 2</b>	
	<b>Presentation 3</b>	
<b>WEEK 16</b>	<b>Exam Period</b>	

**Course Title: Introduction to Management (Optional)      course code: MGT-219**

**Three credit hours course, total three (3) lectures per week**

<b>Lectures</b>	<b>Topics</b>
Lecture 1	Foundation of management.
Lecture 2	Definition, Scope and Functions of Management
Lecture 3	Management & Organization.
Lecture 4	Different Levels of Management



Lecture 5	Roles and Skills of Management,
Lecture 6	Management Process
Lecture 7	Evolution of Management.
Lecture 8	Management theories and perspectives,
Lecture 9	Scientific Management.
Lecture 10	History of Scientific Management
Lecture 11	Administrative Management, Bureaucratic Management.
Lecture 12	Behavioral theories
Lecture 13	System Approach, Contingency Approach.
Lecture 14	Continue
Lecture 15	<b>Quiz</b>
Lecture 16	Corporate social responsibility
Lecture 17	Organizational culture & environment:
Lecture 18	Different Views and Sources of Culture.
Lecture 19	<b>Assignment</b>
Lecture 20	Current Trends & Issues of Management; workforce diversity.
Lecture 21	Ethics in management,
Lecture 22	Factors affecting ethics and improving ethical behaviors.
Lecture 23	Globalization and Management
Lecture 24	Discussion
Lecture 25	<b>Mid Term Mid Term Break</b>
Lecture 26	
Lecture 27	
Lecture 28	Organizational & Environmental Analysis: SWOT & PEST analysis.
Lecture 29	External & Internal Environmental Factors, Task & Mega Environment.
Lecture 30	Decision making: Decision making process of eight steps and its Conditions.
Lecture 31	Decision Making Errors and Biases, Types of Problems & Respective Decisions.
Lecture 32	<b>Presentation Group 1</b>
Lecture 35	Foundation of planning: Conceptual View of Planning and its Purpose & importance.
Lecture 36	Challenges & Types of planning, Developing Organizational Goals, Types of Goals.
Lecture 37	<b>Presentation Group 2</b>
Lecture 38	Types of Organizational Strategies: Corporate and business Strategies

Lecture 39	Functional strategies, Strategic Flexibility.
Lecture 40	<b>Presentation Group 3</b>
Lecture 41	Strategic management: Strategic Management Process & Formulation of Strategies.
Lecture 42	<b>Presentation Group 04</b>
Lecture 43	Types of Organizational Structure Departmentalization & Chain of Command.
Lecture 44	<b>Presentation Group 05</b>
Lecture 45	Leadership & management: Who are Leaders? What is Leadership?
Lecture 46	<b>Presentation Group 06</b>
Lecture 47	<b>Presentation Group 07</b>
Lecture 48	Discussion
	<b>Terminal Examination</b>

**SUBJECT: INTRODUCTION TO POLITICAL SCIENCE, COURSE CODE: POL-220**

**CREDIT HOURS : 3(3-0)**

**(Optional)**

**Three credit hours course outline total three (3) lectures per week**

<b>Date</b>	<b>Duration 3 days in a week</b>	<b>Topics Covered</b>	<b>Evaluation Instrument s used</b>	<b>Week #</b>	<b>Sign atur e</b>
	1 Hour	❖ <b>Introduction</b> ✓ <b>Introduction to the political science</b> ✓ <b>Definitions , meanings</b> ✓ <b>Importance of the Subject</b>	Lecture Discussions	<b>01</b>	
	1 Hour	❖ <b>Scope of political science</b> ✓ <b>Nature of political Science</b> ✓ <b>Utility</b> ✓ <b>Methods of Study</b>	Lecture Discussions		
	1 Hour	✓ <b>Approaches to study of Political Science</b> ✓ <b>System Approach Behavioral Approach</b>	Lecture Discussions		

	1Hour	<ul style="list-style-type: none"> <li>✓ Relationship with the other social sciences</li> <li>✓ An art or science</li> <li>✓ Psychology,</li> <li>✓ Sociology,</li> <li>✓ Economics</li> <li>✓ Anthropology</li> <li>✓ Subject/Matter of Political Science</li> <li>✓ Modern Trends and School of Thought</li> </ul>		02	
	1 Hour	<ul style="list-style-type: none"> <li>❖ The State</li> <li>✓ Evolution</li> <li>✓ Definition</li> <li>✓ Essential Elements of State</li> </ul>	Lecture Discussions	03	
	1 Hour	<ul style="list-style-type: none"> <li>✓ State and Society</li> <li>✓ State and Government</li> <li>✓ State and Association</li> <li>✓ Ends and functions of the state</li> <li>✓ Divergent views</li> </ul>	Lecture Discussions		
	1 Hour	<ul style="list-style-type: none"> <li>✓ Idealism view</li> <li>✓ Utilitarianism view</li> <li>✓ Individualism view</li> <li style="padding-left: 20px;">❖ Welfare State</li> <li>✓ Function of welfare state</li> </ul>	Lecture Discussions		
	1 Hour	<ul style="list-style-type: none"> <li>✓ Real Purpose of State</li> <li>✓ Essential Functions of State</li> <li>✓ Secondary functions</li> <li>✓ Islamic concept of welfare State</li> </ul>	Lecture Discussions		
	1Hour	<ul style="list-style-type: none"> <li>❖ SOVEREIGNTY</li> <li>✓ Definition</li> <li>✓ Kinds of sovereignty</li> <li>✓ Attributes</li> </ul>	Lecture Discussions		
	1Hour	<ul style="list-style-type: none"> <li>✓ Austins Concept of sovereignty</li> <li>✓ Critical view</li> </ul>	Lecture Discussions	04	

		<ul style="list-style-type: none"> <li>✓ <b>Islamic concept</b></li> <li>✓ <b>Attributes</b></li> <li>✓ <b>Implications</b></li> </ul> <p style="text-align: center;"><b>Course completed till Midterm exams</b></p>			
	1Hour	<ul style="list-style-type: none"> <li>❖ <b>LIBERTY</b></li> <li>✓ <b>Meanings</b></li> <li>✓ <b>Kinds of Liberty</b></li> <li>✓ <b>Nature of Rights</b></li> <li>✓ <b>Kind of Rights and Obligations</b></li> <li>✓ <b>Safeguards of Liberty</b></li> <li>✓ <b>Law and Liberty</b></li> <li>✓ <b>Liberty and Equality</b></li> </ul>	Lecture Discussions		
	1Hour			<b>05</b>	
	1Hour	<ul style="list-style-type: none"> <li>✓ <b>Basic Human Rights in Islam</b></li> <li>✓ <b>Rights</b></li> <li>✓ <b>Important rights of citizen</b></li> <li>✓ <b>Rights of Non-Muslims in Islamic State</b></li> <li>✓ <b>Separate Identity</b></li> <li>✓ <b>Classification of Minorities</b></li> </ul>			
	1 Hour	<ul style="list-style-type: none"> <li>✓ <b>Quiz + Assignments</b></li> <li>✓ <b>Groups formation for preparing assignments and presentation</b></li> <li>✓ <b>Presentations</b></li> </ul>	<b>Quiz # 01</b>  <b>Presentatio n week</b>		
	1Hour	<ul style="list-style-type: none"> <li>❖ <b>Presentations</b></li> </ul>	<b>presentatio n</b>		

	1Hour	<p style="text-align: center;">❖ <u>LAW</u></p> <ul style="list-style-type: none"> <li>✓ Definition</li> <li>✓ Modern School of Jurisprudence</li> <li>✓ Source of Law</li> <li>✓ Classification</li> </ul>	Lecture Discussions	06	
	1Hour	<ul style="list-style-type: none"> <li>✓ Law and Morality</li> <li>✓ Islamic Law</li> <li>✓ Source of Islamic Law</li> <li>✓ Importance of Ijtihaad</li> </ul>			
		<p style="text-align: center;">❖ Organization of Government</p> <ul style="list-style-type: none"> <li>✓ Forms of Government</li> <li>✓ Classification of Governments</li> <li>✓ Democracy</li> </ul>	Lecture Discussions	07	
		<ul style="list-style-type: none"> <li>✓ Definitions , characteristics</li> <li>✓ Conditions of democracy</li> <li>✓ Advantages of democracy</li> <li>✓ Disadvantages of democracy</li> <li>✓ Islamic concept of democracy</li> </ul>	Lecture Discussions		
	1 Hour	<ul style="list-style-type: none"> <li>✓ Salient Features of Democracy</li> <li>✓ Dictatorship</li> <li>✓ Kinds</li> <li>✓ Characteristics</li> <li>✓ Merits and demerits</li> </ul>	Lecture Discussions	08	
	1Hour	<ul style="list-style-type: none"> <li>✓ Advantages and Disadvantages</li> <li>✓ Condition for Dictatorship</li> <li>✓ Pakistan faced Dictatorship more than 4 times</li> <li>✓ Causes of Dictatorship in Pakistan</li> </ul>			
	1 Hour	<p style="text-align: center;"><u>Presidential and Parliamentary form of Government</u></p>	Lecture Discussions		

	1Hour	<ul style="list-style-type: none"> <li>✓ Features of Presidential System</li> <li>✓ Features of Parliamentary System</li> <li>✓ Merits and Demerits</li> <li>✓ Conclusions</li> </ul>			
	1Hour	<p><b><u>Unitary and Federal system of Government</u></b></p> <ul style="list-style-type: none"> <li>✓ Definitions</li> <li>✓ Unitary Government</li> <li>✓ Federal Government</li> <li>✓ Salient Features of Federation</li> </ul>	Lecture Discussions		
	1Hour	<ul style="list-style-type: none"> <li>✓ Federation and confederation</li> <li>✓ Formation of Federation</li> <li>✓ Conditions of Federation</li> <li>✓ Advantages and Disadvantages</li> <li>✓ Future of Federation</li> </ul>	Lecture Discussions		
	1Hour	<p style="text-align: center;">❖ The Legislature</p> <ul style="list-style-type: none"> <li>✓ Evolution</li> <li>✓ Organization and procedure</li> <li>✓ Functions of Legislature</li> </ul>	Lecture Discussions	<b>09</b>	
	1 Hour	<p style="text-align: center;"><b><u>2ND PHASE</u></b></p> <ul style="list-style-type: none"> <li>✓ Legislature remaining part</li> <li>✓ Bicameral and Unicameral</li> </ul>		<b>10</b>	
	1Hour	<ul style="list-style-type: none"> <li>✓ Upper chamber</li> <li>✓ Lower chamber</li> <li>✓ Advantages and Disadvantages</li> </ul>	Lecture Discussions		
	1 Hour	<p style="text-align: center;">❖ The Executive</p> <ul style="list-style-type: none"> <li>✓ Kind of Executive</li> <li>✓ Organization</li> <li>✓ Executive head</li> <li>✓ Executive council</li> </ul>	Lecture Discussions		

	1 Hour	<ul style="list-style-type: none"> <li>✓ Civil services and its Characteristics</li> <li>✓ Functions of Political Executive</li> <li>✓ Powers of political executive</li> </ul>	Lecture Discussions	11	
	1Hour	<ul style="list-style-type: none"> <li>✓ <ul style="list-style-type: none"> <li>○ THE JUDICIARY</li> </ul> </li> <li>✓ Organization</li> <li>✓ Independence of Judiciary</li> <li>✓ Relationship with the Executive</li> </ul>	Lecture Discussions		
	1Hour	<ul style="list-style-type: none"> <li>✓ Relationship with the Legislature</li> <li>✓ Separation of power</li> </ul>	Lecture Discussions		
	1 Hour	<p><b><u>POLITICAL PROCESS AND INSITUTIONS</u></b></p> <ul style="list-style-type: none"> <li>✓ Electorate</li> <li>✓ Adult and Restricted Franchise</li> <li>✓ Basic principles of Enfranchise</li> <li>✓ Women suffrages</li> </ul>	Lecture Discussions		
	1 Hour	<ul style="list-style-type: none"> <li>✓ Direct Legislation</li> <li>✓ Advantages and Disadvantages</li> <li>✓ Referendum</li> </ul>	Lecture Discussions	12	
	1Hour	<ul style="list-style-type: none"> <li>✓ Initiative</li> <li>✓ Plebiscite</li> <li>✓ Recall</li> <li>✓ Free Elections</li> </ul>	Lecture Discussions		
	1Hour	<ul style="list-style-type: none"> <li>✓ Direct and indirect Elections</li> <li>✓ Voting Behavior</li> <li>✓ Method of Voting</li> </ul>	Lecture Discussions		13

	1Hour	<ul style="list-style-type: none"> <li>✓ <b>Voting and Election in Islamic state</b></li> <li>✓ <b>Representation of Minorities</b></li> <li>✓ <b>Single and multi-members Constituencies</b></li> <li>✓ <b>Advantages and Disadvantages</b></li> </ul>	Lecture Discussions		
	1Hour	<ul style="list-style-type: none"> <li>✓ <b>Electoral Districts</b></li> <li>✓ <b>Proportional Representation</b></li> <li>✓ <b>Communal Representation</b></li> <li>✓ <b>Functional Representation</b></li> </ul>	Lecture Discussions		
	1 Hour	<p><b><u>POLITICAL PARTIES</u></b></p> <ul style="list-style-type: none"> <li>✓ <b>Importance of political parties</b> <ul style="list-style-type: none"> <li>✓ <b>Promotions</b></li> <li>✓ <b>Objectives</b></li> </ul> </li> <li>✓ <b>Functions of Political Parties</b></li> </ul>	Lecture Discussions	<b>14</b>	
		<ul style="list-style-type: none"> <li>✓ <b>Advantages and Disadvantages of political parties</b></li> <li>✓ <b>Two party and Multiple Part system</b></li> <li>✓ <b>Classification of political parties</b></li> <li>✓ <b>Single party system</b></li> </ul>	Lecture Discussions		
	1 Hour	<p>❖ <b><u>Public Opinion</u></b></p> <ul style="list-style-type: none"> <li>✓ <b>Meaning</b></li> <li>✓ <b>Definition</b></li> <li>✓ <b>Importance</b></li> <li>✓ <b>Effective public opinion</b></li> <li>✓ <b>Formation and Expression</b></li> </ul>	Lecture Discussions		<b>15</b>
	1 Hour	<ul style="list-style-type: none"> <li>✓ <b>Public opinion and cultural aspects</b></li> <li>✓ <b>Measurement of Public opinion</b></li> <li>✓ <b>Problems of opinion polls</b></li> <li>✓ <b>Public opinion and propaganda</b></li> <li>✓ <b><u>Interest groups and pressure groups</u></b></li> <li>✓ <b>Interest groups</b></li> <li>✓ <b>Pressure groups</b></li> </ul>	Lecture Discussions		



		<ul style="list-style-type: none"> <li>✓ Almonds concept</li> <li>✓ Importance of pressure groups</li> </ul>			
	1 Hour  1Hour	<ul style="list-style-type: none"> <li>✓ Modes of political actions</li> <li>✓ lobbying</li> <li>✓ Factors affecting group activities</li> <li>✓ Interest groups and Democracy</li> <li>✓</li> </ul>	Lecture Discussions	16	
	1Hour	<ul style="list-style-type: none"> <li>✓ Interest groups and political parties</li> <li>✓ Role of pressure groups on molding public opinion</li> <li>✓ 2<sup>nd</sup> Quiz and assignments</li> </ul>	2 <sup>nd</sup> quiz and assignment  Lecture Discussions		
	1 Hour	<ul style="list-style-type: none"> <li>✓ Course completed</li> <li>✓ Terminal exams</li> <li>✓</li> </ul>		17	

#### 4<sup>th</sup> Semester

Code	Course Title	Lec.Hrs	Lab.Hrs	Cr.Hrs
PSY- 221	Experimental Psychology	3	0	3
STA II- 222	Statistics-II	3	0	3
PSY-223	Community Psychology	3	0	3
Psy-224	Theories of Personality-II	3	0	3
	Optional-I (Non Psychology) Marketing	3	0	3
	Optional -II(Non Psychology) Islamic Jurispuredence	3	0	3

Total semester credit hours=18

<b>Department</b>	<b>Psychology</b>		
<b>Degree Program</b>	<b>BS</b>	<b>Course Code</b>	<b>Psy- 221</b>
<b>Course Title</b>	<b>Experimental Psychology</b>		
<b>Credit Hrs.</b>	<b>03</b>		

### WEEKLY COURSE BREAKUP

Week No.	TOPICS TO BE TAUGHT	Assignments & Self Directed Activities
<b>WEEK 1</b>	<b>TOPIC 1: Introduction</b>	

	<p><b>Lecture 1:</b> Experimental psychology and scientific method, the need for scientific method, the characteristics of modern science, the objectives of psychological science</p> <p><b>Lecture 2:</b> from pseudoscience to psychological science, the research ethics, the American Psychological Association guidelines, protecting the welfare of animal subjects,</p> <p><b>Lecture 3:</b> fraud in science, plagiarism, ethical reports</p>	
<b>WEEK 2</b>	<p><b>TOPIC 2: Alternatives to Experimentation: Non experimental Designs</b></p> <p><b>Lecture 1:</b> describing research activities, phenomenology</p> <p><b>Lecture 2:</b> case studies, field studies</p> <p><b>Lecture 3:</b> archival study, qualitative research</p>	<p><b>reading:</b> How to <b>write</b> Experimental research report in APA 7<sup>th</sup> <b>FORMAT</b></p>
<b>WEEK 3</b>	<p><b>TOPIC 3: Alternatives to Experimentation: Surveys and Interviews</b></p> <p><b>Lecture 1:</b> survey research, constructing surveys, measuring responses,</p> <p><b>Lecture 2:</b> important considerations for survey items, collecting survey data,</p> <p><b>Lecture 3:</b> evaluating surveys and survey data, sampling, probability sampling, non-probability sampling</p>	<p>Submission of experimental research project proposal</p>
<b>WEEK 4</b>	<p><b>TOPIC 4: Alternatives to Experimentation: Correlational &amp; Quasi Experimental Designs</b></p> <p><b>Lecture 1:</b> correlational designs,</p> <p><b>Lecture 2:</b> causal modeling</p> <p><b>Lecture 3:</b> quasi experimental designs</p>	
<b>WEEK 5</b>	<p><b>TOPIC 5: Formulating the Hypothesis</b></p> <p><b>Lecture 1:</b> the Characteristics of an experimental hypothesis,</p> <p><b>Lecture 2:</b> the inductive model, the deductive model, combining induction &amp; deduction, building on prior research</p> <p><b>Lecture 3:</b> serendipity &amp; the windfall hypothesis, when all else fails, intuition, searching the literature</p>	

<b>WEEK 6</b>	<b>TOPIC 6: The basics of Experimentation</b>	
	<b>Lecture 1:</b> independent and dependent variables, operational definitions	
	<b>Lecture 2:</b> evaluating operational definitions, planning the method section	
	<b>Lecture 3: QUIZ 1</b>	
<b>WEEK 7</b>	<b>TOPIC 7: Solving Problems: Controlling Extraneous Variables</b>	
	<b>Lecture 1:</b> physical variables, social variables,	
	<b>Lecture 2:</b> personality variables,	
	<b>Lecture 3:</b> context variables	
<b>WEEK 8</b>	<b>TOPIC 8: Basics Between Subject Design</b>	
	<b>Lecture 1:</b> selecting & Recruiting subjects, one independent variable: two group designs, two independent groups, two matched groups	
	<b>Lecture 2:</b> two matched groups, multiple groups	
	<b>Lecture 3: MIDTERM EXAM</b>	
<b>WEEK 9</b>	<b>TOPIC 9: Between Subjects Factorial Designs</b>	
	<b>Lecture 1:</b> more than one independent variable, laying out a factorial design	
	<b>Lecture 2:</b> a research example	
	<b>Lecture 3:</b> choosing a between subjects design	
<b>WEEK 10</b>	<b>TOPIC 10: Within Subjects Design</b>	
	<b>Lecture 1:</b> A within subjects experiment: homophone, priming of proper names	
	<b>Lecture 2:</b> within subjects factorial designs, mixed designs	
	<b>Lecture 3:</b> advantages and disadvantages of within subjects designs, controlling within subjects designs, How to choose a design	
<b>WEEK 11</b>	<b>TOPIC 11: Within Subjects Design: Small “N” Design</b>	
	<b>Lecture 1:</b> Small “N” Design, ABA Designs, multiple baseline design	
	<b>Lecture 2:</b> statistics and variability in small “N” designs	

	<b>Lecture 3:</b> changing criterion designs, discrete trial designs, when to use small “N” and large “N” designs	
<b>WEEK 12</b>	<b>TOPIC 12: Results: Coping with Data</b>	
	<b>Lecture 1:</b> Why we need statistics, the arguments for using statistics, weighing the evidence	
	<b>Lecture 2:</b> statistical inference, going beyond testing the null hypothesis, the odds of finding significance	
	<b>Lecture 3:</b> test statistics, organizing and summarizing data	
<b>WEEK 13</b>	<b>Topic 13: Analyzing Results</b>	
	<b>Lecture 1:</b> which tests to use?, statistics for two group experiments, the chi square test, the T-test, analyzing multiple groups and factorial experiments, analysis of variance, sources of variability, a one way between subjects analysis of variance,	
	<b>Lecture 2:</b> one way repeated measures analysis of variance, analysis of data from between subjects factorial designs, two way analysis of variance, repeated measures and mixed factorial designs	
	<b>Lecture 3: QUIZ 2</b>	
<b>WEEK 14</b>	<b>Drawing Conclusions</b>	
	<b>Lecture 1:</b> Internal validity	
	<b>Lecture 2:</b> External validity	
	<b>Lecture 3:</b> Handling a non-significant outcome	
<b>WEEK 15</b>	<b>Submission &amp; Presentation of Experiment Reports</b>	
	Group 1 & 2	
	Group 3 & 4	
	Group 5 & 6	
<b>WEEK 16</b>	<b>Exam Period</b>	

**Course Title: Statistical II**  
**Course Code: STAT-222**  
**Credit Hours: 3(3-0)**

Week	Lecture no	Topic	Activity
Week 1	Lecture 1	<p>➤ <b>Estimation</b></p> <ul style="list-style-type: none"> <li>• Point estimation</li> <li>• Interval estimation</li> </ul>	
	Lecture 2	<ul style="list-style-type: none"> <li>• Confidence Interval</li> <li>• Hypotheses testing</li> </ul>	
	Lecture 3		practical
Week 2	Lecture 4	<p>➤ <b>Test of significance</b></p> <ul style="list-style-type: none"> <li>• Single sample test involving means &amp; proportion</li> </ul>	
	Lecture 5	<ul style="list-style-type: none"> <li>• two sample test: Difference of means &amp; proportion</li> </ul>	
	Lecture 6		practical
Week 3	Lecture 7	<ul style="list-style-type: none"> <li>• F test</li> </ul>	
	Lecture 8	<b>Continue....</b>	
	Lecture 9		quiz
Week 4	Lecture 10	<ul style="list-style-type: none"> <li>• T Test</li> </ul>	
	Lecture 11	Continue....	
	Lecture 12		practical
Week 5	Lecture 13	<p>➤ <b>The analysis of Variance</b></p> <ul style="list-style-type: none"> <li>• One-way ANOVA</li> </ul>	
	Lecture 14	Continue....	
	Lecture 15	Continue....	
Week 6	Lecture 16	<ul style="list-style-type: none"> <li>• Two-way ANOVA</li> </ul>	
	Lecture 17	Continue....	
	Lecture 18	Continue.....	
	Lecture 19	<ul style="list-style-type: none"> <li>• LSD test</li> </ul>	

Week 7	Lecture 20	<ul style="list-style-type: none"> <li>Duncan's Test</li> </ul>	
	Lecture 21		practical
Week 8	Lecture 22	<p>➤ <b>Chi Square Distribution</b></p> <ul style="list-style-type: none"> <li>Chi Square test</li> </ul>	
	Lecture 23	Continue....	
	Lecture 24	Continue.....	
Week 9	Lecture 25		Mid-term Quiz
	Lecture 26	<ul style="list-style-type: none"> <li>Sampling Techniques</li> </ul>	
	Lecture 27	<ul style="list-style-type: none"> <li>Basic Concept of Sampling</li> </ul>	
Week 10	Lecture 28		practical
	Lecture 29	➤ <b>Sampling with replacement with mean</b>	
	Lecture 30	<b>Sampling with replacement with Proportion</b>	
Week 11	Lecture 31	➤ <b>Sampling without replacement with mean</b>	
	Lecture 32	<b>Sampling without replacement with Proportion</b>	
	Lecture 33	Continue...	
Week 12	Lecture 34	➤ <b>Random Sampling</b>	
	Lecture 35	➤ Continue...	
	Lecture 36	Non Random Sampling	
Week 13	Lecture 37	➤ Continue...	
	Lecture 38		
	Lecture 39		Quiz
Week 14	Lecture 40	Application of Sampling	
	Lecture 41	Regression and hypothesis testing	
	Lecture 42		practical
	Lecture 43	Continue...	
	Lecture 44	<ul style="list-style-type: none"> <li>Continue...</li> </ul>	

<b>Week 15</b>	<b>Lecture 45</b>		practical
<b>Week 16</b>	<b>Lecture 46</b>		practical
	<b>Lecture 47</b>		Presentation
	<b>Lecture 48</b>		Presentation

**Course Information:**

Code: PSY-223

Course Title: Community Psychology

Credit hrs: 3

**Weekly Distribution of Course Contents:**

Week#	Topics
Week 1	Introduction to Community psychology and Mental Health
Week 2	<ul style="list-style-type: none"> <li>➤ Society for Community Research and Action</li> <li>➤ History of community psychology in the US</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>• Theories,</li> <li>• concepts</li> <li>• values in community psychology</li> <li>➤ Ecological levels of analysis</li> </ul>
	<u>Continued...</u>
Week 4	Orientation to social issues in the Community <ul style="list-style-type: none"> <li>➤ Childhood</li> <li>➤ Adolescence</li> <li>➤ Adulthood</li> <li>➤ Old age</li> </ul>
Week 5	Community Research Methods
Week 6	First-order and second-order change
Week 7	Continued..... Community Empowerment
Week 8	<b>Mid Examination</b>
Week 9	Collaboration and community strengths
Week 10	<ul style="list-style-type: none"> <li>• Social justice</li> <li>• Recap</li> </ul> Presentations
Week 11	<ul style="list-style-type: none"> <li>• Diversity</li> <li>• Individual wellness</li> <li>• Recap</li> </ul> Presentations
Week 12	Citizen participation Recap Presentations
Week 13	Psychological sense of community Recap Presentations

Week 14	Preventions at community level health promotion in Communities
Week 15	Empirical grounding Recap Presentations
Week 16	Community Rehabilitation Terminal Examination

## Theories of Personality –II

Course code: Psy-224

### WEEKLY COURSE BREAKUP

Week No.	
Week 1 and 2	<p><b>Behaviorist theories</b></p> <ul style="list-style-type: none"> <li>● <b>B.F. Skinner</b></li> <li>○ Basic Concepts</li> <li>○ Operant conditioning</li> <li>○ Positive reinforcement</li> <li>○ Negative reinforcement and punishment</li> <li>○ Schedules of reinforcement</li> <li>○ Operant conditioning and reinforcement</li> <li>○ Development of humans: Language, Personality and child rearing</li> <li>○ Critical evaluation</li> </ul>
Week 3 and 4	<p><b>John Dollard and Neal E. Miller</b></p> <ul style="list-style-type: none"> <li>○ Basic concepts</li> <li>○ Psychopathology</li> <li>○ How fear is learned</li> <li>○ Effect of fear</li> <li>○ Critical evaluation</li> </ul> <p><b>Dispositional theories</b></p>



	<ul style="list-style-type: none"> <li>● <b>Gordon Allport</b> <ul style="list-style-type: none"> <li>○ Personality development</li> <li>○ Personality traits</li> <li>○ Critical evaluation</li> </ul> </li> </ul>
<b>Week 5 and 6</b>	<ul style="list-style-type: none"> <li>● <b>Raymond Cattell</b> <ul style="list-style-type: none"> <li>○ View of a person; Understanding of the person</li> <li>○ Factor analysis; Economic model</li> <li>○ Basic concepts; Data types; Traits; Personality of nations</li> <li>○ Critical evaluation</li> </ul> </li> <li>● <b>Piaget Theory and stages</b></li> </ul>
<b>Week 7 and 8</b>	<p><b>Personality in Perspective</b></p> <ul style="list-style-type: none"> <li>○ The genetic factor</li> <li>○ The environmental factor</li> <li>○ The developmental Factor</li> <li>○ The learning Factor</li> <li>○ The consciousness Factor</li> <li>○ The unconsciousness Factor</li> </ul>
	<b>MID TERM EXAM</b>
<b>Week 9 and 10</b>	<p><b>Social Learning Theory of Albert Bandura</b></p> <ul style="list-style-type: none"> <li>○ Basic concepts</li> <li>○ Models and modeling</li> <li>○ Goals and self regulating</li> <li>○ Self efficacy</li> <li>○ Reward</li> <li>○ Defensive behavior</li> </ul>

	<ul style="list-style-type: none"> <li>○ Critical evaluation</li> </ul>
<b>Week 11 and 12</b>	<p><b>Humanistic and existentialist theories</b></p> <ul style="list-style-type: none"> <li>○ Basic concepts</li> <li>○ Five basic human needs</li> <li>○ Self-actualizing person</li> <li>○ Critical evaluation</li> </ul> <ul style="list-style-type: none"> <li>● <b>Carl Rogers</b></li> <li>○ Biographical sketch</li> <li>○ Basic concepts</li> <li>○ Actualization</li> <li>○ Importance of self</li> <li>○ Personality development</li> <li>○ Client centered therapy</li> </ul> <p>Critical evaluation</p>
<b>Week 13 and 14</b>	<p><b>George Kelly</b></p> <ul style="list-style-type: none"> <li>○ Biographical sketch</li> <li>○ Basic concepts</li> <li>○ Personality as a system of constructs</li> <li>○ . Relation among constructs</li> <li>○ Personality development</li> <li>○ Role playing</li> </ul> <p><b>Theories of Emotion</b></p> <ul style="list-style-type: none"> <li>● James Lange Theory</li> <li>● Cannon –Bard theory</li> </ul>

	<ul style="list-style-type: none"> <li>• Schechter Singer Theory</li> <li>• Richard Lazarus Theory</li> </ul>
<b>Week 15 and 16</b>	<ul style="list-style-type: none"> <li>• <b>Presentations</b></li> <li>• <b>Recap and Revision of course</b></li> <li>• <b>Terminal Examinations</b></li> </ul>

### **Principles of Marketing (MKT-224) (Optional)**

#### **Course Contents/Scheme of Study Weekly Lecture Plan**

<b>Weeks</b>	<b>Lecture Plan</b>
<b>1</b>	<b>Creating and Capturing Customer Value</b> <ul style="list-style-type: none"> <li>• What Is Marketing?</li> <li>• The Marketing Process</li> <li>• Understanding the Marketplace and Customer Needs</li> <li>• Customer Value and Satisfaction</li> <li>• Expectations</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Designing a Customer-Driven Marketing Strategy</li> <li>• Selecting Customers to Serve</li> <li>• Marketing Management Orientations</li> <li>• Building Customer Relationships</li> </ul>
<b>3</b>	<b>Company and Marketing Strategy</b> <b>Partnering to Build Customer Relationships</b> <ul style="list-style-type: none"> <li>• Companywide Strategic Planning: Defining Marketing's Role</li> <li>• Designing the Business Portfolio</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• Planning Marketing: Partnering to Build Customer Relationships</li> <li>• Marketing Strategy and the Marketing Mix</li> </ul>

	<ul style="list-style-type: none"> <li>• Managing the Marketing Effort</li> </ul>
<b>5</b>	<b>Analyzing the Marketing Environment</b> <ul style="list-style-type: none"> <li>• The Company's Microenvironment</li> <li>• The Marketing Environment</li> <li>• Marketing Intermediaries</li> <li>• Types of Marketing Intermediaries</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>• The Company's Macroenvironment</li> <li>• Demographic Environment</li> <li>• Economic Environment</li> <li>• Political Environment</li> <li>• Technological Environment</li> </ul>
<b>7</b>	<ul style="list-style-type: none"> <li>• Cultural Environment</li> <li>• Responding to the Marketing Environment</li> </ul>
<b>8</b>	<b>Mid-term Examination</b>
<b>9</b>	<b>Managing Marketing Information to Gain Customer Insights</b> <ul style="list-style-type: none"> <li>• Assessing Marketing Information Needs</li> <li>• Developing Marketing Information</li> <li>• Marketing Research</li> </ul>
<b>10</b>	<ul style="list-style-type: none"> <li>• Analyzing Marketing Information</li> <li>• Distributing and Using Marketing Information</li> <li>• Other Marketing Information Considerations</li> </ul>
<b>11</b>	<b>Consumer Markets and Consumer Buyer Behavior</b> <ul style="list-style-type: none"> <li>• Model of Consumer Behavior</li> <li>• Characteristics Affecting Consumer Behavior</li> <li>• Types of Buying Decision Behavior</li> </ul>
<b>12</b>	<ul style="list-style-type: none"> <li>• Information Search Sources of Information</li> <li>• Evaluation of Alternatives</li> <li>• Purchase Decision</li> </ul>
<b>13</b>	<ul style="list-style-type: none"> <li>• The Buyer Decision Process</li> <li>• The Buyer Decision Process for New Products</li> </ul>
<b>14</b>	<b>Business Markets and Business Buying Behavior</b> <ul style="list-style-type: none"> <li>• Define the business market and explain how business markets differ from consumer markets</li> <li>• Identify the major factors that influence business buyer behavior</li> </ul>
<b>15</b>	<ul style="list-style-type: none"> <li>• List and define the steps in the business buying-decision process</li> <li>• Compare the institutional and government markets and explain how institutional and government buyers make their buying decision</li> </ul>
<b>16</b>	<b>Terminal Examination</b>

<b>Course Title</b>	<b>Islamic Jurisprudence (Optional)</b>
<b>Course Code</b>	<b>ISJ – 228</b>
<b>Credit hrs.</b>	<b>3(3-0).</b>

Contents	<b>Introduction: an overview of the course</b>
Week 1 & 2	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.
Week 3	6. Place of Fiqh among other Islamic Disciplines.
Week 4 & 5	<b>The objectives of Shari`ah and Fiqh:</b> 1. Theory of Maqasid. 2. The aims and purposes of Fiqh.
Week 6 & 7	<b>Sources of Fiqh:</b> 1. Textual Sources: 2. • The Qur'an. 3. • Characteristics of Qur'anic legislation. 4. • Sunnah.
Week 8	5. • Its place in Islamic legislation
Week 9	<b>. Ijtihadi sources:</b> • Ijtihad. • Its Meaning and techniques. • Qiyas. • Collective ijti had.
Week 10	• Ijma` and other sources
Week 11 & 12	<b>Period of Risalah:</b> 1. Periodization of the history of Fiqh. 2. Pre-Islamic background. 3. Makkah and Madinah phase.
Week 13 & 14	4. Significance of this period for the development of fiqh.
Week 15	<b>Mid Examination</b> <b>Period of the four Caliphs:</b> 1. Underlying features of this period. 2. Legal development.

	<p>3. Differences of opinion.</p> <p><b>Period of Early Schools:</b></p> <ol style="list-style-type: none"> <li>1. Underlying features of this period.</li> <li>2. Ahl al-Hadith and Ahl al-Ra'y.</li> <li>3. Famous Muftis of this period.</li> </ol> <p><b>Period of Classical Schools:</b></p> <ol style="list-style-type: none"> <li>1. Underlying features of this period.</li> <li>2. Rise of four classical schools, distinctive.</li> <li>3. Characteristics of their methodologies and main reasons for conflicting rulings</li> </ol> <p><b>Period of Taqlid:</b></p> <ol style="list-style-type: none"> <li>1. Underlying features of this period.</li> <li>2. Causes and consequences of taqlid.</li> <li>3. Great jurists of this period.</li> <li>4. Fiqh in Osmani and Mughal States</li> </ol> <p><b>Modern Period:</b></p> <ol style="list-style-type: none"> <li>1. Underlying features of this period.</li> <li>2. Penetration of Western laws into Muslim.</li> <li>3. Countries, codification of Fiqh.</li> <li>4. Islamic Law in the Muslim States.</li> <li>5. Future of Islamic Law</li> </ol>
Week 16	<b>Recap &amp; Discussion</b>

**Semester: BS 5th**

<b>S.No</b>	<b>Subject</b>	<b>Cr.Hrs</b>
1	(Optional )Educational Psychology (PSY-428)	03
2	Cognitive & Affective Processes (PSY-312)	03
3	Developmental Psychology (PSY-314)	03
4	Research Methodology (PSY-311)	03
5	Behavioral Neuroscience (PSY-313)	03
6	Health Psychology (PSY-429)	03

**Course Title: Educational Psychology (optional)**

**Course code: PSY-428**

**WEEKLY COURSE BREAKUP**

<b>Week No.</b>	<b>TOPICS TO BE TAUGHT</b>	<b>Assignments &amp; Self Directed Activities</b>
<b>WEEK 1</b>	<b>Introduction to Educational Psychology</b>	<b>Reading:</b> Historical Background of educational psychology.
	Definition, nature and scope of educational psychology.	
	History of educational psychology	
	Goals of educational psychology	
<b>WEEK 2</b>	<b>Implications of educational psychology</b>	
	Role of educational psychology in creating expert teachers and learners.	

	Qualities of expert teachers and expert learners	
<b>WEEK 3 &amp; 4</b>	<b>Research methods in Educational Psychology</b>	
	Observational method, Survey method	
	Experimental Method, Longitudinal method	
	Clinical Method	
<b>WEEK 5</b>	<b>Process of growth and development</b>	
	The development of cognitive, language and learning skills.	
	Social Development	
	Moral Development	
<b>WEEK 6</b>	<b>Group differences: Socioeconomic status, Ethnicity, Gender and Language</b>	
	Why Understanding Group Differences Is Important to Teachers, Socioeconomic Diversity, Ethnic Diversity,	
	Gender Diversity, Language Diversity, Multicultural Education	
<b>WEEK 7</b>	<b>Objective and educational outcomes</b>	
	Definitions of objective	
	Characteristics /Attributes of educational outcomes	
	Taxonomy of educational objectives	
<b>WEEK 8</b>	<b>REVISION For Midterm Exam</b>	
	<b>MIDTERM EXAM</b>	
<b>WEEK 9</b>	<b>Process of Learning</b>	Review scholarly articles
	Cooperative Learning	Related to learning
	Principles of Cooperative learning	
	It's Techniques and Advantages	
<b>WEEK 10</b>	<b>Role of teacher for Conductive learning Environment</b>	
	Teaching methods and strategies	
	Teaching Techniques	



<b>WEEK 11</b>	<b>Classroom Management</b>	
	Why Understanding Classroom Management Is Important to Teachers	
	How Effective Teachers Manage Their Students, Developing and Implementing Rules and Procedures	
	Maintaining Control and Preventing Problems, Special Approaches to Classroom Management	
<b>WEEK 12 &amp; 13</b>	<b>Motivating Students</b>	
	Why Understanding Motivation Is Important to Teachers, Intrinsic and Extrinsic Motivation	
	The Role of Student Goals, The Role of Student Needs	
	The Role of Student Attributions and Beliefs, Motivating Students with Special Needs	
<b>WEEK 14</b>	<b>Classroom Teaching</b>	<b>Project: students will visits different schools to highlight their issues related to educational setup</b>
	Why Understanding Classroom Teaching Is Important to Teachers	
	Principles of Teacher Centered Teaching, Principles of Student-Centered (Constructivist) Teaching	
<b>WEEK 15</b>	<b>Tests</b>	
	Intelligence test	
	Aptitude test	
	Non reference and criterion reference test	
<b>WEEK 16</b>	<b>Study Period</b>	<b>Submission of Project</b>
	Discussion 1	
	Discussion 2	
	Discussion 3	
<b>WEEK 17</b>	<b>Exam Period</b>	

## WEEKLY COURSE BREAKUP/ PLAN

Week No.	TOPICS TO BE TAUGHT	Assignments & Self Directed Activities
<b>WEEK 1</b>	<b>TOPIC 1: What Cognitive psychology is like?</b>	
	<b>Lecture 1:</b> Introduction to cognitive psychology	
	<b>Lecture 2:</b> Methods in cognitive psychology	
	<b>Lecture 3:</b> History of cognitive psychology	
<b>WEEK 2</b>	<b>TOPIC 2: Cognitive Neuroscience</b>	<b>Assignment # 1:</b> Thinking Processes and concept formation
	<b>Lecture 1:</b> Cognitions in the brain: The anatomy and mechanisms of the brain	
	<b>Lecture 2:</b> Viewing the Structures and Functions of the Brain	
	<b>Lecture 3:</b> Association cortex, Behavior and Experience	
<b>WEEK 3</b>	<b>TOPIC 3:Sensory processes</b>	
	<b>Lecture 1:</b> Sense of vision, hearing	
	<b>Lecture 2:</b> sense of smell, taste and touch	
	<b>Lecture 3:</b> Theories of vision and hearing	
<b>WEEK 4</b>	<b>TOPIC 4: Memory</b>	
	<b>Lecture 1:</b> Models of memory	
	<b>Lecture 2:</b> Memory processes: Encoding and Transfer of Information	
	<b>Lecture 3:</b> Models of long term memory	
<b>WEEK 5</b>	<b>TOPIC 5: Forgetting</b>	
	<b>Lecture 1</b> Measurement of memory	
	<b>Lecture 2:</b> Methods to improve memory	
	<b>Lecture 3:</b> Theories of forgetting	
<b>WEEK 6</b>	<b>TOPIC 6:Problem solving and creativity</b>	<b>Assignment # 2:</b> Decision Making and Problem Solving
	<b>Lecture 1:</b> The problem solving cycle; types of problems	
	<b>Lecture 2:</b> Creativity: characteristics of creative people	

	<b>Lecture 3: QUIZ 1</b>	
<b>WEEK 7</b>	<b>TOPIC 7: Attitudes</b>	
	<b>Lecture 1:</b> Nature, Measurement and Theories of attitude	
	<b>Lecture 2:</b> Theories of attitude, factors in attitude change	
	<b>Lecture 3:</b> Attitudes and Behavior, Behavior and attitudes	
<b>WEEK 8</b>	<b>TOPIC 8: Review</b>	
	<b>Lecture 1:</b> Discussion	
	<b>Lecture 2:</b> Discussion	
	<b>Lecture 3:</b> MIDTERM EXAM	
	<b>ABOVE MENTIONED CONTENT HAS BEEN COMPLETED BEFORE MID TERM EXAMINATION</b>	
<b>WEEK 9</b>	<b>TOPIC 9: Perception processes</b>	
	<b>Lecture 1:</b> Form perception, depth perception, constancy, movement perception, plasticity, individual differences	
	<b>Lecture 2:</b> movement perception, plasticity, individual differences	
	<b>Lecture 3:</b> Theories of perception	
<b>WEEK 10</b>	<b>TOPIC 10: Motivation</b>	
	<b>Lecture 1:</b> Motives, Theories of motivation	
	<b>Lecture 2:</b> Biological and Social motivation	
	<b>Lecture 3:</b> Frustration and conflict of motives	
<b>WEEK 11</b>	<b>TOPIC 11: Emotion &amp; Stress</b>	
	<b>Lecture 1:</b> Expression and perception of emotions, physiology of emotions	
	<b>Lecture 2:</b> Stress, theories of emotions	
	<b>Lecture 3:</b> HPA axis and responses to stress	
<b>WEEK 12</b>	<b>TOPIC 12: Principles of learning</b>	
	<b>Lecture 1:</b> Classical Conditioning	

	<b>Lecture 2:</b> Operant conditioning	
	<b>Lecture 3:</b> Cognitive learning	
<b>WEEK 13</b>	<b>Topic 13: Attention and consciousness</b>	
	<b>Lecture 1:</b> The Nature of Attention and Consciousness	
	<b>Lecture 2:</b> Theories of attention , Brain during sleep	
	<b>Lecture 3:QUIZ 2</b>	
<b>WEEK 14</b>	<b>Presentations</b>	
	<b>Presentation 1:</b> Language	
	<b>Presentation 2:</b> Cognition and intelligence	
	<b>Presentation 3:</b> Cognition and Personality	
<b>WEEK 15</b>	<b>Study Period</b>	
	Discussion 1	
	Discussion 2	
	Discussion 3	
<b>WEEK 16</b>	<b>Exam Period</b>	

<b>Department</b>	<b>Psychology</b>		
<b>Degree Program</b>	<b>BS in Psychology</b>	<b>Course Code</b>	<b>PSY-314</b>
<b>Course Title</b>	<b>Developmental Psychology</b>		
<b>Credit Hrs.</b>	<b>03</b>		

### WEEKLY COURSE BREAKUP/ PLAN

<b>Week No.</b>	<b>TOPICS TO BE TAUGHT</b>	<b>Assignments &amp; Self Directed Activities</b>
<b>WEEK 1</b>	<b>TOPIC 1: What Developmental psychology is like?</b>	
	<b>Lecture 1:</b> Introduction to developmental	

	<p>psychology</p> <p><b>Lecture 2:</b>Issues in developmental psychology</p> <p><b>Lecture 3:</b> The Bio psychosocial Perspective of Developmental Psychology</p>	
<b>WEEK 2</b>	<p><b>TOPIC 2: Research Methods in Developmental Psychology</b></p> <p><b>Lecture 1:</b> Research Concepts in Developmental Psychology</p> <p><b>Lecture 2:</b> Research Designs and Methods in Developmental Research : Case-study research Survey research Observational research</p> <p><b>Lecture 3:</b> Correlational research Experimental research Cross-cultural research Participant observation</p>	<b>Assignment # 1:</b> Research Ethics
<b>WEEK 3</b>	<p><b>TOPIC 3:Conception, pregnancy and birth</b></p> <p><b>Lecture 1:</b> Stages of Pregnancy Conception Implantation The first trimester The second trimester The third trimester</p> <p><b>Lecture 2:</b> Prenatal Care: Drug use during pregnancy Birthing alternatives</p> <p><b>Lecture 3:</b> Stages of Childbirth: The first stage of childbirth The second stage of childbirth The third stage of childbirth The postpartum stage of childbirth</p>	
<b>WEEK 4</b>	<p><b>TOPIC 4: Infancy and toddlerhood: Physical and cognitive development</b></p> <p><b>Lecture 1:</b> Physical Development in Infancy and Toddlerhood ; Reflexes and motor skills Sensation and perception Learning Health</p> <p><b>Lecture 2:</b> Cognitive Development in Infancy and Toddlerhood</p>	

	<p>Piagets sensor motor stage Other Piagetian concepts</p> <p><b>Lecture 3:</b> Evaluating Piagetian theory Memory Language</p>	
<b>WEEK 5</b>	<b>TOPIC 5: Infancy and toddlerhood: Psychosocial development</b>	
	<p><b>Lecture 1:</b> Personality Development in Infancy and Toddlerhood Family Relationships in Infancy and Toddlerhood Attachment Parenting</p> <p><b>Lecture 2:</b> Gender Development Gender identity Psychological and social influences on gender identity Gender roles</p> <p><b>Lecture 3:</b> Sexuality in Infancy and Toddlerhood</p>	
<b>WEEK 6</b>	<b>TOPIC 6: Growth and development</b>	<b>Assignment # 2: Developmental Milestones</b>
	<b>Lecture 1:</b> Factors affecting growth and development	
	<b>Lecture 2:</b> Emotional development in infancy	
	<b>Lecture 3: QUIZ 1</b>	
<b>WEEK 7</b>	<b>TOPIC 7: Major theories in Child psychology</b>	
	<b>Lecture 1:</b> Basic issues in child developmental psychology	
	<b>Lecture 2:</b> Psychoanalytic theories: Freud Psychosexual theory Erickson psychosocial theory	
	<b>Lecture 3:</b> Learning theories: Behaviorism Bandura social learning theory	
<b>WEEK 8</b>	<b>TOPIC 8: Review</b>	
	<b>Lecture 1:</b> Discussion	
	<b>Lecture 2:</b> Discussion	
	<b>Lecture 3: MIDTERM EXAM</b>	
	<b>ABOVE MENTIONED CONTENT HAS BEEN COMPLETED BEFORE MID TERM EXAMINATION</b>	

<b>WEEK 9</b>	<b>TOPIC 9: Early Childhood:</b>	
	<b>Lecture 1:</b> Physical development in early childhood	
	<b>Lecture 2:</b> Cognitive development in early childhood	
	<b>Lecture 3:</b> Psychosocial and emotional development in early childhood	
<b>WEEK 10</b>	<b>TOPIC 10: Middle childhood:</b>	
	<b>Lecture 1:</b> Physical development in middle childhood	
	<b>Lecture 2:</b> Cognitive development in middle childhood	
	<b>Lecture 3:</b> Psychosocial and emotional development in middle childhood	
<b>WEEK 11</b>	<b>TOPIC 11: Adolescence:</b>	
	<b>Lecture 1:</b> Physical development in adolescence	
	<b>Lecture 2:</b> Cognitive development in adolescence	
	<b>Lecture 3:</b> Psychosocial and emotional development in adolescence:	
<b>WEEK 12</b>	<b>TOPIC 12: Early and middle adulthood</b>	
	<b>Lecture 1:</b> Physical development in early and middle adulthood	
	<b>Lecture 2:</b> Cognitive development in early and middle adulthood	
	<b>Lecture 3:</b> Psychosocial and emotional development in early and middle adulthood	
<b>WEEK 13</b>	<b>Topic 13: Late adulthood:</b>	
	<b>Lecture 1:</b> Physical, cognitive and social development	
	<b>Lecture 2:</b> Death and dying	
	<b>Lecture 3: QUIZ 2</b>	
<b>WEEK 14</b>	<b>Presentations</b>	
	<b>Presentation 1:</b> Language and development	
	<b>Presentation 2:</b> Development and intelligence	
	<b>Presentation 3:</b> developmental disorders	
<b>WEEK 15</b>	<b>Study Period</b>	
	Discussion 1	

	Discussion 2	
	Discussion 3	
<b>WEEK 16</b>	<b>Exam Period</b>	

<b>Department</b>	Psychology		
<b>Degree Program</b>	BS in Psychology	<b>Course Code</b>	Psy-
<b>Course Title</b>	Research Methodology-I		
<b>Credit Hrs.</b>	03		

### WEEKLY COURSE BREAKUP

<b>Week No.</b>	<b>TOPICS TO BE TAUGHT</b>	<b>Assignments &amp; Self Directed Activities</b>
<b>WEEK 1</b>	<b>TOPIC 1: Introduction to The Scientific Method</b>	
	<b>Lecture 1:</b> General Approach and Attitude	
	<b>Lecture 2:</b> Goals of the scientific method	
	<b>Lecture 3:</b> Scientific theory construction and Testing	
<b>WEEK 2</b>	<b>TOPIC 1: Observational Research &amp; Correlational Research</b>	Reading the provided correlational Research paper
	<b>Lecture 1:</b> SAMPLING BEHAVIOR, OBSERVATIONAL METHODS	
	<b>Lecture 2:</b> , analysis of observational data, thinking critically about observational research, influence of the observer, observer bias	
	<b>Lecture 3:</b> nature and logic of correlation, correlation vs causality, measures in correlational research, margin of error	
<b>WEEK 3</b>	<b>TOPIC 2: Survey Design Research</b>	Reporting the Methodology & Results of an indigenous Survey design study
	<b>Lecture 1:</b> nature, goals, steps of survey research	
	<b>Lecture 2:</b> types of survey methods	
	<b>Lecture 3:</b> three types of survey research design	



<b>WEEK 4</b>	<b>TOPIC 3: Selecting a Sample Survey Design Research</b>	
	<b>Lecture 1:</b> difference of sampling in qualitative & quantitative studies	
	<b>Lecture 2:</b> types of sampling techniques	
	<b>Lecture 3:</b> types of sampling techniques+ calculation of sample size	
<b>WEEK 5</b>	<b>TOPIC 4: Experimental Method</b>	Reading classic Experiments In psychology
	<b>Lecture 1:</b> nature and methodology of experimental design	
	<b>Lecture 2:</b> experimental method in history of psychology	
	<b>Lecture 3:</b> ethical issues in psychological experiments	
<b>WEEK 6</b>	<b>TOPIC 5: Experimental Method</b>	Written assignment on
	<b>Lecture 1:</b> independent group designs	methodological issues in
	<b>Lecture 2:</b> repeated measures design	Experimental design study
	<b>Lecture 3:</b> complex designs	
<b>WEEK 7</b>	<b>TOPIC 6: Analysis and Interpretation of experimental design research</b>	
	<b>Lecture 1:</b> establishing the external validity of experimental design	
	<b>Lecture 2:</b> matched group and natural group design	
	<b>Lecture 3: QUIZ 1</b>	
<b>WEEK 8</b>	<b>TOPIC 7: Applied Research</b>	Reading a clinical case study
	<b>Lecture 1:</b> single case design	
	<b>Lecture 2:</b> small n design	
	<b>Lecture 3:</b> program evaluation	
<b>WEEK 9</b>	<b>TOPIC 8: The Research Process (A Refresher) &amp; Midterm Exam</b>	
	<b>Lecture 1:</b> Research process, eight step model	
	<b>Lecture 2:</b> developing a tentative synopsis	

	<p><b>Lecture 3: MIDTERM EXAM</b></p> <p><b>ABOVE MENTIONED TOPICS HAVE BEEN COVERED BEFORE MID TERM EXAM</b></p>	
<b>WEEK 10</b>	<b>TOPIC 9: Repeated Measures Designs</b>	
	<b>Lecture 1:</b> why to use repeated measures design	
	<b>Lecture 2:</b> practice effects and its controlling	
	<b>Lecture 3:</b> data analysis in repeated measures design	
<b>WEEK 11</b>	<b>TOPIC 10: Complex Designs</b>	
	<b>Lecture 1:</b> describing effects in complex design, 2*2 factorial design	
	<b>Lecture 2:</b> main effect and interaction effect	
	<b>Lecture 3:</b> analysis of complex designs	
<b>WEEK 12</b>	<b>TOPIC 11: Single case research design (Applied Research)</b>	
	<b>Lecture 1:</b> characteristics, advantages, disadvantages	
	<b>Lecture 2:</b> critical thinking of testimonials based on case study	
	<b>Lecture 3:</b> problems and limitations common to all single case designs	
<b>WEEK 13</b>	<b>TOPIC 12: Quasi-Experimental Design Method (Applied Research)</b>	
	<b>Lecture 1:</b> nature and purpose, difference from true experiment	
	<b>Lecture 2:</b> nonequivalent control group designs,	
	<b>Lecture 3:</b> issues of internal and external validity	
<b>WEEK 14</b>	<b>Topic 13: Analyzing and reporting research (computer assisted)</b>	
	<b>Lecture 1:</b> illustration: data analysis for an experiment comparing means	
	<b>Lecture 2:</b> illustration: data analysis for a correlational study	

	<b>Lecture 3: QUIZ 2</b>	
<b>WEEK 15</b>	<b>Presentations</b>	Submission of research Proposal
	<b>Lecture 1:</b> group 1 & 2	
	<b>Lecture 2:</b> group 3 & 4	
	<b>Lecture 3:</b> group 5 & 6	
<b>WEEK 16</b>	<b>Data Analysis and interpretation: tests of statistical significance and the analysis story</b>	
	Discussion 1: Null hypothesis significance testing, comparing means, ANOVA,	
	Discussion 2: calculating effect size, analysis of complex designs with and without interaction effect,	
	Discussion 3: reporting results of a complex design	
<b>WEEK 17</b>	<b>Exam Period</b>	

**Course: Behavioral Neurosciences**  
**Credit Hours: 3**  
**WEEKLY COURSE BREAKUP**

<b>Week No.</b>	
<b>Week 1 and 2</b>	<b>Introduction to Behavioral Neuroscience</b>
	<ul style="list-style-type: none"> <li>● Origin and history of Physiological Psychology</li> <li>● The nature of Physiological Psychology</li> <li>● Natural Selection and Evaluation</li> <li>● Ethical Issues in Research with animals</li> <li>● Career in Neuroscience</li> </ul>
<b>Week 3 and 4</b>	<b>Methods and Strategies of Research</b>
	<ul style="list-style-type: none"> <li>● Recording and Stimulating Neural Activity</li> <li>● Neurochemical Methods</li> <li>● Genetic Methods</li> </ul>

<b>Week 5 and 6</b>	<b>Structures and Functions of Cells of the Nervous System</b> <ul style="list-style-type: none"> <li>● Cells of the Nervous System</li> <li>● Communication within the neuron</li> <li>● Communication between Neurons</li> <li>● Neural Transmission</li> <li>● Synapses</li> </ul>
<b>Week 7 and 8</b>	<b>Physiology of Nervous System</b> <ul style="list-style-type: none"> <li>● Basic features of nervous system</li> <li>● Central nervous system</li> <li>● Peripheral nervous system</li> <li>● Neurotransmitters and Neuromodulators</li> </ul>
	<b>MID TERM EXAM</b>
<b>Week 9 and 10</b>	<b>Psychopharmacology</b> <ul style="list-style-type: none"> <li>● Principles of psychopharmacology</li> <li>● Sites of Drug Action</li> <li>● Effects of drug on brain and behavior</li> <li>● Pharmacokinetics</li> <li>● Pharmacodynamics</li> </ul>
<b>Week 11 and 12</b>	<ul style="list-style-type: none"> <li>● Endocrinology and Hormones</li> <li>● Involvement of Neurotransmitters</li> <li>● Overview of brain parts and it functions</li> </ul>
<b>Week 13 and 14</b>	<b>Neuro-physiological Description of Perception, motivation, emotions, and memory</b>
<b>Week 15 and 16</b>	<ul style="list-style-type: none"> <li>● Presentations</li> <li>● Recap and Revision of course</li> </ul>

## Lecture Plan

<b>Course Code:</b>	Psy-	<b>Course Title:</b>	Health Psychology
<b>Credit Hours:</b>	3(3 -1)	<b>Contact Hours:</b>	

### WEEKLY COURSE BREAKUP/ PLAN

Week No.	TOPICS TO BE TAUGHT	Assignments & Self Directed Activities
<b>WEEK 1</b>	<b>TOPIC 1: What is health psychology?</b>	<b>Reading:</b> Health and wellness,& dimensions of wellness
	<b>Lecture 1:</b> Definition of health psychology Health and illness, health and wellness,& dimensions of wellness	
	<b>Lecture 2:</b> Changing Patterns of Illness Today and In The Past, brief historical views, Psychology's Involvement in Health	
	<b>Lecture 3:</b> The biomedical model	
<b>WEEK 2</b>	<b>TOPIC 2: Behavioral Medicine and psychological principles</b>	
	<b>Lecture 1:</b> The Bio psychosocial Perspective The Role of Biological Factors The Role of Psychological Factors	
	<b>Lecture 2:</b> The Role of Social Factors	
	<b>Lecture 3:</b> The Emergence of Behavioral Medicine	
<b>WEEK 3</b>	<b>TOPIC 3: The biology of health and illness</b>	
	<b>Lecture 1:</b> Studying Health Psychology and Illness	
	<b>Lecture 2:</b> Illnesses Related to Psychological and Behavioral Factors	
	<b>Lecture 3:</b> Current Issues How Does Health Psychology Differ From Other Areas of Psychology? in Health Psychology	
<b>WEEK 4</b>	<b>TOPIC 4: Systems of the body</b>	
	<b>Lecture 1:</b> Nervous system	
	<b>Lecture 2:</b> Endocrine Gland System	

	<b>Lecture 3:</b> Cardiovascular system	
<b>WEEK 5</b>	<b>TOPIC 5: continue....</b>	
	<b>Lecture 1</b> Respiratory system. Digestive and Renal System	
	<b>Lecture 2:</b> Genetics and health	
	<b>Lecture 3:</b> The Immune System	
<b>WEEK 6</b>	<b>TOPIC 6:Health Behaviour and Primary Prevention</b>	<b>Assignment # 2:</b> coping Interventions
	<b>Lecture 1:</b> Introduction to Health behaviour, changing health habits	
	<b>Lecture 2:</b> CBT approach to health behaviour change	
	<b>Lecture 3:</b> The Trans theoretical model of behaviour change	
<b>WEEK 7</b>	<b>TOPIC 7: Health Promoting Behaviors</b>	
	<b>Lecture 1:</b> exercise, accident prevention	
	<b>Lecture 2:</b> vaccination and screening	
	<b>Lecture 3:</b> Sun safely practices	
<b>WEEK 8</b>	<b>TOPIC 8: Revision</b>	
	<b>Lecture 1:</b> Discussion	
	<b>Lecture 2:</b> Discussion	
	<b>Lecture 3:</b> MIDTERM EXAM	
	<b>ABOVE MENTIONED CONTENT HAS BEEN COMPLETED BEFORE MID TERM EXAMINATION</b>	
<b>WEEK 9</b>	<b>TOPIC 9: Stress and coping</b>	
	<b>Lecture 1:</b> stress, origins of the study of stress, physiology of the stress	
	<b>Lecture 2:</b> Stressful events, Sources of chronic diseases	
	<b>Lecture 3:</b> Quiz	
<b>WEEK 10</b>	<b>TOPIC 10: coping , Resilience and social support</b>	
	<b>Lecture 1:</b> coping with stress and resilience	
	<b>Lecture 2:</b> coping and external sources	
	<b>Lecture 3:</b> coping interventions and social support	

<b>WEEK 11</b>	<b>TOPIC 11: patients, provider and treatment</b>	<b>Assignment # 2: Health compromising Behaviours</b>
	<b>Lecture 1:</b> patients in the hospital setting Interventions to increase information in hospital settings	
	<b>Lecture 2:</b> Complementary and Alternative medicines	
	<b>Lecture 3:</b> CAM treatments, placebo effect	
<b>WEEK 12</b>	<b>TOPIC 12: Psychological Issues in advancing and terminal illness</b>	
	<b>Lecture 1:</b> Death across the life span, psychological issues	
	<b>Lecture 2:</b> Alternatives to hospital care	
	<b>Lecture 3:</b> Problems of survivors	
<b>WEEK 13</b>	<b>Topic 13: Heart Diseases, hypertension, stroke and Type II Diabetes</b>	
	<b>Lecture 1:</b> Coronary heart disease, hypertension	
	<b>Lecture 2:</b> stroke and risk factors for stroke	
	<b>Lecture 3:</b> Health implications of Diabetes and psychosocial factors in the development of diabetes	
<b>WEEK 14</b>	<b>Topic: 14 Theories of predicting ones behaviour</b>	
	<b>Lecture 1:</b> planned theory of health behaviour	
	<b>Lecture 2: social theory/</b> Transtheoretical model of change behaviour	
	<b>Lecture 3:</b> Five stage of change model Motivational theory of change model	
<b>WEEK 15</b>	<b>Disorders related to stress and health</b>	
	Lecture 1: Cardiovascular Disorders	
	Lecture 2: Hypertension and Asthma related disorders	
	Lecture 3: Theories of Pain and methods for controlling its	
<b>WEEK 16</b>	<b>Discussion and Presentations</b>	

## 6<sup>th</sup> Semester

Code	Course Title	Lec. Hrs	Lab. Hrs	Cr.Hrs
PSY-321	Abnormal Psychology	3	0	3
PSY-322	Psychological Testing and Measurement	3	0	3
PSY-323	Industrial/ Organizational Psychology	3	0	3
PSY-324	Research Project	1	2	3
PSY-325	Positive Psychology	3	0	3
PSY-	Optional -I(Psychology)	1	2	3

Total semester credit hours=18

### Abnormal Psychology                      PSY-321 WEEKLY COURSE BREAKUP/ PLAN

Week No.	Course Breakup
Week 1 and 2	<p><b><u>Introduction to Abnormal Psychology</u></b></p> <ul style="list-style-type: none"> <li>• Concept of Abnormality</li> <li>• Criteria of Normality and Abnormality</li> <li>• Defining Psychological Abnormality</li> <li>• (Deviance, Distress, Dysfunction, Danger)</li> <li>• Paradigm shift of mental health</li> </ul>
Week 3 and 4	<p><b><u>Historical Background of Modern Abnormal psychology</u></b></p> <ul style="list-style-type: none"> <li>• Ancient views and treatment</li> <li>• Greek and Roman views; Europe in the middle ages</li> </ul>
Week 5 and 6	<p><b><u>Historical Background of Modern Abnormal psychology</u></b></p> <ul style="list-style-type: none"> <li>• The Renaissance; 9<sup>th</sup> century</li> <li>• Views of abnormality; modern trends</li> </ul>
Week 7 and 8	<p><b><u>Models of Psychopathology</u></b></p> <ul style="list-style-type: none"> <li>• Biological Model</li> <li>• The psychodynamic model</li> </ul>
<b>MID TERM EXAM</b>	



<b>Week 9 and 10</b>	<u><b>Models of Psychopathology</b></u> <ul style="list-style-type: none"> <li>• Behavioral Model</li> <li>• Cognitive Model</li> <li>• The Humanistic Model</li> </ul>
<b>Week 11 and 12</b>	<ul style="list-style-type: none"> <li>• The Socio-cultural Model</li> <li>• Eclectic Approach</li> </ul>
<b>Week 13 and 14</b>	<u><b>Clinical Assessment of Abnormality</b></u> <ul style="list-style-type: none"> <li>• A brief overview of clinical observation, test and interviews</li> <li>• Diagnostic Classification Systems: DSM and ICD</li> </ul>
<b>Week 15 and 16</b>	<ul style="list-style-type: none"> <li>• <b>Presentations</b></li> <li>• <b>Recap and Revision of course</b></li> </ul>

**Course Title: Psychological Testing & Measurement    Credit hrs: 3**

**Weekly Distribution of Course Contents:**

<b>Week#</b>	<b>Topics</b>
<b>Week 1</b>	Historical perspective and origin of Psychological Testing
<b>Week 2</b>	Nature, use and Limitations of testing
<b>Week 3</b>	Types of Psychological Testing
<b>Week 4</b>	<b>Test Construction and administration</b> <ul style="list-style-type: none"> <li>A- Nature and types of Items</li> <li>B- Selection of Items for test format</li> <li>C- Item Analysis</li> <li>D- Difficulty level and Discriminatory power of Items</li> </ul>
<b>Week 5</b>	Testing administration and Test scoring
<b>Week 6</b>	<b>Reliability</b> <ul style="list-style-type: none"> <li>A- Definition</li> <li>B- Types of Reliability</li> <li>C- Error of Measurement</li> <li>D- Constant Error</li> <li>E- Reliability of Speed Test</li> </ul>

	F- Factors Influencing Reliability
<b>Week 7</b>	<b>Validity</b> A- Definition B- Types of Validity C- Cross Validation D- Interpretation of Validity E- Factors Influencing Validity
<b>Week 8</b>	<b>Various Method of Personality Assessment (VMPA)</b> Projective Techniques A- Rorschach Inkblot Test
<b>Week 9</b>	B- Thematic Appreciation Test (TAT) C- Draw a man
<b>Week 10</b>	VMPA Continued
<b>Week 11</b>	Non Projective Techniques
<b>Week 12</b>	Intelligence, Definition and Theories
<b>Week 13</b>	Use of Psychological tests in Pakistan
<b>Week 14</b>	Social and Ethical issues
<b>Week 15</b>	Psychological Testing with special reference to Pak
<b>Week 16</b>	<b>Practicum/ Recap and Discussion</b>

**Course Title: Industrial/ Organizational Psychology**

**Course code: PSY- 323**

**WEEKLY COURSE BREAKUP/ PLAN**

<b>Week No.</b>	<b>Course Breakup</b>
<b>Week 1 and 2</b>	<b>Week 1</b> <b>Introduction &amp; overview</b> History of I/O Psychology Introduction to organizational behavior • Selected functions of management • Research techniques for studying management practices
<b>Week 3 and 4</b>	<b>Organizational Culture</b> • Influencing culture change • Socialization and culture Assignment 1

<b>Week 5 and 6</b>	<p><b>Understanding individual differences in work behaviors</b></p> <ul style="list-style-type: none"> <li>• Content approaches of motivation</li> <li>• Process approaches of motivation</li> </ul> <p>Evaluation, Feedback, and Reward System</p> <ul style="list-style-type: none"> <li>• Evaluation of performance</li> <li>• Performance evaluation feedback</li> <li>• Model of individual rewards</li> </ul>
<b>Week 7 and 8</b>	<p><b>Job Design</b></p> <ul style="list-style-type: none"> <li>• Job design and quality of work life</li> <li>• Job performance outcomes</li> <li>• Job analysis</li> <li>• Job rotation &amp; job enrichment</li> <li>• Designing job depth</li> </ul> <p>Assignment 2</p>
<b>MID TERM EXAM</b>	
<b>Week 9 and 10</b>	<p><b>Organizational Stress</b></p> <ul style="list-style-type: none"> <li>• Work stressors</li> <li>• Stress outcomes</li> <li>• Stress prevention &amp; management</li> </ul> <p>Organizational Case Study</p>
<b>Week 11 and 12</b>	<p><b>Group Behavior &amp; Interpersonal Influence</b></p> <ul style="list-style-type: none"> <li>• Intergroup conflict</li> <li>• Dysfunctional groups</li> <li>• Conflict resolution</li> <li>• Negotiations</li> </ul> <p>Organizational Power and Politics</p> <ul style="list-style-type: none"> <li>• Empowerment</li> <li>• Illusion of power</li> <li>• Ethics, power, &amp; politics</li> </ul>
<b>Week 13 and 14</b>	<p><b>Leadership and Leadership Development</b></p> <ul style="list-style-type: none"> <li>• Trait approaches</li> <li>• Behavioral approaches</li> <li>• Situational approaches</li> </ul> <p>Leadership: Developing applications</p> <ul style="list-style-type: none"> <li>• Vroom-Jago model</li> <li>• Attribution model</li> </ul> <p><b>Transactional and transformational leadership</b></p> <ul style="list-style-type: none"> <li>• Multicultural leadership</li> </ul> <p>Class</p>

	Presentations
<b>Week 15 and 16</b>	<b>Organizational Structure and Design</b> <ul style="list-style-type: none"> <li>• Organization design models</li> <li>• Parameters of organizational design</li> <li>• Virtual organizations</li> <li>• Multinational structure &amp; design</li> </ul> <b>Recap and Discussion</b>

**Course Title: Positive Psychology**

**Course Code: PSY - 325**

**Course Breakup**

<b>Week No.</b>	<b>Course Breakup</b>
<b>Week 1 and 2</b>	Introduction & overview History of positive Psychology Emerging roots Nature and scope of positive psychology
<b>Week 3 and 4</b>	Evolutionary Perspectives Positive personal trait Nature and associated psychological factors
<b>Week 5 and 6</b>	Hope Optimism Happiness Love; empathy Attachment Theory of Attachment
<b>Week 7 and 8</b>	Intelligence Emotional Intelligence Theories concerning Intelligence
<b>MID TERM EXAM</b>	
<b>Week 9 and 10</b>	Forgiveness Tolerance Gratitude-faith Morality-wisdom

	Creativity Psychological well being
<b>Week 11 and 12</b>	Resilience & locus of control Spirituality; Altruism Concept of flow
<b>Week 13 and 14</b>	Buddhism and Islamic traditions Humanistic approach Existential Approach
<b>Week 15 and 16</b>	Self Determination theory and Intrinsic Motivation Social Development and Well-being Recap& Discussion Terminal Exam

<b>Department</b>	<b>Psychology</b>		
<b>Optional course</b>	<b>BS Psychology</b>	<b>Course Code</b>	<b>PSY-447</b>
<b>Course Title</b>	<b>Environmental Psychology (optional)</b>		
<b>Credit Hrs.</b>	<b>03</b>		

#### WEEKLY COURSE BREAKUP/ PLAN

<b>Week No.</b>	<b>TOPICS TO BE TAUGHT</b>	<b>Assignments &amp; Self Directed Activities</b>
<b>WEEK 1</b>	<b>TOPIC 1: What is Environmental Psychology?</b>	
	<b>Lecture 1:</b> Introduction to environmental psychology Common Assumptions of environmental psychology	
	<b>Lecture 2:</b> History of environmental psychology Basic Principles of environmental psychology	
	<b>Lecture 3:</b> The Bio psychosocial Perspective of Environmental Psychology	
<b>WEEK 2</b>	<b>TOPIC 2: Current events Influencing Environmental Psychology</b>	<b>Assignment # 1:</b> Historical attitude towards the natural environment
	<b>Lecture 1:</b> Population trends Public policy and the Environment	
	<b>Lecture 2:</b> Human behavior and the environment	
	<b>Lecture 3:</b> Scope of applied environmental psychology	

<b>WEEK 3</b>	<b>TOPIC 3: Theories in Environmental Psychology</b>	
	<b>Lecture 1:</b> History influences Ecological Theories Behaviorist Perspective	
	<b>Lecture 2:</b> Arousal theories The Yerkes Dodson Law	
	<b>Lecture 3:</b> Physiological Response to Environmental Stimulation Arousal and Nervous System	
<b>WEEK 4</b>	<b>TOPIC 4: STIMULUS LOAD, BEHAVIORAL CONSTRAINT, AND ADAPTATION LEVEL THEORIES</b>	
	<b>Lecture 1:</b> Stimulus load theories	
	<b>Lecture 2:</b> Behavioral Constraint theories	
	<b>Lecture 3:</b> Adaptation level theories	
<b>WEEK 5</b>	<b>TOPIC 5: Perception and its Cognitive Basis</b>	
	<b>Lecture 1:</b> What is perception? Cognitive basis of perception Contextual and Social Bases of Perception	
	<b>Lecture 2:</b> Complex Perceptual Processes. Environment Perception and the Use of Natural Environment Social Interaction and the Environment	
	<b>Lecture 3:</b> Impact of Environment in its Incumbents , Nature and Environment Changes in Rural and Urban Areas	
<b>WEEK 6</b>	<b>TOPIC 6: Theories of Environmental Perception</b>	<b>Assignment # 2:</b> The built environment and human adjustment
	<b>Lecture 1:</b> Gestalt Theory and Functionalism Learning Theory and developmental aspects of environmental cognition	
	<b>Lecture 2:</b> Characteristics of cognitive map, their functions and Environmental Differences	
	<b>Lecture 3:</b> QUIZ 1	
<b>WEEK 7</b>	<b>TOPIC 7: Environmental Evaluation</b>	
	<b>Lecture 1:</b> Kaplan's Model	
	<b>Lecture 2:</b> Effective basis of environmental evaluation	
	<b>Lecture 3:</b> Human adjustment to meet future challenges	

<b>WEEK 8</b>	<b>TOPIC 8: Review</b>	
	<b>Lecture 1:</b> Discussion	
	<b>Lecture 2:</b> Discussion	
	<b>Lecture 3:</b> MIDTERM EXAM	
	<b>ABOVE MENTIONED CONTENT HAS BEEN COMPLETED BEFORE MID TERM EXAMINATION</b>	
<b>WEEK 9</b>	<b>TOPIC 9: Impact of Environment on Personality</b>	
	<b>Lecture 1:</b> Environment affects personality, Types of personality and big five personality traits	
	<b>Lecture 2:</b> Influences on personality, Genetic influences and environmental influences	
	<b>Lecture 3:</b> Role of environment in shaping personality, different factors involved in shaping personality	
<b>WEEK 10</b>	<b>TOPIC 10: Murray's Theory of Personality development</b>	
	<b>Lecture 1:</b> Henry Murray and Psychogenic Needs, Murray's Types of Needs, Research on Psychogenic Needs	
	<b>Lecture 2:</b> Murray's theory and aspects of needs	
	<b>Lecture 3:</b> The Humanistic Tradition: the motive to self-actualize	
<b>WEEK 11</b>	<b>TOPIC 11: Environmental changes and stress</b>	
	<b>Lecture 1:</b> Environmental stress: impact of environment and stress	
	<b>Lecture 2:</b> Response Based Definition of Stress, Stress as cause and effect	
	<b>Lecture 3:</b> Physiology of stress. Biological system, Measuring stressors	
<b>WEEK 12</b>	<b>TOPIC 12: Climate change and health</b>	
	<b>Lecture 1:</b> Temperature related death and illness	
	<b>Lecture 2:</b> Impact of extreme events on human health	
	<b>Lecture 3:</b> Mental health and well being	
<b>WEEK 13</b>	<b>Topic 13: Impact of Environment Changes in Industrial and Geographical Development</b>	

<b>S. No</b>	<b>Course Code</b>	<b>Subject</b>	<b>Cr.Hrs</b>
1	PSY-411	Clinical Psychology	03
2	PSY-412	Gender Psychology	03
3	PSY-413	Counseling and Guidance	03
4	PSY-414	Internship/ Clinical Practicum viva voce	03
5	PSY-	Psychopharmacology	03
6	PSY-	Seminars in theories of Psychology clinical Models	03

	<b>Lecture 1:</b> Relationship between industry and environment	
	<b>Lecture 2:</b> Environmental impact of industries	
	<b>Lecture 3: QUIZ 2</b>	
<b>WEEK 14</b>	<b>Presentations</b>	
	<b>Presentation 1:</b> Impact Of Environment On Individual (Personality Development And Individual Differences)	
	<b>Presentation 2:</b> Population And Environment	
	<b>Presentation 3:</b> Attributing Behavior To Persons And Situations	
<b>WEEK 15</b>	<b>Study Period</b>	
	Discussion 1	
	Discussion 2	
	Discussion 3	
<b>WEEK 16</b>	<b>Exam Period</b>	



**WEEKLY COURSE BREAKUP/ PLAN**

<b>Department</b>	<b>Psychology</b>		
<b>Degree Program</b>	<b>BS Psychology</b>	<b>Course Code</b>	<b>PSY-411</b>
<b>Course Title</b>	<b>Clinical Psychology</b>	<b>Semester</b>	7th
<b>Credit Hrs.</b>	<b>03</b>		

<b>Week No.</b>	<b>TOPICS TO BE TAUGHT</b>
<b>WEEK 1</b>	<b>Defining Clinical Psychology</b>
	Definition, Education and Training in Clinical Psychology
	:Professional Activities and Employment Settings
	How Are Clinical Psychologists Different From other related fields
<b>WEEK 2</b>	<b>:Current Controversies in Clinical Psychology</b>
	Prescription Privileges, Evidence-Based Treatments/Manualized Therapy
	Payment Methods
	The Influence of Technology
<b>WEEK 3</b>	<b>ASSESSMENT</b>
	Defining Normality and Abnormality
	Diagnosis and Classification of Mental Disorders: A Brief History
	Alternative Directions in Diagnosis and Classification
<b>WEEK 4</b>	<b>The Clinical Interview</b>

	The Interviewer, Components of the Interview
	Pragmatics of the Interview, Types of Interviews
	Cultural Components
<b>WEEK 5</b>	<b>Intellectual and Neuropsychological Assessment</b>
	Intelligence Testing
	Achievement Testing
	Neuropsychological Testing
<b>WEEK 6</b>	<b>Personality Assessment and Behavioral Assessment</b>
	Objective Personality Tests, Behavioral Assessment
	Projective Personality Tests
	QUIZ 1
<b>WEEK 7</b>	<b>Anxiety Disorders</b>
	Symptoms of Anxiety, Differentiating anxiety from fear and depression, Diagnosis
	Types, prevalence, etiology treatment approaches
	treatment approaches, Differential diagnosis
<b>WEEK 8</b>	<b>Obsessive Compulsive Disorders</b>
	Symptoms of OCD, Differentiating OCD from fear and depression, Diagnosis
	Types, prevalence, etiology treatment approaches, Differential diagnosis
	MIDTERM EXAM
<b>WEEK 9</b>	<b>Dissociative Disorders</b>
	Dissociative symptoms, Diagnosis
	Types of dissociative disorders , differential diagnosis
	Prevalence, etiology and treatment approaches
<b>WEEK 10</b>	<b>Schizophrenia and Spectrum Disorders</b>
	Symptoms of psychosis, Diagnosis
	Type of schizophrenia and spectrum disorders

	Prevalence, Etiology and Treatment
<b>WEEK 11</b>	<b>Personality disorders</b>
	Personality Disorders, Diagnosis
	Types of personality disorders
	Prevalence, Etiology and Treatment
<b>WEEK 12</b>	<b>Behavioral Psychotherapy</b>
	Origins of Behavioral Psychotherapy, Goal of Behavioral Psychotherapy
	Techniques Based on Classical Conditioning, Techniques Based on Operant Conditioning
	Alternatives to Behavior Therapy
<b>WEEK 13</b>	<b>Cognitive Psychotherapy</b>
	Goal of Cognitive Therapy
	Two Approaches to Cognitive Therapy Recent Applications of Cognitive Therapy
	<b>Lecture 3: QUIZ 2</b>
<b>WEEK 14</b>	<b>Presentations</b>
	<b>Presentation 1,</b>
	<b>Presentation 2:</b>
	<b>Presentation 3:</b>
<b>WEEK 15</b>	<b>Study Period</b>
	Discussion 1
	Discussion 2
	Discussion 3
<b>WEEK 16</b>	<b>Exam Period</b>

### Lecture Plan

<b>Course Code:</b>	Psy-412	<b>Course Title:</b>	<b>Gender Psychology</b>
<b>Credit Hours:</b>	3(3 -1)	<b>Contact Hours:</b>	
<b>Semester:</b>	7th	<b>Starting Date:</b>	
<b>Session:</b>		<b>Ending Date:</b>	

## WEEKLY COURSE BREAKUP/ PLAN

Week #	Lect. #	Activity / Topics to be Covered
<b>1. Completed.</b>		<b>Introduction</b>
		• Definition, Concepts and Importance
		• Gender Studies in International Setting
		• Gender Studies in Pakistani Perspective.
<b>2. Completed.</b>		• Feminism
		<b>Major Feminist Perspectives</b>
		• Liberal Feminism
		• Radical Feminism
<b>3. Completed.</b>		• Marxist Feminism
		• Theological Feminism
		<b>Gender and Human Rights</b>
		• Definition and Nature of Human Rights
<b>4. Completed.</b>		• Collective Rights
		• Ethnic Minority Rights
		• Fundamental Rights
<b>5. Completed</b>		• Property Rights
		<b>Gender and Politics</b>
		• Gender and Third World Politics
<b>6. Completed</b>		• Women Political Leaders, Past and Present
		• Women in the Legislatures and Executive of the Law
		• Power and Patriarchy
<b>7. Completed</b>		• Women in Pakistani Political Setup
		• Women Participation in Local Government System
		• <b>Gender and Education</b>

<b>8. Completed</b>	•	Gender, Origin and development of education
	•	Gender Education and religion
	•	, <b>Quiz # 1, Assignment #1</b>
<b>Week 9.</b>	•	<b>Mid Semester Examination</b>
<b>Week 10.</b>	•	Gender Education and economy
		Gender Education and social mobility
		Gender and Forms of education
<b>Week 11.</b>	•	<b>Gender and Population</b> Population composition, Sex Composition
		Gender Roles and Family Size
		Gender and Youth problem
<b>Week 12.</b>		Gender and Population Issues
		Gender and Reproductive Role
		Changing Perspective of Gender Roles in Population
<b>Week 13.</b>	•	<b>Gender and Development</b> Gender Roles
	•	Access to Resources
	•	Gender Disparity
<b>Week 14</b>	•	Problems of Gender Development
		The role of Development Aid in Gender development
<b>Week 15</b>	•	<b>Quiz # 2, Assignment #2</b>
<b>Week 16.</b>	•	The role of non-government organizations in Gender development
	•	
	•	<b>Conduct of Terminal Examination</b>

## WEEKLY COURSE BREAKUP

Week No.	TOPICS TO BE TAUGHT	Assignments & Self Directed Activities
<b>WEEK 1</b>	<b>TOPIC 1:</b> Introduction to guidance and counselling	<b>Assignment 1:</b>  Develop a historical sketch  Of counseling & guidance
	<b>Lecture 1:</b> basic concepts and difference among counseling, guidance & psychotherapy,	
	<b>Lecture 2:</b> The Islamic concept of guidance and counselling	
	<b>Lecture 3:</b> The scope of guidance and counselling: Community, family, administration, and peers	
<b>WEEK 2</b>	<b>TOPIC 2: Introduction to guidance and counselling</b>	
	<b>Lecture 1:</b> Principles of guidance and counselling,	
	<b>Lecture 2:</b> Types of guidance and counselling: Educational and personal, Social and vocational	
	<b>Lecture 3:</b> ethical considerations	
<b>WEEK 3</b>	<b>TOPIC 3: Techniques, considerations and issues in counseling process</b>	
	<b>Lecture 1:</b> initiating the process of counseling	
	<b>Lecture 2:</b> middle or action phase of counseling	
	<b>Lecture 3:</b> termination of counseling	
<b>WEEK 4</b>	<b>TOPIC 4: The course instructor as a counselor</b>	
	<b>Lecture 1:</b> Qualities of a counsellor: Personal and professional, Guidance services that a teacher can provide	
	<b>Lecture 2:</b> The teacher as an agent of change: Problems in the classroom for guidance and counselling, Issues in school for change	
	<b>Lecture 3:</b> The role of a teacher as a counsellor in classroom for improving academic performance	
<b>WEEK 5</b>	<b>TOPIC 5: Procedures and tools for guidance and</b>	

	<b>counselling</b>	
	<b>Lecture 1:</b> Steps and procedures of counselling, Strategies for solving problems or staging interventions	
	<b>Lecture 2:</b> Techniques and strategies for problem-solving • Observation • Interview • Cumulative record	
	<b>Lecture 3:</b> Questionnaire • Case study, Referring cases to the concerned professionals	
<b>WEEK 6</b>	<b>TOPIC 6: Counselling approaches</b>	
	<b>Lecture 1:</b> the concept of an “approach”, what is a theory	
	<b>Lecture 2:</b> why theory is needed, conceptualization in counseling practice, the role of theory in counselling	
	<b>Lecture 3: QUIZ 1</b>	
<b>WEEK 7</b>	<b>TOPIC 7: Themes and issues in the psychodynamic approach to counselling</b>	
	<b>Lecture 1:</b> The origins of psychodynamic counselling: the work of Sigmund Freud	
	<b>Lecture 2:</b> The post- Freudian evolution of the psychodynamic approach	
	<b>Lecture 3:</b> Research into psychodynamic therapy, Conclusion: an appraisal of the psychodynamic approach to counselling	
<b>WEEK 8</b>	<b>TOPIC 8: The cognitive–behavioral approach to counselling</b>	
	Lecture 1: The origins and development of the cognitive–behavioral approach	
	Lecture 2: The practice of cognitive–behavioral counselling, An appraisal of the cognitive–behavioral approach to counselling, Conclusions	
	Lecture 3: <b>MIDTERM EXAM</b>	
<b>WEEK 9</b>	<b>TOPIC 9: Theory and practice of the person-centered approach</b>	

	<p><b>Lecture 1:</b> The evolution of the person- centered approach,</p> <p><b>Lecture 2:</b> The basic theoretical framework of the person- centered approach</p> <p><b>Lecture 3:</b> Can the person- centered approach be combined with other approaches? Conclusions: an appraisal of the person- centered approach</p>	
<b>WEEK 10</b>	<b>TOPIC 10: Rational Emotive Behaviour Therapy</b>	
	<b>Lecture 1:</b> Philosophical Ideas	
	<b>Lecture 2:</b> A-B-C theory of personality	
	<b>Lecture 3:</b> Goals and Assessment of Therapy	
<b>WEEK 11</b>	<b>TOPIC 11: Gestalt therapy ,Training and practice</b>	
	<b>Lecture 1:</b> Cultural and philosophical influences, Theoretical framework for practice	
	<b>Lecture 2:</b> Gestalt strategies for facilitating awareness and change, Research into the process and outcome of gestalt therapy	
	<b>Lecture 3:</b> Conclusions	
<b>WEEK 12</b>	<b>TOPIC 12: Existential therapy</b>	
	<b>Lecture 1:</b> Introduction, Existential themes, Being alone/being with others: autonomy and relatedness,	
	<b>Lecture 2:</b> Living in time, Agency, Bodily experience, Truth and authenticity,	
	<b>Lecture 3:</b> Conclusion	
<b>WEEK 13</b>	<b>Topic 13: Adlerian Counseling</b>	
	<b>Lecture 1:</b> view of human nature/ Role of Counselor	
	<b>Lecture 2:</b> Goals and Techniques	
	<b>Lecture 3: strengths/contributions &amp;Limitations</b>	
<b>WEEK 14</b>	<b>Presentations</b>	
	<b>1&amp;2: Working with family systems</b> , Introduction, Understanding human systems, The analysis and treatment of family systems	
	<b>3&amp;4:Multicultural counselling</b> Introduction, What do we mean by 'culture'? The concept of reality, The	



	<p>sense of self , The construction of morality, The concept of time, The significance of place, Externally observable dimensions of cultural identity, Multicultural counselling in practice, Culture- bound syndromes, Adapting existing services and agencies to meet the needs of client groups from different cultures.</p> <p><b>Reality Therapy:</b> Basic assumptions, principles, therapeutic process &amp; techniques</p>	
	<p><b>5,6&amp;7: Alternative Cognitive behavioral approaches:</b></p> <p>Mindfulness based CT, Acceptance and commitment, Dialectical Behavioral, Meta-cognitive Therapy, CBT approaches to behavioral change</p>	
<b>WEEK 15</b>	<b>Continue.....</b>	
	.....	
	<b>Study Period</b> Discussion 1	
	Discussion 2	
<b>WEEK 16</b>	<b>Recap</b>	

**Code: PSY-414**

**Course Title: Internship**

**Credit hrs.: 3**

**Course Content/ breakup:**

The students will be motivated to visit Hospitals dealing with psychological problems and will be required to practically apply Various Psychotherapeutic and Counseling Techniques for positive personal adjustment. They will be working under their Supervisor. The internship period will be spread over 6 weeks and remaining weeks they will able to fulfill their reports. Evaluation will be based on Case reports/assignments, assessment by supervisor and a Viva-Voce conducted at the end of the Semester Exams.

<b>Course Name: Psychopharmacology (optional)</b>	<b>Course Code: PSY-434</b>
<b>Credit Hours: 03</b>	

**WEEKLY COURSE BREAKUP**

Week No.	
Week 1 and 2	<ul style="list-style-type: none"> <li>➤ <b>Basic Principles of Psychopharmacology</b> <ul style="list-style-type: none"> <li>• Introduction to Psychophysiology and Psychopharmacology</li> </ul> </li> <li>➤ <b>History of Psychopharmacology</b></li> <li>➤ <b>Pharmacokinetics</b></li> <li>➤ <b>Pharmacodynamics</b> <ul style="list-style-type: none"> <li>• Receptor binding</li> <li>• Signal transduction</li> <li>• Affinity</li> <li>• Efficacy</li> <li>• Potency</li> </ul> </li> </ul>
Week 3 and 4	<p>Neurotransmitters and Neuromodulators</p> <ul style="list-style-type: none"> <li>• How drugs effect Neurotransmitters</li> <li>• Binding of neurotransmitters with drugs</li> <li>• How the drugs affect behavior</li> <li>• Drug absorption &amp; distribution</li> <li>• Drug elimination</li> </ul>
Week 5 and 6	<ul style="list-style-type: none"> <li>➤ <b>Role of Neurotransmitters and Neuromodulators</b></li> <li>➤ <b>Agonist and antagonists</b></li> <li>➤ <b>Working of agonists and agonistic drugs</b></li> </ul>
Week 7 and 8	<ul style="list-style-type: none"> <li>➤ <b>Roots of administration of drugs and mechanism of action</b> <ul style="list-style-type: none"> <li>• Oral route</li> <li>• <b>Injection route</b> <ul style="list-style-type: none"> <li>• Subcutaneous (under the skin)</li> <li>• Intramuscular (in a muscle)</li> <li>• Intravenous (in a vein)</li> <li>• Intrathecal (around the spinal cord)</li> </ul> </li> <li>• <b>Inhalation</b></li> <li>• <b>Topical route</b> <ul style="list-style-type: none"> <li>• Enepidermic</li> <li>• Epidermis route</li> <li>• Instillation</li> </ul> </li> </ul> </li> </ul> <p><b>Pros and cons of these routes.</b></p>
	<b>MID TERM EXAM</b>
Week 9 and 10	<p><b>Psychotherapy</b></p> <p><b>Classification of psychotropic drugs</b></p> <ul style="list-style-type: none"> <li>• <b>Antipsychotic</b> <ul style="list-style-type: none"> <li>○ Typical antipsychotic drugs</li> <li>○ Atypical drugs</li> <li>○ Difference between typical and atypical Drugs</li> <li>○ Mechanism of action</li> </ul> </li> <li>• <b>Antidepressants</b></li> </ul>

<b>Week 11 and 12</b>	<ul style="list-style-type: none"> <li>• <b>Different prescribed Drugs in Psychological Illnesses effects and side effects of Drugs.</b></li> <li>• <b>Uses and Misuses of drugs</b></li> <li>• <b>Disorders and Usage of drugs</b></li> </ul>
<b>Week 13 and 14</b>	<ul style="list-style-type: none"> <li>• <b>Organic Brain Syndrome</b></li> <li>• <b>Mechanism of Schizophrenia</b></li> <li>• <b>Action of dopamine</b></li> <li>• <b>Drug names and treatment of disorders(Viva Voce)</b></li> </ul>
<b>Week 15 and 16</b>	<ul style="list-style-type: none"> <li>• <b>Presentations</b></li> <li>• <b>Recap and Revision of course</b></li> </ul>

**Code: PSY-435 Course Title: Seminars in Theories of Psychology (optional)**

**Credit hrs.: 3**

**Objective of this course:**The course introduces students to theories, research and procedures used in psychological research, practice and encourages them to apply this knowledge to enhance their lives. Below is the mentioned list of selected topics. The students will be able to present the given topic individually according to the particular standard. The instructor can enhance/minimize the list of topics on behalf of the number of the students and reserves the right to change the topics based on the class situation.

### **Seminar Topics:**

- |  |
|--|
| <ol style="list-style-type: none"> <li>1. Sand Tray Therapy</li> <li>2. Animal Psychology</li> <li>3. Crime</li> <li>4. Violence</li> <li>5. Color Therapy</li> <li>6. Social Anxiety Disorder</li> <li>7. Harassment</li> <li>8. Hydro-Therapy</li> <li>9. Art Therapy</li> <li>10. Disaster Management</li> <li>11. Aroma Therapy</li> <li>12. Parkinson's Disease</li> <li>13. Hysteria</li> <li>14. Stress and Anger Management</li> <li>15. Forgiveness</li> <li>16. Cognitive Behavior Therapy</li> <li>17. Parenting Styles</li> <li>18. Music therapy</li> <li>19. Pro-social Behavior</li> <li>20. Child Labor</li> <li>21. Feminism</li> <li>22. Media Violence</li> <li>23. Exorcism</li> </ol> |
|--|

- 24. Autism
- 25. Aspects of Aging Process
- 26. PTSD
- 27. Social Discrimination
- 28. Multimodal Therapy
- 29. Prostitution
- 30. Aggression
- 31. Rape
- 32. Meditation Therapy
- 33. Meditation Therapy

**8<sup>th</sup> Semester**

<b>Code</b>	<b>Course Title</b>	<b>Lec.Hrs</b>	<b>Lab.Hrs</b>	<b>Cr.Hrs</b>
<b>PSY-421</b>	Cross Cultural Psychology	3	0	3
<b>HRM-422</b>	Human Resource Management(HRM)	3	0	3
<b>PSY-423</b>	Thesis (OR) two optional courses Thesis			6
<b>PSY-</b>	Optional Course I (Psychology)			3
<b>PSY-</b>	Optional Course II (Psychology)			3

Total semester credit hours=12

## WEEKLY COURSE BREAKUP

Week No.	Course Breakup <b>Cross Cultural Psychology</b>
Week 1 and 2	<p><b>1. <u>History of Cross Cultural Psychology</u></b></p> <p>a. Methodological issues of cross cultural psychology: Comparability and Equivalence</p> <p>b. Emics and Etics</p>
Week 3 and 4	<p><b><u>History of Cross Cultural Psychology</u></b></p> <p>c. Sampling strategy in Cross Cultural Research</p> <p>d. Problems of translation, adaptation and application of psychological tests across cultures</p>
Week 5 and 6	<p><b>2. <u>Culture and Basic Psychological Processes</u></b></p> <p>a. Culture and Cognition</p> <p>b. Culture and Emotion, Cultural Similarities and Dissimilarities, Cultural Shock</p>
Week 7 and 8	<p><b><u>Culture and Basic Psychological Processes</u></b></p> <p>c. Cross Cultural studies on Perception and Cognitive Styles</p> <p>d. Cross Cultural Research on Motivation</p> <p>e. Socialization across cultures</p>
<b>MID TERM EXAM</b>	
Week 9 and 10	<p><b><u>Culture and Basic Psychological Processes</u></b></p> <p>f. Individualism &amp; Collectivism</p> <p>g. Sex-trait Stereotypes</p> <p>h. Development of Gender-stereotypes</p>
Week 11 and 12	<p><b><u>Culture and Basic Psychological Processes</u></b></p> <p>i. Parental acceptance – Rejection Theory (PART)</p> <p>j. Cross Cultural Testing of PART</p>

<b>Week 13 and 14</b>	<u><b>Culture and Basic Psychological Processes</b></u> k. Worldwide application of Piaget cognitive theory l. New Trends in Cross Cultural Research m. Indigenous Psychology across Cultures
<b>Week 15 and 16</b>	Presentations • Recap and Revision of course

**Course Code: HRM-422**

**Course Title: Human Resource Management**

**WEEKLY COURSE BREAKUP**

<b>Weekly distributions of topics</b>	<b>Lectures to be taught</b>
<b>Week 1 &amp; 2</b>	Module 1: Need for Human Resources Management
	<ul style="list-style-type: none"> <li>○ Topic 1: Human Resources Management-Roles and Responsibilities</li> </ul>
○	<ul style="list-style-type: none"> <li>○ Topic 2: The Changing Role of HRM and Growing Professionalism</li> <li>○ within the HR Function</li> </ul>
	<ul style="list-style-type: none"> <li>○ Topic 3: HRM Challenges in the Twenty-First Century</li> </ul>
	<ul style="list-style-type: none"> <li>○ Topic 4: Legal issues in HRM</li> </ul>
<b>Week 3 &amp; 4</b>	Module 2: Matching HR Needs and People
	<ul style="list-style-type: none"> <li>○ Topic 1: Job Design</li> </ul>
	<ul style="list-style-type: none"> <li>○ Topic 2: Job Analysis</li> </ul>

	○ Topic 3: Human Resources Planning
	○ Topic 4: Understanding a Shifting Labor Market
<b>Week 5 &amp; 6</b>	Module 3: Developing People
	○ Topic 1: Employee Orientation and Socialization
	○ Topic 2: Training and Development
	○ Topic 3: Performance Management
	○ Topic 4: HR's Role in Setting a Climate for People Development
<b>Week 7 &amp; 8</b>	Module 4: Compensation and Recognition
	○ Topic 1: Employee Compensation
	○ Topic 2: Incentives and Rewards
	○ <b>Above mentioned syllabus will be covered for Mid Examination</b>
	○ Topic 3: Employee Benefits and Services
	○ Topic 4: Trends in Compensation and Benefits
<b>Week 9 &amp; 10</b>	Module 5: Recruitment and Selection
	○ Topic 1: Recruitment Strategies
	○ Topic 2: Processes for Selecting the Best Candidate
	○ Topic 3: Legal Issues Related to Recruitment and Selection
<b>Week 11 &amp; 12</b>	Module 6: Developing a Healthy Work Environment and Effective Employee
•	• Relations
	○ The Human Rights Code - Establishing a Positive Work
	• Environment

<b>Week 13</b>	<b>Module 7</b>
<b>&amp; 14: Foundations of Effective Employee Relations</b>	
○	: Labor-Management Relations
○	Disciplinary and Grievance Procedures
<b>Week 15</b>	<b>Globalization and HR Management</b>
Strategic management: Strategic Management Process &	
. formulation of Strategies	
<b>Recap &amp; Discussion</b>	
<b>Week 16</b>	<b>Presentations Week</b>

### Lecture Plan

#### Muslim Psychology (optional course)

##### Course break up

##### Objectives:

- **To introduce the concepts of Muslim Psychology**

Week #	Lect. #	Activity / Topics to be Covered
<b>1. Completed.</b>	•	Introduction Definition, Subject matter and scope
	•	Historical background of Muslim Psychology
	•	Studies of Muslim Scholars on Psychology Al-Kindi
<b>2. Completed.</b>	•	Abn Sina
	•	Ghazali
	•	Miskewah
<b>3.</b>	•	Ashraf Ali Thanvi



<b>Completed.</b>	•	Shah Wali Allah
	•	Methodology i) Quranic concept of Human Psyche ii) Concept of Man
<b>4. Completed.</b>	•	Personality Theories Ghazali
	•	Miskewah ,Ashraf Ali Thanvi
	•	Self Determination
<b>5. Completed</b>	•	Nafs, Laataif, Hawadas, Khawater
	•	Muslim approaches to Mental Health
	•	Well being, love, contentment, satisfaction, hope, optimism and happiness
<b>6. Completed</b>	•	Behavior modifcaition
	•	Ibadat , Zakat , Tauba
	•	Psychotherapy yy
<b>7. Completed</b>	•	Muslim tradition to psychotherapy
	•	
	•	
<b>8. Completed</b>	•	Ghazali therapy of opposite
	•	
	•	, Quiz # 1, Assignment #1
<b>9.</b>	•	<b>Mid Semester Examination</b>
<b>10.</b>	•	Sufi psychotherapy
<b>11.</b>	•	Reading therapy
<b>12.</b>		Muslim Psychological Assessment

13.	•	Ghazali personality inventory
	•	
	•	
14	•	Dewn's projective test for children
15	•	<b>Quiz # 2, Assignment #2</b>
16.	•	Shakhseyt ka se rukhi jaiza
	•	
	•	<b>Conduct of Terminal Examination</b>

<b>Department</b>	Psychology
<b>Degree Program</b>	BS
<b>Course Title</b>	Psychology of Learning
<b>Credit Hrs.</b>	03
	<b>Optional Course</b>

### WEEKLY COURSE BREAKUP

Week No.	TOPICS TO BE TAUGHT	Assignments & Self Directed Activities
WEEK 1	<b>TOPIC 1: Learning</b>	
	<b>Lecture 1:</b> definition, importance	
	<b>Lecture 2:</b> difference from instincts, drives, imprinting, maturation, growth, prepared behaviors, unprepared & contra prepared behaviors, species typical behaviors	
	<b>Lecture 3:</b> historical background (prominent figures such as Piaget, Vygotsky, Bruner)	
WEEK 2	<b>TOPIC 2: Classical Conditioning</b>	<b>Assignment 1:</b> Train your pet for target behavior using Principles of classical
	<b>Lecture 1:</b> definition, stimulus, Pavlov's Dog experiment, acquisition or learning of conditioned responses, unconditioned stimulus	

	<p><b>Lecture 2:</b> extinction and spontaneous recovery, stimulus generalization &amp; discrimination, second order conditioning,</p> <p><b>Lecture 3:</b> significance/practical application of classical conditioning in human life, taste aversions, drug tolerance &amp; classical conditioning</p>	conditioning
<b>WEEK 3</b>	<p><b>TOPIC 3: Theories of Classical Conditioning</b></p> <p><b>Lecture 1:</b> stimulus substitution</p> <p><b>Lecture 2:</b> information and expectation</p>	
	<b>Lecture 3:</b> critical analysis of theories, biological constraints in classical conditioning	
<b>WEEK 4</b>	<p><b>TOPIC 4: Operant/instrumental conditioning</b></p> <p><b>Lecture 1:</b> definition, reinforcers, punishers, positive &amp; negative reinforcement and punishment</p>	
	<b>Lecture 2:</b> Thorndike's puzzle box experiment	
	<b>Lecture 3:</b> Skinner's operant chamber experiment	
<b>WEEK 5</b>	<b>TOPIC 5: operant/instrumental conditioning (Cont...)</b>	
	<b>Lecture 1:</b> shaping behaviors with positive reinforcement	
	<b>Lecture 2:</b> extinction of positively reinforced responses, conditioned positive responses, stimulus generalization, stimulus discrimination	
	<b>Lecture 3:</b> schedules of positive reinforcement,	<b>Assignment 2:</b>
<b>WEEK 6</b>	<p><b>TOPIC 6: Negative Reinforcement &amp; Punishment</b></p> <p><b>Lecture 1:</b> escape learning, avoidance learning, use of punishment,</p> <p><b>Lecture 2:</b> significance &amp; Practical application of operant conditioning in human life, biological constraints in operant conditioning, neural basis of operant conditioning</p> <p><b>QUIZ 1</b></p>	Select a target behavior of a child Prepare a plan to modify it using techniques of operant conditioning
<b>WEEK 7</b>	<p><b>TOPIC 7: Observational Learning/Modeling</b></p> <p><b>Lecture 1:</b> Albert Bandura bobo doll experiment,</p> <p><b>Lecture 2:</b> vicarious learning, cognitive factors in observational learning,</p>	

	<b>Lecture 3:</b> self-efficacy, role of prior beliefs in stimuli that are not perfectly predictive, BASES OF SOCIAL LEARNING	
<b>WEEK 8</b>	<b>TOPIC 8: some other Non-Associative Learning</b>	
	<b>Lecture 1:</b> habituation, sensitization	
	<b>Lecture 2:</b> eye-blink conditioning, fear conditioning	
<b>WEEK 8</b>	<b>MIDTERM EXAM</b>	
<b>WEEK 9</b>	<b>TOPIC 9: Cognitive Learning</b>	
	<b>Lecture 1:</b> cognitive maps, maze learning experiments	
	<b>Lecture 2:</b> Latent Learning	
	<b>Lecture 3:</b> Insight learning, abstract learning, <b>biological basis of learning</b>	
<b>WEEK 10</b>	<b>TOPIC 10: Memory &amp; Learning</b>	
	<b>Lecture 1:</b> definition, information processing theory,	
	<b>Lecture 2:</b> multi-store memory model by Atkinson & shiffrin, Baddley & Hitch working memory model, applications to improve learning, attention, chunking, elaboration, rehearsal, organization	
	<b>Lecture 3:</b> different memory stores for different information (types of long term memory), amnesia, flash bulb memories, tip of tongue phenomenon	
<b>WEEK 11</b>	<b>TOPIC 11: Memory &amp; Learning (Cont...)</b>	
	<b>Lecture 1:</b> brain and memory, theories of forgetting (decay, )	
	<b>Lecture 2:</b> Herman Ebbinghaus forgetting curve & its practical application	
	<b>Lecture 3:</b> how to improve memory, mnemonics, method of loci,	
<b>WEEK 12</b>	<b>TOPIC 12: Motivation &amp; Learning</b>	
	<b>Lecture 1:</b> definition, primary secondary motivators, intrinsic extrinsic motivation, over justification effect & and insights from it to improve learning motivation, how to improve intrinsic motivation	
	<b>Lecture 2:</b> theories of motivation: instinct, drive, arousal	

	(Yerkes Dodson law and its application in students' performance), Maslow's theory, cognitive theories	
	<b>Lecture 3:</b> hunger, thirst and sexual motivation, eating disorders, obesity, pleasure seeking, immediate gratification, brain and common motivational techniques for learning	
<b>WEEK 13</b>	<b>Topic 13: Emotions &amp; Learning</b>	
	<b>Lecture 1:</b> components of emotions, multidimensional scaling, theories of emotions, emotional regulation,	
	<b>Lecture 2:</b> positive emotions, facial feedback hypothesis, universal emotions, expression of emotions,	
	<b>Lecture 3:</b> role of emotions in learning, disorders related to emotional dysregulation and impulse control, brain and emotions	
<b>WEEK 14</b>	<b>Presentations of Research Projects</b>	
	<b>1 &amp; 2: Intelligence vs emotional intelligence in learning, thinking &amp; problem solving skills in learning</b>	
	<b>3 &amp; 4: Increasing student motivation to learn, role of executive skills and self-regulation in learning</b>	
	<b>5 &amp; 6: role of teacher and class room environment in learning, management strategies for learning disabilities</b>	
<b>WEEK 15</b>	<b>Study Period (revision)</b>	
	Discussion 1 & <b>QUIZ 2</b>	
	Discussion 2	
	Discussion 3	
<b>WEEK 16</b>	<b>Exam Period</b>	