





UNIVERSITY OF SARGODHA
OFFICE OF THE REGISTRAR
(ACAD BRANCH)

NOTIFICATION

On the recommendations of Academic Council made in its 22nd (3/2024) meeting held on 30.09.2024, the Syndicate in its 69th (1/2025) meeting held on 17.01.2025 has approved the ex-post facto implementation of scheme of studies of BS Psychology (5th Semester Intake) w.e.f Fall 2023. Copy of approved revised curriculum is annexed at "A".


(WAQAR AHMAD)
Additional Registrar (General) 

No. SU/Acad/25/ 1123

Dated: 17.10.2025

Distribution:

- Chairperson, Department of Psychology
- Controller of Examinations
- Director Academics

C.C:

- Director, QEC
- Additional Registrar (A & R)
- Secretary to the Vice-Chancellor
- PA to Registrar
- Notification File

{ with the request to forward the curriculum
to all Principals of all Affiliated Colleges }

SCHEME OF STUDY

FOR

BS (5TH SEMESTER INTAKE) IN PSYCHOLOGY

UNDERGRADUATE PROGRAM

(UNDER SEMESTER SYSTEM)

2023 Fall & Onward



DEPARTMENT OF PSYCHOLOGY
UNIVERSITY OF SARGODHA

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Department of Psychology
University of Sargodha

BS in Psychology (5th Semester Intake)

Objectives of Program

1. To ensure that the students are aware of the nature, origin, history and scope of Psychology as a modern discipline and its relationship with other sciences
2. To be aware of the different perspectives-functional systems and theories used in Psychology in order to study, understand and explain its subject matter.
3. To be aware of the experimental and experimental underpinning of the study of Psychology and develop a scientific approach to the subject.
4. To be conversant with the biological, biochemical and genetic basis of behaviour
5. To be fully knowledgeable about the cognitive, behavioural and personality functioning of the individual: developmentally, interpersonally and socially.
6. To be familiar with the methods it implies for studying (as it is) and changing behaviour (as it should be) and the strengths and weaknesses of these methods.
7. To be aware of the moral and ethical implications of psychological theories, procedures and practices.
8. To have a working knowledge of the application and the practice of Psychology in real life and have all the necessary skills to continue a specialist study later on and achieve professional qualifications.
9. To be able to conceive, design, and conduct a small-scale research project and analyze the information and share it with other colleagues.
10. To ensure that Psychology is taught as an applied discipline in scientist reflective.
11. To be conversant with the biological, biochemical, psychosocial and genetic basis of behaviour
12. Every student must participate in the seminar and annual research papers in each course in the current respective area of Psychology.
13. The student should develop insight and personality growth through an field work assignments.
14. Individually students need to inculcate the spirit of applying control over unbridled instinctive and impulsive action, so that they acquire insight and behave on their rational judgment.

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Course Introduction

There are four semesters in the BS Psychology 2-Year Program starting from entry in BS fifth semester

Semester-I: (18 Credit Hours) This six months program locates Psychology within the context of the scientific approach to studying behaviour and the mind. The Program draws on other disciplines such as Statistics, Research Methodology and Computer Applications in Psychology. The diversity of this approach makes the Program an exciting intellectual challenge for students.

For the **First Semester**, six core courses are designed to give students, from a wide range of academic backgrounds, a strong foundation in psychology as well as in the methods used to study behaviour. Through discussion and exercises, it is hoped that the student will master these much-needed skills.

Semester II-IV (18, 15 & 15 Credit Hours) deal with all the sub-disciplinary areas of the Major. They are structured around such courses that upgrade the previous level of knowledge in Psychology. They include Research, Statistics, Psychopathology, Counseling, Psychological Assessment, Health and Neurological Psychology. The last two semesters also encompass Clinical, Personality Developmental and Cognitive Psychology. All these courses cover all the essential components related to Psychology. They not only give the theoretical aspects but emphasize research work. They enable the students to have a working knowledge of the application and practice of Psychology in real life and have all the necessary skills to apply them in professional settings. The last two semesters also include project work. Six credit hours Project shall be allotted to all students. Overall, the programs develop a student's awareness about himself and the world. It also provides ample time and opportunities for personal growth and understanding.



Prof. Dr. Najma Iqbal Moll,
Chairperson, Department of Psychology

BS in Psychology (5th Semester Intake)

Eligibility Requirements:

Duration	02 Years Program (04 semesters and entry-level will be BS semester five)
For Candidates having Associate Degree or equivalent in same field	Eligibility. At least 45% marks in BA/ADA/ADP with 50 % marks in the subject of Psychology elective. Marks obtained in BA/ADA/ ADP will be considered equivalent to 60 credit hours
For Candidates where disciplines of Associate Degree or equivalent and Undergraduate program are different	AS PER UOS REGULATIONS 66 credit hours at the department

Semester-I

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
Major-13	PSYC-6311	Principles & Applications of Psychological Assessment	3(3-0)	Nil
Major-14	PSYC-6312	Fundamental Statistics in Psychology	3(3-0)	Nil
Major-15	PSYC-6315	Neurological Basis of Behavior	3(3-0)	Nil
Major-16	PSYC-6308	Introduction to Research Methodology	3(3-0)	Nil
Major-17	PSYC-6310	Computer Applications in Psychology	3(3-0)	Nil
ID-1	BUSB-5104	Introduction to Management	3(3-0)	Nil
GE-1(i)	URCG-5111	Translation of Holy Quran-III	NC	Nil

Semester Total Credit Hours: 18

Semester-II

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
Major-18	PSYC-6314	Advanced Research Methodology	3(3-0)	PSYC-6108
Major-19	PSYC-6321	Neurological Dysfunctions	3(3-0)	PSYC-6115
Major-20	PSYC-6316	Applications of Statistics in Psychology	3(3-0)	PSYC-6112
Major-21	PSYC-6313	Historical Perspectives in Abnormal Psychology	3(3-0)	Nil
Major-22	PSYC-6318	Personality Psychology	3(3-0)	Nil
ID-2	ULAW-5132	Introduction to Human Rights	3(3-0)	Nil

Semester Total Credit Hours: 18

Semester-III

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
Major-23	PSYC-6320	Clinical Psychology	3(3-0)	Nil
Compulsory	PSYC-6337	Personality Assessment (Internship)	3(3-0)	PSYC-6118
Major-24	PSYC-6319	Psychopathology	3(3-0)	PSYC-6115
Compulsory	PSYC-6325a	Thesis/Research Project (Capstone Project)	3(0-3)	Nil
ID-3	SOCI-5101	Introduction to Sociology	3(3-0)	Nil
GE-2(ii)	URCG-5111	Translation of Holy Quran-IV	NC	Nil

Semester Total Credit Hours: 15

Semester-IV

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
Major-25	PSYC-6326	Counseling Psychology	3(3-0)	PSYC-6120
Major-26	PSYC-6327	Cognitive Psychology	3(3-0)	Nil
Compulsory	PSYC-6325b	Thesis/Research Project (Capstone Project)	3(0-3)	Nil
ID-4	EDUC-5208	Art, Craft and Calligraphy	3(3-0)	Nil
Major-27	PSYC-6332	Forensic Psychology	3(3-0)	Nil

Semester Total Credit Hours: 15

Degree Program Total: 60

SEMESTER I

PSYC-6311 | Principles and Applications of Psychological Assessment 3(3+0)

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

Contents

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

clinical judgment

Recommended Text

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

Suggested Readings

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

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

Contents

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

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

Recommended Text

1. Kirkpatrick, L. A., & Fenech, B. C. (2012). *A simple guide to IBM SPSS statistics for version 20.0*. Belmont: Wadsworth Inc.
2. Neuman, W. L. (2014). *Social Research Methods: Qualitative and Quantitative Approaches* (7th ed.). New Delhi: Pearson Education
3. Zikmund, W. G., Babin, B. J., Carr, J. C., & Griffin, M. (2013). *Business research method*
4. Canada: Fern Joynes.

Suggested Readings

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

This course provides an understanding of the elements of biology that influence the way we think, feel, & act. The objectives of this course are to comprehend the elements of psychology that are affected by biological factors and to understand the interaction of psychological and biological factors in our experience of life. This course presents the fundamentals of the physiology of behavior. This course presents the fundamentals of the physiology of behavior. Students are exposed to topics from regulatory physiology, systems neuroscience, pharmacology, and endocrinology using textbooks as well as source materials. After the course, you will understand basic neural processes. Special importance is placed on the information-processing properties of the nervous system to provide a uniform framework for the understanding of such topics as sensory perception, attention, movement, emotion, and language with experimental examples from the lab and clinical work illustrating the effects of brain traumas.

Contents

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

Recommended Text

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

Suggested Readings

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

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

Contents

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

Recommended Text

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

Suggested Readings

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

PSYC-6310 Computer Applications in Psychology 3(3+0)

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

Contents

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

Recommended Text

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

Suggested Readings

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

This is an introductory course about the management of organizations. It provides instructions on principles of management that have general applicability to all types of enterprises: basic management philosophy and decision making; principles involved in planning, organizing, leading, and controlling; and recent concepts in management. Have you ever wondered what qualities billionaire Warren Buffet, visionary Steve Jobs, or Jeff Bezos all have in common? After you finish studying business practices in this course, you may discover that you have some of the same qualities as other successful entrepreneurs. This course is designed as a survey course that will expose you to business terminology, concepts, and current business issues. The intent is to develop a viable business vocabulary, foster critical and analytical thinking, and refine your business decision-making skills. These skills will be acquired by the reading materials, exercises, and research assignments in this course that simulates the workplace today. The principles learned in this course will allow the student to effectively work with and through others in an organization. The course will also encourage the students to explore and inquire about the applicability of western management principles and theories in local settings.

Contents

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

Recommended Text

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

Suggested Readings

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

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

Contents

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

Recommended Text

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

Suggested Readings

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

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

Contents

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

Recommended Text

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

Suggested Readings

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

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

Contents

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

Recommended Text

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

Suggested Readings

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

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

Contents

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

Recommended Text

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

Suggested Readings

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



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

Contents

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

Recommended Text

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

Suggested Readings

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

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

Contents

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

Recommended Text

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

Suggested Readings

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

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

Contents

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

Recommended Text

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

Suggested Readings

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

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

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

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

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

Recommended Text

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

Suggested Readings

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

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

Contents

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

Recommend Text

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

Suggested Readings

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

Psy-6325 (a) and Psy-6325 (b) (Thesis) aim to provide students with the opportunity to Carry out independent and sustained research under appropriate supervision, develop advanced research skills and techniques, present their findings in scholarly documented form and make an independent contribution to learning, or offer a critical perspective on existing scholarship or methodology. Thesis as course Psy-6325 (a) and Psy-6325 (b) in the seventh and eighth semesters will be assigned as compulsory with an aim to provide students with the opportunity to:

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



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

Learning Outcomes

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

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

Contents

Introduction to Sociology

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

Culture and Society

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

Social Interaction and Social Structures

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

Social Stratification and Inequality

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

Deviance and Social Control

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

Social Change and Social Movements

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

Family and Marriage

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

Education and Society

- The role of education in society
- Educational inequality and access
- Sociological perspectives on education

Health and Illness

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

Sociology and Social Issues

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

Recommended Texts

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

Suggested Readings

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

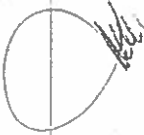
URCG-5111

Translation of the Holy Quran - IV

Non-Credit

Topic	Details
Semester/Level	In some discipline 7 th semester and in some discipline 8 th Semester BS (5 th Semester intake) 3 rd / 4 th
Course Code	URCG-5111
Course Title	Translation of the Holy Quran - IV
Credit Hours	Non-Credit
Objectives	<ul style="list-style-type: none"> To familiarize the students with commandments of trade and inheritance mentioned in the Quranic text (with the help of Urdu translation). Students To introduce the students to scientific facts and miracles of the Holy Quran and Quranic stress on deep study of Allah's explored universe To motivate the students for reading and exploring the last Holy Book revealed by Almighty Allah. Through memorization students will develop their relation with last revelation.
Course Contents:	<ul style="list-style-type: none"> • تجارت اور وراثت • اہمال کے خرید و رادان کا مال • عوام الناس کا مال • عورتوں کا مال • بیویوں کا مال • نندار کا مال • جائزہ مال • معاندے • زمین • قرض • سبب سے حقیق : قی کارات • خسارت • اجزا • حجر و حجر • زمین و ا • سماں کے امرار • دوازد اور طوبین • دوازہ اور موسی • حشرات الارض • دہار اور منجر
Grammar :	<ul style="list-style-type: none"> • قرآن مجید کے اصول اور الگے اطالیات (میں پراری بر اطلاق سے)
Details of Chapters and Verse Numbers:	<ul style="list-style-type: none"> • سورہ بقرہ ۱-۲۸۵ • سورہ آل عمران ۱-۲۰۰ • سورہ ابراہیم ۱-۵۲ • سورہ حجرات ۱-۱۸ • سورہ محمد ۱-۳۸ • سورہ فتح ۱-۲۵ • سورہ انفجار ۱-۱۹ • سورہ شوریٰ ۱-۲۸۵ • سورہ نساء ۱-۱۷۶ • سورہ مائدہ ۱-۱۲۰ • سورہ احزاب ۱-۷۰ • سورہ سبأ ۱-۵۴ • سورہ فاطر ۱-۲۸ • سورہ یونس ۱-۱۰۹ • سورہ زمر ۱-۷۵ • سورہ مدثر ۱-۱۰ • سورہ واقعات ۱-۱۰۸ • سورہ احزاب ۱-۷۰ • سورہ سبأ ۱-۵۴ • سورہ فاطر ۱-۲۸ • سورہ یونس ۱-۱۰۹ • سورہ زمر ۱-۷۵ • سورہ مدثر ۱-۱۰ • سورہ واقعات ۱-۱۰۸

- الكيف (٢٧، ٧١٢، ٥١، ٥٢، ٣٨، ٥٢، ٧١، ٥٢)
- البيان (٢)
- ياظر (٨١، ٧٨، ٧٣)
- اليسوت (٨١، ٢٣، ٥٧)
- الزوم (٢١)
- السراء (١١، ٢٢)
- الرعذ (٨)
- نرجا (٧١، ٤٣، ٨٨)
- نوزن (٢٢، ٧١٧، ٨٥، ٨٥، ٤، ٨٨)
- نوزف (٢٥، ٧٥)
- نوزن (٢٨، ٤٣)
- نوم ان (٨٢، ٧٢)
- طه (٧٧٥، ٤٣)
- التحلل (١٢، ٧٧، ٢٧، ٥٢، ١٢، ٢٢، ٢٢، ٢٢، ٧٧٤، ٢، ٢)
- التنقل (٢٥، ٢٥، ٢٢، ٢١، ٢٨، ٧٢، ٧٢، ٧١)
- السجده (٨١)
- نجدد (٢)
- هون (٥٣، ٢)
- نزيل (٣١، ٥٧)
- الزوم (٣٢، ٣٢، ٢٢، ٢١، ٧٢، ٨٥، ٥٢)
- عريت (٢٢، ٢٢)
- الحج (٢٧، ٢٤، ٨٨، ١٣)
- الحجر (٧٢، ٨٨)
- الليزاء (٣٧، ٣١، ٥١)
- الزرايت (٥١)
- اليزرد (٧)
- النصص (١٢، ١٢، ٢١، ٢٧، ٢٨)
- ليور (٣١، ٨٨، ٨٨، ٥١، ٥٢، ٥٣)
- الجمع (٧٧، ٢٨، ٧١، ٧٧، ٤)
- النسر (١)
- الرافد (٢٢)
- ياظر (٨١، ٧٣)
- نملك (٧٢)
- الصف (٧١)
- الجن (٧٣)
- ليور ي (٨٢)
- الرخرف (٧٧)
- يدل (٧)



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

Contents

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

Recommended Text

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

Suggested Readings

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

PSYC-6327

Cognitive Psychology

3(3+0)

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

Contents

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

Recommended Text

- 1 Galotti, K. M. (2013). *Cognitive psychology in and out of laboratory* (5th ed.). Publisher: Vicki Knight.
- 2 Robert, J. S., & Karim, S. (2016). *Cognitive psychology* (7th ed.). Nelson Education, Ltd.

Suggested Readings

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



PSYC-6325(b)

Thesis/Research Project (capstone project)

3 (3 0)

Psy-6325 (a) and Psy-6325(b) (Thesis) aim to provide students with the opportunity to carry out independent and sustained research under appropriate supervision, develop advanced research skills and techniques, present their findings in scholarly documented form and make an independent contribution to learning, or offer a critical perspective on existing scholarship or methodology. The student courses Psy-6325 (a) and Psy-6325 (b) in the seventh and eighth semesters will be assigned as compulsory with an aim to provide students with the opportunity to:

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

EDUC-5208

Art, Craft And Calligraphy

3(3 +0)

COURSE DESCRIPTION:

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

COURSE OUTCOMES

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

Explain the importance of art education and its role in child development especially for nurturing creativity, enhancing aesthetic sense and stretching imagination.

Use tools and materials in art more skillfully

Use of an art journal on their own artistic ideas and thoughts for refining their teaching as an art teacher

Recognize and appreciate artists, art styles, and artwork

Reflect and participate in art critiques as a critic and as an artist

Initiate independent projects that allow personal interpretation and self-expression

Identify links between art and other school subjects

LEARNING AND TEACHING APPROACHES

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

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

EXAMPLE ASSIGNMENTS

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

Visit an art gallery or museum. Ask students to select three pieces of work. If possible, they should photograph the work and then write about why they like the piece.

Work with a group of children in elementary grades to make simple puppets. Help them prepare and stage a short puppet show.

Prepare a variety of objects for use in an elementary grade classroom using junk or recycle-able materials. Explain how they might be used.



Plan an art activity for children in elementary grades. Try out the activity at school and ask one of your peers to observe and give feedback at the end of the lesson. Write a reflection about your experience teaching the lesson – including observations from your peers. As part of learning about a particular school of painting, prepare an art work – in the style of that school.

Interview a local artisan e.g. a weaver, a potter, a wood carver to find out more about their work. Prepare a video, a photo display or poster about their work, with a commentary.

COURSE GRADING POLICY

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

COURSE OUTLINE

Unit 1: Introduction to Arts, Crafts & Calligraphy (2 Weeks)	
Week 1	What are Arts, Crafts and Calligraphy? The role of the teacher in teaching art
Week 2	Influence of the arts in children's development Calligraphy- The emergence of Islamic calligraphy Ceramics and Sculpture Puppetry in Pakistan
Unit 2: History and Culture	
Week 3	Indus Civilizations Exploration of history through a museum visit Art and Architecture (From Indus to Mughal)
Week 4	Islamic Art and Calligraphy (Introduction of art and craft and calligraphy /origin from Persian artist and their calligraphy) Pakistani Calligraphers (Anwar Jalal Shmiza, Rasheed Butt, Hani Ramy, Zahoor-ul- Ikhtlaq, Arshad, Sadqain, Shakir Ali, Gulgee, Aftab Kamal) Review of this unit
Unit 3: History and Culture	
Week 5	Introduction to the Cubism Understand the Cubism Pakistani Artist's (worked in Realism e.g. Shakir Ali Mansoor Rahi)
Week 6	Intro about Realism Pakistani Artist's work in Realism (Ali Imam, M. Husain, Hanjra, Khalid Iqbal, Ana Molka) Hands-on activities
Week 7	Abstraction Origin and History of Abstract art Explore the work of Pakistani artists in abstract (Ahmed Pervaiz, Lubna Latif, Maqsood Ali, Anwar Maqssod Hameed Ali) Hands-on activities

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

Recommended Texts

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

Suggested Readings

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

2. Menzer, M. (2015). *The arts in early childhood: social and emotional benefits of arts participation, national endowment for the arts*. Retrieved from

<http://www.arts.gov/sites/default/files/arts-in-early-childhood-dec2015-rev.pdf>

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

Contents

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

Recommended Text

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

Suggested Readings

- 1 Costanzo, M., & Krauss, D. (2017). *Forensic and legal psychology: psychology and science applied to the law* (3rd ed.). Boston: Worth Publishers
- 2 Bartol, C. R., & Bartol, A. M. (2016). *Criminal behavior: A psychological approach* (13th ed.). New Delhi: Pearson

Melton, G. B., Petrila, J., Poythress, N. G., Slobogin, C., Otto, R. K., Mossman, D., & Grunbaum, L. O. (2017). *Psychological evaluations for the courts: A handbook for mental health professionals and lawyers* (14th ed.). New York, G