



UNIVERSITY OF SARGODHA
OFFICE OF THE REGISTRAR
(ACAD BRANCH)

NOTIFICATION

On the recommendations of Academic Council made in its 24th (1/2025) meeting held on 26.08.2025, the Syndicate in its 72nd (4/2025) meeting held on 12.09.2025 has approved the curricula of following programs for implementation w.e.f. Spring 2026.

- | | | |
|-----|---------------------------|-------------|
| I. | MS in Psychology | (Annex-'A') |
| II. | MS in Clinical Psychology | (Annex-'B') |


(WAQAR AHMAD)
Additional Registrar (General)

Dated: 11.11.2025

No. SU/Acad/25/ 1230

Distribution:

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

C.C:

- Dean Faculty of Social Sciences
 - Director, QEC
 - Additional Registrar (A & R)
 - Secretary to the Vice-Chancellor
 - PA to Registrar
- Notification File

ANNEXURE D

SCHEME OF STUDY

AND

COURSE OUTLINE

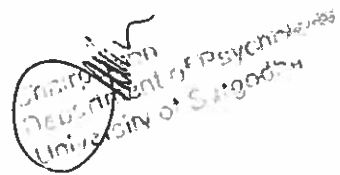
FOR

MS PSYCHOLOGY

GRADUATE PROGRAM

(UNDER SEMESTER SYSTEM)

2026 Spring & Onward



**DEPARTMENT OF PSYCHOLOGY
UNIVERSITY OF SARGODHA**

DEPARTMENT OF PSYCHOLOGY

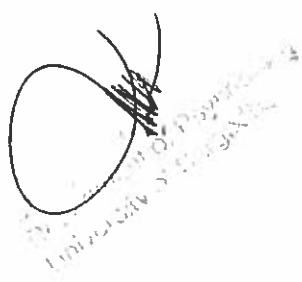
Faculty of Social Sciences

INTRODUCTION

The Psychology department was inaugurated in March 2003. Associate Prof. Muhammad Yaseen took charge as the pioneering head of the department and started the MSc Program with the first batch of 41 students (in March 2003). The classes were initially set up in the Chemistry Department; afterwards moved to Johar Block. In May 2005, the department shifted to a new "Ghazali Block" building. After the retirement of Associate Prof. Muhammad Yaseen, Assistant Prof. Muhammad Munir took charge of the department from 1 February 2010 to 23 August 2010. Presently, Dr. Najma Iqbal Malik is the department chairperson from 1 March 2012 till today. The Department of Psychology annually celebrates Mental Health Week to improve people's awareness about mental illness and its treatment. The department has three significant labs for the students to incorporate different aspects of studies. There is an Experimental Psychology lab, a Neurological Lab, and a Psychological Testing Lab. The department also provides counseling services to the locality. All those who approach are given counseling and clinical services that they need without any financial gains on the part of the department. A Students Resource Centre has been established which makes available a lot of books and CDs to the students which are scarce outside. It also contains theses and different Psychological Journals, which are otherwise unavailable. The department's faculty profile is also rich; currently, 15 teachers are part of the department on various designations:

FACULTY

1. Dr. Najma Iqbal Malik, Professor, Chairperson (PhD)
2. Dr. Sadia Malik, Associate Professor (PhD)
3. Dr. Saba Ghayas, Associate Professor (PhD)
4. Dr. Mohsin Atta, Assistant Professor (PhD)
5. Dr. Rehana Illyas, Assistant Professor (PhD)
6. Dr Sultan Shujja, Assistant Professor (PhD)
7. Dr. Muhammad Naveed Riaz, Assistant Professor (PhD)
8. Dr. Sumaya Batool, Assistant Professor (PhD)
9. Dr. Aneeza Bashir, Assistant Professor (PhD)
10. Dr. Sadia Niazi, Assistant Professor (PhD)
11. Dr. Irsa Fatima Makhdoom Lecturer (PhD)
12. Anam Yousaf Lecturer (PhD Scholar)
13. Ms. Rakshanda Rasheed Lecturer (PhD Scholar)



Academic Program Offered:

MS Psychology

PROGRAM DESCRIPTION

The Master of Science in Psychology is structured in alignment with the HEC Graduate Education Policy 2023 to provide students with an advanced and comprehensive understanding of psychological theories, research methodologies, and professional practices. Spanning three semesters, the program offers a blend of core courses and advanced electives that allow specialization in different areas of Psychology. During the course of study, the students will be engaged in rigorous academic training, including a significant focus on independent research culminating in a thesis. Advanced training in qualitative and quantitative research methods prepares students to design, execute, and critically evaluate studies addressing pressing psychological issues. Graduates of the MS Psychology program will be prepared for careers in academia, research institutions, clinical settings, corporate organizations, policy-making, and other fields requiring expertise in psychology, to become leaders and innovators in addressing contemporary psychological challenges and contributing to societal well-being.

Note: The nomenclature of degree at present will be consider "Master of Science" which was previously called "Master of Philosophy" as may be determined and approved by the relevant statutory body of the university, keeping all other standards and requirements intact.

ELIGIBILITY & ADMISSION CRITERIA

- An undergraduate degree (involving 16 years of education) in Psychology is the basic eligibility requirement for admission in the Master of Science in Psychology or in any of its specialized area.
- In addition to the basic eligibility, the concerned university is further required to conduct a rigorous admission test as an eligibility condition for admission to the program, with a passing score of 50% (OR) accept the GRE / HAT General / equivalent tests, with a passing score of 50%. The concerned university may also set minimum eligibility scores (above 50%) as per the screening, admission and merit calculation criteria approved by its statutory bodies.

PROGRAM LEARNING OUTCOMES

By the completion of Master of Science in Psychology, the graduates will be able to:

- Demonstrate advanced understanding of psychological theories, concepts, and methodologies, integrating interdisciplinary perspectives to analyze and address psychological phenomena across diverse contexts.
- Apply advanced research methods and analytical tools to critically evaluate psychological issues, design innovative interventions, and contribute evidence-based solutions to challenges in the field of psychology. Conduct independent, original research in psychology, engaging critically with existing literature and employing robust methodologies to generate insights that advance academic knowledge and professional practice.
- Communicate psychological concepts, research findings, and applications effectively, both orally and in writing, to academic, professional, and public audiences, demonstrating clarity, rigor, and cultural sensitivity.

PROGRAM STRUCTURE

All NQF level 7 qualifications in Psychology without specializations and with the nomenclature of "Master of Science in Psychology" structured with the following 4 mandatory components, provided that the minimum credit hours for the program must be 36.

- 2 core courses, each of 3 credit hours.
- 6 electives, each of 3 credits hours, irrespective of the area of specialization.
- 3 supervised internships, each of 2 credit hours (96 field hours x 3), in any field of Psychology.
- Thesis of 6 credit hours.

DEGREE AWARD REQUIREMENTS

The following minimum requirements are prescribed for award of Master of Science in Psychology:

- Minimum of 24 credit hours including 6 credit hours for core courses and 18 credit hours for elective courses as prescribed in this document must be completed.
- 3 supervised internships, each of 2 credit hours as prescribed in this document must be completed.
- In addition to coursework of 24 credit hours and 3 supervised internships, thesis of minimum 6 credit hours must also be completed individually as a mandatory requirement of the degree program. Requirement of thesis cannot be substituted with additional course work or internship.
- CGPA must not be below 2.50/4.00 at the time of completion of the degree program. The university may however set higher standard in this regard.
- The minimum duration required to complete the degree is 3 regular semesters which may be extended up to maximum of 8 semesters. Summer / winter semester is not considered as a regular semester.

Minimum Credit Hours	41
Minimum Coursework Requirement	27 credit hours (9 courses) + General Education (02 credit hours)
Supervised Internship	6 credit hours (3 supervised internships)
Thesis Requirement (mandatory)	6 credit hours
Program Duration	<p>Minimum: 1.5 Years (3 regular semesters) Maximum: 4 Years (8 regular semesters) Note: In case a student is unable to secure an MS within the prescribed timeframe and claims for extension in duration, the university may constitute appropriate authority and determine the causes of delay. In the event of force majeure (i.e., delay on account of circumstance beyond the control of student), the university may grant an extension in the period of award of MS degree in accordance with the duration limiting factor(s) and shall also take corrective measures in case the delay is caused by process or administrative reasons</p>
Semester Duration	<p>16-18 weeks for regular semesters (1-2 weeks for examination) 8-9 weeks for summer semesters (1 week for examination)</p>
Course Load (per semester)	<p>9-12 credit hours for regular semesters Up-to 8 credit hours for summer semesters (for remedial / deficiency / failure / repetition courses only)</p>
3 Credit Hours (Theory)	<p>3 classes (1 hour each) OR 2 classes (1.5 hour each) OR 1 class (3 hours) per week throughout the semester</p>

Chancellor
Department
University of

SCHEME OF STUDIES OF MS PSYCHOLOGY PROGRAMME
DEPARTMENT OF PSYCHOLOGY UNIVERSITY OF SARGODHA

SEMESTER 1			
S.N.	Course Code	Course	Credit Hours
1	PSYC-7104	Contemporary Issues, Theory, and Studies in Psychology*	3(3+0)
2	PSYC-7103	Psychological Assessment	3(3+0)
3	PSYC-7123	Family Science	3(3+0)
4	PSYC-7152	Internship Placement I	2(0+2)
	URCG-5129 URGC-5131	Fehm-e-Quran-I/ Ethics I	1(0+1)
	TOTAL CREDIT HOURS		12

SEMESTER 2			
S.N.	Course Code	Course	Credit Hours
1	PSYC-7109	Clinical Psychotherapies: Theory and Practice	3(3+0)
2	PSYC- 7127	Rehabilitation Psychology	3(3+0)
3	PSYC-7120	Crime and Deviance	3(3+0)
4	PSYC-7153	Internship Placement II	2(0+2)
	URCG-5130 URGC-5132	Fehm-e-Quran-II/ Ethics II	1(0+1)
	TOTAL CREDIT HOURS		12

SEMESTER 3			
S.N.	Course Code	Course	Credit Hours
	PSYC-7101	Advanced Statistics and Computers (SPSS)	3(3+0)
1	PSYC-7102	Qualitative and Quantitative Research Methods*	3(3+0)
2	PSYC-7126	Environmental Psychology	3(3+0)
3	PSYC-7154	Internship Placement III	2(0+2)
	TOTAL CREDIT HOURS		11

SEMESTER 4			
S.N.	Course Code	Course	Credit Hours
1	PSYC-7151	Dissertation	6(0+6)
	TOTAL CREDIT HOURS		6

Semester I

PSYC-7104

Contemporary Issues, Theory, and Studies in Psychology

3 (3 +0)

Course Description:

This course allows students to gain in-depth knowledge of the theoretical & research basis of current issues in psychology and the nature of psychology as a profession. The psychology area covered will vary from year to year, and the main focus will be on contemporary research and practices in psychology. Students will gain insights into the challenges associated with providing services to complex, vulnerable, and diverse populations, as well as the ethical responsibilities of practitioners. The main objectives of this course are to Have more confidence in their ability to apply inter-professional practice and motivational interviewing in various workplace contexts, articulate the key skills required, and have more awareness of the areas they need to develop further.

Course Outcomes:

After completion:

1. Students will be able to understand the basis of professional psychological practice, including the Scientist-Practitioner model, evaluate critically the strengths and limitations of different theoretical or applied psychological methods.
2. Translate theoretical knowledge into practice, and recognize the multidisciplinary links that exist between psychology and other related professions.

Course Contents:

- 1 Introduction to Current Issues in Psychology: Research, Teachings, and Practice of Psychology: Conducting and Publishing Researches; Graduate Schools and Professional Schools; Psychology Parishioners
 - 2 Current Issues and Trends in Clinical Psychology: Articles in Local and International Journals; Education and Training in Clinical Psychology; Career in Clinical Psychology
 - 3 Current Issues and Trends in Counseling Psychology: Articles in Local and International Journals; Career in Counseling Psychology
 - 4 Current Issues and Trends in Abnormal Psychology: Articles in Local and International Journals; Career in Abnormal Psychology
 - 5 Current Issues and Trends in I/O Psychology: Articles in Local and International Journals; Education and Training in I/O Psychology; Career in I/O Psychology
 - 6 Current Issues and Trends in Health Psychology: Articles in Local and International Journals; Career in Health Psychology
 - 7 Current Issues and Trends in Cross-Cultural Psychology: Articles in Local and International Journals; Career in Cross-Cultural Psychology
 - 8 Current Issues and Trends in Educational Psychology: Articles in Local and International Journals; Career in Educational Psychology
 - 9 Current Issues and trends in Family Science, Social Psychology and environmental issues
 - 10 Interdisciplinary Trends in Psychology and Law; Psychology and Business
 - 11 Current Trends and Issues in Pakistan: Education and Professional Psychological Training in Pakistan: Psychology of Terrorism and Extremism: Psychological Issues of Inter-Generating Gap
- Recommended Text*

- 1 Godwin, J. (2015). *A history of modern psychology* (5th ed.). London: Willey
- 2 Leffert, M. (2010). *Contemporary psychoanalytic foundations: postmodernism, complexity, and neuroscience*. New York: Routledge

Suggested Readings

- 1 Brennan, J. F., & Houde, K. A. (2017). *History and systems in psychology* (7th ed.) London: Cambridge University Press
- 2 Schultz, D. P., & Schultz, S. E. (2012). *A history of modern psychology* (10th ed.) Australia; Belmont, CA: Thomson/Wadsworth.

PSYC- 7103

Psychological Assessment

3 (3 + 0)

Course Description:

This course will provide an overview of psychological testing in various domains. This will also impart practical skills in test development, and the students will appreciate various methodologies and techniques for establishing the psychometric properties of psychological tests. More specifically, this course has the main objectives: to equip students with the fundamental assessment skills in administration, scoring, and interpretation of tests, report writing and recommendations; to make students familiar with various intelligence, personality, achievement, and vocational tests; to develop an understanding of knowledge of basic concepts of psychological assessment; standardization, reliability, and validity; to provide students with some practical experience in developing their tests and evaluate its statistical properties.

Course Outcomes:

After completing this course:

1. Students can develop their test and establish its psychometric properties.
2. They will also be able to administer, score, and interpret the test scores on some significant psychological tests in personality, intelligence, and ability.

Course Contents:

- 1 Historical Background of Psychological Testing
- 2 Nature and Use of Psychological Tests
- 3 Test Construction
- 4 Item Development
- 5 Item Analysis
- 6 Reliability
- 7 Validity
- 8 Norms
- 9 Test Standardization
- 10 Translation and Adaptation of Tests
- 11 Individual vs. Group Tests
- 12 Intelligence Tests
- 13 Personality Tests
- 14 Issues of Cross-Cultural Testing
- 15 Psychological Testing in Pakistan
- 16 Ethical Consideration in Testing

Recommended Text

- 1 Anastasi, A., & Urbina, S. (2012). *Psychological testing* (7th ed.). New Delhi: Prentice-Hall.
- 2 Cohen, R. J., & Swerdlik, M. E. (2012). *Psychological testing and assessment: An introduction to tests and measurement* (8th ed.). New York: McGraw-Hill Education

Suggested Readings

- 1 Nunnally, J. C., & Bernstein, H. I. (2017). *Psychometric theory* (3rd ed.). NewDehli: McGraw Hill.
- 2 Kline, P. (2000). *The Handbook of psychological testing*. New York: Routledge
- 3 Kline, T. J. B. (2005). *A practical approach to psychological testing design and evaluation*. New Delhi: Sage Publications.

PSYC- 7123

Family Science

3 (3 + 0)

Course Description:

This course introduces family studies and explores families (culturally and socioeconomically) throughout life. This course enables students to learn how individuals and families interact, want to help solve family-related problems, and have good communication skills. Topics include dating practices and traditions, marriage trends and satisfaction levels, cohabitation statistics, division of couple and family labor, alternatives to marriage, family communication patterns, conflict resolution, parenting practices, causes of divorce, and consequences of divorce on children, remarriage trends, and step-parenting dynamics. The main objectives of this course are to explain the framework and philosophical assumptions of Family Studies, describe why Family Studies is a social science, compare and be able to offer examples of basic concepts, research findings, and theories in Family Studies, see and apply Family Studies theories and research in their own lives and in the family-related behaviours of those around them to the extent they apply, and utilize enhanced critical thinking skills for the analysis of family forms, family dynamics, and cross-cultural variations in families.

Course Outcome:

After completing this course:

1. Students will understand family and family structures.
2. Understand family related behaviors and theories. Understand family forms and dynamics.
3. Able to understand cross-cultural variations in families

Course Contents:

- 1 Introduction of Family
- 2 What is Family Psychology?
- 3 Systematic Epistemology of Family Psychology
- 4 The scientific foundations of family
- 5 Contemporary trends in family science
- 6 Changing Families
- 7 Family System Theories
- 8 Nuclear Family System
- 9 Joint Family System
- 10 Extended Family System
- 11 Functions of Family
- 12 Family and Kinship Systems
- 13 Current Issues in Family Structures and Systems
- 14 Cross-Cultural Perspectives of Family


Recommended Text

- 1 Walcheski, M. J. & Reinke, J. S. (2015). *Family life education: The practice of family science*. Minneapolis, MN: National Council on Family Relations.
- 2 Thoburn, J. W. (2015). *Family psychology: Theory, research, and practice*. Santa Barbara, CA: Praeger/ABC-CLIO.

Suggested Readings

- 1 Rosnati, R. (2015). Family resources in the transition to adoption: Introduction to the Special Section. *Family Science*, 6:1, 38-42, doi: 10.1080/19424620.2015.1080962
- 2 Bermúdez, J. M., Muruthi, B. A., & Jordan, L. S. (2016). *Decolonizing research methods for family science: Creating space at the centre*. <https://doi.org/10.1111/jfr.12139>
- 3 Allen, K., & Huff, N. (2014). Family coaching: An emerging family science field. *Family Relations*, 63(5), 569-582. doi: 10.1111/fare.1208

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PSYC-7152

Internship Placement I

2(0-2)

Course Description:

This is an academic program placement for a semester in the actual work settings with the mental health practitioners. It provides an opportunity for the students to gain experience of working in off-campus field settings. The basic purpose of this internship is to develop skills that are required to become an efficient practitioner. During this period the student is supposed to use the knowledge he/she has learned in the program and put it into practice. To enhance the level of knowledge, weekly evaluation will be carried out prescribed by the curriculum. The placement will be for 3 days a week (6 hours a day) for 12 weeks = 3*6*12 (216 hours). Supervised placements aim to ensure that the internees will gain the practical knowledge required to work as trained psychologists in their practical settings and that they acquire the skills necessary to perform professionally in this role. These include opportunities to learn how psychologists carry out a range of activities in health, clinic, private practice, organizational and consultancy settings. Specifically, placement will focus on psychodiagnostics sessions with patients, psychotherapeutic sessions with patients, case formulation, report writing and psychotherapeutic research, and participation in case conferences. The placement may be conducted during semester. The placement may be conducted during semester. The students are expected to submit the work along with the presentation to the teacher (online every week), the psychiatrist, Clinical psychologist and a significant mental health professional from time to time. Furthermore, students need to take written feedback on the paper provided by the department. At the end of the internship, students need to submit the hard copy of the work done during the Internship, Geotagged photos and an authorized internship-completion statement from the placement institute is mandatory for the student to successfully complete the program.

Course Outcome:

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

1. Carry out clinical interviews
2. Administer psychodiagnostics tests, analyze the score and write the report
3. Develop treatment plan (Psychotherapeutic or Rehabilitation)
4. Attend/ Conduct/ Assists (Under the guidance of the therapist) psychotherapeutic sessions
5. Maintain a record of Follow up (Medicinal and therapeutic) of the patients/ Clients.

Assessment and Treatment (Specialization)

Area of Internship: Families related Problems (Family sciences)

1. Case history interview - patient with mental disorder (Psychosis & Neurosis)
2. Conducting psychometric test - Administration, scoring, interpretation
3. Psychoeducation to the caregivers
4. Development of therapeutic plan
5. Record of biological treatment plan

Suggested Readings:

- American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed.). American Psychiatric Publishing.
- Bellack, A. S. (2004). *Social skills training for schizophrenia: a step-by-step guide*. Guilford Press.
- Dewan, M. J., Steenbarger, B. N., & Greenberg, R. P. (2018). *The art and science of brief psychotherapies: a practitioner's guide*. American Psychiatric Publishing.
- Groth-Marnat, G., & Wright, A. J. (2016). *Handbook of Psychological Assessment* (6th ed., pp. 412–415). Wiley.
- M. Barret, N., J. Gill, K., W. Pratt, C., & M. Roberts, M. (2013, August 29). *Psychiatric Rehabilitation - 3rd Edition*. Shop.elsevier.com. <https://shop.elsevier.com/books/psychiatric-rehabilitation/barrett/978-0-12-387002-5>
- Nichols, M. P., & Davis, S. D. (2017). *Family therapy: Concepts and methods* (11th ed.). Pearson.
- Sadock, B. J., Sadock, V. A., & Ruiz, P. (2017). *Kaplan & Sadock's comprehensive textbook of psychiatry* (10th ed.). Wolters Kluwer.
- Seligman, L., & Reichenberg, L. W. (2014). *Theories of counseling and psychotherapy: systems, strategies, and skills* (4th ed.). Pearson.
- Wilmshurst, L. (2015). *Essentials of child and adolescent psychopathology*. Wiley, Cop.

URCG-5129

Fehm-e-Quran-I

1(0-1)

**Model Course Outline
for the Course Understanding of Quran – 1**

Course Title: Understanding of Quran – 1
Course Book: Muallim ul Quran (Volume 1, 2 & 3) by Dr Ubaid ur Rahman
Credit Hours: 1 (0-1)
Contact Hours: 3 per week
Weeks: 15-16 (45-48 hours)

Course Learning Outcomes:

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

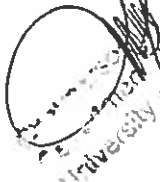
1. Develop the ability to understand basic words of the Quran, phrases and sentences that do not contain verbs (unit 1 to 5 of Muallim ul Quran Book) and then sentences having present tense (first half of unit 6 of Muallim ul Quran Book).
2. Acquire a strong foundation for understanding long verses of the Quran with clarity.
3. Comprehend Quranic vocabulary, particles (operative & non operative particles) , compounds (Adjective & Possessive compound), pronouns (singular & plural) and types of plural through hundreds of Quranic sentences.
4. Recognize and understand different styles of Quranic sentences, including nominal sentence, emphatic sentence, double emphatic sentence, negative sentence, interrogative sentence, oath –based sentences.
5. Strengthen understanding of fundamental Quranic linguistic styles, expressions and idioms.
6. Understand at least 30 to 40 % of each page of the holy Quran.

Provision of material, content and books:

- **Paper book:** All volumes are available in printed book form.
- **Tutorial videos:** Teaching video of each lesson available on YouTube.
- **Confirmation Videos:** A complete series of confirmation videos of all lessons is available in which the student can confirm his answers.
- **A flipbook:** A flipbook edition is also accessible.
- **Helping material:** Helping material for the teachers like quizzes, question papers and images is available on website.

Course Outline:

Weeks	Lectures (2.5 hrs)	Units	Lessons	Assignments/Home Task	Linguistic Rules
1.	1.	1	1-6	Writing the meaning of Quranic words Lesson 1-8	Proper Noun Masculine & Feminine
	2.	1	9-14	Writing the meaning of Quranic words 9-14	Two kinds of plural Concept of (ر) "And" Common Noun
2.	1.	1	15-17	Writing the meaning of Quranic words, phrases & translation of Sentences 15-17	Demonstrative Noun (This & That for Masculine (هنا- هنا) Demonstrative Noun (This & That for Feminine) (هنا- تلك)
	2.	1	18-19 & Revision (Unit 1)	Writing the meaning of Quranic words , phrases & translation of Sentences 17-19 Quiz	Learn for emphasis (لأمر التأكيد) Superlative Degree like أكبر Revision of all Quranic Sentences
3.	1.	Unit 2	1-3	Writing the meaning of Quranic words, phrases & translation of Sentences 1-3	Emphatic Particle إن Preposition "For" (للم) Preposition (في)
	2.	2	4-6	Writing the meaning of Quranic words, phrases & translation of Sentences 4-6	Preposition (من- إلى)
4.	1.	2	7- 9	Writing the meaning of Quranic words & translation of Sentences 7-9	Preposition (إلى) Absolute Negation Particle Exceptive Particle (لا النافية) (إلا) (بما النافية) (للتعدي)
	2.	2	10-13 & Revision (Unit 2)	Writing the meaning of Quranic words, phrases & translation of Sentences 10-13 Quiz	Subordinating Conjunction (أن), Was (كان), Vocative Particle (مرحباً)



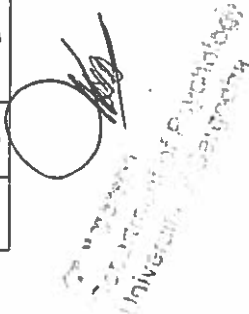
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5.	1.	Unit 3	1-2	Writing the meaning of Quranic phrases 1-2	Quranic Adjective Compounds (صفة وموصوف) (Quranic Possessive Construction (مضائب ومضائب إليه)
	2.	3	3-5	Writing the meaning of Quranic phrases & translation of sentences 3-5	
6.	1.	3	6-7	Writing the meaning of Quranic phrase translation of sentences 6-7	Quranic Possessive Construction (مضائب ومضائب إليه)
	2.	3	8-10 & Revision (Unit 3)	Writing the meaning of Quranic phrase & translation of sentences 8-10 Quiz	Active Participle (اسم الفاعل), Passive Participle (اسم المفعول), Dual (مثنى)
7.	1.	Unit 4	1-2	Writing the meaning of Quranic phrase & translation of sentences 1-2	Personal Pronoun He (هو) (المنفصل) Possessive Pronoun His (هو) (المتصل)
	2.	4	3-4	Writing the meaning of Quranic phrase & translation of sentences 3-4	Possessive Pronoun with prepositions like في بيته Pronoun "His" with prepositions like فيه
8.	1.	4	5-8	Writing the meaning of Quranic sentences 5-8	Personal Pronoun You (انت) (المنفصل) Possessive Pronoun Your (لك) (المتصل) Possessive Pronoun with prepositions like في بيته Pronoun "your" with prepositions like فيك
	2.				Mid Term

9.	1.	4	9-12	Writing the meaning of Quranic phrases & sentences 9-12	Personal Pronoun She (هي) (المنفصل) Possessive Pronoun Her (ها) (المتصل) Possessive Pronoun with prepositions like في بيتها Pronoun "Her" with prepositions like لها
	2.	4	13-16	Writing the meaning of Quranic phrases & sentences 13-16	Personal Pronoun I (انا) (المنفصل) Possessive Pronoun My (ي) (المتصل) Possessive Pronoun with prepositions like في بيتي Pronoun "My" with prepositions like لي
10.	1.	4	17 & Revision Unit 4	Revision of all Quranic sentences of Unit 4 Quiz	Adverb (حال)
	2.	Unit 5	1-2	Writing the meaning of Quranic phrases & sentences 1-2	Masculine Plural جمع المذكر السالم و جمع المذكر السالم المسروق بعرف الجر
11.	1.	5	3-4	Writing the meaning of Quranic phrases & sentences 3-4	Possessive Construction with Plurals جمع المذكر السالم المسروق بالإضافة
	2.	5	5-6	Writing the meaning of Quranic phrases, sentences & verses 5-6	Personal Pronoun They (هم) (المنفصل) Possessive Pronoun Their (هم) (المتصل)
12.	1.	5	7-8	Writing the meaning of Quranic phrases, sentences & verses 7-8	Possessive Pronoun with prepositions like في بيتهم Pronoun "Their" with prepositions like لهم
	2.	5	9-11	Writing the meaning of Quranic phrases, sentences & verses 9-11	Personal Pronoun You (انت) (المنفصل) Possessive Pronoun Your (كم) (المتصل) Possessive Pronoun with prepositions

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3.	1.	5	12-14	Writing the meaning of Quranic phrases & sentences & verses 12-14	like في بئكم Pronoun "Your" with prepositions like لكم Personal Pronoun We (نحن المنفصل) Possessive Pronoun Our (نا المتصل)
	2.	5	15-16	Writing the meaning of Quranic sentences & verses 15-16	Possessive Pronoun with prepositions like في بيتنا Pronoun "Our" with prepositions like لنا
4.	1.	5	17-18	Writing the meaning of Quranic sentences & Verses 17-18	Demonstrative Pronoun These, Those (هؤلاء- أولئك)
	2.	5	19-23	Writing the meaning of Quranic sentences & Verses 19-23	ما / إلا، إن / إن / إلا، إنما، ليس، ما ، (أولم، إن، بل، كلن) (ألا، ليس، اليوم، يومئذ، سبحانه، ماؤينهما، قل، إن، بنس، نعم، كلا، ما أدرك، حسب، أعلم ب، مصير، مرجع، نبينا(تميز)
5.	1.	5	Revision Unit 5	Quiz	
	2.	5	1-3 (till Page 16)	Writing the meaning of Quranic Verbs & Translation of Quranic Sentences & Verses (1-3)	Introduction of Present Tense(فعل مضارع) & Verbal Sentence (جملة نطية) Present Tense الفعل المضارع صيغة المفرد يعلم
6.	1.	6	3 (From Page 17) & 4-5	Translation of Quranic Sentences & Verses 3-5	Present Tense الفعل المضارع صيغة المفرد يعلم
	2.	6	6	Translation of Quranic Sentences & Verses	Present Tense الفعل المضارع صيغة الجمع يعلمون



 Faculty of Education
 Assiut University

Ethics-I

URCG-S131

1 (0-1)

1-Course Description

The Ethics-I course is designed to provide students with a comprehensive understanding of ethical principles, practices, and theories in various societal contexts. Throughout this degree program, students will explore the complexities of ethical theories of semitic and non-semitic religions along with decision-making and develop critical thinking skills to navigate moral dilemmas. This course will also enable the students to interact with others religious identities with humanistic, inclusive and holistic approach

2- Learning Objectives

This course aims to:

1. Introduce students to the fundamental concepts, scope, and importance of ethics.
2. Explore the relationship between law, morality, and social values.
3. Develop a clear understanding of virtuous and immoral ethics and their impact on individual and collective life.
4. Study the role of major religious figures in the moral development of human society and enable students to apply ethical principles for personal development, conflict resolution, and social harmony.

3- Learning Outcomes

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

1. Students will be able to identify and analyze major ethical theories, values, and their scope in social and individual life.
2. Differentiate between law and ethics, and analyze their interrelationship.
3. Identify types of virtuous and immoral ethics and assess their social impacts.
4. Examine the ethical teachings of major religions and their relevance in contemporary society.
5. Apply ethical principles to address modern challenges in personal and professional life.

4-Course Structure

1. Interactive lectures, Group discussions and debates
2. Reflection papers and presentations
3. Assignments and Quiz

Course Contents**Unit 1: Introduction and Fundamentals of Ethics**

1. Literal and terminological definition of ethics
2. Literal and terminological definition of values
3. Relationship between law and ethics
4. Need, importance, and scope of ethics

Unit 2: Types of Ethics and Their Impact on Society

- Virtuous ethics: concept, types, benefits, and outcomes
- Immoral ethics: concept, types, and harms
- Role of ethics in social refinement and establishment of peace

Unit 3: Virtuous Ethics (Akhlāq-e-Hasanah)

- Concept, need, and importance of virtuous ethics
- Scope of virtuous ethics in the light of religions
- Major virtues in revealed and non-revealed religions
- Impact of virtuous ethics on individual and collective life

Unit 4: Immoral Ethics (Akhlāq-e-Razilah)

- Concept of immoral ethics
- Social problems caused by immoral ethics
- Practical consequences of immoral ethics
- Major vices in revealed and non-revealed religions

Unit 5: Role of World Religious Figures in Moral Development

- Prophet Moses (AS): introduction, miracles, and role in moral refinement
- Prophet Jesus (AS): introduction, miracles, and role in moral refinement
- Prophet Muhammad (ﷺ): introduction, miracles, and role in moral refinement

Textbook

1. Izutsu, T. (2002). *Ethico-Religious Concepts in the Qur'an*. McGill-Queen's University Press.

Suggested Readings

1. Gert, B. (2005). *Morality: Its Nature and Justification*. Oxford University Press.
2. MacIntyre, A. (2007). *After Virtue: A Study in Moral Theory*. University of Notre Dame Press.
3. Al-Ghazali, Abu Hamid (2001). *The Alchemy of Happiness*. Islamic Texts Society.
4. Nasr, S. H. (1994). *The Heart of Islam: Enduring Values for Humanity*. Harper One.
5. Beauchamp, T. L., & Childress, J. F. (2019). *Principles of Biomedical Ethics*. Oxford University Press.
6. Hasan, Z. (2010). *Ethics in Islam: Key Concepts and Contemporary Challenges*. Islamic Research Institute.

Semester II

PSYC- 7109

Clinical Psychotherapies: Theory and Practice

3 (3 + 0)

Course Description:

This course focuses on acquiring advanced knowledge of the etiological and maintenance factors involved in psychological disorders across the lifespan regarding the psychotherapeutic alliance, methods of assessment, and appropriate evidence-based therapeutic interventions. Combined with the other Clinical Practice courses, this course introduces evidence-based therapy for all common disorders encountered in clinical psychological practice. Students will learn to apply techniques drawn from specific evidence-based treatment modalities and techniques for working with couples. This course surveys the theories and techniques of psychotherapy, including the psychoanalytic, cognitive-behavioural, and humanistic approaches. Case studies, role plays, and in-class exercises will illustrate the principles of therapeutic change. The exercises are often experiential because they encourage students to apply psychotherapy concepts to their lives.

Course Outcomes:

1. Students will also undertake an experiential project outside of class that will help them explore the psychotherapeutic process.
2. Specifically, the course objectives are to enable students to understand and change abnormal behaviour, cognition, and emotions through applying psychotherapeutic principles and techniques to equip the students with solid knowledge, skill, and insight in detecting, evaluating, and diagnosing various psychological conditions.

Course Contents:

- 1 Introduction to Psychotherapy
- 2 Therapeutic Relationship and characteristic of a psychotherapist
- 3 Clinical Interview and Its Types
- 4 Therapies: Psychodynamic, Adlerian, Humanistic, Existential & eclectic Psychotherapy
- 5 Behavioural, Cognitive, Gestalt, Therapies
- 6 Family & Marital Therapy
- 7 Reality Therapy, Brief Psychotherapy Approach
- 8 Crisis Intervention
- 9 Specialized Interventions & Relationship counseling
- 10 Schema therapy, Compassion-Focused Therapy
- 11 Metacognitive Therapy & Interpersonal Psychotherapy
- 12 Motivational Interviewing & Modern Trends in Psychotherapy

Note: Students will be required to complete two two-month internships in clinical/hospital settings followed by complete (assessment and therapeutic alliance) case study reports (compulsory).

Recommended Text

- 1 Capuzzi, D., & Stauffer, M. D. (2016). *Counseling and psychotherapy: Theories and Interventions* (6th ed.). Alexandria Counseling Association, U.S.A.
- 2 Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10th ed.). New Delhi: Cengage Learning Inc.

Suggested Readings

- 1 Sexton, T. L., (2011). *Functional family therapy in clinical practice: An evidence-based treatment model for at-risk adolescents*. New York: Routledge.
- 2 Kottler, J. A. (2010). *The assassin and the therapist: an exploration of truth in psychotherapy and life*. New York: Routledge

Department of Psychology
University of Jammu

PSYC-7127

Rehabilitation Psychology

3 (3 +0)

Course Description:

This course includes topics on assessment and treatment of psychological and neurocognitive impairments due to illness, physical injury, and developmental disorders. The main objectives of this course are to gain knowledge of Rehabilitation psychology - meaning - definition, knowledge of Functions of rehabilitation psychology, demonstrate the ability to understand Rehabilitation counseling, know Rehabilitation Psychology and Injury Risk, understand the Psychosocial aspects of cardiac rehabilitation, and prioritize the patient's problem.

Course Outcomes:

After successful completion of this course:

1. Students will be able to understand the impact of physical illness and disability on psychological functioning
2. Understand issues related to assessment, rehabilitation, and recovery of people with physical illness and disability
3. Develop in-depth knowledge about rehabilitation for people with neurological conditions;
4. Evaluate evidence about the effectiveness of rehabilitation
5. Develop the ability to apply psychological knowledge within a rehabilitation context
6. apply research and clinical skills relevant to working as a clinical psychologist in healthcare and research.

Course Contents:

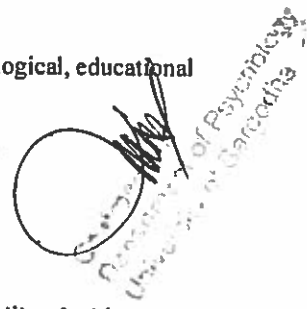
- 1 Concept and definitions of disability
- 2 Types of disabilities.: Visual impairment
- 3 Hearing and speech impairment; Locomotor disability
- 4 Mental retardation and mental illness
- 5 Cerebral palsy; Autism
- 6 Learning disabilities; Multiple handicaps
- 7 Goals and objectives of rehabilitation
- 8 Multiple disciplinary approaches to rehabilitation: Biological, medical, psychological, educational and social aspects
- 9 Screening and early identification of people with developmental disabilities
- 10 Early intervention: definition, assessment, and strategies for intervention
- 11 Intervention packages for various disabilities
- 12 Therapeutic services and restorative techniques.

Recommended Text

- 1 Marini, I., Glover-Graf, N., & Millington, M. (2012). *Psychosocial aspects of disability: Insider perspectives and counseling strategies*. New York: Springer Publishing Company.
- 2 Krueger, D. W., & Collins, L. B. (2005). *Rehabilitation psychology: A comprehensive textbook*. London: Aspen Systems Corp
- 3 Hallahan, D. & Kauffman, J. (1986). *Exceptional children: Introduction to special education*. New York: Prentice-Hall.

Suggested Readings

- 1 Harward, W., & Orlarisky, M. (1988). *Exceptional children: An introductory survey of special education*. New Jersey: Merrill
- 2 Frank, R. G., Rosenthal, M., & Caplan, B. (2009). *Handbook of rehabilitation psychology*. Washington DC: Amer Psychological Association.
- 3 Randall, M., & Patterson, J. B. (2012). *Rehabilitation counseling: Basics and beyond*. London: Pro ed.
- 4 Kennedy, P. (2012). *The Oxford handbook of rehabilitation psychology*. London: Oxford Library of Psychology.



PSYC- 7120

Crime and Deviance

3 (3 + 0)

Course Description:

This course examines how psychologists, as well as psychological theories and methods, contribute to the study of crime, criminal behaviour, deviance, and criminal justice processes. We consider several key domains of forensic psychology, including criminal profiling, eyewitness testimony, forensic interviewing, offender risk assessment, and case management. The main objectives of this course are to examine points of connection and disjuncture between criminology and psychology through consideration of the Relationship between individual-level and society-level explanations of criminal behaviour, identify and describe the ways that psychologists and allied professionals interact with each stage of the criminal justice process, articulate the importance and limitations of psychological theory and methods to the study of crime, criminal behaviour, and the criminal justice system, identify and describe the Relationship between individual-level and society-level explanations of criminal behaviour, and apply these theories to case scenarios, and identify the disciplinary connections and points of disjuncture between criminology and psychology.

Course Outcomes:

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

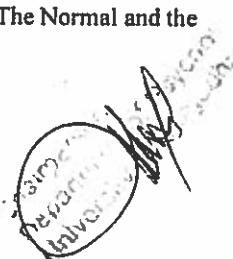
1. Explain the key concepts, definitions, and sociological/criminological theories of crime and deviance.
2. Differentiate between legal definitions of crime and social constructions of deviance.
3. Analyze the social, cultural, economic, and psychological factors contributing to criminal and deviant behavior.
4. Evaluate the role of law enforcement, judiciary, and correctional systems in managing crime and deviance.
5. Discuss the impact of crime and deviance on individuals, communities, and society at large.
6. Apply theoretical perspectives to real-world criminal cases and deviant behaviors.
7. Critically assess crime prevention strategies, rehabilitation programs, and restorative justice approaches.
8. Demonstrate an understanding of ethical considerations in the study and control of crime and deviance.

Course Contents:

- 1 Defining Deviance and Crime
- 2 On the psychology of Deviance, An Integrated Typology of Deviance Applied to Ten Middle-Class Norms, Relativism: Labeling Theory, and The Morality of Deviance
- 3 Social Power: Conflict Theory of Crime, Theories of Deviance; Functionalism: The Normal and the Pathological, Social Structure and Anomie, and Differential Association
- 4 Control Theory, Feminist Theory
- 5 The Constructionist Stance
- 6 Types of Psychological Deviants: Gays, Lesbians, Prostitutes, Homosexuality
- 7 Social Organization of Deviance; Crimes in Modern Society
- 8 Theories of Criminal Behavior
- 9 Personal Crimes; Occupational and Organizational Crimes; Criminal Profiling
- 10 Crime and Justice in Pakistan

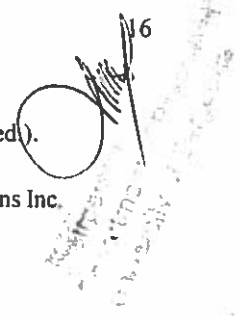
Recommended Text

- 1 Adler, A. P., & Adler, P. (2012). *Constructions of deviance: Social power, context, and interaction* (7th ed.). Belmont: Wadsworth Publishing.
- 2 Liebling, A et al, (2017). *The Oxford Handbook of Criminology* (5th ed.). New Dehli: Oxford Publishing
- 3 Avtgis, T. A. Q., & Rancer, A. S. (2010). *Arguments, aggression, and conflict: New directions in theory and research*. New York: Routledge.



Suggested Readings

- 1 Wortley, R., & Townsley, M. (2016). *Environmental criminology and crime analysis* (2nd ed.). New York: Taylor & Francis Ltd
- 2 Hall, S. (2012). *Theorizing crime and deviance: A new perspective*. India: SAGE Publications Inc.
- 3 Bartol, C. R. (2002). *Criminal behaviour: A psychosocial approach* (6th ed.). Saddle River: Prentice- Hall

16


Course Description:

This is an academic program placement for a semester in the actual work settings with the mental health practitioners. It provides an opportunity for the students to gain experience of working in off-campus field settings. The basic purpose of this internship is to develop skills that are required to become an efficient practitioner. During this period the student is supposed to use the knowledge he/she has learned in the program and put it into practice. To enhance the level of knowledge, weekly evaluation will be carried out prescribed by the curriculum. The placement will be for 3 days a week (6 hours a day) for 12 weeks = 3*6*12 (216 hours). Supervised placements aim to ensure that the internees will gain the practical knowledge required to work as trained psychologists in their practical settings and that they acquire the skills necessary to perform professionally in this role. These include opportunities to learn how psychologists carry out a range of activities in health, clinic, private practice, organizational and consultancy settings. Specifically, placement will focus on psychodiagnostics sessions with patients, psychotherapeutic sessions with patients, case formulation, report writing and psychotherapeutic research, and participation in case conferences. The placement may be conducted during semester. The placement may be conducted during semester. The students are expected to submit the work along with the presentation to the teacher (online every week), the psychiatrist, Clinical psychologist and a significant mental health professional from time to time. Furthermore, students need to take written feedback on the paper provided by the department. At the end of the internship, students need to submit the hard copy of the work done during the Internship, Geotagged photos and an authorized internship-completion statement from the placement institute is mandatory for the student to successfully complete the program.

Course Outcomes:

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

1. Carry out clinical interviews
2. Administer psychodiagnostics tests, analyze the score and write the report
3. Develop treatment plan (Psychotherapeutic or Rehabilitation)
4. Attend/ Conduct/ Assists (Under the guidance of the therapist) psychotherapeutic sessions
5. Maintain a record of Follow up (Medicinal and therapeutic) of the patients/ Clients.

Assessment and Treatment (Specialization)**Area of Internship: Crime & Deviance and Rehabilitations**

1. Case history interview - patient with mental disorder (Psychosis & Neurosis)
2. Conducting psychometric test - Administration, scoring, interpretation
3. Psychoeducation to the caregivers
4. Development of therapeutic plan
5. Record of biological treatment plan

Suggested Readings:

- American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed.). American Psychiatric Publishing.
- Bellack, A. S. (2004). *Social skills training for schizophrenia: a step-by-step guide*. Guilford Press.
- Dewan, M. J., Steenbarger, B. N., & Greenberg, R. P. (2018). *The art and science of brief psychotherapies: a practitioner's guide*. American Psychiatric Publishing.
- Groth-Marnat, G., & Wright, A. J. (2016). *Handbook of Psychological Assessment* (6th ed., pp. 412–415). Wiley.
- M. Barret, N., J. Gill, K., W. Pratt, C., & M. Roberts, M. (2013, August 29). *Psychiatric Rehabilitation - 3rd Edition*. Shop.elsevier.com. <https://shop.elsevier.com/books/psychiatric-rehabilitation/barrett/978-0-12-387002-5>
- Nichols, M. P., & Davis, S. D. (2017). *Family therapy: Concepts and methods* (11th ed.). Pearson.
- Sadock, B. J., Sadock, V. A., & Ruiz, P. (2017). *Kaplan & Sadock's comprehensive textbook of psychiatry* (10th ed.). Wolters Kluwer.
- Seligman, L., & Reichenberg, L. W. (2014). *Theories of counseling and psychotherapy: systems, strategies, and skills* (4th ed.). Pearson.
- Wilmshurst, L. (2015). *Essentials of child and adolescent psychopathology*. Wiley, Cop.

URCG-5130

Fehm-e-Quran II

1(0-1)

**Model Course Outline
for the Course Understanding of Quran – II**

Course Title: Understanding of Quran – II
Course Book: Muallim ul Quran (Volume 3, 4 & 5) by Dr Ubaid ur Rahman
Credit Hours: 1 (0-1)
Contact Hours: 3 per week
Weeks: 15-16 (45-48 hours)

Course Learning Outcomes:

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

1. Directly comprehend hundreds of Quranic sentences & verses.
2. Understand at least 80 to 85 % of each page of the holy Quran.
3. Understand common verses across different Quranic topics.
4. Achieve proficiency in the basic and advance linguistic aspects of the Arabic language.
5. Understand the difference between Quranic verbs in various forms, such as present, past and imperative.
6. Develop the ability to understand long verses of the holy Quran independently and then comprehend their interpretation.

Provision of material, content and books:

- **Paper book:** All volumes are available in printed book form.
- **Tutorial videos:** Teaching video of each lesson available on YouTube.
- **Confirmation Videos:** A complete series of confirmation videos of all lessons is available in which the student can confirm his answers.
- **A flipbook:** A flipbook edition is also accessible.
- **Helping material:** Helping material for the teachers like quizzes, question papers and images is available on website.

Course Outline:

Weeks	Lectures	Units	Lessons	Assignments/Home Task	
1.	1.	6	6	Understanding & Translation of Verses	Present Tense صيغة جمع منكر غائب مثل يمدون
	2.	6	7-8	Understanding & Translation of Verses	Present Tense صيغة جمع منكر غائب مثل يمدون
2.	1.	6	9-10	Understanding & Translation of Verses	Present Tense صيغة مفرد منكر مخاطب (تعد) وجمع منكر مخاطب (تعدون)
	2.	6	11-12	Understanding & Translation of Verses	Present Tense صيغة جمع منكر مخاطب (تعدون)

3.	1.	6	13	Understanding & Translation of Verses	صيغة المتكلم (أعد) Present Tense صيغة جمع المتكلم (أعد)
	2.	6	14-15	Understanding & Translation of Verses	Negative Imperative صيغة المفرد وصيغة الجمع ، لا تعذب ، لا تعذبوا
4.	1.	6	16-17	Understanding & Translation of Verses	Conditional Sentences & masdar moawal (مصنوع موزل)
	2.	6	18-19	Understanding & Translation of Verses	Laam uttaleel (لام التعليل) & Laam ul hood (لام الحود)
5.	1.	6	20-21	Understanding & Translation of Verses	Present with object pronouns & Passive Voice
	2.	6	Revision (Unit 6)	Quiz	
6.	1.	Unit 7	1 (sec 1-3)	Understanding & Translation of Verses	Past Tense صيغة المفرد للماضي
	2.	6	1 (Sec 4-5)	Understanding & Translation of Verses	Past Tense صيغة المفرد للماضي
7.	1.	6	1 (Sec 5-6)	Understanding & Translation of Verses	Past Tense صيغة المفرد للماضي
	2.	6	1 (Sec 7-9)	Understanding & Translation of Verses	Past Tense صيغة المفرد للماضي
8.	1.	7	Revision	Understanding & Translation of Verses QUIZ	Past Tense صيغة المفرد للماضي
	2.			MID-TERM	
9.	1.	7	2 (sec 1-2)	Understanding & Translation of Verses	Past Tense صيغة الجمع للماضي عندي
	2.	7	2 (sec 3)	Understanding & Translation of Verses	Past Tense صيغة الجمع للماضي عندي
10.	1.	7	2 (sec 4-5)	Understanding & Translation of Verses	Past Tense صيغة الجمع للماضي عندي
	2.	7	2 (sec 6-7)	Understanding & Translation of Verses	Past Tense صيغة الجمع للماضي عندي
11.	1.	7	3 (sec 1-2)	Understanding & Translation of Verses	Past Tense صيغة الجمع للمتكلم عندي
12.	2.	7	3 (sec 2-3)	Understanding & Translation of Verses	Past Tense صيغة الجمع للمتكلم عندي
	1.	7	3 (sec 3-4)	Understanding & Translation of Verses	Past Tense صيغة الجمع للمتكلم عندي
13.	2.	7	3 (sec 4-5)	Understanding & Translation of Verses	Past Tense صيغة الجمع للمتكلم عندي
	1.	7	4 (sec 1-2-3)	Understanding & Translation of Verses	Past Tense صيغة الجمع للمخاطب عندي
14.	2.	7	4 (sec 4-5)	Understanding & Translation of Verses	Past Tense صيغة الجمع للمخاطب عندي
	1.	7	5-6	Understanding & Translation of Verses Quiz	Past Tense صيغة المتكلم والمخاطب عندي ، عندي
15.	2.	7	7	Understanding & Translation of Verses	Past Tense صيغة المذنت للماضي عندي
	1.	7	8	Understanding & Translation of Verses	Passive Voice (Past Tense) فعل مجهول للمفرد
16.	2.	7	9	Understanding & Translation of Verses	Passive Voice (Past Tense) فعل مجهول الجمع
	1.	8	1-4	Understanding & Translation of Verses	Imperative Verb for singular فعل الأمر للمفرد
	2.	7	5-8	Understanding & Translation of Verses	Imperative Verb for plural فعل الأمر للجمع

Ethics-II

URCG-5132

I (0-1)

1-Course Description

The course *Ethics-II* is designed to provide students with a deeper understanding of ethical principles and practices from both Semitic and non-Semitic religions, as well as their application in professional and social contexts. Students will engage with reasoning, decision-making, tolerance, and peacebuilding. It aims to cultivate an inclusive, humanistic, and holistic approach towards ethical living and interfaith engagement.

2- Learning Objectives

The course objectives are to:

1. Understand the fundamental principles and theories of ethics.
2. Introduce the ethical and moral teachings of Judaism, Christianity, Islam, and Hinduism.
3. Explore the ethical teachings of non-Semitic religions such as Buddhism, Sikhism, Confucianism, and Jainism.
4. Develop critical thinking skills to evaluate ethical arguments and theories.
5. Promote ethical leadership and interfaith harmony.

3- Learning Outcomes

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

1. Identify and analyze major ethical theories and teachings from world religions.
2. Understand the role of religions in improving moral values and social behavior.
3. Demonstrate ethical decision-making in various personal and professional contexts.
4. Recognize the impact of ethical decisions on individuals, communities, and society.
5. Apply skills of ethical leadership, including communication, conflict resolution, and inclusive engagement.

4-Course Structure

1. Interactive lectures, Group discussions and debates
2. Reflection papers and presentations
3. Assignments and Quiz

Course Title: ~~Ethics-II (For Non-Muslim Students)~~ Course Code: ~~URCG-5132~~ X

Course Contents

Unit 1: Ethical Teachings of Semitic Religions

- Judaism and its ethical teachings
- Christianity and its ethical teachings
- Islam and its ethical teachings

Unit 2: Ethical Teachings of Non-Semitic Religions

- Hinduism and its ethical teachings
- Sikhism and Buddhism: ethical values and practices
- Confucian and Jain ethical traditions

Unit 3: Professional Ethics

- Ethics for students and teachers
- Ethics in doctor-patient relationships
- Ethics in trader-customer interactions

Unit 4: Concept and Significance of Tolerance

- Definition, need, and importance of tolerance
- Teachings of Semitic religions on tolerance and their contemporary relevance
- Teachings of non-Semitic religions on tolerance and their contemporary relevance

Unit 5: Foundational Values and Ethics for Peacebuilding in Society

- Respect for sacred scriptures, personalities, places of worship, and religious symbols
- Promotion of tolerance and broadmindedness
- Encouragement of dialogue and harmony
- Benevolence towards humanity
- Establishment of justice and fairness
- Patience, forbearance, and forgiveness

Textbook

- Kidder, R. M. (2009). *How Good People Make Tough Choices: Resolving the Dilemmas of Ethical Living*. Harper.

Suggested Readings

1. Barash, D. P., & Webel, C. P. (2014). *Peace and Conflict Studies*. Sage.
2. Smart, N. (1998). *The World's Religions*. Cambridge University Press.
3. Nasr, S. H. (2003). *The Heart of Islam: Enduring Values for Humanity*. HarperOne.
4. Sharma, A. (2006). *Hindu Ethics: Purity, Abortion, and Euthanasia*. SUNY Press.
5. Harvey, P. (2000). *An Introduction to Buddhist Ethics: Foundations, Values and Issues*. Cambridge University Press.
6. Coward, H., & Perkinson, J. (2013). *A Cross-Cultural Dialogue on Ethical Leadership*. Wilfrid Laurier University Press.
7. Confucius. (1998). *The Analects*. Oxford University Press.

Semester III

PSYC- 7101

Advanced Statistics and Computers

3 (3 + 0)

Course Description:

This course provides an overview to make students intelligent consumers of quantitative research by inculcating a critical appreciation for statistical procedures used in quantitative research. The main objectives of this course are to impart practical skills to the students in using advanced statistical techniques to analyze data to reach objective conclusions based on the obtained data, make students efficient users of statistical software like SPSS for data analyses, and familiarize students with standardized reporting of statistical results as per A.P.A. writing manual.

Course Outcomes:

By the end of this course:

1. This course helps students understand the practical aspects of conceptualizing research, coining the conceptual framework, collecting data, and conducting appropriate analysis to find meaningful results.
2. They understand how different aspects of research come together and take appropriate statistical procedures, interpret basic statistics tables, and incorporate salient features of a research report.
3. Students should understand and know how to use statistics.
4. Students will also develop some understanding of the limitations of statistical inference and the ethics of data analysis and statistics.

Course Contents:

- 1 Introduction to statistics and related terminologies
- 2 Importance, limitations, and limitations of statistics in psychology
- 3 Review of descriptive statistics and basic concepts in inferential statistics
- 4 Review of t-test, One Way ANOVA, and Simple Linear Regression
- 5 Correlation: Partial correlation, Multiple correlations, Biserial correlation, Point biserial correlation, Tetrachoric correlation, Phi coefficient
- 6 Estimation and Effect sizes; Sampling and Power Analysis
- 7 Factorial ANOVA; Multivariate Analysis of Variance (MANOVA); Analysis of Covariance (ANCOVA)
- 8 Multiple Linear Regression, Logistic Regression, Factor Analysis
- 9 Introduction to Structured Equation Modeling; Introduction to Meta-Analysis
- 10 Non-Parametric Tests: Chi-Square Tests, Mann-Whitney U Test, Kruskal Wallis Test, Friedman Test, Wilcoxon Matched Pairs Signed Rank Test
- 11 Introduction and use of Statistical Package for Social Sciences (SPSS)

Recommended Text

- 1 Hox, J. J., Moerbeek, M., Van-de-Schoot, R. (2018). *Multilevel analysis*. New York: Routledge.
- 2 Coolican, H., Coolican, H. (2014). *Research methods and statistics in psychology*. London: Psychology Press.
- 3 Craig A. Mertler (2015). *Introduction to educational research*. London: Sage Publications.
- 4 Field, E. (2009). *Discovering Statistics Using SPSS (3rd ed.)*. London: Sage Publications.

Suggested Readings

- 1 Montgomery, D. C. & Runger, G. C. (2014). *Applied statistics and probability for engineers (6th ed.)*. London: John Wiley & Sons, Inc
- 2 Shaughnessy, J., Zechmeister, E., & Zechmeister, J. (2003). *Research methods in psychology*. New York. McGraw Hill.
- 3 Adjerid, I., & Kelley, K. (2018). Big data in psychology: A framework for research advancement. *American Psychologist*, 73(7), 899-917. <http://dx.doi.org/10.1037/amp0000190>

PSYC- 7102

Qualitative and Quantitative Research Methods

3 (3 + 0)

Course Description:

This course enhances postgraduate psychology students' knowledge and skills for conducting, analyzing, and interpreting research in psychology. A particular focus on developing critical thinking is essential to a critical research consumer. For this reason, the course aims to answer questions such as 'Why are we carrying out the research?' and 'How can we achieve the research objectives?' This course focuses on developing an understanding of the basic framework of the research process. The main objectives of this course are to develop an understanding of various research designs and techniques, identify various sources of information for literature review and data collection, distinguish between qualitative and quantitative research methods and their relationships, understand the qualitative and quantitative orientations that are important to viewing and interpreting research situations and analyze and interpret findings from qualitative and quantitative research. It will help conduct research and be a tool for professional practice.

Course Outcomes:

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

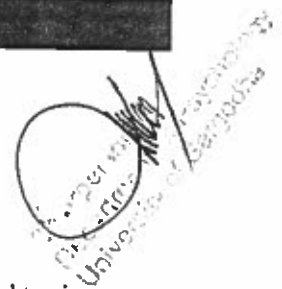
1. Explain the philosophical foundations, key concepts, and differences between qualitative and quantitative research approaches.
2. Identify appropriate research designs, sampling techniques, and data collection methods for different types of research questions.
3. Apply ethical principles and standards in planning and conducting research.
4. Conduct literature reviews to establish a theoretical framework and research rationale.
5. Develop clear research questions, hypotheses (for quantitative), and objectives (for qualitative).
6. Collect, manage, and analyze qualitative data using thematic, content, or narrative analysis.
7. Apply statistical techniques to analyze quantitative data using appropriate software/tools.
8. Interpret research results and relate findings to existing literature.
9. Prepare and present a comprehensive research report in accordance with academic standards.
10. Evaluate the strengths, limitations, and applicability of both qualitative and quantitative research methods.

Course Contents:

- 1 Introduction to Research
- 2 Elements of Research
- 3 Types of Research: Basic and Applied
- 4 Classification of Research: Descriptive, Exploratory and Explanatory
- 5 Research Problem
- 6 Literature Review
- 7 Formulating the Hypotheses
- 8 Qualitative Research
- 9 Focus Groups, Interviews: Structured, Semi-Structured, and Unstructured, Unobtrusive Measures of Behavior, Content and Thematic Analysis, Grounded Theory
- 10 Qualitative vs. Quantities Research
- 11 Correlational vs. Casually Connected Research
- 12 Sampling: Sampling frame and Sampling Design, Probability and Non-Probability Sampling
- 13 Research Designs: Conventional Designs, Factorial Design, Quasi-Experimental Design
- 14 Ethical Issues in Conducting and Reporting the Research as per A.P.A. Manual 6th edition/ the latest one

Recommended Texts

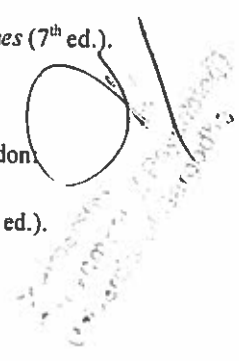
- 1 Goodwin, K. A., & Goodwin, J. C. (2016). *Research methods in psychology* (8th ed.). New York: John Wiley Sons
- 2 American Psychological Association (2019). *Publication manual of A.P.A.* (7th ed.). Washington DC: A.P.A.



- 3 Neuman, W. L. (2014). *Social research methods: Qualitative and quantitative approaches* (7th ed.). Harlow: Pearson Education Limited.

Suggested Readings

- 1 Coolican, H., Coolican, H. (2014). *Research methods and statistics in psychology*. London: Psychology Press.
- 2 Smith, J. A. (2015). *Qualitative psychology: A practical guide to research methods* (3rd ed.). London: SAGE Publications



PSYC-7126

Environmental Psychology

3 (3 +0)

Course Description:

This course is the scientific study of human relationships and their social and physical environment from a psychological perspective and other related fields. Topics include environmental perception and cognition, crowding, noise, privacy, urban environments, sustainability psychology, and designing more habitable environments. This course will help students to explore and understand various perspectives on human-environment interrelationships, gain insight into how the environment influences our feelings and experiences, and gain first-hand knowledge about key environment and behavior issues through hands-on activities.

Course Outcomes:

After learning:

1. Students will develop a sensitivity and understanding of environmental issues and problems as they relate to human behavior in a variety of settings and from a variety of related disciplines, become aware of the major topics in environmental psychology and related fields,
2. Student to have a personal understanding of how the environment has affected and continues to affect them as individuals, have an understanding of how they impact the environment and possible ways to make their environment more sustainable and habitable
3. Enable to understand how the knowledge gained from this course can be used in improving their current and future environments.

Course Contents:

1. History and focus of environmental psychology
2. Scientific method, research and theory
3. Environmental perception and cognition
4. Environmental attitudes and appraisal
5. Personal space and territoriality
6. Crowding and overpopulation
7. Privacy
8. Home/residential Environments
9. Urban Environments
10. Work Environments
11. Noise
12. Weather and climate issues
13. Natural and technological disasters
14. Environmental risk perception
15. Sustainability issues
16. Environmental problems and solutions
17. Designing more habitable environments

Recommended Text

1. Steg, L., Agnes, E., deGroot, J. I. M. (2013). *Environmental Psychology: An Introduction*. Blackwell Publishing Inc.
2. Gifford (2007). *Environmental Psychology: Principles and Practices*, 4th Ed.
3. Bell, P., Greene, T., Fisher, J., & Baum, A. (2001). *Environmental Psychology*, (5th ed). New York: Harcourt-Brace, Inc.

Suggested Readings

1. Durning, A. (1992). *How Much is Enough? The Consumer Society and the Future of the Earth*. New York: Norton.
2. Gallagher, W. (1993). *Saving the World. The Power of Place*. New York: Harper Collins.
3. Helgesen, S. (2001). *Six Strategies for Taming the New World of Work*. New York: The Free Press



PSYC-7154

Internship Placement III

2(0-2)

Course Description:

This is an academic program placement for a semester in the actual work settings with the mental health practitioners. It provides an opportunity for the students to gain experience of working in off-campus field settings. The basic purpose of this internship is to develop skills that are required to become an efficient practitioner. During this period the student is supposed to use the knowledge he/she has learned in the program and put it into practice. To enhance the level of knowledge, weekly evaluation will be carried out prescribed by the curriculum. The placement will be for 3 days a week (6 hours a day) for 12 weeks = 3*6*12 (216 hours). Supervised placements aim to ensure that the internees will gain the practical knowledge required to work as trained psychologists in their practical settings and that they acquire the skills necessary to perform professionally in this role. These include opportunities to learn how psychologists carry out a range of activities in health, clinic, private practice, organizational and consultancy settings. Specifically, placement will focus on psychodiagnostics sessions with patients, psychotherapeutic sessions with patients, case formulation, report writing and psychotherapeutic research, and participation in case conferences. The placement may be conducted during semester. The placement may be conducted during semester. The students are expected to submit the work along with the presentation to the teacher (online every week), the psychiatrist, Clinical psychologist and a significant mental health professional from time to time. Furthermore, students need to take written feedback on the paper provided by the department. At the end of the internship, students need to submit the hard copy of the work done during the Internship, Geotagged photos and an authorized internship-completion statement from the placement institute is mandatory for the student to successfully complete the program.

Course Outcomes:

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

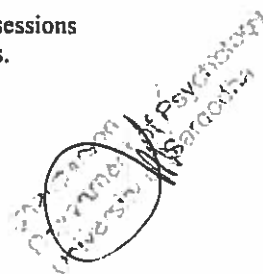
1. Carry out clinical interviews
2. Administer psychodiagnostics tests, analyze the score and write the report
3. Develop treatment plan (Psychotherapeutic or Rehabilitation)
4. Attend/ Conduct/ Assists (Under the guidance of the therapist) psychotherapeutic sessions
5. Maintain a record of Follow up (Medicinal and therapeutic) of the patients/ Clients.

Assessment and Treatment (Specialization)**Area of Internship: Crime & Deviance and Rehabilitations**

1. Case history interview - patient with mental disorder (Psychosis & Neurosis)
2. Conducting psychometric test - Administration, scoring, interpretation
3. Psychoeducation to the caregivers
4. Development of therapeutic plan
5. Record of biological treatment plan

Suggested Readings:

- American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed.). American Psychiatric Publishing.
- Bellack, A. S. (2004). *Social skills training for schizophrenia: a step-by-step guide*. Guilford Press.
- Dewan, M. J., Steenbarger, B. N., & Greenberg, R. P. (2018). *The art and science of brief psychotherapies: a practitioner's guide*. American Psychiatric Publishing.
- Groth-Marnat, G., & Wright, A. J. (2016). *Handbook of Psychological Assessment* (6th ed., pp. 412–415). Wiley.
- M. Barret, N., J. Gill, K., W. Pratt, C., & M. Roberts, M. (2013, August 29). *Psychiatric Rehabilitation - 3rd Edition*. Shop.elsevier.com. <https://shop.elsevier.com/books/psychiatric-rehabilitation/barrett/978-0-12-387002-5>
- Nichols, M. P., & Davis, S. D. (2017). *Family therapy: Concepts and methods* (11th ed.). Pearson.
- Sadock, B. J., Sadock, V. A., & Ruiz, P. (2017). *Kaplan & Sadock's comprehensive textbook of psychiatry* (10th ed.). Wolters Kluwer.
- Seligman, L., & Reichenberg, L. W. (2014). *Theories of counseling and psychotherapy: systems, strategies, and skills* (4th ed.). Pearson.
- Wilmshurst, L. (2015). *Essentials of child and adolescent psychopathology*. Wiley, Cop.



SEMESTER VI: Students who opt to undertake a research project will complete an independent project of 06 credit hours

RESEARCH WORK

PSYC- 7151

Dissertation

6 (0 + 6)

The student has to complete a stand-alone thesis in their area of specialization.

A handwritten signature in black ink is written over a faint, circular official stamp. The signature is cursive and appears to be 'S. S. S. S.'. The stamp is mostly illegible but seems to contain some text around its perimeter.