

**CURRICULUM
OF
BS PSYCHOLOGY
(2026)**



**RAWALPINDI WOMEN UNIVERSITY,
RAWALPINDI**

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1. Vision and Mission Statement of the Psychology Department

Departmental Vision: “Empowering women through education, critical thinking, problem-solving skills, and innovative research to understand human behaviour, enhance quality of life, promote subjective well-being, and advance mental health awareness for a sustainable and healthy community.”

Departmental Mission: “To provide a collaborative and scholarly learning environment for students and stakeholders by nurturing critical thinkers, researchers, practitioners, and leaders who contribute to professional psychological services, promote mental health awareness, enhance individual and community well-being, and improve quality of life through engagement, research, and service.”

2. Objectives of the Psychology Department

- 1. Academic Excellence:** To deliver a rigorous and contemporary curriculum that develops mastery of classical and emerging psychological theories, research methodologies, and professional practices while fostering critical thinking and intellectual growth in applied areas of psychology.
- 2. Research and Innovation:** To promote innovative, ethical, and socially responsive research that addresses psychosocial challenges and enhances the well-being of individuals and communities.
- 3. Professional Development:** To foster mentorship, career guidance, and skill-building opportunities that support personal and professional growth while strengthening industry-academia linkages for sustainable development.
- 4. Community Engagement:** To develop strategic partnerships with stakeholders to advance outreach, service learning, and social responsibility.
- 5. Empowering Women:** To empower women through an inclusive learning environment that cultivates knowledge, critical thinking, problem-solving abilities, and leadership skills.

3. Vision and Mission Statement of the BS Psychology Program

i. BS Psychology Program Vision

To produce ethically responsible psychology graduates, particularly women, who contribute to mental health awareness, community well-being, and professional practice through scientific knowledge and critical inquiry.

ii. BS Psychology Program Mission

The BS Psychology program provides rigorous undergraduate education that develops foundational competence in psychological science, research literacy, and critical thinking while preparing students for employment, postgraduate study, and community engagement through ethical practice, cultural sensitivity, and experiential learning.

4. BS Psychology Program Objectives

The BS Psychology program aims to:

- i.** Provide rigorous grounding in classical and contemporary psychological theories, research methods, and analytical skills.
- ii.** Equip students to apply psychological knowledge to address mental health needs and psychosocial challenges in individuals and communities
- iii.** Instill ethical practice, cultural competence, and social responsibility in professional and community contexts.
- iv.** Develop effective communication, critical thinking, teamwork, and interpersonal skills required for academic, professional, and service-oriented roles.
- v.** Prepare graduates especially women for postgraduate education and employment in psychology and allied disciplines through structured mentoring and experiential learning.

5. BS Psychology Program Learning Outcomes

Upon completion of the BS Psychology program, graduates will be able to:

- i.** Analyze and synthesize psychological theories and empirical evidence to explain behaviour and mental processes.
- ii.** Apply evidence-based psychological approaches to assess psychosocial issues and promote mental health and well-being at individual and community levels.

- iii. Design, conduct, and report psychological research using appropriate methodologies, statistical tools, and ethical standards.
- iv. Communicate professionally and effectively in written and oral forms for academic, organizational, clinical, and community audiences.
- v. Demonstrate ethical judgment, cultural sensitivity, and social responsibility while working with diverse populations.

6. Admission Criteria for BS Psychology

As per approved Admission Policy RWU notified vide Notification No. RWU/VC/01/341; dated: 10th March, 2023

7. Division and Distribution of Courses for BS Psychology

Sr. #	Categories	No. of Courses	Credit Hours
1	General Education Courses	13	32
2	Major Courses	21	63
3	Elective Major Courses	07	21
3	Interdisciplinary (Mandatory) / Allied Courses	04	12
4	Internship	01	03
5	Capstone Project	01	03
6	Mandatory Courses (Quranic Translation Studies / Ethics)	02	02

Note. Credit hours required by HEC are: 30 credit hours for general education courses, 72 credit hours for major courses, 12 credit hours for interdisciplinary courses, 3 credit hours for internship, 3 credit hours for capstone project.

- Total Credit Hours 136
- Duration 4 Years
- Semester Duration 16 - 18 Weeks
- Semesters 8
- Course Load Per Semester 15 - 18 Credit Hours

8. Scheme of Studies for BS Psychology (Regular Batch)

Semester	Courses	Course Code	Course Type	Credit Hours
First	Introduction to Psychology	PSY-121	Major	3
	Schools and Perspectives in Psychology	PSY-302	Major	3
	Quantitative Reasoning I	MTH-110	General Education	3
	Cell Biology	ZOO-123	General Education	2
	Cell Biology (Lab)	ZOO-123L	General Education	1
	Applications of Information and Communication Technologies	CS-107	General Education	2
	Applications of Information and Communication Technologies (Lab)	CS-107L	General Education	1
	Functional English	ENG-110	General Education	3
				18
Second	Behavioral Neuroscience	PSY-127	Major	3
	Experimental Psychology	PSY-128	Major	2
	Experimental Psychology (Lab)	PSY-128L	Major	1
	Theories of Personality	PSY-308	Major	3
	Quantitative Reasoning II	STA-112	General Education	3
	Expository Writing	ENG-111	General Education	3
	Pakistan Studies	PAK-104	General Education	2
	Understanding of Holy Quran-I / Ethics-I	UHQ-101 / ETH-103	Mandatory	1
				18
Third	Social Psychology	PSY-409	Major	3
	Cognitive Psychology	PSY-202	Major	3
	Industrial and Organizational Psychology	PSY-209	Major	3
	Ethics in Psychology	PSY-210	Major	3
	History of Ancient Civilization	BFA-119	General Education	2
	Islamic Studies / Ethics	ISL-101 / ETH-101	General Education	2
	Ideology and Constitution of Pakistan	PAK-103	General Education	2
				18
Fourth	Developmental Psychology	PSY-303	Major	3
	Psychopathology	PSY-301	Major	3
	Environmental Psychology	PSY-201	Major	3

	Introduction to Social Science	SOC-104	General Education	2
	Entrepreneurship	MGT-108	General Education	2
	Civic and Community Engagement	CCE-497	General Education	2
	Understanding of Holy Quran-II/Ethics-II	UHQ-102 / ETH-104	Mandatory	1
				16
Fifth	Psychological Testing	PSY-313	Major	3
	Cross-Cultural Psychology	PSY-204	Major	3
	Psychology of Gender	PSY-314	Major	3
	Sports Psychology	PSY-315	Major	3
	Clinical Psychology	PSY-316	Major	2
	Clinical Psychology (Lab)	PSY-316L	Major	1
	Interdisciplinary-I (Data Analysis)	STA-316	Interdisciplinary (Mandatory)	2
	Interdisciplinary-I (Data Analysis Lab)	STA-316L	Interdisciplinary (Mandatory)	1
				18
Sixth	Positive Psychology	PSY-405	Major	3
	Counseling Psychology	PSY-317	Major	2
	Counseling Psychology (Lab)	PSY-317L	Major	1
	Elective-I		Major	3
	Elective-II		Major	3
	Interdisciplinary-II (Academic Writing and Research Methods)	RM-401	Interdisciplinary (Mandatory)	3
				15
Seventh	Forensic Psychology	RM-414	Mandatory	3
	Elective III		Major	3
	Elective IV		Major	3
	Interdisciplinary-III		Interdisciplinary	3
	Interdisciplinary-IV		Interdisciplinary	3
	Internship	INT-499	Mandatory	3
				18
Eighth	Psychology and Emerging Technologies	PSY-415	Major	3
	Elective V		Major	3
	Elective VI		Major	3
	Elective VII		Major	3
	Capstone	CP-498	Mandatory	3
				15

Scheme of Studies for BS Psychology (Lateral Entry Annual System)

Semester	Courses	Course Code	Course Type	Credit Hours
Fifth	Psychological Testing	PSY-313	Major	3
	Cross-Cultural Psychology	PSY-204	Major	3
	Psychology of Gender	PSY-314	Major	3
	Sports Psychology	PSY-315	Major	3
	Clinical Psychology	PSY-316	Major	2
	Clinical Psychology (Lab)	PSY-316L	Major	1
	Interdisciplinary-I (Data Analysis)	STA-316	Interdisciplinary (Mandatory)	2
	Interdisciplinary-I (Data Analysis Lab)	STA-316L	Interdisciplinary (Mandatory)	1
	Deficiency Course-I		Major	3
				21
Sixth	Positive Psychology	PSY-405	Major	3
	Counseling Psychology	PSY-317	Major	2
	Counseling Psychology (Lab)	PSY-317L	Major	1
	Elective-I		Major	3
	Elective-II		Major	3
	Interdisciplinary-II (Academic Writing and Research Methods)	RM-401	Interdisciplinary (Mandatory)	3
	Deficiency Course-II		Major	3
	Deficiency Course-III		Major	3
				21
Summers	Deficiency Course-IV		Major	3
				3
Seventh	Forensic Psychology	RM-414	Mandatory	3
	Elective III		Major	3
	Elective IV		Major	3
	Interdisciplinary-III		Major	3
	Interdisciplinary-IV		Major	3
	Internship	INT-499	Mandatory	3
	Deficiency Course-V		Major	3
				21
Eighth	Psychology and Emerging Technologies	PSY-415	Major	3
	Elective V		Major	3
	Elective VI		Major	3
	Elective VII		Major	3
	Capstone	CP-498	Mandatory	3
	Deficiency Course-VI		Major	3
	Deficiency Course-VII		Major	3
				21

Notes: An BA/BSc Degree (2 years) should cover 50 credit hours (HEC rule). Total credit hours to complete the degree under two years BS lateral entry program shall be ‘at least same’ as of the credit hours of the same regular batch.

Scheme of Studies for BS Psychology (Lateral Entry Semester System)

Semester	Courses	Course Code	Course Type	Credit Hours
Fifth	Psychological Testing	PSY-313	Major	3
	Cross-Cultural Psychology	PSY-204	Major	3
	Psychology of Gender	PSY-314	Major	3
	Sports Psychology	PSY-315	Major	3
	Clinical Psychology	PSY-316	Major	2
	Clinical Psychology (Lab)	PSY-316L	Major	1
	Interdisciplinary-I (Data Analysis)	STA-316	Interdisciplinary (Mandatory)	2
	Interdisciplinary-I (Data Analysis Lab)	STA-316L	Interdisciplinary (Mandatory)	1
	Deficiency Course-I		Major	3
				21
Sixth	Positive Psychology	PSY-405	Major	3
	Counseling Psychology	PSY-317	Major	2
	Counseling Psychology (Lab)	PSY-317L	Major	1
	Elective-I		Major	3
	Elective-II		Major	3
	Interdisciplinary-II (Academic Writing and Research Methods)	RM-401	Interdisciplinary (Mandatory)	3
	Deficiency Course-II		Major	3
				18
Seventh	Forensic Psychology	PSY-414	Mandatory	3
	Elective III		Major	3
	Elective IV		Major	3
	Interdisciplinary-III		Major	3
	Interdisciplinary-IV		Major	3
	Internship	INT-499	Mandatory	3
				18
Eighth	Psychology and Emerging Technologies	PSY-415	Major	3
	Elective V		Major	3
	Elective VI		Major	3
	Elective VII		Major	3
	Capstone	CP-498	Mandatory	3
				15

Notes: An ADP Degree (4 semesters) should cover 65 credit hours (HEC rule). Total credit hours to complete the degree under two years BS lateral entry program shall be 'at least same' as of the credit hours of the same regular batch.

9. List of Major Courses

S.no	Course Code	Course Title	Pre-Requisite	Credit Hours
1	PSY-121	Introduction to Psychology	Nil	03
2	PSY-302	Schools and Perspectives in Psychology	Nil	03
3	PSY-127	Behavioral Neuroscience	Nil	03
4	PSY-128	Experimental Psychology	Nil	02
5	PY-128L	Experimental Psychology (Lab)	Nil	01
6	PSY-308	Theories of Personality	Nil	03
7	PSY-409	Social Psychology	Nil	03
8	PSY-202	Cognitive Psychology	Nil	03
9	PSY-209	Industrial and Organizational Psychology	Nil	03
10	PSY-210	Ethics in Psychology	Nil	03
11	PSY-303	Developmental Psychology	Nil	03
12	PSY-301	Psychopathology	Nil	03
13	PSY-201	Environmental Psychology	Nil	03
14	PSY-313	Psychological Testing	Nil	03
15	PSY-204	Cross-Cultural Psychology	Nil	03
16	PSY-314	Psychology of Gender	Nil	03
17	PSY-315	Sports Psychology	Nil	03
18	PSY-316	Clinical Psychology	Nil	02
19	PSY-316L	Clinical Psychology (Lab)	Nil	01
20	PSY-405	Positive Psychology	Nil	03
21	PSY-317	Counselling Psychology	Nil	02
22	PSY-317L	Counselling Psychology (Lab)	Nil	01
23	PSY-414	Forensic Psychology	Nil	3
24	PSY-415	Psychology and Emerging Technologies	Nil	3

Notes: Major courses will be selected from this pool.

*These courses must be offered in the BS Program.

10. Course Outlines for Major Courses

Introduction to Psychology

BS-Psychology

Course Code: PSY-121

Credit Hours: 03

Pre-requisite: Nil

Objectives

The major aim of this course is to familiarize students with history, main concepts, methods, and theoretical frameworks in psychology. The course will help students appreciate human nature and its related concepts, thereby will gain insight into human behavior and human relationships. By the end of the course, students will have a grasp over basic concepts and theoretical perspectives explaining human behavior. They will be able to appreciate the complexity of human behavior and relationships.

Learning Outcomes

1. Describe the nature, scope, and historical foundations of psychology, and identify key subfields and professional roles.
2. Apply the scientific method to psychological research, and evaluate study designs, ethical considerations, and critical issues.
3. Explain core psychological theories related to learning, personality, and development, and compare their applications in diverse contexts.
4. Discuss the processes of sensation, perception, consciousness, memory, and cognition, and their roles in behavior and decision-making.
5. Analyze how language, intelligence, motivation, and emotion shape human thought and action.
6. Interpret key concepts in social psychology, including conformity, attribution, group influence, and helping behavior.

Course Outline

Unit 1. Introduction to Psychology

Definition and nature, Psychologists at work, Roots of psychology, Keys and controversies, Neuroscience and behavior, Cognitive development over the life span, psychological disorder: normal versus abnormal, Psychological disorders in perspective.

Unit 2. Psychological Research

The scientific method, Conducting Psychology research, Critical research issues.

Unit 3. Learning and Personality

Classical conditioning, Operant conditioning, Cognitive approaches to learning, Psychodynamic approaches to personality, Traits. Learning, biological and evolutionary and humanistic approaches to personality.

Unit 4. Sensation and Perception

Sensing the world around us, Vision: Shedding light on the eye, Hearing and other senses, Perceptual organization, States of consciousness: Sleep dreams, hypnosis and meditation.

Unit 5. Memory and Cognition

Foundation of memory, recalling long-term memory, Forgetting, Thinking and reasoning, Problem solving, Decision making.

Unit 6. Language and Intelligence

language development, Language and cognition, Variations in intellectual ability, Group differences, Assessment of intelligence, Creativity and its stages.

Unit 7. Motivation and Emotions

Introduction to motivation, Factors affecting motivation, Introduction to emotions, Physiology and emotion, Theories of emotion.

Unit 8. Social Thinking and Social Influence

Social facilitation, Attribution theory, Crowd behavior, Conformity, Obedience and Helping behavior.

Recommended Books/Reference Material

1. Bernstein, D. A., Frantz, S., & Chew, S. L. (2024). *Teaching psychology: A step-by-step guide*. Taylor & Francis.

2. Myers, D. G. (2011). *Psychology in everyday life*. Macmillan.
3. Nevid, J. S. (2018). *Essentials of psychology: Concepts and applications*. Cengage Learning.
4. Stangor, C. (2022). *Introduction to psychology*. Flat World Knowledge, L.L.C.
5. Sternberg, R. J., & Glück, J. (Eds.). (2022). *The psychology of wisdom: An introduction*. Cambridge University Press.

Behavioral Neuroscience

BS-Psychology

Course Code: PSY-127

Credit Hours: 03

Pre-requisite: Nil

Objectives

Students will be able to demonstrate a thorough understanding of the biological foundations of behaviour by explaining the structure and function of the nervous system, including neural communication, brain anatomy, and neurochemical processes. They will critically analyse how brain activity influences cognition, emotion, perception, and behaviour, and apply neuroscientific principles to interpret psychological phenomena.

Learning Outcomes

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

1. Describe the structure and function of the nervous system, including key brain regions and neural pathways involved in behaviour, emotion, and cognition.
2. Explain the biological basis of behaviour, including the role of neurotransmitters, hormones, and genetics in psychological processes.
3. Analyze the relationship between brain activity and behavioural phenomena, such as learning, memory, motivation, perception, and mental disorders.
4. Interpret neuroscientific research methods and evaluate their contributions to understanding brain-behavior relationships.
5. Apply neuroscientific concepts to real-life situations, such as neurological disorders, and addiction.
6. Critically evaluate contemporary research and ethical issues in the field of behavioural neuroscience

Course Outline

- Unit 1. Origins of Physiological Psychology (Neurophysiology)**
Neurological explanation of behavior. Historical roots of physiological psychology. Evolution of brain: Investigating how does the brain control behavior, development of the brain.
- Unit 2. Genetics and Evolution of Behavior**
Chromosomal disorders.
- Unit 3. Physiology of Neural Cell**
Neurons: Types of neurons, nerve impulse. Communication within a neuron/ communication between neurons.
- Unit 4. Physiology of Nervous System**
Basic features of the nervous system. The central nervous system, peripheral nervous system.
- Unit 5. Psychopharmacology**
Principles of psychopharmacology. Categorization of drugs. Sites. Mechanisms of drug action. Drug addiction. Neurotransmitters. Neuromodulators.
- Unit 6. Application of Physiological Psychology**
Ethical issues in neurophysiological research. Careers in physiological psychology.

Recommended Books/Reference Material

1. Bear, M. F., Connors, B. W., & Paradiso, M. A. (2023). *Neuroscience: Exploring the brain* (5th ed.). Jones & Bartlett Learning.
2. Breedlove, S. M., & Watson, N. V. (2023). *Behavioral neuroscience* (10th ed.). Oxford University Press. <https://global.oup.com/academic/product/behavioral-neuroscience-9780197617591>.
3. Carlson, N. R., & Birkett, M. A. (2024). *Foundations of behavioral neuroscience* (11th ed.). Pearson.
4. Gazzaniga, M. S., Ivry, R. B., & Mangun, G. R. (2024). *Cognitive neuroscience: The biology of the mind* (6th ed.). W. W. Norton & Company.
5. D'Amato, R. C., Davis, A. S., Power, E. M., & Eusebio, E. C. (2021). *Understanding the biological basis of behavior*. Springer International Publishing.

6. Prasad, B. V. (Ed.). (2020). *Examining biological foundations of human behavior*. IGI Global.
7. Kolb, B., & Whishaw, I. Q. (2023). *An introduction to brain and behavior* (6th ed.). Worth Publishers.
8. Purves, D., Augustine, G. J., Fitzpatrick, D., Hall, W. C., LaMantia, A.-S., Mooney, R. D., Platt, M. L., & White, L. E. (2024). *Neuroscience* (7th ed.). Oxford University Press.

Experimental Psychology

BS-Psychology

Course Code: PSY-128

Credit Hours: 02

Pre-requisite: Nil

Objectives

This course offers psychology students a comprehensive introduction to both foundational and contemporary findings in experimental psychology. As an applied research course, it emphasizes understanding how psychological theories are tested through controlled experiments. Students will be introduced to key experimental methods and terminology in the classroom and will then apply this knowledge in a laboratory setting. The course focuses on how experimental techniques are used to explore the cognitive and social processes that influence human thought and behavior, enabling students to engage directly with the core practices of experimental psychology.

Learning Outcomes

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

1. Demonstrate understanding of experimental psychology principles by describing key methods, theories, and findings in the study of human behavior and mental processes.
2. Apply experimental techniques to investigate psychological questions through designing, conducting, and interpreting small-scale empirical studies.
3. Critically evaluate psychological research with respect to ethical standards, methodological rigor, and real-world relevance, demonstrating awareness of how ethical guidelines shape research design and implementation.

Course Outline

Unit 1. Foundations of Experimental Psychology

Nature and scope of experimental psychology, Historical background and major schools (structuralism, behaviorism, cognitive psychology), Scientific method and psychological inquiry, Independent, dependent, and control variables, Importance of experimental control and operational definitions

Unit 2. Sensation, Perception, and Psychophysics

Absolute and differential thresholds, Psychophysical methods (method of limits, constant stimuli, adjustment), Signal detection theory, Applications of psychophysics in modern psychology (e.g., marketing, UX)

Unit 3. Learning and Conditioning

Simple learning and conditioning. Classical versus instrumental conditioning. Basic factors in learning and performance. Role of reinforcement in learning. Contemporary theories of learning. Transfer of training.

Unit 3. Memory

Theories of memory. Compartments of memory. The storage and retrieval process. Transplantation of memory. Memory experiments. Mnemonics: Ways of improving memory (devices mnemonics).

Unit 4. Thinking and Problem-Solving

Nature of thinking. Concept formation. Imageless thought controversy. Set and attitude as factors in thinking. Creative thinking. Theories of thinking.

Designing Psychological Experiments

Unit 5 Research designs: within vs. between-subjects, Controlling extraneous variables, Validity (internal, external) and reliability, Writing hypotheses and designing procedures

Unit 6. Ethical Issues in Experimental Psychology

Key ethical principles in psychological research, Deception, Research with Vulnerable Populations, Cultural Sensitivity and Ethics

Recommended Books/Reference Material

1. Frank, M. C., Braginsky, M., Cachia, J., Coles, N. A., Hardwicke, T. E., Hawkins, R. D., Mathur, M. B., & Williams, R. (2025). *Experimentology: An open science approach to experimental psychology methods*. MIT Press. <https://doi.org/10.25936/3JP6-5M50>
2. Kantowitz, B. H., Roediger III, H. L., & Elmes, D. G. (2015). *Experimental psychology* (10th ed.). Cengage Learning.
3. Freedheim, D. K., & Weiner, I. B. (2021). *Handbook of psychology*. John Wiley & Sons, Inc.
4. Kitty, A. (2024). *The history of experimental psychology subjects*. Cambridge Scholars Publishing.
5. Mathur, M. B., & Williams, R. (2025). *Experimentology: An open science approach to experimental psychology methods*. MIT Press.

Experimental Psychology (Lab)

BS-Psychology

Course Code: PSY-128L

Credit Hours: 01

Pre-requisite: Nil

Objectives

This course provides students with practical, hands-on experience in conducting psychological experiments. It teaches students how to design experiments that address specific research questions and processes. This course instructs students on how to perform experiments on different psychological phenomenon.

Learning Outcomes

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

1. Demonstrate the ability to conduct and document core psychological experiments related to attention, perception, memory, learning, and cognition by applying standardized laboratory procedures (e.g., span of attention, Weber's Law, maze learning).

2. Analyze and interpret experimental findings to explain key psychological phenomena such as perceptual illusions, proactive and retroactive inhibition, transfer of training, and concept formation using appropriate psychological concepts and terminology.
3. Evaluate the methodological strengths and limitations of classical psychological experiments through practical engagement, data collection, and critical reflection on the application of experimental results to human behavior and mental processes.

Course Outline

Unit 1. Experiments of Attention and Perception.

Fluctuation in attention. Span of attention. Color zones of retina. Muller lyer illusion. Perceptual grouping. Size constancy

Unit 2. Experiments of Memory

Function of recitation. Function of time (saving method). Method of serial. Reproduction retroactive and proactive inhibition.

Unit 3. Weber's Law Experiment

Just noticeable difference. Grasping task and two perceptual tasks.

Unit 4. Experiments of Learning

Transfer of Training Object Assembling. Maze Learning

Unit 5. Experiments of Cognitive Processes

Concept Formation

Recommended Books/Reference Material

1. Eysenck, M. W., & Keane, M. T. (2020). *Cognitive psychology: A student's handbook* (8th ed.). Psychology Press.
2. Kantowitz, B. H., Roediger III, H. L., & Elmes, D. G. (2014). *Experimental psychology* (10th ed.). Cengage Learning.
3. Myers, A., & Hansen, C. (2006). *Experimental psychology* (6th ed.). Thomson Wadsworth.
4. Nesselroade, J. R., & Cattell, R. B. (Eds.). (2013). *Handbook of multivariate experimental psychology* (2nd ed.). Springer Science & Business Media.

Theories of Personality

BS-Psychology

Course Code: PSY-308

Credit Hours: 03

Pre-requisite: Nil

Objectives

This course provides an in-depth exploration of the major theoretical approaches to understanding personality. Students will examine classical and contemporary theories, including psychoanalytic, trait, humanistic, cognitive, behavioral, biological, and social-cultural models. The course will address each theory's view on personality development, structure, dynamics, assessment, and potential interventions. Emphasis will be placed on understanding the unique contributions of each approach and evaluating them within cultural, ethical, and scientific frameworks. The course encourages critical thinking and application to real-world psychological issues.

Learning Outcomes

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

1. Describe and explain major personality theories along with their key concepts, assumptions, and perspectives on personality development and structure.
2. Compare and contrast different personality theories by evaluating their approaches to assessment, treatment implications, cultural relevance, and scientific validity.
3. Apply theoretical knowledge to analyze individual case studies, psychological profiles, and real-life examples, demonstrating an understanding of how different theories interpret human behavior and personality traits.

Course Outline

Unit 1. Foundations of Personality Psychology

Definitions and conceptualizations of personality, Key components of a personality theory (structure, development, motivation, pathology, change), Domains of personality: intrapsychic, dispositional, cognitive/experiential, social/cultural, adjustment, Basic philosophical assumptions (e.g., determinism vs. free will, nature vs. nurture), Historical foundations and importance of studying personality

Unit 2. Classical Psychoanalytic and Neo-Psychoanalytic Theories

Sigmund Freud: structural model, psychosexual stages, defense mechanisms; Carl Jung: analytical psychology, archetypes, personal vs. collective unconscious; Alfred Adler: individual psychology, inferiority

complex; Karen Horney: basic anxiety, neurotic trends; Erik Erikson: psychosocial stages of development

Unit 3. Cognitive-Behavioral and Social-Cognitive Theories

Aaron Beck: cognitive theory of personality and cognitive distortions, Albert Ellis: Rational Emotive Behavior Therapy (REBT), George Kelly: personal construct theory, Bandura: reciprocal determinism, self-efficacy, Rotter: locus of control

Unit 4. Trait, Dispositional, and Humanistic-Existential Theories

Gordon Allport: cardinal, central, and secondary traits, Raymond Cattell: 16PF, surface vs. source traits, Eysenck and the Big Five trait model, Abraham Maslow: hierarchy of needs and self-actualization, Carl Rogers: self-concept, unconditional positive regard, client-centered theory, Existential approaches: meaning-making, authenticity, personal responsibility

Unit 5. Contemporary Issues and Future Directions in Personality

Psychology

Advances in methodology (e.g., longitudinal studies, behavioral genetics, big data), Technology and personality: mobile sensing, digital footprints, AI-based assessments, Environmental influences and epigenetics, Personality in cross-cultural psychology, Future training needs and interdisciplinary integration (e.g., neuroscience, health, workplace applications)

Unit 6. Ethics in Personality Theory and Assessment

Ethical use of personality theory in assessment, therapy, and research, Confidentiality, informed consent, and respect for diversity, Ethical dilemmas in labeling, stereotyping, and interpretation, Cross-cultural sensitivity in personality testing, APA ethical principles related to personality research and practice

Recommended books/ Reference material

1. Abbott, T. (2021). *Social and personality development*. Routledge.
2. Buss, D. (2019). *Evolutionary psychology: The new science of the mind* (6th ed.). Routledge.

3. Bornstein, R. F. (2024). *Elements of personality: Discovering connections*. American Psychological Association.
4. Cervone, D., & Pervin, L. A. (2022). *Personality: Theory and research* (15th ed.). John Wiley & Sons.
5. Shahar, G. (2024). *Complex depression: The role of personality dynamics and social ecology*. American Psychological Association.
6. Schultz, D. P., Schultz, S. E., & Maranges, H. M. (2025). *Theories of personality* (12th ed.). Cengage Learning.

Social Psychology

BS-Psychology

Course Code: PSY-409

Credit Hours: 03

Pre-requisite: Nil

Objectives

The course will develop an insight in students into how people think, perceive and relate to others. This will help in developing an understanding of the concepts related to self and how self-functions in the social world. This will also enable students to think critically about social processes, influences, relations, and attitudes.

Learning Outcomes

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

1. Apply core concepts of social psychology to interpret and address real-world social phenomena such as conformity, prejudice, persuasion, and group dynamics.
2. Critically analyze key social psychological processes—including social influence, interpersonal relations, and attitude formation—within diverse social and cultural contexts.
3. Evaluate contemporary trends and emerging issues in social psychology by engaging with current research, media, and global societal developments.

Course Outline

Unit 1. Nature and Scope of Social Psychology

What is social psychology?. Social psychology and allied disciplines. Brief history of social psychology. Current trends in social psychology

Unit 2. Research in Social Psychology

Descriptive research. Correlational research. Experimental research. Surveys and interviews. Content analysis and cross-cultural studies.

Unit 3. Self in a Social World

Concept of self in social psychology. Components of self: Why they are essential and its relationship to other personality constructs. Self-esteem, Self-presentation, Self-awareness, Self-efficacy, Self-conscious emotions.

Unit 4. Social Perception

Social cognition; person schemas, roles and scripts. Impression formation; Stereotypes. Attribution; Bias in attribution, Research on attribution.

Unit 5. Altruism and Aggression

Altruism: The motivation to help. Factors, rewards and costs of helping. Aggression: The motivation to harm. Frustration and aggression: Other views. Threatened self-esteem and aggression. Controlling and socializing for non-aggressive ways of conflict resolution.

Unit 6. Behavior and Attitudes

Attitude formation. Prejudice, stereotypes, and discrimination. Attitude change. Cognitive dissonance. Persuasive communication. Measurement of attitudes

Unit 7. Social Influence and Group Behavior

Nature of groups, group polarization. De-individuation, group cohesiveness, productivity and decision making. Conformity, obedience and deviance, cultural and social norms. Leadership: Effective leadership. Theories of leadership

Unit 8. Social Psychology in Action

Social psychology entering: Health Psychology, Environmental Psychology, Legal Affairs. Organizational Psychology, Peace and conflict.

Recommended Books/Reference Material

1. Baumeister, R. F., & Bushman, B. J. (2020). *Social psychology and human nature* (4th ed.). Cengage Learning.
2. Bernard, L. L. (2024). *Instinct: A study in social psychology*. Routledge.
3. Chadee, D. (Ed.). (2022). *Theories in social psychology* (2nd ed.). John Wiley & Sons.
4. Crisp, R. J., & Turner, R. N. (2020). *Essential social psychology* (5th ed.). SAGE Publications.
5. Hewstone, M., & Stroebe, W. (Eds.). (2021). *An introduction to social psychology* (6th ed.). John Wiley & Sons.
6. Kassin, S., Fein, S., & Markus, H. R. (2024). *Social psychology* (11th ed.). SAGE Publications.
7. Potter, J., Stringer, P., & Wetherell, M. (1984/2023). *Social texts and context: Literature and social psychology* (Routledge Revivals ed.). Routledge.

Cognitive Psychology

BS-Psychology

Course Code: PSY-202

Credit Hours: 03

Pre-requisite: Nil

Objectives:

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. Cognitive psychology is the study of how we sense and interpret information from the world around us, incorporate this new information with our prior experiences, and determine how to respond to an ever-changing environment. While the main purpose of this course is to introduce students to the scientific study of the mind, they will also begin to understand the central role cognition plays in our everyday lives. This course aimed to get students to familiarize with the critical evaluation of experimental data and their relations to current models of human cognition and prepare the students for advanced study in specialized areas of cognitive psychology.

Learning Outcomes

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

1. Explain foundational concepts and models in cognitive psychology, including the emergence of the field, key paradigms, and theoretical approaches to attention, perception, memory, problem solving, and decision making.
2. Analyze cognitive processes such as attention, knowledge representation, reasoning, and problem solving by applying models and theories to real-world tasks and psychological phenomena.
3. Apply cognitive frameworks to evaluate how individuals perceive, process, store, and use information in various contexts, including creative thinking, spatial cognition, and decision-making under uncertainty.

Course Outline

Unit 1. Introduction to Cognitive Psychology

Antecedents & emergence of cognitive psychology. Research methods. Key issues and paradigms within cognitive psychology. Computer models of information processing and human cognition.

Unit 2. Attention and Consciousness

Stages of processing, models & processes of attention. Cognitive neuroscientific approach towards attention and consciousness

Unit 3. Perception and Sensation

Forms. Models. Theoretical approaches. Deficits in perception.

Unit 4. Knowledge

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.

Unit 5. Problem Solving and Creativity

Analyses. Problem-solving cycle. Types of problems. Obstacles and aids. Expertise. Knowledge and creativity.

Unit 6. Decision Making and Reasoning

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.

Recommended Books/Reference Material

1. Claxton, G. (Ed.). (2025). *Cognitive psychology: New directions*. Routledge.
<https://doi.org/10.4324/9781003582885>
2. Dawson, M. R. W. (2022). *What is cognitive psychology?* Athabasca University Press.
<https://doi.org/10.15215/aupress/9781771993418.01> UBC Press+5De Gruyter
Brill+5University of Chicago Press+5
3. Eysenck, M. W., & Keane, M. T. (2020). *Cognitive psychology: A student's handbook* (8th ed.). Routledge.
4. Galotti, K. M. (2017). *Cognitive psychology in and out of the laboratory*. Sage Publications.
5. Herrmann, D. J., Yoder, C. Y., Gruneberg, M., & Payne, D. G. (2023). *Applied cognitive psychology: A textbook*. Psychology Press.
6. McBride, D. M., Cutting, J. C., & Zimmerman, C. (2022). *Cognitive psychology: Theory, process, and methodology*. Sage Publications.
7. Neisser, U. (2014). *Cognitive psychology: Classic edition*. Psychology Press.
8. Parkin, A. (2016). *Explorations in cognitive neuropsychology*. Psychology Press.

Industrial and Organizational Psychology

BS-Psychology

Course Code: PSY-209

Credit Hours: 03

Pre-requisite: Nil

Objectives

This course introduces students to the psychological principles and methods applied in the workplace. It covers topics such as employee selection, training, motivation, leadership, work environment, and organizational behavior. Students will learn how psychological theories are used to enhance both employee well-being and organizational performance.

Learning Outcomes

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

1. Explain the foundational concepts and scope of Industrial/Organizational Psychology, including its history, major roles of I/O psychologists, and key research methods used in workplace settings.
2. Apply psychological principles to real-world organizational practices such as recruitment, employee selection, training design, performance appraisal, and leadership development.
3. Analyze individual and group behavior in organizational contexts by evaluating factors like motivation, job satisfaction, leadership style, team dynamics, and organizational culture.
4. Evaluate workplace interventions and organizational strategies aimed at enhancing employee well-being, managing stress, promoting work-life balance, and facilitating organizational change.

Course Outline

Unit 1. Introduction to I/O Psychology

Definition, history, and scope of I/O Psychology, Roles of I/O psychologists, Research methods in I/O psychology (surveys, experiments, observational methods)

Unit 2. Personnel Psychology

Job analysis and competency modeling, Recruitment and employee selection, Psychological testing and interviews, Reliability and validity in employee assessment

Unit 3. Training and Development

Employee orientation and onboarding, Training needs assessment, Designing effective training programs, Evaluating training effectiveness

Unit 4. Performance Management and Appraisal

Setting goals and performance standards, Appraisal methods: 360 feedback, rating scales, Common rating errors (halo effect, leniency bias), Legal and ethical issues in performance appraisal

Unit 5. Motivation and Job Satisfaction

Theories of motivation (Maslow, Herzberg, Expectancy, Equity), Job enrichment and job redesign, Measuring job satisfaction, Work engagement and burnout

Unit 6. Leadership and Group Dynamics

Leadership styles and theories (Transformational, Transactional, Trait Theory), Power, influence, and communication in organizations, Group behavior, team dynamics, and decision-making, Conflict resolution and negotiation

Unit 7. Work Environment and Organizational Development

Organizational culture and climate, Stress and well-being at work, Work-life balance and flexible work arrangements, Organizational change and resistance

Recommended Books/Reference Material

1. Buchanan, D. A., & Huczynski, A. (2019). *Organizational behaviour* (10th ed.). Pearson UK.
2. Conte, J. M. (2024). *Work in the 21st Century: An introduction to industrial and organizational psychology*. John Wiley & Sons.
3. Peeters, M. C., De Jonge, J., & Taris, T. (Eds.). (2023). *An introduction to contemporary work psychology*. John Wiley & Sons.
4. Redmon, W. K., Mawhinney, T. C., & Johnson, C. M. (2013). *Handbook of organizational performance: Behavior analysis and management*. Routledge.
5. Spectator, P. E. (2021). *Industrial and organizational psychology: Research and practice*. John Wiley & Sons.

Ethics in Psychology

BS-Psychology

Course Code: PSY-210

Credit Hours: 03

Pre-requisite: Nil

Objectives

The objective of this course is to introduce students with knowledge of ethical guidelines devised by APA and other international bodies for Psychologists, both as researchers and professionals. The intent, organization, procedural consideration, and application of Code of ethics to guide them towards attaining professional credibility and integrity as a researcher and practicing psychologist. To understand the ethical guidelines for conducting research in Psychology and professional ethics and will have a sense of code of conduct both as a researcher and a professional psychologist.

Learning Outcomes

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

1. Understand and navigate the complex ethical challenges that can arise in the field of psychology.
2. Explain ethical considerations in different psychotherapeutic modalities.
3. Develop a strong understanding of the historical and philosophical foundations of ethical principles in psychology, including the evolution of ethical guidelines and codes of conduct.
4. **Apply ethical standards and guidelines** established by professional organizations such as the American Psychological Association (APA) to real-world psychological scenarios.

Course Outline

Unit	<u>Introduction and Applicability of Ethical Issues</u>
1.	Definitions and differences: Ethics vs. Morality vs. Law, Historical unethical studies: Milgram, Little Albert, Stanford Prison, The need for ethics in psychology: Protecting individuals and integrity, Overview of major codes (APA, BPS, local ethics codes), Structure of ethical codes: General principles vs. enforceable standards
Unit 2.	<u>Resolving Ethical Issues</u>
	Human relations: Respecting diversity, Dual role. Privacy and confidentiality. Advertising and other public statements. Record keeping and fees.
Unit 3.	Ethics in Research and Academic Writing

Informed consent for research: format, clarity, language, Deception: conditions and debriefing procedures, Participant rights: anonymity, withdrawal, compensation, Confidentiality in research vs. Therapy, Plagiarism and proper citation practices, Authorship ethics: first authorship, student contributions, IRB process and the Belmont Report, Copyrights and data ownership

Unit 4. Ethics in Assessment and Testing

Ethical administration of tests: competence and training, Informed consent in testing (e.g., school or clinical settings), Fairness and bias in testing: gender, cultural, linguistic, Data storage, access, and release, Interpreting results and giving feedback ethically, Online and remote assessments: challenges and responsibilities

Unit 5. Ethical Issues in Counseling and Psychotherapy

Beginning therapy: setting boundaries, informed consent, Managing difficult situations: suicidal clients, abuse, trauma, Ethical termination of therapy, Reporting responsibilities (e.g., duty to warn, child protection), Confidentiality with minors and families, Online and teletherapy ethics, Cultural sensitivity in therapeutic settings

Recommended Books/Reference Material

1. Alderson, P. (2011). *The ethics of research with children and young people: A practical handbook* (3rd ed.). Sage Publications. <https://doi.org/10.4135/9781446268377>
2. Baird, B. N., & Mollen, D. (2023). *The internship, practicum, and field placement handbook: A guide for the helping professions*. Taylor & Francis.
3. Gross, R. (2023). *Themes, issues and debates in psychology*. Routledge.
4. Knapp, S. J., & Fingerhut, R. (2023). *Practical ethics for psychologists: A positive approach* (4th ed.). American Psychological Association.
5. Parsons, T. D. (2019). *Ethical challenges in digital psychology and cyberpsychology*. Cambridge University Press.
6. Tribe, R., & Morrissey, J. (Eds.). (2020). *The handbook of professional ethical and research practice for psychologists, counsellors, psychotherapists and psychiatrists*. Routledge.

Developmental Psychology

BS-Psychology

Course Code: PSY-303

Credit Hours: 03

Objectives

The course will provide students with insight about the major developmental milestones and stages of development. This course will enable students to think critically about developmental issues such as parenting styles, identity crisis, family & culture. It would also help develop an understanding of developmental theories and their application in the Pakistani cultural context.

Learning Outcomes

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

1. Identify major developmental milestones and to think critically about developmental issues and explain key concepts of the life-span perspective and major theoretical approaches to human development.
2. Analyze physical, cognitive, and socio-emotional development during infancy, adolescence, adulthood, and old age and the ethical consideration.
3. Evaluate how individual development is dependent on cultural and social relations and be able to account for the importance of cultural and social factors for individual development.

Course Outline

Unit 1. Introduction to Development

The life-span perspective. Theories of development. Historical theories on development. Research and ethical considerations.

Unit 2. Beginnings

Biological beginnings. Prenatal development. Birth.

Unit 3. Infancy

Physical development. Cognitive development. Socio-emotional development.

Unit 4. Childhood

Early childhood. Middle childhood. Late childhood. Physical development. Cognitive development. Socio-emotional development.

Unit 5. Adolescence

Early adolescence. Middle adolescence. Late adolescence. Physical development. Cognitive development. Socio-emotional development

Unit 6. Adulthood

Early adulthood. Middle adulthood. Late adulthood. Physical development. Cognitive development. Socio-emotional development

Unit 7. Endings

Death. Dying. Grieving.

Unit 8. Cultural and Social Influences on Development

How individual development is shaped by cultural norms and social relationships, emphasizing the role of family, community, and broader societal influences in shaping physical, cognitive, and socio-emotional growth across the life span.

Recommended Books/Reference Material

1. Berk, L. E. (2022). *Development through the lifespan* (8th ed.). Sage Publications.
2. Berger, K. S. (2012). *The developing person through the life span* (8th ed.). Worth Publishers.
3. Crain, W. (2015). *Theories of development: Concepts and applications* (6th ed.). Pearson.
4. Dann, C., & O'Dell, L. (2025). *A feminist companion to developmental psychology* (E-book). McGraw Hill Education (UK).
5. Harris, M., Westermann, G., Kim, S., & Bazhydai, M. (2024). *A student's guide to developmental psychology* (2nd ed.). Routledge.
<https://doi.org/10.4324/9781003033431>
6. Redlich, A. D., & Quas, J. A. (Eds.). (2023). *The Oxford handbook of developmental psychology and the law*. Oxford University Press.
7. Smith, P. K., & Hart, C. H. (Eds.). (2022). *The Wiley-Blackwell handbook of childhood social development*. John Wiley & Sons.

8. Whiteley, C. (2021). *Developmental psychology: A guide to developmental and child psychology*. CGD Publishing.

Psychopathology

BS-Psychology

Course Code: PSY-301

Credit Hours: 03

Objectives

The course aims to familiarize the students with basic concepts of Abnormal Psychology; about historical development, and the status of abnormal Psychology; main system of classification and diagnosis, symptomatology, diagnostic criteria, etiological factors, and possible treatments of different psychological disorders.

Learning Outcomes

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

1. Define and distinguish between normal and abnormal behavior, and explain key models of abnormality. Evaluate ethical issues related to the diagnosis and treatment of psychological disorders.
2. Demonstrate understanding of the DSM-5 (TR), including its structure, usage, and differences from DSM-IV. Identify and describe psychopathologies in special populations with reference to diagnostic criteria, etiology, and treatment approaches.
3. Classify and explain major psychological disorders using DSM-5 (TR) guidelines.
4. Students will have a working knowledge of the application of diagnosis and the practice of abnormal psychology in real life and have all the necessary skills to continue a specialist study later and achieve professional distinctions.

Course Outline

Unit 1. Introduction of Abnormal Psychology

Concept of normal and abnormal behavior. Models of abnormality.

Unit 2. Introduction to DSM-5

Differences between DSM-IV & DSM-5. Use of the DSM-5 (TR) manual.

Unit 3. Ethical Issues in Psychopathology

Examine ethical considerations in the diagnosis and treatment of psychological disorders, including confidentiality, informed consent, cultural sensitivity, professional boundaries, and the responsible use of diagnostic tools like the DSM-5 (TR).

Unit 4. Special Population

Psychopathologies with special emphasis on diagnostic features.
Diagnostic criteria. Etiology. Treatment.

Unit 5. Disorders I

Neurodevelopmental disorders. Schizophrenia spectrum & other psychotic disorders. Bipolar and related disorders. Depressive disorders. Anxiety disorders. Obsessive-compulsive and related disorders. Trauma- and stressor-related disorders. Dissociative disorders. Somatic symptoms and related disorders. Feeding and eating disorders. Elimination disorders. Sleep-wake disorders. Personality disorders.

Unit 6. Disorders II

Trauma- and stressor-related disorders. Dissociative disorders. Somatic symptoms and related disorders. Feeding and eating disorders. Elimination disorders. Sleep-wake disorders. Personality disorders.

Recommended Books/Reference Material

1. American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.; DSM-5-TR). American Psychiatric Association. <https://doi.org/10.1176/appi.books.9780890425787>
2. Barlow, D. H., Durand, V. M., & Hofmann, S. G. (2018). *Abnormal psychology: An integrative approach* (8th ed.). Cengage Learning.
3. Israel, A. C., Malatras, J. W., & Wicks-Nelson, R. (2020). *Abnormal child and adolescent psychology* (2nd ed.). Routledge.
4. Kring, A. M., & Johnson, S. L. (2022). *Abnormal psychology: The science and treatment of psychological disorders* (DSM-5-TR update; 15th ed.). John Wiley & Sons.
5. Krueger, R. F., & Blaney, P. H. (Eds.). (2023). *Oxford textbook of psychopathology*. Oxford University Press.
6. Marston, D., Gopaul, M., & Maple, T. (2024). *Comparative psychopathology: Connecting comparative and clinical psychology*. Taylor & Francis.

7. Winn, P., & Greal, M. (2024). Psychopathologies. In *Biopsychology* (pp. 141–161). Routledge.
8. Yotsidi, V., Ntakolia, C., Rannou, I., Stavrou, P. D., Ferentinos, P., Douzenis, A., & Gournellis, R. (2024). *Research in psychotherapy: Psychopathology, process and outcome*. Routledge.

Environmental Psychology

BS-Psychology

Course Code: PSY-201

Credit Hours: 03

Objectives

The main objectives of the course are to familiarize students with the concepts of Environmental Psychology, theories and perspectives, and research methods of environmental psychology. To provide knowledge about human-environment interaction and how both affect each other.

Learning Outcomes

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

1. Explore and understand various perspectives on human-environment interrelationship and develop an insight into the ways in which the environment influences our feelings and experiences.
2. Analyze how environmental factors influence human perception, cognition, attitude, personality development, and social interactions. Demonstrate understanding of ethical issues in environmental psychology, including environmental justice, sustainability, and responsible research practices.
3. Evaluate the effects of weather, climate, disasters, and environmental stressors on human behavior and adaptation. Develop a comprehensive understanding of the key concepts and theories within environmental psychology, including environmental perception, behavior, and cognition.

Course Outline

Unit 1. Introduction

Definition, scope, and application. Historical background.

Unit 2. Nature and Human Behavior

Environmental perception, cognition, & attitude. Social interaction and environment. Impact of environment on personality development and individual differences.

Unit 3. Theories of Environmental Psychology

Arousal theory. Stimulus load theory. Behaviour constraint theory. Adaptation level theory. Environment stress theory. Perception or cognition theory.

Unit 4. Ethical Issues in Environmental Psychology

Environmental Justice, Cultural Sensitivity, Ethical Research Practices, and Respect for Human Dignity and Well-being

Unit 5. Research Methods in Environmental Psychology

Questionnaire studies. Laboratory experiments. Simulation studies. Field studies. Case studies.

Unit 6. Weather, Climate and Human Behavior

Disasters, toxic hazards, and pollution. Catastrophes and human adjustments. Future environmental challenges posed to humanity. Impact of environment changes in industrial and geographical development. Personal space and territoriality. Factors in adjustment to environment: Gender, age, job, family, fashion, religion, and society. Environmental stressors and their impact.

Unit 7. Town Planning and Urbanization

Phenomenon of urbanization, planning and design for human behavior. High density and crowding. The built environment and human adjustment. Design in residential and institutional environments, work, learning and leisure environments. Changing behavior to save the environment. Mob and group behavior in environmental and cultural variances.

Recommended Books/Reference Material

1. Baum, A., & Singer, J. E. (Eds.). (1985/2020). *Advances in environmental psychology (Vol. 5): Methods and environmental psychology* (1st ed.). Routledge.
<https://doi.org/10.4324/9781003052944>
2. Carrus, G., De Gregorio, E., Caffaro, F., Pirchio, S., & Tiberio, L. (Eds.). (2023). *Current trends in environmental psychology* (Vol. I). Frontiers Media SA.
3. Edgerton, E., Romice, O., & Spencer, C. (2021). *Environmental psychology: Putting research into practice*. Cambridge Scholars Publishing.
4. Marchand, D., Weiss, K., & Pol, E. (2023). *100 key concepts in environmental psychology*. Routledge.
5. Pol, E. (1993/2024). *Environmental psychology in Europe: From architectural psychology to green psychology* (1st ed.). Routledge.
<https://doi.org/10.4324/9781003508809>
6. Townend, J. (2013). *Practical statistics for environmental and biological scientists* (2nd ed.). John Wiley & Sons.

Psychological Testing

BS-Psychology

Course Code: PSY-313

Credit Hours: 03

Objectives

To acquaint the students with the essentials of psychological testing. To introduce the students to different tools of psychological assessment. To enable them to administer, score and interpret different psychological tests. This course will also provide hand on experience of constructing an achievement test and determine its psychometric properties. The course also aims to provide students practical experience of administration, scoring, interpreting and writing report following code of ethics.

Learning Outcomes

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

1. Explain the theoretical foundations and psychometric properties of psychological tests, including reliability, validity, and the development of test norms.
2. Identify and describe major types of psychological assessments, such as intelligence tests, personality inventories, aptitude tests, and neuropsychological measures.
3. Administer, score, interpret, and report psychological tests in accordance with standardized procedures and ethical guidelines, and compile a psychological test portfolio.

Course Outline

Unit 1. Introduction to Psychological Assessment

Differentiation between psychological testing and assessment.

Psychological constructs. Assumptions of assessment. Sources of test information.

Unit 2. Characteristics of a Test

Reliability. Concept of reliability. Types and measurement of reliability. Standard error of measurement.

Unit 3. Validity and Test Norms

Meaning and purpose. Types and assessment of validity. Standard error of estimate. Definition and types of norms. Development of norms. Within group norms. Norm referenced test vs. criterion reference tests.

Unit 4. Ethical Issues in Psychological Assessment

Informed Consent, Confidentiality, Use of Standardized and Valid Tests, Cultural Sensitivity and Fairness

Unit 5. Ability Testing

Intelligence – Nature and meaning/different viewpoints. Types of intelligence tests: Stanford Binet Intelligence Scale, Wechsler Adult Intelligence Scale, Raven's Progressive matrices Aptitude tests.

Unit 6. Personality Testing

Objective personality testing: Minnesota multiphase personality inventory (MMPI), sixteen personality factors questionnaire (16PF), the big five

personality traits, Eysenck personality questionnaire. Projective techniques: Thematic Apperception Test (TAT), Rorschach inkblot test, house tree person (HTP), sentence completion tests.

Unit 7. Neuropsychological and Diagnostic Testing

Introduction to neuropsychological assessment. Types of neuropsychological tests: Halsted Battery, Luria Nebraska Battery, Dysexecutive Functioning test, Neurological Functioning inventory, Wisconsin Card sorting technique. Assessing psychiatric conditions, anxiety, depression, OCD

Unit 8. Test Construction

Different taxonomies of test; Development types of items; General guidelines for writing items; Item writing and item analysis; Approaches of item writing; Types of item analysis; Item difficulty index; Item discrimination; Index item response theory ; Item characteristics curve

Unit 9. Psychological Assessment (Practical Work)

Administration of one test from each category i.e. Ability (aptitude and intelligence), personality (projective and objective), adjustment (self and other), and neuropsychological. Writing report. Each student will prepare a portfolio of the following and evaluation will be carried out by an external examiner on the basis of portfolio and viva voce.

Recommended Books/Reference Material

1. Brickman, J., Gupta, M., & Olthmanns, J. R. (2025). Large language models for psychological assessment: A comprehensive overview. *Advances in Methods and Practices in Psychological Science*. https://doi.org/10.31234/osf.io/qm9ae_v1
2. Carroll, J. B. (2024). Psychometric tests as cognitive tasks: A new structure of intellect. In *The nature of intelligence*. Routledge.
3. Cooper, C. (2023). *An introduction to psychometrics and psychological assessment: Using, interpreting and developing tests*. Routledge.
4. Gregory, R. J. (2004). *Psychological testing: History, principles, and applications* (6th ed.). Allyn & Bacon.
5. Hanson, R. K. (2022). *Prediction statistics for psychological assessment*. American Psychological Association.

6. Loewenthal, K. M., & Lewis, C. A. (2020). *An introduction to psychological tests and scales* (4th ed.). Routledge.
7. Manske, R. C., & Magee, D. J. (2020). *Orthopedic physical assessment* (E-book). Elsevier Health Sciences.
8. Wright, A. J. (2020). *Conducting psychological assessment: A guide for practitioners* (4th ed.). John Wiley & Sons.

Cross Cultural Psychology

BS-Psychology

Course Code: PSY-204

Credit Hours: 03

Pre-requisite: Nil

Objectives

This course aims to develop students' understanding of cross-cultural psychology by examining how culture shapes human behavior, cognition, emotion, and identity. It explores key theories, research methods, and interdisciplinary links with anthropology and sociology. Emphasis is placed on processes like enculturation and acculturation, cultural influences on mental health and communication, and the critique of ethnocentrism in psychological research. Students will gain analytical skills and cultural competence to apply cross-cultural insights in diverse real-world settings.

Learning Outcomes

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

1. Explain key concepts, goals, and theoretical frameworks of cross-cultural psychology, including issues of universality vs. cultural relativity.
2. Analyze how culture shapes behavior, cognition, emotion, identity, and mental health, with reference to enculturation, acculturation, and cross-cultural adaptation.
3. Demonstrate cultural competence and critical thinking by identifying ethnocentric biases and applying cross-cultural insights to real-world contexts such as health, education, and intercultural relations.

Course Outline

Unit 1. Introduction to Cross-Cultural Psychology

Goals of cross-cultural psychology. Relationships with other disciplines. Ethnocentrism in psychology. A general framework for cross-cultural psychology. Research in cross-cultural psychology

Unit 2. Culture, Self & Identity

Culture and developmental processes. Similarities and differences in behavior across cultures. Cultural transmission, and individual development. Social behavior. Personality. Cognition. Language. Emotion. Perception.

Unit 3. Enculturation & Acculturation

Culture, language, & communication. Culture & cognition. Culture and mental health. Culture and gender. Culture & emotion. Culture & personality. Culture & mental disorders. Culture and psychotherapy as treatment. Culture & organization.

Unit 4. Pursuing Relationships between Behavior and Culture Research Strategies.

Approaches from cultural anthropology. Biology and culture. Methodological concerns. Theoretical issues in cross-cultural psychology.

Unit 5. Ethical and Cultural Considerations in Cross-Cultural Psychology

Ethical issues in cross-cultural research. Informed consent and confidentiality across cultures. Cultural sensitivity and respect for indigenous knowledge systems. Avoiding cultural bias and ethnocentrism in research and practice. Ethical challenges in applying Western psychological models globally. Guidelines from international psychological associations (e.g., APA).

Applying Research Findings Across Cultures

Unit 6. Acculturation and intercultural relations. Organizations and work. Communication and training. Health behavior. Psychology and the majority world.

Recommended Books/Reference Material

1. Bullock, M., Stevens, M. J., Wedding, D., & Clinton, A. (Eds.). (2024). *The handbook of international psychology* (2nd ed.). Routledge.
<https://doi.org/10.4324/9781315682945>

2. Jahoda, G., & Lewis, I. (Eds.). (2015). *Acquiring culture: Cross-cultural studies in child development* (Psychology Revivals). Psychology Press.
3. Keith, K. D. (Ed.). (2019). *Cross-cultural psychology: Contemporary themes and perspectives*. John Wiley & Sons.
4. Maheshkar, C., & Sonwalkar, J. (Eds.). (2023). *Handbook of research on cultural and cross-cultural psychology*. Vernon Press.
5. Nguyen-Phuong-Mai, M. (2019). *Cross-cultural management: With insights from brain science*. Routledge.
6. Shiraev, E. B., & Levy, D. A. (2024). *Cross-cultural psychology: Critical thinking and contemporary applications*. Routledge.

Psychology of Gender

BS-Psychology

Course Code: PSY-314

Credit Hours: 03

Pre-requisite: Nil

Objectives

This course aims to introduce students to the psychological foundations of gender by exploring its historical development, theoretical frameworks, and cultural contexts. It seeks to provide a critical understanding of sex and gender differences, gender role attitudes, and the psychological experiences of men and women from both global and Pakistani perspectives. The course also explores evolving gender identities and relationships, and analyzes the impact of social, legal, and cultural factors on gender roles and inequalities. By engaging with research evidence and real-world issues, students are encouraged to challenge stereotypes and develop an informed, inclusive, and culturally relevant understanding of gender.

Learning Outcomes

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

1. Explain the key concepts, scope, and historical foundations of the psychology of gender, including major theoretical perspectives.

2. Differentiate between biological sex and socially constructed gender roles and examine psychological research on sex and gender differences.
3. Analyze gender role attitudes and their emotional, cognitive, and behavioural dimensions, including sexism and discrimination.
4. Evaluate contemporary gender-related issues in both global and Pakistani contexts, with reference to legal, cultural, and psychological frameworks.

Course Outline

Unit 1. Introduction

Why study psychology of gender and its scope. History of psychology of gender. Emergence and history of psychology of women and men in the west and in Pakistan. Gender and law (PPC & Shariah). Gender and psychopathologies.

Unit 2. Gender & Related Paradigms

Sex differences and physiology. Theories of gender. Research evidence in sex differences.

Unit 3. Gender Role Attitudes

Attitudes towards men's & women's roles. Affective component: Sexism. Cognitive component: Gender role typing. Behavioral component: Sex discrimination

Unit 4. New Men, New Women, New Relationships

Changes in values, economics, and employment. New men, new women & new relationships.

Unit 5. Gender Issues in the Pakistani Context

Contemporary issues. Current Issues: Domestic violence, *sawara*, *vani*, *karo*, *kari*, killings based on honor, acid throwing, forced marriages, etc.

Unit 6. Ethical issues related to the psychology of gender,

Ethical considerations in gender-related research and data collection. Informed consent, confidentiality, and protection of vulnerable populations. Cultural sensitivity and ethical communication in gender-focused psychological practice. Avoiding gender bias and upholding respect for diversity and human rights

Recommended Books/Reference Material

1. Brannon, L. E. (2024). *Gender: Psychological perspectives* (8th ed.). Routledge.
<https://doi.org/10.4324/9781003354543>
2. Crawford, M., & Unger, R. (2004). *Women and gender: A feminist psychology*. McGraw-Hill.
3. Helgeson, V. S. (2020). *Psychology of gender* (2nd ed.). Routledge.
4. Pant, N. (Ed.). (2024). *Psychology of sexuality & mental health (Vol. 1): Indigenous approaches*. Springer Nature.
5. Rudman, L. A., & Glick, P. (2021). *The social psychology of gender: How power and intimacy shape gender relations* (2nd ed.). Guilford Publications.
6. Vindhya, U. (2024). *Feminist psychologies: Identities, relations, and well-being in India*. Taylor & Francis.
7. Wood, G. (2018). *The psychology of gender* (2nd ed.). Routledge.

Sports Psychology

BS-Psychology

Course Code: PSY-315

Credit Hours: 03

Pre-requisite: Nil

Objectives

This course aims to provide students with a comprehensive understanding of the psychological principles that influence performance, participation, and well-being in sports and physical activity. It explores major theories of motivation, arousal, anxiety, concentration, and team dynamics in the context of athletic performance. The course introduces key psychological assessment methods and performance enhancement strategies including cognitive-behavioral techniques, imagery, relaxation, and simulation training. Students will also study the effects of sports and exercise on mental health, and the psychological dynamics of individual and team sports. A strong emphasis is placed on developing practical skills to enhance athletic performance and psychological resilience among athletes.

Learning Outcomes:

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

1. Explain the historical foundations, scope, and methods of sports psychology and their application to athletic performance.
2. Analyze psychological theories related to motivation, arousal, anxiety, concentration, and their relevance in sports settings.
3. Evaluate the impact of psychological factors on team dynamics, leadership, and individual athletic performance.
4. Apply cognitive and behavioral strategies such as imagery, relaxation, and simulation to enhance sports performance and mental well-being.

Course Outline

Unit 1. Introduction to Sports Psychology

Historical background of sports psychology. Significance of sports and physical activity. Methods and measure of sports psychology.

Teams

Defining a team. Individual performance in team. Dynamics of team. Leadership skills and team building.

Unit 2. Theories and models of sports psychology

Hull's drive theory of motivation. Yerkes and Dodson's law. Atkinson's achievement motivation theory. Zajonc's drive theory. Neuromuscular theories of mental practice. Cognitive theories of mental practice. Bio-Informational theory of mental practice. Gerontology Theory. Transition Models.

Unit 3. Motivation

Introduction to motives. Self-determination theory. Competence theory. Achievement goal theory. Self-efficacy and social cognitive theory. Significant other. Integrated model of youth sport participation and withdrawal. Sport commitment model.

Unit 4. Enhancing Concentration

Development: Enhancing concentration. Attention as a 'filter'. Attention as a 'zoom lens'. Attention as a 'resource'. Assessment. Effective concentration.

Unit 5. Anxiety

Understanding anxiety. Arousal and stress relationships. Inverted-U theory and alternatives. Drive theory. Catastrophe theory. Processing efficiency theory. Conscious processing or 'reinvestment' hypothesis. Physiological measures. Self-report instruments. Physical relation technique. Simulation training and choking under pressure.

Unit 6. Sports Exercise and Mental Health

Perceptual and cognitive expertise in sports; identifying patterns of play; reading on opponents' intentions; visual search behavior. Role of deliberate practice in developing expertise in sport. Depression; anxiety; blood state; stress responsively. Self-esteem; body image; endorphin hypothesis; mastery hypothesis; distraction or time-out-hypothesis; thermo-genic hypothesis.

Unit 7. Ethical and Professional Issues in Sports Psychology

Ethical responsibilities of sports psychologists. Informed consent and confidentiality with athletes. Working with minors and vulnerable populations in sport. Dual relationships and conflicts of interest. Ethical use of performance enhancement strategies (e.g., hypnosis, simulation, arousal control). Cultural sensitivity and diversity in team sport contexts. Codes of ethics from APA, ISSP, and relevant national bodies.

Unit 8. Cognitive and Behavioral Interventions for Enhancing Sport Performance

Use of imagery and sport performance. Relaxation strategies. Arousal energizing strategies. Coach- athlete, and parent interaction. The role of hypnosis in sports: The hypnotic trait issue. Effectiveness of psychological intervention programs.

Recommended Books/Reference Material

1. Bisgaard, C. H., & Jancosek, N. (Eds.). (2024). *Handbook of cultural sports psychology*. Emerald Publishing Limited.
2. Cashmore, E. (2008). *Sport and exercise psychology: The key concepts*. Routledge.
3. Graf, P., & Dozois, D. J. (Eds.). (2021). *Handbook on the state of the art in applied psychology*. John Wiley & Sons.

4. Swettenham, L., Abbott, C., & Leis, O. (2024). Applied sport psychology in esports. In S. E. Jenny, N. Besombes, T. Brock, A. C. Cote, & T. M. Scholz (Eds.), *Routledge handbook of esports* (pp. 214–224). Routledge.

Clinical Psychology (Theory)

BS-Psychology

Course Code: PSY-316 (PSY-316L)

Credit Hours: 03 (2-1)

Pre-requisite: Nil

Objectives

This course aims to Introduce students to the fundamental concepts, historical evolution, and ethical considerations of clinical psychology. Differentiate between clinical and counseling psychology and familiarize students with various career paths in the field. Develop basic clinical communication and interviewing skills. Provide a foundational understanding of diagnostic procedures and therapeutic approaches. Equip students with hands-on experience in case formulation, interviewing, and therapeutic documentation under supervision.

Learning Outcomes

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

1. Explain the nature, scope, and professional responsibilities of clinical psychologists.
2. Differentiate between clinical and counseling psychology and articulate ethical standards in clinical practice.
3. Demonstrate basic communication and interviewing skills required in clinical settings.
4. Identify major diagnostic tools and therapy models used in clinical psychology.
5. Apply theoretical knowledge to real-life clinical casework, including assessment, diagnosis, and therapy planning.
6. Prepare well-structured clinical case reports and reflect critically on therapeutic processes.

Course Content

Unit 1. Nature and Scope of Clinical Psychology

Definition and core concepts of clinical psychology, Differences between clinical and counseling psychology, Career opportunities in clinical psychology, Historical development of clinical psychology, Overview of diagnostic classification systems (DSM-V), Ethical principles in clinical psychology practice

Unit 2. Communication Skills

Importance of effective communication in clinical settings, Verbal and non-verbal communication, Active listening and empathy, Building therapeutic alliance

Unit 3. Clinical interviews

Types of clinical interviews, Intake Interview, Case History Interview, Diagnostic Interview, Structure and components of interviews, Do's and Don'ts in clinical interviewing

Unit 4. Clinical Assessment, Diagnosis and Therapeutic Interventions

Overview of assessment methods: structured/unstructured tools, Major therapeutic models, Psychoanalysis, Behavioral Therapy, Cognitive Behavioral Therapy (CBT), Rational Emotive Behavior, Therapy (REBT), Gestalt Therapy, Contemporary and integrative approaches

Unit 5. Ethical Considerations in Clinical Psychology

Importance of ethics in clinical practice, Informed consent and confidentiality, Professional boundaries and dual relationships, Competence and responsibility, Ethical issues in assessment, diagnosis, and record-keeping, Cultural sensitivity and ethical decision-making

Recommended Books/Reference Material

1. Bennett, P. (2021). *Clinical psychology, research and practice: An introductory text* (4th ed., e-book). McGraw-Hill Education (UK).
2. Bernstein, D. A., Teachman, B. A., Olatunji, B. O., & De Los Reyes, A. (2024). *Introduction to clinical psychology: Bridging science and practice* (10th ed.). Cambridge University Press.

3. Davey, G. C. L. (2021). *Psychopathology: Research, assessment and treatment in clinical psychology* (1st ed.). John Wiley & Sons.
4. Davey, G., Lake, N., & Whittington, A. (Eds.). (2020). *Clinical psychology*. Routledge.
5. Logan, C., & Johnstone, L. (Eds.). (2023). *Managing clinical risk: A guide to effective practice*. Taylor & Francis.
6. Marston, D. C., Gopaul, M., & Maple, T. L. (2024). *Comparative psychopathology: Connecting comparative and clinical psychology*. Routledge.
7. Young, J., Paskell, R., & Butler, C. (2024). *An illustrated guide to clinical psychology*. Jessica Kingsley Publishers.

Clinical Psychology (Lab)

BS-Psychology

Course Code: PSY-316 L

Credit Hours: 01

Pre-requisite: Nil

Objectives

This course provides students with practical, hands-on experience in core clinical psychology skills essential for assessment and diagnosis. It trains students to conduct clinical interviews, perform mental status examinations, and administer and interpret basic psychological assessments. The course also teaches students how to identify and classify psychological symptoms using the DSM-5, write clinical notes, and develop introductory case formulations and treatment plans. Emphasis is placed on ethical decision-making, professional documentation, and peer-reviewed skill development through simulations and role-play exercises.

Learning Outcomes

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

1. Conduct clinical interviews and mental status examinations (MSE).
2. Formulate a basic clinical case and propose appropriate treatment suggestions.
3. Apply ethical and professional guidelines in simulated clinical settings.

Course Outline

- Unit 1.** Ethical Principles in Clinical Work, Review of ethical codes (APA, local regulatory bodies), Discussion of informed consent, confidentiality, and professional boundaries, Group case scenarios on ethical dilemmas
- Unit 2.** Case History Taking Format and Practice Components of a case history (personal, medical, psychological, family), Observation of a demo session, Pair-based role-play as clinician and client
- Unit 3.** Mental Status Examination (MSE) – Components & Practice
Overview of MSE domains (appearance, mood, cognition, etc.), Watch and evaluate a sample MSE video, Practice MSE in pairs using mock clients, Fill MSE observation forms
- Unit 4.** Simulated Client Interviews (MSE + History)
Conduct full 15-minute simulated intake sessions, Record key symptoms and history, focus on establishing rapport
- Unit 5.** Written Case Report
Submit full written report based on 2 cases including: Case history, MSE summary, Test administration, Diagnosis and Tentative Case formulation, Proposed Treatment plan, Reflection on Clinician's Role and Session Dynamics

Note: Half of the syllabus will be covered before the midterm, and the remaining half will be covered after the midterm.

Recommended Books/Reference Material

1. Mayers, S. T., Mayers, S., & Mwale, A. (2018). Becoming a clinical psychologist: Everything you need to know. Routledge.
2. Norcross, J. C., & Sayette, M. A. (2022). Insider's guide to graduate programs in clinical and counseling psychology: 2022/2023 edition. Guilford Publications.
3. Davey, G. (2023). Clinical psychology (3rd ed.). Routledge.

Positive Psychology

BS-Psychology

Course Code: PSY-405

Credit Hours: 03

Pre-requisite: Nil

Objectives

The objective of this course is to introduce undergraduate students to the scientific study of human strengths, well-being, and flourishing. The course aims to explore key concepts, theories, and empirical findings in positive psychology, including happiness, optimism, resilience, gratitude, mindfulness, and meaning in life. Students will learn how to apply positive psychology principles to enhance their personal growth, academic performance, relationships, and overall life satisfaction, while also critically evaluating the scientific evidence behind positive interventions and practices.

Learning Outcomes

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

1. Explain key concepts, theories, and research in positive psychology, including happiness, well-being, resilience, character strengths, and flourishing.
2. Analyze the role of positive emotions, strengths, and meaning-making in enhancing psychological well-being across diverse life domains such as work, education, and relationships.
3. Apply evidence-based positive psychology interventions (e.g., gratitude exercises, mindfulness, strength-based practices) to promote mental health and personal growth in self and others.

Course Outline

Unit 1. Foundations of Positive Psychology

An introduction. Subjective well-being & happiness. Flow & savoring.

Unit 2. Character Strengths

Optimism, Positive illusions and playfulness, Creativity, giftedness & industry, Judgment, wisdom & fairness. Emotional intelligence & prudence, Religion, spirituality & transcendence, Love, kindness & healthy relationships, Gratitude & zest, Hope, modesty & forgiveness, Altruism & empathy & social intelligence, Self-efficacy and positive development.

Unit 3. Cross-cultural Positive Psychology

Culture free vs. Culture determinism, The interactive approach, The influence of Chinese culture, American versus Chinese.

Unit 4. Positive Prevention

Positive therapy of rogers and person centered approaches, Promoting Self-awareness and personal growth, Emotional and Cognitive Wellness , Social and relational wellness, Resilience and Life-Skills

Unit 5. Applied Positive Psychology

Positive Psychology in Education, healthcare and Workplace, Designing Positive Psychology Interventions and Plans

Recommended Books/Reference Material

1. Burke, J. (2025). *The foundation of positive psychology: A compilation of key studies, theory, and practice*. Routledge.
2. Ivtzan, I., Lomas, T., Hefferon, K., & Worth, P. (2015). *Second wave positive psychology: Embracing the dark side of life*. Routledge.
3. Lopez, S. J. (Ed.). (2011). *The encyclopedia of positive psychology*. John Wiley & Sons.
4. Park, G. H., & Corn, A. (2024). Positive psychology. In *Applied exercise psychology*. Routledge.
5. Pasha-Zaidi, N. (2021). *Toward a positive psychology of Islam and Muslims*. Springer International Publishing.
6. Rashid, T., Gillham, J., & Anjum, A. (2024). *Strengths-based resilience: A practitioner's manual for the SBR program*. Hogrefe Publishing.
7. Snyder, C. R., Lopez, S. J., Edwards, L. M., & Marques, S. C. (Eds.). (2020). *The Oxford handbook of positive psychology* (3rd ed.). Oxford University Press.
8. Steve, B., & Marie, C. (2014). *Positive psychology*. Pearson Education India.
9. Zelenski, J. (2020). *Positive psychology: The science of well-being*. SAGE Publications India.

Counselling Psychology (Theory)

BS-Psychology

Course Code: PSY-317 (PSY-317L)

Credit Hours: 03 (2-1)

Pre-requisite: Nil

Objectives:

The course aims to Introduce the foundational theories, principles, and practices of counseling psychology. It further aims to develop an understanding of the counseling process, ethics, and client issues by fostering essential interpersonal and reflective skills for effective counseling. Additionally, the course aims to enhance awareness of cultural and contextual factors influencing client-counselor dynamics.

Learning Outcomes

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

1. **Define the field of counseling psychology**, its historical evolution, and major areas of practice.
2. **Explain and compare core counseling theories and approaches**, including psychodynamic, CBT, and humanistic frameworks.
3. **Describe the key stages of the counseling process** and identify techniques that promote effective helping relationships.
4. **Reflect on personal values, attitudes, and biases**, and assess their potential impact on the counseling relationship.

Course Outline

Unit 1. Introduction to Counselling

On becoming a counselor. Building a counselling relationship. Working in counselling relationship. Termination of counselling relationship.

Unit 2. Core Counselling Activities

The nature and importance of assessment in counselling. The assessment interview. Types of initial interviews.

Unit 3. Testing and Assessment in Counselling

Achievement tests. Aptitude tests, Personality tests. Intelligence tests. Interest and occupational tests.

Unit 4. Types of Counselling

Person centered counselling (Humanistic), Cognitive behavioral counselling, Existential counselling, Gestalt, Psychodynamic Counseling, and behavioral Counseling.

Unit 5. Ethical and Legal aspects of Counselling

Ethical principles and professional codes of conduct, Legal responsibilities and confidentiality in counselling,
Application of counseling in specific settings (e.g., schools, hospitals, community centers, workplace)

Recommended Books/Reference Material

1. Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10th ed.). Cengage Learning.
2. Hays, D. G., & Erford, B. T. (2017). *Developing multicultural counseling competence*. Pearson.
3. Matson, J. L. (Ed.). (2023). *Handbook of clinical child psychology: Integrating theory and research into practice*. Springer Nature.
4. Miville, M. L., Bensmiller, N., & Tatian, M. L. V. (2024). *Counseling and gender: Intersectional approaches for practice, research, and advocacy*. Springer Nature.
5. Norcross, J. C., & Sayette, M. A. (2023). *Insider's guide to graduate programs in clinical and counseling psychology*. Guilford Publications.
6. Remley, T. P., & Herlihy, B. (2014). *Ethical, legal, and professional issues in counseling*. Pearson.
7. Smith-Adcock, S., & Tucker, C. (Eds.). (2023). *Counseling children and adolescents: Connecting theory, development, and diversity*. SAGE Publications.
8. Wong, P. T. (Ed.). (2023). *A second-wave positive psychology in counselling psychology: A paradigm shift*. Taylor & Francis.

Counselling Psychology (Lab)

BS-Psychology

Course Code: PSY-317 L

Credit Hours: 01

Pre-requisite: Nil

Objectives

This course provides students with practical, hands-on experience in applying basic counseling techniques in a controlled, educational setting. It teaches students how to conduct structured and semi-structured counseling sessions, and how to develop effective communication, empathy, and rapport-building skills. This course instructs students on how to use active listening, reflective responding, and ethical decision-making while engaging in mock counseling situations based on real-life psychological concerns.

Learning Outcomes

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

1. Apply basic counselling techniques through role-plays.
2. Practice client-cantered communication and rapport building.
3. Reflect on personal counselling style and receive constructive feedback.
4. Understand and apply ethical principles in simulated counselling sessions.

Course Outline

- | | |
|----------------|--|
| Unit 1. | <u>Ethical Boundaries & Confidentiality in Practice</u>
Common ethical dilemmas, Role-play situations involving dual relationships, disclosure, and limits to confidentiality |
| Unit 2. | <u>Active Listening & Attending Skills</u>
Teach verbal and non-verbal attending behaviors (eye contact, posture, silence), Demonstration and practice in pairs |
| Unit 3. | <u>Open-Ended Questions & Minimal Encouragers</u>
Discussion on types of questions and their impact, Practice identifying and converting closed-ended to open-ended questions, Dyad exercises using prompts |
| Unit 4. | <u>Paraphrasing, Summarizing, and Reflection of Feelings</u>
Definitions and differences among the three techniques, Observe and analyse short counselling clips, Practice triads (counsellor, client, observer) |

Unit 5. Written Case Report

Submit full written report based on 2 cases including:
Client Background and Presenting Problem, Initial Counselling Goals,
Counselling Approach / Orientation Applied, Tentative Formulation,
Proposed Intervention Plan, Reflection on Counsellor's Role and Session
Dynamics

Note: Half of the syllabus will be covered before the midterm, and the remaining half will be covered after the midterm.

Recommended Books/Reference Material

1. Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10th ed.). Cengage Learning.
2. Norcross, J. C., & Sayette, M. A. (2022). *Insider's guide to graduate programs in clinical and counseling psychology: 2022/2023 edition*. Guilford Publications.
3. Palmer, S. (2015). *The beginner's guide to counselling & psychotherapy*. SAGE Publications.
https://www.google.com.pk/books/edition/The_Beginner_s_Guide_to_Counselling_Psyc/h9ttBgAAQBAJ?hl=en
4. Skovholt, T. M., & Jennings, L. (2016). *Master therapists: Exploring expertise in therapy and counseling*. Routledge.
https://www.google.com.pk/books/edition/Master_Therapists/mdbeDAAAQBAJ?hl=en&gbpv=0

Forensic Psychology

BS-Psychology

Course Code: PSY-414

Credit Hours: 03

Pre-requisite: Nil

Objectives

The course focuses on the application of psychological knowledge and methods to the tasks faced by the legal system. General areas to be covered include, but are not limited to criminal psychology, crime and society, and violence and victimization. Students will acquire a broad foundation of knowledge around key theories and ideas of psychological science, critically analyse historic perspectives and contemporary issues, and explore the social nature of crime and deviance.

Learning Outcomes

Upon completion of the course, the student will be able to:

1. Explain the scope, history, and roles of forensic psychology, including the functions and responsibilities of forensic psychologists.
2. Apply psychological theories to analyze criminal behavior and evaluate the psychological and social factors influencing it.
3. Classify and apply forensic assessment techniques in hypothetical scenarios while considering ethical and legal implications.
4. Examine crime-related issues such as juvenile delinquency, domestic violence, and drug abuse, and propose prevention and intervention strategies within psychological and legal frameworks.

Course Outline

Unit 1. Forensic Psychology: Introduction and Overview

What is Forensic Psychology? Forensic Psychologists: Roles and responsibilities, History of Forensic Psychology, Ethical and Professional issues for forensic psychologists (APA's Division on Forensic psychology).

Unit 2. Criminal Psychology: Understanding Crime

Theories of crime and violent behavior, Mental disorders and crime, Psychopathy and Crime, Media and crime: effects on children and youth.

Unit 3. Crime and Society

Juvenile delinquency and crime, Bullying and Victimization, Harassments and Sexual Harassment: increased awareness and conceptualization, Rape

trauma Syndrome: relationship of RTS to PTSD, Drug Abuse and related issues, Terrorism and related issues.

Unit 4. Forensic Assessment

Forensic assessment techniques, Principles of psychological assessment in a forensic context, Ethical considerations in forensic assessments, Forensic assessment in Pakistan, Case formulation and management planning.

Unit 5. Violence, Abuse & Victimization in Family

Understanding crime and violence in the family, Domestic violence: violent victimization in family, Child abuse & Neglect: types and causes

Unit 6. Future Directions in Forensic Psychology

Current trends and prospects, Role in crime prevention, The impact of technology on forensic psychology, Future research directions.

Recommended Books/Reference Material

1. Bonta, J., & Andrews, D. A. (2023). *The psychology of criminal conduct* (7th ed.). Routledge. <https://doi.org/10.4324/9781003292128>
2. Bartol, C. R., & Bartol, A. M. (2025). *Introduction to forensic psychology: Research and application* (7th ed.). Sage Publications.
3. Gavin, H. (2024). *Criminological and forensic psychology* (3rd ed.). SAGE Publications Ltd.
4. Pozzulo, J., Bennell, C., & Forth, A. (2022). *Forensic psychology* (6th ed.). Pearson Education.
5. Humphrey, J. A., & Schmalleger, F. A. (2021). *Deviant behavior*. SAGE Publications, Inc. (Advance online publication January 12, 2023). <https://doi.org/10.4135/9781544394947>
6. Shipley, S. L., & Arrigo, B. A. (2012). *Introduction to forensic psychology: Issues and controversies in crime and justice* (3rd ed.). Academic Press.

Psychology and Emerging Technologies

BS-Psychology

Course Code: PSY-415

Credit Hours: 03

Pre-requisite: Nil

Objectives

This course explores the interplay between psychology and modern technology, examining both how emerging technologies shape human behavior and how psychological science informs technology design. Advances such as AI, VR, wearable devices and social media influence people's well-being, cognition, and social relationships. Students will learn to critically evaluate these technologies, develop digital literacy, and balance the benefits of innovation against challenges like privacy, equity, and ethical use in psychological practice.

Learning Outcomes

Upon completion of the course, the student will be able to:

1. Explain the scope and evolution of psychology in relation to emerging technologies, including key concepts, historical developments, and the roles of psychologists in areas like cyberpsychology and human-computer interaction.
2. Apply psychological theories and methods to analyze how digital environments (e.g., social media, online gaming) influence cognition, emotion, and behavior.
3. Identify and evaluate psychological technologies such as telehealth platforms, VR/AR systems, and wearable sensors, and discuss their ethical implications through applied scenarios.
4. Examine psychological and social challenges in the digital domain—such as cyberbullying, internet addiction, and social media's impact on mental health—and design evidence-based prevention or intervention strategies.

Course Outline

Unit 1. Psychology & Emerging Technologies: Introduction and Overview

Definitions and evolution of digital psychology; historical context of technology in psychological research and practice; roles of psychologists in technology (e.g. UX researchers, media psychologists); fundamentals of digital literacy for psychologists; ethical and professional issues in tech-enabled practice (e.g. digital ethics, regulatory guidelines).

Unit 2. Digital Society and Human Behavior

Theories of media influence and online behavior; psychological effects of social media, the Internet, and smartphone use on individuals and society; cyberbullying and online harassment: causes, consequences, and coping strategies; Internet and gaming addiction: assessment and treatment; identity and self-presentation in online communities; misinformation and digital stress.

Unit 3. Artificial Intelligence and Data Analytics in Psychology

Overview of AI, machine learning, and big data concepts; applications in psychological assessment and therapy (e.g. predictive models, chatbots, virtual assistants); AI for personalized interventions and behavior prediction; use of big data and analytics in behavioral research; ethical challenges of AI in psychology (data privacy, algorithmic bias, transparency).

Unit 4. Virtual and Augmented Reality Applications

Introduction to VR/AR technologies and their psychological underpinnings; virtual reality exposure therapy for phobias, anxiety, PTSD, and rehabilitation; augmented reality for skill training and therapy; serious games and gamification for mental health and learning; evaluating efficacy, usability, and user experience of immersive interventions; future of VR/AR in psychological science.

Unit 5. Human–Computer Interaction and Emerging Tools

Human–computer interaction principles in technology design; wearable devices and mobile health apps for monitoring health and behavior; neurotechnology and brain-computer interfaces: principles and psychological applications (e.g. neurofeedback, communication aids); social robots and AI companions in education and therapy; Internet of Things (IoT) and smart environments for enhancing well-being.

Unit 6. Ethical, Legal, and Future Directions

Digital ethics: privacy, confidentiality, consent, digital well-being, and the digital divide; legal/regulatory issues (e.g. telehealth licensure, data protection laws); critical evaluation of technology claims and evidence-based practice; emerging trends in digital psychology (e.g. metaverse, bio-sensing tech, cognitive computing); future research directions; the role of psychologists in policy-making and responsible tech development.

Recommended Books/Reference Material

1. Attrill-Smith, A., Fullwood, C., & Keep, M. (Eds.). (2019). The Oxford handbook of cyberpsychology. Oxford University Press.
2. Passos, I. C., Rabelo-da-Ponte, F. D., & Kapczinski, F. (Eds.). (2023). Digital mental health: A practitioner's guide. Springer International Publishing.
<https://doi.org/10.1007/978-3-031-10698-9>.
3. APA Member Services. (2024). Artificial intelligence: Redefining the future of psychology. Monitor on Psychology. American Psychological Association.
<https://www.apa.org/monitor/2025/01/trends-harnessing-power-of-artificial-intelligencefield>.
4. Sweeney, C., et al. (2021). Can chatbots help support a person's mental health? ACM Transactions on Computing for Healthcare, 2(3), Article 25.
<https://doi.org/10.1145/3453175>.
5. World Health Organization. (2021). Ethics & governance of artificial intelligence for health: WHO guidance [Policy report].
<https://www.who.int/publications/i/item/9789240029200>.
6. Zhao, J., et al. (2022). Cognitive psychology-based artificial intelligence review. Frontiers in Neuroscience, 16, Article 1024316.
<https://doi.org/10.3389/fnins.2022.1024316>.

11. List of Electives (Major) Courses

Sr. No.	Course Code	Course Title	Pre-Requisite	Credit Hours
1.	PSY-318	Research Methods	Nil	03
2.	PSY-319	Psychological Intervention in Disaster Management	Nil	03
3.	PSY-417	Occupational Health and Safety	Nil	03
4.	PSY-408	Health Psychology	Nil	03
5.	PSY-406	Peace Psychology	Nil	03
6.	PSY-412	Criminal Psychology	Nil	03
7.	PSY-411	School Psychology	Nil	03
8.	PSY-320	Psychology of Deviant Behavior	Nil	3
9.	PSY-321	Trauma Psychology	Nil	3
10.	PSY-322	Educational Psychology	Nil	3
11.	PSY-323	Psychology of Aging	Nil	3
12.	PSY-419	Rehabilitation Psychology	Nil	3
13.	PSY-420	Psychology of Leadership	Nil	3
14.	PSY-421	Human Resource Management	Nil	3

Note. Electives in the last four semesters must be offered from this pool.

12.Course Outlines of Electives (Major)

Research Methods

BS-Psychology

Course Code: PSY-318

Credit Hours: 3

Pre-requisite: Nil

Course Objectives:

This course introduces students to the principles, methods, and ethical standards of scientific psychological research. It covers the foundations of research design, hypothesis development, data collection methods, and statistical interpretation. Students will learn how to critically evaluate psychological studies and design basic research projects:

Learning Outcomes:

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

1. Explain the scientific method and research process in psychological inquiry.
2. Differentiate between descriptive, correlational, experimental, and qualitative designs.
3. Apply sampling techniques and data collection methods in hypothetical studies.
4. Evaluate the ethical issues in conducting psychological research.
5. Interpret basic descriptive and inferential statistics using psychological data.
6. Design a research proposal including hypothesis, method, and ethical considerations.

Course Outline

Unit 1. Introduction to Psychological Research

Nature of scientific research in psychology, Goals of psychological research (description, prediction, explanation), Scientific method and critical thinking

Unit 2. Ethics in Psychological Research

APA Code of Ethics: Informed consent, deception, confidentiality, debriefing, Research with vulnerable populations, Institutional Review Boards (IRBs)

Unit 3. Research Designs

Descriptive research (surveys, case studies, naturalistic observation), Correlational research (correlation coefficients, interpreting relationships), Experimental design (independent/dependent variables, control groups, random assignment), Quasi-experimental and field research designs, Longitudinal vs. cross-sectional studies

Unit 4. Variables, Sampling, and Hypotheses

Operational definitions and levels of measurement, Types of variables, Sampling techniques: random, stratified, convenience, snowball, Hypothesis development and types (directional, null)

Unit 5 Data Collection Techniques

Questionnaires and surveys, Interviews, Observational methods, psychological tests and physiological measures

Unit 6 Qualitative Research in Psychology

Basic qualitative methods: interviews, focus groups, thematic analysis, Differences from quantitative research, Strengths and limitations

Unit 7 Writing and Presenting Research

APA format for research papers, Components of a research report: abstract, intro, method, results, discussion, designing posters and presentations, Evaluating published journal articles

Recommended Books/Reference Material

1. **Bogden, R. C., & Biklen, S. K.** (2017). *Qualitative research for education: An introduction to theories and methods* (5th ed.). Pearson Education.
2. **Braun, V., & Clarke, V.** (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
3. **Bryman, A.** (2016). *Social research methods* (5th ed.). Oxford University Press.
4. **Creswell, J. W., & Guetterman, T. C.** (2019). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (6th ed.). Pearson.

5. **Northcutt, N., & McCoy, D.** (2024). *Interactive qualitative analysis: A systems method for qualitative research*. SAGE Publications.
6. **Rubin, A. T.** (2021). *Rocking qualitative social science: An irreverent guide to rigorous research*. Stanford University Press.
7. **Saldaña, J.** (2021). *The coding manual for qualitative researchers* (4th ed.). SAGE Publications Ltd.
8. **Vanover, C. F., Mihas, P. A., & Saldaña, J.** (Eds.). (2022). *Analyzing and interpreting qualitative research: After the interview*. SAGE Publications.

Psychological Interventions in Disaster Management

BS-Psychology

Course Code: PSY-319

Credit Hours: 03

Pre-requisite: Nil

Objectives

Disasters are traumatic events which are dangerous, overwhelming, and usually sudden. The course focuses on the components of the emergency response framework, traumatic stress, psychological first aid, social psychological and industrial/organizational applications, the role of the media and cultural beliefs and practices pertaining to the mental health practices.

Learning Outcomes

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

1. Describe and understand various types of disasters (natural, environmental, mass casualty, public health emergencies, terrorism, and bioterrorism).
2. Evaluate the psychosocial impact of disaster on individuals, families, groups, and communities, and to analyze examples of legal, ethical, and organizational issues associated with disaster preparedness and response.
3. Design and apply social psychological concepts to human behavior in a disaster context and to cope and implement different psychological and social management techniques during a disaster event.

Course Outline

Unit 1. Introduction and Overview

Reactions and risk factors affecting the mental health of survivors. Fear, resilience and groupthink. Panic, paralysis and altruism. Trauma & stress related disorders. Organizational, legal, ethical, and moral issues related to disaster response.

Unit 2. Psychological First Aid

Evaluation steps. Debriefing. Critical incident stress debriefing (CISD)

Unit 3. Differences and Diversity in the experiences, effects, and treatment to trauma

Pre-incident mental health and pre-existing mental health conditions. Special population (refugees / children of war / gender). Culture and ethnicity impact exposure, effects, and treatment of trauma.

Unit 4. Interventions

Cognitive behavioral intervention. Counselling in management of disaster. Stress management. Critical incident stress management (CISM) program. Interventions of post-traumatic stress disorder. Psycho-social counseling.

Unit 5. Self-Care for Clinicians / practitioners Treating Trauma

Secondary / vicarious traumatization among clinicians working with trauma. Transference and countertransference. Methods of self-awareness & self-care.

Recommended Books/Reference Material

1. Fonio, C., Widera, A., & Zwęgliński, T. (Eds.). (2023). *Innovation in crisis management*. Routledge. <https://doi.org/10.4324/9781003256977>
2. Gordon, N., Farberow, N. L., & Maida, C. A. (2013). *Children and disasters*. Routledge.
3. Halpern, J., & Vermeulen, K. (2017). *Disaster mental health interventions: Core principles and practices*. Taylor & Francis.
4. Kennedy, C. H., & Zillmer, E. A. (Eds.). (2022). *Military psychology: Clinical and operational applications*. Guilford Publications.
5. Olsen, A. (2022). *Understanding vicarious trauma: The effects of risk factors, protective factors, and trauma-informed care implementation on vicarious trauma symptoms* (Doctoral dissertation). Palo Alto University.

6. Rai, P. K., Singh, P., Mishra, V. N., & Resilience, S. C. (2021). *Recent technologies for disaster management and risk reduction: Sustainable community resilience and responses*. Springer International Publishing.
7. Stoddard, F. J., Katz, C. L., & Brenner, G. H. (Eds.). (2025). *Disaster psychiatry: Readiness, evaluation, and treatment* (2nd ed.). American Psychiatric Association Publishing.
8. Stoddard, F. J., Katz, C. L., & Brenner, G. H. (Eds.). (2024). *Disaster psychiatry: Readiness, evaluation, and treatment* (2nd ed.). American Psychiatric Publishing.
<https://doi.org/10.1176/appi.books.9780873182522>
9. Everly, G. S. Jr., & Lating, J. M. (2022). *The Johns Hopkins guide to psychological first aid* (2nd ed.). Johns Hopkins University Press.

Occupational Health and Safety

BS-Psychology

Course Code: PSY-417

Credit Hours: 03

Pre-requisite: Nil

Objectives

This course explores the psychological foundations of occupational health and safety with a focus on how mental, emotional, behavioral, and social factors influence employee well-being and workplace safety. Students will examine work-related stress, human error, safety behaviors, risk perception, and mental health in the workplace. It emphasizes psychological principles in hazard recognition, accident prevention, and safety culture development.

Learning Outcomes

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

1. Explain the core principles and regulatory frameworks of occupational health and safety, including the roles of employers, employees, and safety professionals in promoting workplace well-being.
2. Identify and assess physical, chemical, biological, and psychosocial hazards in the workplace, and recommend appropriate prevention and control strategies.

3. Analyze the impact of workplace stressors (e.g., workload, shift work, harassment) on employee mental health and job performance, and propose evidence-based interventions to enhance occupational well-being.

Course Outline

Unit 1. Introduction to Occupational Health and Safety Psychology

Definition and scope of OHS Psychology, Difference between general OHS and OHS Psychology, Importance of psychological well-being in occupational environments, Roles of psychologists in workplace health and safety

Unit 2. Psychological Risk Factors in the Workplace

Stress, burnout, and emotional exhaustion, Job demands–resources model (JD-R), Bullying, harassment, and psychosocial hazards, Sleep, fatigue, and shift work

Unit 3. Human Behavior and Workplace Accidents

Human error theories (Reason's Swiss Cheese Model), Risk perception and behavioral safety, Motivation and compliance in safety behavior, Personality and accident proneness

Unit 4. Ergonomics and Cognitive Load

Cognitive ergonomics: attention, memory, decision-making, Workspace design and psychological comfort, Effects of poor ergonomics on mental health and productivity

Unit 5. Mental Health and Organizational Well-being

Workplace mental health challenges (anxiety, depression, trauma), Occupational stress interventions (CBT at work, mindfulness), Work-life balance and psychological flexibility

Unit 6. Leadership, Culture, and Safety Climate

Psychological safety in teams, Transformational leadership and employee well-being, Developing a positive safety climate and trust, Leadership styles and their psychological impact

Unit 7. Legal, Ethical, and Cultural Issues in OHS Psychology

Psychological ethics in safety programs, National and international frameworks (ILO, OSHA, WHO), Cross-cultural perspectives on risk and safety, Mental health stigma in the workplace

Unit 8. Health Promotion, Prevention, and Applied Strategies

Health psychology in workplace interventions, Positive psychology and well-being initiatives at work, Safety training using behavioral techniques

Recommended Books/Reference Material

1. Reese, C. D. (2003). *Occupational health and safety management: A practical approach* (1st ed.). CRC Press. <https://doi.org/10.1201/9781420056600>
2. Arezes, P. M., Baptista, J. S., Barroso, M. P., Carneiro, P., & Cordeiro, P. (Eds.). (2020). *Occupational and environmental safety and health II* (Vol. 277, *Studies in Systems, Decision and Control*). Springer International Publishing.
3. Jex, S. M., & Britt, T. W. (Eds.). (2024). *Elgar encyclopedia of occupational health psychology*. Edward Elgar Publishing.
4. Schultz, D. P., & Schultz, S. E. (2020). *Psychology and work today* (10th ed.). Routledge.
5. Jex, S. M., Britt, T. W., & Thompson, C. A. (2024). *Organizational psychology and organizational behavior: Evidence-based lessons for creating sustainable organizations* (4th ed.). Wiley.

Health Psychology

BS-Psychology

Course Code: PSY-408

Credit Hours: 03

Pre-requisite: Nil

Objectives

This course introduces students to the psychological aspects of health and illness, including physiological disorders and the impact of stress on the immune system. It covers key research methods used in health psychology and examines how psychological factors like stress, coping, grief, and bereavement influence physical health. Students will learn about practical applications of health psychology in managing physical ailments and promoting healthy lifestyles within communities. The course also explores psychological

interventions such as cognitive-behavioral therapy and counseling to improve health outcomes.

Learning Outcomes

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

1. Explain foundational concepts in health psychology, including the interplay between psychological factors, stress, the immune system, and the development or progression of physical disorders.
2. Describe and evaluate key research methods used in health psychology, such as longitudinal, experimental, correlational, and qualitative approaches including interviews.
3. Analyze the impact of psychological processes—such as stress, coping mechanisms, grief, and bereavement—on physical health, illness progression, and overall well-being.
4. Apply health psychology principles in practical contexts, including illness management, health promotion, behavioral change, community health interventions, and therapeutic approaches such as cognitive-behavioral therapy and counseling.

Course Outline

Unit 1. Foundations of Health Psychology

Definition and scope of health psychology, Biopsychosocial model vs. biomedical model, The relationship between psychological factors and physical health, Overview of physiological disorders, Role of the immune system and stress in health and illness, Major theoretical models in health psychology (e.g., Health Belief Model, Theory of Planned Behavior, Transtheoretical Model)

Unit 2. Research Methods in Health Psychology

Longitudinal and cross-sectional designs, Experimental and quasi-experimental methods, Correlational research, Interview and survey methods, Prospective vs. retrospective approaches, Ethical considerations in health psychology research

Unit 3. Psychological Factors and Physical Health

Stress and its physiological impact, Coping mechanisms (problem-focused, emotion-focused, avoidant), Grief and bereavement processes, Psychoneuroimmunology: linking mind, brain, and immunity, Personality traits (e.g., Type A behavior, optimism) and their health implications

Unit 4. Applied Health Psychology

Psychological aspects of chronic illnesses (e.g., cardiovascular disease, diabetes, cancer), Health risk behaviors (e.g., smoking, poor diet, physical inactivity), Promoting healthy behaviors and prevention strategies, Role of health psychologists in hospitals, primary care, and public health, Community-based health initiatives and behavior change campaigns

Unit 5. Psychological Interventions in Health Psychology

Cognitive Behavioral Therapy (CBT) for health-related issues, Counseling approaches in health settings, Mindfulness and stress management techniques, Motivational interviewing, Evaluating the effectiveness of psychological interventions

Recommended Books/Reference Material

1. Baum, A., Revenson, T. A., & Singer, J. (2012). *Handbook of health psychology*. Psychology Press.
2. Brannon, L., & Feist, J. (2023). *Health psychology: An introduction to behavior and health* (9th ed.). Cengage Learning.
3. Brannon, L., Updegraff, J. A., & Feist, J. (2018). *Health psychology: An introduction to behavior and health*. Cengage Learning.
4. Cook, E., & Wood, L. (2020). *Health psychology: The basics*. Routledge.
5. Gurung, R. A. (2018). *Health psychology*. Cambridge University Press.
6. Ogden, J. (2019). *Health psychology* (6th ed.). McGraw-Hill Education.
7. Rathus, S. A., & Nevid, J. S. (2021). *Exploring health psychology*. John Wiley & Sons.
8. Sarafino, E. P., & Smith, T. W. (2014). *Health psychology: Biopsychosocial interactions*. John Wiley & Sons.
9. Taylor, S. E., & Stanton, A. L. (2025). *Health psychology* (11th ed.). McGraw-Hill Education.

Peace Psychology

BS-Psychology

Course Code: PSY-406

Credit Hours: 03

Pre-requisite: Nil

Objectives

To become more knowledgeable concerning the core concepts and methods involved in peace psychology. To become familiar with various forms of direct violence ranging from intimate violence to mass violence and war. To understand the concept of structural violence and its impact on individuals, groups, and communities. To become familiar with the importance of and the strategies involved in understanding of the various aspects of conflict including partisan perceptions.

Learning Outcomes

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

1. Develop a thorough understanding of the core concepts, theories, and key principles within the field of peace psychology.
2. Explore the psychological factors that contribute to conflict, including prejudice, aggression, and violence.
3. Critically analyze the dynamics of conflict and to work toward peaceful solutions.

Course Outline

Unit 1. Introduction to Peace Psychology

Psychological causes and effects of violence and non-violence.

Unit 2. Types of Violence

Direct violence: Domestic /intimate violence, violence against minorities, war, homicide, genocide and democide, terrorism. Structural violence: Poverty, unemployment, corruption, social injustice.

Unit 3. Remedies of Structural Violence

Social justice. Women and children. Globalism and human rights.

Unit 4. Negative and Positive Peace

The psychology of peacekeeping and peacemaking.

Unit 5. Conflict Resolution

Types of conflict. Theoretical and practical concerns. Methods used to resolve conflict.

Unit 6. Peace-Building.

Interpersonal psychological strategies for peace making/building. Role of psychologist in peace building. Reconciliation and issues of forgiveness. Peace building personally, socially, globally and environmentally. Psychologists making a difference, reducing trauma, peace practices.

Unit 7. Peace Psychology in Asia

How Asia can contribute to world peace psychology. Future of peace psychology in Asia with special reference to Pakistan.

Recommended Books/Reference Material

1. Balvin, N., & Christie, D. J. (Eds.). (2020). *Children and peace: From research to action*. Springer International Publishing. <https://doi.org/10.1007/978-3-030-22176-8>
2. Christie, D. J. (2011). *The encyclopedia of peace psychology* (Vol. 1). John Wiley & Sons.
3. Galtung, J. (2017). *Methodologies in peace psychology: Peace research by peaceful means*. Springer International Publishing.
4. López, L., & Taylor, L. K. (2021). *Transitioning to peace*. Springer International Publishing.
5. Park, N., & Biswas-Diener, R. (2024). *Peace psychology and character strengths: Integrating science and practice*. Springer Nature Switzerland.
6. Witenberg, R. T. (Ed.). (2021). *Transitioning to peace: Promoting global social justice and non-violence*. Springer International Publishing.

Criminal Psychology

BS-Psychology

Course Code: PSY-412

Credit Hours: 03

Pre-requisite: Nil

Objectives

This course explores the psychological foundations of criminal behavior, examining why some individuals become offenders, including psychopaths, serial killers, and stalkers. Students will learn to differentiate criminal psychology from criminology, gaining insight into how

psychological theories, biological factors, and social learning contribute to deviance. The course covers offender profiling, investigative techniques, and the psychological development behind criminal acts, offering a focused understanding of what drives individuals to commit crimes.

Learning Outcomes

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

1. Define and analyze crime from multiple theoretical perspectives and explain the foundational concepts, scope, and professional roles within the field of criminal psychology, including familiarity with court procedures, the correctional system, and crime trends in Pakistan.
2. Examine the relationship between mental disability and criminal behavior, including the role of intelligence, learning disabilities, and psychopathology, along with approaches to treatment and rehabilitation.
3. Identify the characteristics and types of aggressive behavior, evaluate psychological and societal contributors to severe crimes, and explain relevant theories such as Freudian and motivational models.
4. Discuss approaches to crime prevention and punishment, assess historical and contemporary theories of punishment, and examine the fairness and effectiveness of correctional practices in reducing crime.
- 5.

Course Outline

Unit 1. Criminal Psychology: An Introduction

Definition of crime and three views of crime. The breadth of criminal psychology. Foundations of a criminal psychologist. Understanding court procedures and the correctional system. Crimes in Pakistan. Placements.

Unit 2. Comprehending Crimes Through Psychology

Crimes and human body. Influence of family and environment. Nature vs. Nurture. Rational action theory.

Unit 3. Crimes and Mental Disability

Intelligence testing. Offenders and learning disabilities. Psychopathology. Treatment of mental disorders.

Unit 4. Aggression and Severe Crimes

Characteristics and types of aggressive behaviour. The society's role in. Human aggression. Other factors behind aggression (depression, substance abuse etc.). Theories used in. Criminal psychology (motivational, Freudian etc.).

Unit 5. Age and Gender Studies in Relation to Crime

Crime statistics and case studies. Domestic violence & sexual abuse. Criminal responsibility and age. Women and youth victims.

Unit 6. Forensic Psychology

Crime reports. Gathering research. Eye-witness testimonies and schemas. Police line ups. Criminal profiling. Polygraph testing.

Unit 7. Courtroom Psychology

Social cognition and primacy effect. Law and psychology. Effects of media in crime reporting. Characteristics of defenders and lawyers.

Unit 8. Prevention and Punishment of Crimes

Curbing crime rate. Punishment types and history. Grounds of punishment. Objectivity and fairness. Crimes in correctional centers.

Recommended Books/Reference Material

1. Canter, D. (2017). *Criminal psychology* (2nd ed.). Routledge.
2. Durkin, M. A. (2025). *The COMPASS Model in Criminal and Forensic Psychology*. Emerald Publishing Limited.
Kocsis, R. N. (Ed.). (2018). *Applied criminal psychology: A guide to forensic behavioral sciences*. Charles C. Thomas Publisher.
3. Reddy, K. J. (2025). *Foundations of criminal forensic neuropsychology: Bridging mind, law, and criminal justice*. Springer Nature Switzerland.
4. Sahni, S. P., & Bhadra, P. (Eds.). (2021). *Criminal psychology and the criminal justice system in India and beyond*. Springer International Publishing.
5. Tiffon, B. N. (2022). *Atlas of forensic and criminal psychology*. CRC Press.

School Psychology

BS-Psychology

Course Code: PSY-411

Credit Hours: 03

Pre-requisite: Nil

Objectives

This course is designed with emphasis on understanding the social, emotional, physical, and intellectual development of children and adolescents. Students opting for the course will learn the theoretical and applied aspects of learning, motivation, human development, assessment and interventions. Students will also get familiar to the role and characteristics of a school psychologist and to the processes of becoming a school psychologist. Ethical issues will be discussed in terms of professional practices in school and students will get a detailed orientation of learning theories as well as assessment of classroom effectiveness.

Learning Outcomes

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

1. Define and explain the nature, scope, and aims of school psychology, and differentiate it from educational psychology and other related disciplines.
2. Identify the traditional and evolving roles of school psychologists, including their function as problem-solvers in educational and developmental contexts.
3. Apply key psychological theories—including social learning, cognitive, and motivation theories—to understand and enhance learning environments.
4. Analyze contemporary issues in school psychology, such as emotional well-being, classroom behavior management, and school bullying, and propose evidence-based responses.

Course Outline

Unit 1. Introduction to School Psychology

Nature, aims, and scope of school psychology, Distinctions between school psychology and educational psychology, Relationship with related fields (clinical, counseling, developmental psychology), Ethical and legal principles guiding school psychology practice

Unit 2. Historical Foundations and Evolution of the Field

Historical development of school psychology as a profession, Contributions of early pioneers in child development and education, Evolution of school psychology roles through the 20th and 21st centuries, Global influences on modern school psychology

Unit 3. Roles and Functions of School Psychologists

Traditional and contemporary roles, School psychologist as a facilitator, consultant, and problem-solver, Multidisciplinary collaboration within school systems, Ethical challenges in school-based practice

Unit 4. Application of Psychological Theories in Education

Application of social learning, cognitive, and motivation theories, Classroom behavior management based on psychological principles, Theories of child development and their relevance to learning, Psychosocial factors influencing academic performance

Unit 5. Supporting Students with Special Needs

Overview of disabilities and learning differences, Inclusive education vs. special education, Teacher- and peer-mediated intervention strategies, Culturally responsive strategies for diverse learners, Proactive behavioral and learning support models

Unit 6. Contemporary Challenges in School Psychology

Emotional and behavioral issues in children, Classroom management and managing disruptive behavior, School bullying, peer conflict, and social-emotional learning, Promoting mental health and resilience in school settings

Unit 7. School Psychology in the Pakistani Context

School guidance and counseling models in Pakistan, Challenges in implementation: infrastructure, training, and awareness, Policy frameworks and institutional support, Culturally sensitive approaches to school psychological services

Recommended Books/Reference Material

1. Floyd, R. G., & Eckert, T. L. (Eds.). (2020). *Handbook of university and professional careers in school psychology* (1st ed.). Routledge. <https://doi.org/10.4324/9780429330964>
2. Harrison, P. L., & Thomas, A. (Eds.). (2023). *School psychology: Professional issues and practices* (6th ed.). Springer Publishing Company.
3. Jacob, S., Decker, D. M., Lugg, E. T., & Diamond, E. L. (2022). *Ethics and law for school psychologists*. John Wiley & Sons.
4. Nastasi, B. K., Hart, S. N., & Naser, S. C. (Eds.). (2020). *International handbook on child rights and school psychology*. Springer.
5. Potter, K. L., & DePedro, K. M. (Eds.). (2025). *Frameworks for multi-tiered systems of support for trauma-informed educational settings*. IGI Global.
6. O'Neal, C. R. (2025). *School consultation in a global context: Theory, research, and practice for school psychologists* (1st ed.). Routledge. <https://doi.org/10.4324/9781003159483>.

Psychology of Deviant Behavior

BS-Psychology

Course Code: PSY-320

Credit Hours: 03

Pre-requisite: Nil

Objectives:

To examines points of connection and disjuncture between criminology and psychology, through consideration of the relationship between individual-level and society-level explanations of criminal behavior, 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 behavior, and the criminal justice system, identify and describe the relationship between individual-level and society- level explanations of criminal behavior, and apply these theories to case scenarios, and identify the disciplinary connections and points of disjuncture between criminology and psychology.

Learning Outcomes

Students will be able to:

1. Explain psychological, biological, and sociocultural theories of deviant behavior.
2. Analyze the role of systemic factors, discrimination, and social contexts in the development of deviant behavior.
3. Evaluate prevention and intervention strategies for managing deviant behavior in clinical and community settings.
4. Apply ethical considerations in assessing and addressing deviant behaviors.

Course Outline

Unit 1. Foundations of Deviant Behavior

Definition and Scope of Deviance, Social Norms and the Construction of Deviance, Deviance vs. Crime vs. Mental Illness, Historical and Cultural Views of Deviance, Methods of Studying Deviant Behavior

Unit 2. Theoretical Perspectives on Deviance

Biological and Genetic Theories (Brain structures, hormones, twin/adoption studies), Psychological Theories; Psychoanalytic (Freud), Behaviorism, Cognitive theories(schemas, justifications); Sociological Theories; Strain Theory (Merton); Labeling Theory (Becker); Control Theory (Hirschi); Differential Association (Sutherland); Humanistic and Existential Views; Maslow's hierarchy, unmet needs; Integrative Models of Deviance

Unit 3 Categories and Types of Deviant Behavior

Criminal Behavior; Types: violent crime, white-collar crime, juvenile delinquency; Risk factors and profiling, Sexual Deviance; Paraphilic disorders (DSM-5 criteria); Legal and ethical implications, Substance Abuse and Addiction; Psychological causes, Stages and types of addiction, Social implications, Mental Illness and Deviance; Personality disorders (e.g., antisocial, borderline), Psychopathy vs. sociopathy, Cyber Deviance; Online harassment, hacking, digital addiction

Unit 4 Social, Cultural, and Environmental Influences

Role of Family and Early Attachment, Peer Pressure and Group Influence, Media Influence and Glorification of Deviance, Poverty, Inequality, and Marginalization, Gender, Race, and Cultural Differences in Defining Deviance

Unit 5 Assessment and Intervention

Psychological Assessment Tools; MMPI, PCL-R, Risk assessment tools; Structured interviews, Clinical Case Formulation; Bio-psycho-social model, Treatment Approaches; Cognitive Behavioral Therapy (CBT), Motivational Interviewing,, Family Therapy and Rehabilitation, Community-Based Interventions; Restorative justice; School and youth programs, Prevention Strategies, Early intervention; Education and social policy

Unit 6 Ethics, Law, and Future Trends

Ethical Issues in Labeling and Treatment, Legal Frameworks: Rights, Rehabilitation vs. Punishment, Institutionalization and Deinstitutionalization, Emerging Deviant Trends (e.g., AI-related crimes, deepfakes), Role of Psychologists in the Criminal Justice System

Recommended Books/Reference Material

1. Canter, D. (2017). *Criminal psychology* (2nd ed.). Routledge.
2. Durkin, M. A. (2025). *The COMPASS model in criminal and forensic psychology*. Emerald Publishing Limited.
3. Durrant, R. (2018). *An introduction to criminal psychology*. Routledge.
4. Kocsis, R. N. (Ed.). (2018). *Applied criminal psychology: A guide to forensic behavioral sciences*. Charles C. Thomas Publisher.
5. Reddy, K. J. (2025). *Foundations of criminal forensic neuropsychology: Bridging mind, law, and criminal justice*. Springer Nature Switzerland.
6. Sahni, S. P., & Bhadra, P. (Eds.). (2021). *Criminal psychology and the criminal justice system in India and beyond*. Springer International Publishing.
7. Tiffon, B. N. (2022). *Atlas of forensic and criminal psychology*. CRC Press.

Trauma Psychology

BS-Psychology

Course Code: PSY-321

Credit Hours: 03

Pre-requisite: Nil

Objectives

This course provides an overview of psychological trauma, including current psychological theories of trauma, trauma prevalence, and psychological outcomes associated with psychosocial traumatic experiences. Students will examine various theories, research findings, and therapeutic approaches related to trauma, as well as the assessment and treatment of trauma-related disorders. The course will help students to understand the cultural and societal factors influencing trauma and recovery and to analyze ethical considerations in trauma psychology research and practice.

Learning Outcomes

Students will be able to

1. Describe the psychological, physiological, and behavioral responses to trauma across diverse populations.
2. Evaluate trauma theories and evidence-based approaches for trauma assessment and treatment.
3. Apply trauma-informed principles in clinical, educational, and community interventions.
4. Demonstrate ethical awareness and cultural sensitivity in working with trauma-affected individuals.

Course Outline

Unit 1. Introduction to Trauma Psychology

Definition of trauma. Historical Perspectives of Trauma. Prevalence of trauma. Traumatic events and impact. Psychological trauma and captivity.

Unit 2. Types of Trauma

Acute vs. chronic trauma, developmental trauma, complex trauma, psychological trauma, intergenerational trauma, historical trauma, family violence, and child abuse.

Unit 3. Theories of Trauma

Psychodynamic perspectives, cognitive-behavioral models, attachment theory. Stress response systems, trauma and memory.

Unit 4. Trauma Assessment and Diagnosis

Screening tools, DSM V (TR), Diagnostic criteria for PTSD and other trauma-related disorders and differential diagnosis.

Unit 5. Cultural Considerations in Trauma

Cultural variations in trauma response, Intersectionality and trauma. Culturally competent care. Traumatic Events and Response across Groups.

Unit 6. Ethical Issues in Trauma Psychology

Confidentiality and informed consent, boundary issues, vicarious trauma and self-care for professionals and counsellors.

Unit 7. Trauma and Recovery

Barriers for Trauma Survivors. Recovery and Resilience, positive coping strategies, social support. Cognitive processing therapy (CPT), Prolonged exposure therapy (PE). Eye movement desensitization and reprocessing (EMDR). Trauma-focused interventions with different populations (e.g., veterans, survivors of domestic violence).

Unit 8. Case Studies and Applications

Analysis of case studies, Role-playing exercises. Integration of course concepts. Emerging research trends.

Recommended Books/Reference Material

1. Briere, J., & Scott, C. (2006). *Principles of trauma therapy: A guide to symptoms, evaluation, and treatment*. Sage Publications.
2. Bringle, R. G., Reeb, R. N., Brown, M. A., & Ruiz, A. I. (2015). *Service learning in psychology*. American Psychological Association.
3. Christen-Schneider, C. (2025). *Trauma-informed restorative dialogues: The power of community*. Routledge.
4. Herman, J. L. (2015). *Trauma and recovery: The aftermath of violence—from domestic abuse to political terror*. Hachette UK.
5. Herman, J. L., & Kallivayalil, D. (2018). *Group trauma treatment in early recovery*. Guilford Publications.
6. James, C. (2025). *Vicarious trauma and burnout in law: Managing psychological stress to promote safety, performance, and wellbeing in legal practice*. Routledge.
7. Keskin, G., Çam, M. O., & Chung, M. C. (Eds.). (2024). *Public mental health in trauma and war*. Frontiers Media SA.
8. Young, G., Bailey, T. D., Giromini, L., Soble, J. R., Rogers, R., & Levitt, B. E. (Eds.). (2025). *Handbook of psychological injury and law*. Springer Nature Switzerland.

Educational Psychology

BS-Psychology

Course Code: PSY-322

Credit Hours: 03

Pre-requisite: Nil

Objectives

This course introduces students to the principles, theories, and applications of psychology in educational settings. It explores how learners develop cognitively, emotionally, and socially, and how instructional strategies can be adapted to meet diverse learning needs. The course also covers motivation, classroom management, assessment, and individual differences, preparing students to apply psychological insights in teaching and learning environments.

Learning Outcomes:

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

1. Understand the foundational concepts and scope of educational psychology.
2. Analyze how cognitive, emotional, and social factors influence learning.
3. Apply psychological principles to create inclusive and effective learning environments.
4. Evaluate and examine classroom strategies for motivation, behavior management, and assessment.

Course Outline

Unit 1. Introduction to Educational Psychology

Definition, scope, and significance, Relationship between psychology and education, Research methods in educational psychology, Ethical considerations in educational research

Unit 2. Theories of Human Development and Learning

Cognitive development (Piaget, Vygotsky, Bruner), Moral and social development (Kohlberg, Erikson), Behaviorist learning theories (Pavlov, Skinner, Bandura), Constructivist and information-processing models

Unit 3. Motivation in Educational Settings

Intrinsic vs. extrinsic motivation, Maslow's hierarchy of needs, Attribution theory, goal orientation, and self-efficacy, Strategies to enhance student motivation

Unit 4. Individual Differences and Inclusive Education

Intelligence and learning styles (Gardner, Sternberg), Emotional and social intelligence, Learning disabilities and giftedness, Gender, culture, and linguistic diversity in classrooms

Unit 5. Classroom Management and Assessment

Principles of effective classroom management, Creating positive learning environments, Types of assessments (formative, summative, standardized), Psychological principles of test construction and evaluation

Recommended Books / Reference Material

1. Eggen, P. D., Kauchak, D. P., & McCrudden, M. T. (2024). *Using educational psychology in teaching* (11th ed.). Pearson.
2. Gupta, S. (2024). *Essentials of child development & educational psychology*. Academic Guru Publishing House.
3. Kirschner, P. A., & Hendrick, C. (2024). *How learning happens: Seminal works in educational psychology and what they mean in practice* (2nd ed.). Taylor & Francis.
4. Martin, J. L., & Torok-Gerard, S. E. (2019). *Educational psychology: History, practice, research, and the future*. Bloomsbury Academic.
5. Meyer, D. K., & Emery, A. (2021). *Teaching motivation for student engagement* (Theory to Practice: Educational Psychology for Teachers and Teaching). Information Age Publishing.
6. Pandey, R., Patel, H. B., & Paliwal, N. K. (2024). *Exploring educational psychology*. Meadow Publication.
7. Roy, K., & Swargiary, K. (2024). *Educational psychology*. Alpha Edition.
8. Schutz, P. A., & Muis, K. R. (Eds.). (2023). *Handbook of educational psychology* (4th ed.). Routledge. <https://doi.org/10.4324/9780429433726>
9. Szulevicz, T., & Tanggaard, L. (2016). *Educational psychology practice: A new theoretical framework*. Springer.
10. Wininger, S. R. (2024). *Educational psychology*. SAGE Publications.

Psychology of Aging

BS-Psychology

Course Code: PSY-323

Credit Hours: 03

Pre-requisite: Nil

Objectives:

This course explores the psychological, emotional, cognitive, and social aspects of aging. It provides an understanding of adult development from middle age to old age, focusing on both typical and atypical aging processes. Students will examine how aging impacts personality, memory, health, relationships, and identity. The course also addresses age-related disorders and the psychological implications of caregiving, end-of-life issues, and societal attitudes toward aging.

Learning Outcomes:

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

1. Understand the psychological theories and models related to aging and adult development.
2. Analyze cognitive, emotional, and behavioral changes across the aging process.
3. Examine the impact of aging on memory, learning, identity, and interpersonal relationships.
4. Evaluate the psychosocial challenges of aging, including ageism, caregiving, and end-of-life concerns.
5. Identify common mental health concerns and neurocognitive disorders in older adults.
6. Apply psychological principles to enhance the well-being and dignity of older populations.

Course Outline

Unit 1. Introduction to the Psychology of Aging

Definition and scope of geropsychology, Biological, psychological, and social perspectives, Myths and realities about aging, Historical and global perspectives on aging

Unit 2. Theories of Aging and Adult Development

Erikson's psychosocial theory (later stages), Disengagement, activity, and continuity theories, Socioemotional selectivity theory, Lifespan developmental approach

Unit 3. Cognitive and Emotional Changes in Aging

Memory, attention, and processing speed, Crystallized vs. fluid intelligence, Emotion regulation and resilience, Depression and anxiety in older adults

Unit 4. Social Relationships and Identity in Later Life

Retirement, work, and productivity, Family, caregiving, and social support, Identity, self-esteem, and spirituality

Unit 5. Health, Disorders, and Psychological Interventions

Neurocognitive disorders: Alzheimer's, Parkinson's, dementia, Coping with chronic illness and disability, Psychological assessments in older adults, Intervention approaches: CBT, reminiscence therapy, grief counseling

Death, Dying, and Ethical Issues in Aging

Unit 6. Psychological stages of dying (Kübler-Ross), Hospice and palliative care, Bereavement and grief processes, Ethical and cultural considerations in end-of-life care

Recommended Books / Reference Material

1. Cheng, S.-T., Chi, I., Fung, H. H., Li, L. W., & Woo, J. (2015). *Successful aging: Asian perspectives*. Springer.
2. Fernández Ballesteros, R., Benetos, A., & Robine, J. M. (Eds.). (2019). *The Cambridge handbook of successful aging*. Cambridge University Press.
3. Madey, S. F., & VonDras, D. D. (2021). *Music, wellness, and aging: Defining, directing, and celebrating life*. Cambridge University Press.
4. Whitbourne, S. K., & Whitbourne, S. B. (2025). *Adult development and aging: Biopsychosocial perspectives* (8th ed.). Wiley.
5. Williams, B. (2024). *The psychology of aging: Understanding the unique perspectives and needs of the elderly population*. Barrett Williams.
6. Woodhead, E. L., & Yochim, B. P. (Eds.). (2024). *Psychology of aging: A biopsychosocial perspective* (2nd ed.). Springer Publishing Company.
7. Wright, H. H. (Ed.). (2016). *Cognition, language and aging*. John Benjamins Publishing Company.

Rehabilitation Psychology

BS-Psychology

Course Code: PSY-419

Credit Hours: 03

Pre-requisite: Nil

Objectives:

This course introduces students to the field of rehabilitation psychology, which focuses on helping individuals with disabilities and chronic health conditions achieve personal, social, and vocational goals. Students will explore the psychological impact of physical and cognitive impairments, principles of adjustment and coping, assessment and intervention strategies, and the role of interdisciplinary rehabilitation teams. The course prepares students to apply psychological knowledge in health, disability, and rehabilitation settings with sensitivity and professionalism.

Learning Outcomes:

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

1. Understand the foundations, scope, and applications of rehabilitation psychology.
2. Explain psychological reactions to injury, illness, and disability.
3. Analyze the psychosocial factors that affect adjustment and quality of life in individuals with disabilities.
4. Evaluate evidence-based psychological assessments and interventions used in rehabilitation settings.
5. Understand the role of psychologists in interdisciplinary teams and ethical considerations in practice.

Course Outline

Unit 1. Introduction to Rehabilitation Psychology

Definition, goals, and historical evolution, Scope and relevance in healthcare and psychology, Models of disability (medical, social, biopsychosocial), Role of the rehabilitation psychologist

Unit 2. Psychological Impact of Disability and Chronic Illness

Adjustment to disability: stages, challenges, and resilience, Grief, trauma, body image, and self-concept, Cognitive and emotional responses to impairment, Coping strategies and resilience building

Unit 3. Psychosocial and Cultural Influences in Rehabilitation

Family systems and caregiver roles, Social support and community integration, Cultural, gender, and socioeconomic factors, Stigma and advocacy for disability inclusion

Unit 4. Rehabilitation Assessment and Intervention

Psychological assessments for rehabilitation (cognitive, functional, emotional), Evidence-based interventions (CBT, ACT, motivational interviewing, psychoeducation), Vocational rehabilitation and goal-setting, Behavior modification and pain management

Unit 5. Special Populations and Rehabilitation Needs

Brain injury, stroke, and neurological disorders, Amputations and spinal cord injuries, Sensory impairments (hearing, vision), Chronic illnesses (diabetes, arthritis, cancer, HIV/AIDS), Psychiatric rehabilitation and dual diagnosis

Professional Practice and Ethical Issues

Unit 6. Role of psychologists in interdisciplinary rehab teams, Ethical issues in rehabilitation settings, Legal rights and disability legislation (e.g., ADA), Research trends and future directions in rehabilitation psychology

Recommended Books / Reference Material

1. Brenner, L. A., Reid Arndt, S. A., Elliott, T. R., Frank, R. G., & Caplan, B. (Eds.). (2019). *Handbook of rehabilitation psychology* (3rd ed.). American Psychological Association.
2. Brown, K. S., DeLeon, P. H., Loftis, C. W., & Scherer, M. J. (2008). Rehabilitation Psychology: Realizing the true potential. *Rehabilitation Psychology*, 53(2), 111–121. <https://doi.org/10.1037/0090-5550.53.2.111>
3. Corrigan, P. W., Rüsch, N., Watson, A. C., Kosyluk, K., & Sheehan, L. (Eds.). (2024). *Principles and practice of psychiatric rehabilitation* (3rd ed.). Guilford Press.
4. Cox, D. R., Cox, R. H., & Caplan, B. (2013). *Specialty competencies in rehabilitation psychology*. Oxford University Press.

5. Kerkhoff, T. R., & Hanson, S. L. (2013). *Ethics field guide: Applications to rehabilitation psychology*. Oxford University Press.
6. Meade, M. A., Bechtold, K. T., & Wegener, S. T. (Eds.). (2025). *The Oxford handbook of rehabilitation psychology* (2nd ed.). Oxford University Press.

Psychology of Leadership

Course Code: PSY-420

Credit Hours: 03

Pre-requisite: Nil

Objectives

This course explores the concept of leadership from a psychological perspective, integrating theories of personality, motivation, group dynamics, and organizational behavior. To analyze the psychological traits and behaviors associated with effective leadership. To explore the impact of group dynamics, motivation, and emotional intelligence on leadership. Apply psychological insights to leadership in organizational and community settings.

Learning Outcomes

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

1. To know the foundations of leadership in psychology, its scope and practice.
2. Students will be able to explain and compare major leadership theories in psychology.
3. Analyze leadership traits and behavior in psychological contexts and to apply leadership principles to solve psychological and organizational problems.
4. Evaluate the role of emotional intelligence, ethics, and diversity in effective leadership.
5. Students will be able to evaluate ethical and cultural considerations in leadership practice.

Course Outline

- Unit 1. Foundations of Leadership in Psychology**
Definitions, scope, and psychological relevance. Historical perspectives and relevance of psychology to leadership practice
- Unit 2. Theories of Leadership**
Trait and Behavioral Theories of Leadership. Contingency and Situational Leadership Theories. Transformational vs. Transactional Leadership. Leadership Styles (Autocratic, Democratic, Laissez-Faire, Servant, Charismatic, etc.) and their psychological basis and implications
- Unit 3. Psychological Components of Effective Leadership**
Emotional Intelligence and Leadership. Motivation Theories in Leadership (Maslow, Herzberg, McClelland). Psychological Assessment Tools for Leadership.
- Unit 4. Leadership and Social Cultural Factors**
Role of Gender in Leadership. Culture, Diversity, and Inclusive Leadership. Cultural sensitivity, ethical issues and Fairness.
- Unit 5. Leadership in Organizational and Group Contexts**
Group Dynamics and Organizational Leadership. Ethical Leadership and Decision-Making. Coaching, and Mentoring.

Recommended Books/Reference Material

1. Bolden, R., Gosling, J., & Hawkins, B. (2023). *Exploring leadership* (2nd ed.). Oxford University Press.
2. Bowman, S. (2023). *Safe to great: The new psychology of leadership*. Figure 1 Publishing.
3. De Vries, M. F. K., Korotov, K., Rook, C., & Florent-Treacy, E. (Eds.). (2015). *Coach and couch* (2nd ed.): *The psychology of making better leaders*. Palgrave Macmillan.
4. Ferguson, K. (2023). *Head & heart: The art of modern leadership*. Berrett-Koehler Publishers.
5. Haslam, S. A., Reicher, S., & Platow, M. J. (2020). *The new psychology of leadership: Identity, influence and power*. Routledge.
6. Northouse, P. G. (2025). *Leadership: Theory and practice* (10th ed.). Sage Publications.

Human and Resource Management

BS-Psychology

Course Code: PSY-421

Credit Hours: 03

Pre-requisite: Nil

Objectives

It focuses on understanding human behavior in organizational settings, applying psychological theories to HR functions such as recruitment, selection, training, performance evaluation, employee motivation, leadership development, and conflict resolution. To understand the role of psychologists in human resource management and organizational settings and in improving interpersonal interactions in the organizational context.

Learning Outcomes

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

1. Explain the evolution, scope, and historical perspectives of Human Resource Management and to understand the role of psychologists in HRM and organizational setting.
2. To learn how psychological principles is applied in conducting job analysis and job design, using appropriate techniques and strategies.
3. Students will be able to know the recruitment, training and development process in organizational context.

Course Outline

- Unit 1. Introduction to HRM and Psychology**
Evolution, scope, historical perspectives and relevance of psychology to HRM. Role of organizational psychologists in HR.
- Unit 2. Theoretical models of HRM**
Integrative models, HERO Model. AMO Model, Warwick Model, The Harvard Model. SWOT analysis.
- Unit 3. Job Analysis and Job Design**
Strategic human resource planning. Job analysis and Job design: Techniques and strategies.

Unit 4. Recruitment, Selection & Placement

Human resource planning and recruitment (recruitment policies and practice). Recruitment methods and their effectiveness. Personnel selection and placement (selection process, selection methods standards, types of selection methods). Staff Counseling & Stress Management.

Unit 5. Employee Training and Development

Training Needs Analysis. Designing Effective Training Programs. Employee Well-Being, Conflict Management styles, Labor Relations.

Recommended Books/Reference Material

1. **Slaughter, J. E., & Allen, D. G. (Eds.).** (2024). *Essentials of employee recruitment: Individual and organizational perspectives* (1st ed.). Routledge. <https://doi.org/10.4324/9781003356752>
2. **Sokol, M. B., & Tarulli, B. A. (Eds.).** (2024). *Strategic workforce planning: Best practices and emerging directions*. Oxford University Press.
3. **Conte, J. M.** (2024). *Work in the 21st Century: An introduction to industrial and organizational psychology* (7th ed.; with e-PUB access). John Wiley & Sons.
4. **Lefkowitz, J.** (2023). *Ethics and values in industrial–organizational psychology*. Routledge.
5. **Northouse, P. G.** (2025). *Leadership: Theory and practice* (10th ed.). Sage Publications. (Verified earlier via VitalSource and Google Books)
6. **Clarke, S.** (2017). A safe workplace environment. In *Research handbook on work and well-being* (pp. 351–371). Edward Elgar Publishing.

13. List of Mandatory Courses

Sr. No.	Course Code	Course Title	Pre-Requisite	Credit Hours
1.	UHQ-101 / ETH-103	Understanding of Holy Quran-I/ Ethics-I	Nil	1
2.	UHQ-102 / ETH-104	Understanding of Holy Quran-II/ Ethics-II	Nil	1
3.	INT-499	Internship	Nil	3
4.	CP-498	Capstone Project	Nil	3

14.Course Outlines for Mandatory Courses

Understanding of Holy Quran

Course Code: UHQ-101

Credit Hours: 1

Contact Hours: 3 per week

Weeks: 15-16 (45-48 hours)

Pre-Requisites: Nill

Course Objectives:

This course will enable the students to understand the Holy Quran by learning Arabic in a simple and easy way. Through relating their basic Urdu vocabulary with Quran, and without engaging them in complex Arabic Grammer, Sarf or Balagha. Students will gradually build the skills to read and understand Quranic verses directly—without needing translation. The course focuses on making Arabic accessible for everyone, even those with no prior background.

Learning Outcomes:

This course will enable the students 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 plurals 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.

Course Outline:

Unit 1: Simple Quranic Words

Muallim ul Quran: Book 1: Unit: Lesson 1-19

Unit 2: Words that comes before (The simple Quranic words)

Muallim ul Quran: Book 1: Unit#2: Lesson 1-13

Unit 3: Quranic words in terms of their relationship and characteristics

Muallim ul Quran: Book 1: Unit#3: Lesson 1-10

Unit 4: Singular Pronouns

Muallim ul Quran: Book 2: Unit#4: Lesson 1-17

Unit 5: Singular pronouns & Demonstrative Pronouns

Muallim ul Quran: Book 2: Unit#5: Lesson 1-23

Unit 6: Present Tense

Muallim ul Quran: Book 3: Unit#6: Lesson 1-5

Reference Books:

1- بشير، دكتور. عبید الرحمن - معلم القرآن - اسلام آباد: دار العلم، ۲۰۲۴. جلد ۱، ۲ & ۳

Ethics-I (in lieu of Understanding of Quran)

Course Title: Ethics-I

Course Code: ETH-103

Credit hours: 1

Contact Hours: 3 per week

Weeks: 15-16 (45-48 hours)

Pre-Requisites: Nil

Objectives

Upon successful completion of the course, students will be able to know the basics of ethics, & know how to develop an ethical approach. Also, analyze the importance of ethical and ethical values for a human being. And identify the Semitic & Non-Semitic Religions. Moreover, develop the concept of Ethics in Semitic & Non-Semitic religions. Also, analyze the similarities and differences between ethical teachings of various religions.

Learning Outcomes:

1. Students will be able to demonstrate their understanding about the concept of ethics & ethical approach.

2. Analyze the difference between the concept of Ethics in Sematic and Non-Sematic religions.

Course Outline:

Unit 1: Introduction and Importance of Ethics & Basic Ethical Principles

Definition of Ethics, Importance of Ethics, Beneficence, Non-maleficence, Autonomy, Justice as basic Ethical behaviors.

Unit 2: Theories of Moral Standards

Moral Standards as Law, Moral Standards as Pleasure, Moral standards as Perfection. (Theories of Various Philosopher such as Kant, Spencer, John S. Mackenzie etc)

Unit 3: The concept of Ethics in Major Religions- Christianity, Judaism

Introduction of the Religion, Its Basic Concepts and major ethical teachings.

Unit 4: The concept of Ethics in Major Religions- Hinduism & Buddhism

Introduction of the Religion, Its Basic Concepts and major ethical teachings.

Unit 5: The concept of Ethics in Major Religions- Islam

Introduction of the Religion, Its Basic Concepts and major ethical teachings.

References/Recommended Books:

Books

1. Davis, N.K. (2023). *Elements of Ethics*, Legare Street Press.
2. Edmonds, D. (2019). *Ethics and the Contemporary World*, Taylor & Francis,
3. Hastings, J. Alexander, J. Gray S.L. (2023). *The Encyclopedia of Religion and Ethics*, Creative Media Partners, LLC
4. Robinson, D. Garratt C. (2008). *Introducing Ethics-a Graphic Guide*, Icon Books Ltd. Uk.
5. اخلاق اور فلسفہ اخلاق، سیوہاروی، حفظ الرحمن، ندوة المصنفین، دہلی، ۱۹۷۶
6. دنیا کے بڑے مذاہب، فاروقی، عماد الحسن، مکتبہ جامعہ لمیٹڈ، دہلی، ۱۹۸۶

Websites & Articles

1. Articles on Ethics www.infotraccollege.com
2. Brown. (2017). The ethical dimensions of Global Environmental Issues. American Academy of Arts and Sciences. Retrieved July 7, 2017 from amacad.org
3. Business Ethics Magazine www.business-ethics.com/annual.htm
4. Bussmann, J. (2016). Top 9 ethical Issues in artificial intelligence. Retrieved 7 July 2017 from worldEconomicForum.org
5. Ethics and Religion, Shefali Narange <http://www.paperpublications.org/>
6. <http://www.jstor.com/stable/resrep12025.7>

7. <http://www.learnwell.org/ethicalproblems.htm>
8. Institute for Global Ethics www.globalethics.org
9. Klimes, Rudolf e. (2000). Ethical Problems.
10. Ten Ethical Problems of the Present World <https://www.lifepersona.com/10-ethical-problems-of-the-present-world>
11. Ward, Stephen J.A (March 2005). “Philosophical Foundations for Global Journalism Ethics” Journal of Mass Media Ethics:20(1)

Understanding of Holy Quran-II

Course Code: UHQ-102

Credit Hours: 1

Contact Hours: 3 per week

Weeks: 15-16 (45-48 hours)

Pre-Requisites: Nil

Course Objectives:

This course will enable the students to understand the Holy Quran by learning Arabic in a simple and easy way. Through relating their basic Urdu vocabulary with Quran, and without engaging them in complex Arabic Grammar, Sarf or Balagha. Students will gradually build the skills to read and understand Quranic verses directly—without needing translation. The course focuses on making Arabic accessible for everyone, even those with no prior background.

Learning Outcomes:

This course will enable the students 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.

Course Outline:

Unit 1: Past Tense

Muallim ul Quran: Book 4: Unit#7: Chapter 1: Lesson 1-9

Unit 2: Past Tense

Muallim ul Quran: Book 4: Unit#7: Chapter 2: Lesson 1-7

Unit 3: Past Tense

Muallim ul Quran: Book 4: Unit#7: Chapter 3: Lesson 1-9

Unit 4: Past Tense

Muallim ul Quran: Book 5: Unit#7: Chapter 4: Lesson 1-5

Unit 5: Past Tense & Passive Voice

Muallim ul Quran: Book 5: Unit#7: Chapter 5 - 9

Unit 6: imperative Verbs for Singulars

Muallim ul Quran: Book 6: Unit#8: Lesson 1-8

Reference Books:

1- بشير، دكتور. عبید الرحمن - معلم القرآن - اسلام آباد: دار العلم، ۲۰۲۴. جلد ۳، ۴، ۵، ۶

Ethics-II (in lieu of Understanding of Quran)

Course Title: Ethics-II

Course Code: ETH-104

Credit hours: 1

Contact Hours: 3 per week

Weeks: 15-16 (45-48 hours)

Pre-Requisites: Nil

Objectives

Upon successful completion of the course, students will be able to have better understanding of ethics in various walks of life like in workplace, in business, journalism etc. Moreover, they will be able to be familiarize with Contemporary World's Ethical Issues. And, try to develop answers about them.

Learning Outcomes:

Students will be able to:

1. Demonstrate their understanding about the importance of ethics in their lives today.
2. Identify Contemporary World's Ethical Issues.

3. Create problem solving for these contemporary Ethical issues.

Course Outline:

Unit 1: Professional Ethics & Bioethics

Meaning of Work/Professional Ethics, Professional Ethics and Human Values, Elements of professional Ethics, Person attitude, Beliefs about work, Positive Attributes (honesty, integrity, dedication, commitment, responsibility, interpersonal relationship), Genetic engineering, Organ Donation, Cloning, Head Transplant

Unit 2: Ethical Conduct in Business Ethics & it's important

Types of Business Ethics, Common Business Ethical Challenges, Conflict of interest, honesty & integrity, whistle blowing, loyalty vs truth

Unit 3: Journalism

Principles of Ethical Journalism, Truth & Accuracy, Independence, Fairness & Impartiality, Humanity, Public Accountability

Unit 4: Environmental Ethics

Core Principles of environmental ethics, Justice & sustainability, Sufficiency & compassion, Solidarity & public participation, Pollution prevention, Current issues of environmental ethics, Pollution, The depletion of natural resources, Loss of biodiversity, Destruction of ecosystem, Global climate change

Unit 5: Social Inequalities

Meaning of Social Inequalities, Issues related to social inequality
Difference in source of income, Health care, Freedom of speech, Gender inequality, Toxic workplace culture, Education, Political representation & participation

Unit 6: Social Media Ethics

Facebook, YouTube, WhatsApp, Instagram, TikTok, Snapchat, LinkedIn, X, Current Ethical issues in social media, Plagiarism, Fake news, Harassment, Photo ethics, Post without caution, inappropriate behavior, privacy

References/Recommended Books:

1. Davis, N.K. (2023). *Elements of Ethics*, Legare Street Press.
2. Edmonds, D. (2019). *Ethics and the Contemporary World*, Taylor & Francis,
3. Hastings, J. Alexander, J. Gray S.L. (2023). *The Encyclopedia of Religion and Ethics*, Creative Media Partners, LLC
4. Robinson, D. Garratt C. (2008). *Introducing Ethics-a Graphic Guide*, Icon Books Ltd.Uk.

5. اخلاق اور فلسفہ اخلاق، سیوہاروی، حفظ الرحمن، ندوة المصنفین، دہلی، ۱۹۷۶
6. دنیا کے بڑے مذاہب، فاروقی، عماد الحسن، مکتبہ جامعہ لمیٹڈ، دہلی، ۱۹۸۶

Websites & Articles

1. Articles on Ethics www.infotrac-college.com
2. Brown. (2017). The ethical dimensions of Global Environmental Issues. American Academy of Arts and Sciences. Retrieved July 7 ,2017 from amacad.org
3. Business Ethics Magazine www.business-ethics.com/annual.htm
4. Bussmann, J. (2016). Top 9 ethical Issues in artificial intelligence. Retrieved 7 July2017 from world Economic Forum weforum.org
5. Ethics and Religion, Shefali Narange <http://www.paperpublications.org/>
6. <http://www.jstor.com/stable/resrep12025.7>
7. <http://www.learnwell.org/ethicalproblems.htm>
8. Institute for Global Ethics www.globalethics.org
9. Klimes, Rudolf e. (2000). Ethical Problems.
10. Ten Ethical Problems of the Present World <https://www.lifepersona.com/10-ethical-problems-of-the-present-world>
11. Ward, Stephen J.A (March 2005). “Philosophical Foundations for Global Journalism Ethics” Journal of Mass Media Ethics:20(1)

Internship

BS-Psychology

Course Code: INT-499

Credit Hours: 03

Pre-requisite: Nil

Objectives

This Fieldwork/Internship will be done as part of 7th semester, in different areas; i.e., in community, clinical, organizational, gender, etc. setting. It will involve students' placement in related organization for one month and preparing a report based on their word for internal evaluation.

Learning Outcomes

1. Students will have an opportunity to develop and apply career readiness skills by undertaking a placement in a relevant workplace setting in selected business, not-for-profit government, scientific or community organizations and hospitals.
2. Students will be able to apply the theoretical concepts learned during the course work.

Internship Structure

1. Students of BS VII will complete their field work/ internship in any Govt / Private Sector Organization, Rehabilitation Centre, Community Schools, Hospitals, Community Organization, Clinical Setup etc.
2. Total 36 hours are required for BS internship and student will do three consecutive weeks of internship catering 12 hours per week.
3. The students are expected to plan their internships with the consent of their concerned Instructor and are required to keep in touch with their instructor, to brief them about their experience time to time.
4. At the end of the 36 hours internship, student need to ask their supervisors in the allocated organizations where the internship is done to provide the evaluation report of the internee on '**Internee Evaluation Form**' (form will be provided by the Internship coordinator). The report will be submitted to the coordinator in sealed envelope and form will be signed and stamped by the concerned supervisor in the organization.
5. Internship should culminate in a report, comprised of different parts, i.e., introduction of organization and work done by the Internee (daily reflection).
6. Evaluation of the Internship will be done by the evaluators, other than the subject teacher.

Capstone Project

BS-Psychology

Course Code: CP-498

Credit Hours: 03

Pre-requisite: Nil

Objectives

The capstone project will be supervised by a faculty member and viva voce exam will be taken by an external examiner.

Learning Outcomes

1. Students will be able to conduct empirical research in any field of psychology.
2. Students will be able to go through all steps of methodological and ethical protocol of the study.
3. Students will be able to apply analyses learned in the data analyses course and will be able to write a report following APA guidelines.

Capstone Project Guidelines

1. Students will conduct 3 credit hour research in one year. Supervisors will be allocated to students in seventh semester.
2. A more detailed and thorough orientation about BS research rules, practices, and guidelines are elaborated to the students by the BS research coordinator in research orientation which is imparted at the 7th semester.
3. Students are required to complete the research targets of research monitoring / progress guidelines which are shared with students at the start of 7th semester. Moreover, supervisors will facilitate their students to achieve the required targets. BS research coordinator will gauge the research progress.
4. Submission is mostly demanded a week before the thesis is to be submitted in university.
5. Evaluation is purely based on the research report submitted for viva voce examination by external evaluators. Distribution of marks will be as per university policy.

15. List of General Education Courses

Sr. No.	Course Code	Course Title	Pre-Requisite	Credit Hours
1	MTH-110	Quantitative Reasoning -I	Nil	3
2	ZOO-123	Cell Biology	Nil	2
3	ZOO-123L	Cell Biology (Lab)	Nil	1
4	CS-107	Applications of Information and Communication Technologies (ICT)	Nil	2
5	CS-107L	Applications of Information and Communication Technologies (Lab)	Nil	1
6	ENG-110	Functional English	Nil	3
7	STA-112	Quantitative Reasoning -II	Nil	3
8	ENG-111	Expository Writing	Nil	3
9	PAK-104	Pakistan Studies	Nil	2
10	BFA-119	History of Ancient Civilizations	Nil	2
11	ISL-101/ ETH-101	Islamic Studies/ Ethics	Nil	2
12	PAK-103	Ideology and Constitution of Pakistan	Nil	2
13	SOC-104	Introduction to Social Science	Nil	2
14	MGT-108	Entrepreneurship	Nil	2
15	CCE-497	Civic and Community Engagement	Nil	2
16	SOW-101	Introduction to Social Work	Nil	3

16.Course Outlines General Education Courses

Quantitative Reasoning-I

Course Code: MTH-110

Pre-requisite: Nil

Credit Hours: 03

Objectives

Quantitative Reasoning-I is an introductory-level undergraduate course that focuses on the fundamentals related to the quantitative concepts and analysis. The course is designed to familiarize students with the basic concepts of mathematics to develop students' abilities to analyze and interpret quantitative information. Through a combination of theoretical concepts and practical exercises, this course will also enable students cultivate their quantitative literacy and problem-solving skills while effectively expanding their academic horizon and breadth of knowledge of their specific major / field of study.

Learning Outcomes

1. The students shall have fundamental numerical literacy to enable them work with numbers, understand their meaning and present data accurately.
2. Understanding of fundamental mathematical concepts. Basic ability to interpret data presented in various formats including but not limited to tables, graphs, charts, and equations etc.

Course Outline

Unit 1.	<u>Numerical</u>	<u>Literacy</u>
	Number system and basic arithmetic operations. Units and their conversions, dimensions, area, perimeter and volume. Rates, ratios, proportions and percentages. Types and sources of data; Measurement scales. Tabular and graphical presentation of data. Quantitative reasoning exercises using number knowledge.	
Unit 2.	<u>Fundamental</u>	<u>Mathematical Concepts</u>
	Basics of geometry (lines, angles, circles, polygons etc. Relations, functions, and their graphs. Exponents, factoring and simplifying algebraic expressions. Algebraic and graphical solutions of linear and quadratic equations and inequalities. Quantitative reasoning exercises using fundamental mathematical concepts.	
Unit 3.	<u>Mathematical</u>	<u>Modeling and Analyses</u>
	Introduction to deterministic models. Use of linear functions for modeling	

in real-world situations. Modeling with the system of linear equations and their solutions. Elementary introduction to derivatives in mathematical modeling. Linear and exponential growth and decay models. Quantitative reasoning exercises using mathematical modeling.

- Unit 4. Introduction to Logic**
Introduction and importance of logic. Inductive, deductive and abductive approaches of reasoning. Propositions, arguments (valid, invalid), logical connectives.
- Unit 5. Truth Tables and Logical Reasoning Concepts**
Truth tables and propositional equivalences. Logical fallacies. Venn Diagrams. Predicates and quantifiers. Quantitative reasoning exercises using logical reasoning concepts and techniques.

Recommended Books/Reference Books

1. Bennett, J., & Briggs, W.L and Badalamenti. A. (2019). *Using and understanding mathematics: A quantitative reasoning approach*. Pearson.
2. Mesquita, E.B., and Fowler, A. (2021). *Thinking Clearly with Data: A Guide to Quantitative Reasoning and Analysis*. Princeton University Press.
3. Rosen, K. H. (2007). *Discrete mathematics and its applications*. The McGraw Hill Companies.
4. Schröder, B. (2010). *Fundamentals of Mathematics*. Wiley.
5. Zaslow, E. (2020). *Quantitative Reasoning: Thinking in Numbers*. Cambridge University Press.

Cell Biology

Course Code: ZOO-123

Credit Hours: 02

Pre-requisite: Nil

Objectives

Students will acquire knowledge about the basic concepts of cell biology. They will learn about the cellular structure, composition of the organelles, cell growth and cellular division. They will know about how macromolecules and organelles govern the dynamic organization, function of living cells.

Learning Outcomes

1. Students will acquire the basic concepts of cell biology.
2. Students will understand the metabolic processes of cells in terms of cellular organelles, membranes, and biological molecules.
3. Students will have the ability to understand the role of macromolecules regulating cellular processes.

Course Outline

Unit 1. Cell Structure and Function

Cell theory. Comparison of plant and animal cells. Comparison of prokaryotic and eukaryotic cells. Structural models of cell membrane. Chemical composition of cell membrane and its function.

Unit 2. Cell Organelles

Endoplasmic reticulum. Golgi Bodies. Mitochondria. Lysosomes. Peroxisomes. Ribosome.

Unit 3. Nucleus

Structure and function. Nuclear membrane. Chromatin.

Unit 4. Cytoskeleton

Structure and types. Functions of cytoskeleton.

Unit 5. Cellular Transport

Diffusion and osmosis. Facilitated and active transport. Endocytosis and exocytosis.

Unit 6. Cellular Reproduction

Cell cycle. Mitosis. Meiosis.

Recommended Books/Reference Material

1. Alberts. (2023). *Essential cell biology*. W. W. Norton & Company.
2. Alberts, B., Bray, D., Lewis, J., Raff, M., Roberts, K., Watson, J.D. (2017). *Molecular biology of the cell*. 6th Edition. Garland science.
3. Chandar D.N., Viselli, D.S.M. (2020). *Cell and molecular biology*. 2nd Edition. LWW.
4. De Robertis, E. D. P. (2017). *Cell and molecular biology*. 8th edition, Lea & Febiger, New York.
5. Geoffrey M.C., Robert E.H. (2007). *The cell: A molecular approach*. Sinauer Associates, INC.

6. Karp, J. (2005). *Cell and molecular biology, concepts and Experiments*. Jhon Wiley and Sons, INC.
7. Lodish, H., Berk, A., Kaiser, C. A., Krieger, M., Bretscher, A., Ploegh, H., & Martin, K. C. (2016). *Molecular cell biology*. Macmillan Higher Education.
8. Miller, S.A. and Harley, J.B. (2014). *Zoology*. 12th Ed. (International), Singapore: McGraw-Hill
9. 8. Stanger B. (2023). *From one cell: A Journey into life's origins and the future of medicine*. W. W. Norton & Company. UK

Cell Biology (Lab)

Course Code: ZOO-123L

Credit Hours: 01

Pre-requisite: Nil

Objectives

Students will acquire knowledge about the basic staining techniques. They will learn about the identification of cell organelles. They will know about the different stages of mitosis and meiosis.

Learning Outcomes

1. Students will be able to identify the prepared slides of different cell organelles.
2. Students will be able to know the techniques of preparation of whole mount.
3. Students will understand the different stages of cell cycle

Course Outline

- | | |
|----------------|---|
| Unit 1. | Study of microscope. |
| Unit 2. | Study of staining techniques (gram staining). |
| Unit 3. | Study of prepared slides of cell organelles. |
| Unit 4. | Preparation of temporary whole mount. |
| Unit 5. | Preparation of permanent whole mount. |
| Unit 6. | Squash preparation of onion root tip for mitotic stages. |
| Unit 7. | Study of mitotic and meiotic stages with the help of prepared slides. |

Recommended Books/Reference Material

1. Alberts. (2023). *Essential cell biology*. W. W. Norton & Company.
2. Alberts, B., Bray, D., Lewis, J., Raff, M., Roberts, K., Watson, J.D. (2017). *Molecular biology of the cell*. 6th Edition. Garland science.
3. Chandar D.N., Viselli, D.S.M. (2020). *Cell and molecular biology*. 2nd Edition. LWW.
4. De Robertis, E. D. P. (2017). *Cell and molecular biology*. 8th edition, Lea & Febiger, New York.
5. Geoffrey M.C., Robert E.H. (2007). *The cell: A molecular approach*. Sinauer Associates, INC.
6. Karp, J. (2005). *Cell and molecular biology, concepts and experiments*. Jhon Wiley and Sons, INC.
7. Lodish, H., Berk, A., Kaiser, C. A., Krieger, M., Bretscher, A., Ploegh, H., & Martin, K. C. (2016). *Molecular cell biology*. Macmillan Higher Education.
8. Miller, S.A. and Harley, J.B. (2014). *Zoology*. 12th Ed. (International), Singapore: McGraw-Hill.
9. Stanger B. (2023). *From One Cell: A Journey into life's origins and the future of medicine*. W. W. Norton & Company. UK.

Application of Information and Communication Technologies

Course Code: CS-107

Credit Hours: 2

Pre-requisite: Nil

Objectives

This course provides a very broad range of topics and prepares the students for various domains in computing that they will face in upcoming semesters. This course is very comprehensive as it provides every student a set of productivity tools that they will be able to use for the rest of their lives. It provides knowledge and skills for use of computing and communication technologies to solve real life problems. This is an introductory course about Information and Communication Technologies that includes ICT terminologies, hardware and software components, the internet and World Wide Web, and ICT based applications.

Learning Outcomes

1. Students will be able to define various types and components of computer including input/output devices, memory, storage media.
2. Students will be able to describe different types of software from operating systems to system utilities and productivity apps.
3. Students will be able to describe the basic concepts of computer networks, database management and computer security from a user point of view, components of a computer including input/output devices, memory, storage media.

Course Outline

Unit 1 Technology

Types of Computers, Mobile & Game Devices, Data and Information, The Web, Web Searching, Online Social Networks, Internet Communications. Digital Security and Privacy, Viruses and Other Malware, Privacy, Health Concerns, Environmental Issues, Programs and Apps, Operating Systems, Applications, Installing and Running Programs, Developing Programs and Apps, Communications and Networks, Wired and Wireless Communications, Networks, Technology Uses, Government, Finance, Retail, Entertainment, Health Care, Science, Travel, Publishing, Manufacturing, Technology Users.

Unit 2. Online Web

The Internet, Websites and Media, The Internet, Evolution of the Internet, connecting to the Internet, Internet Service Providers, How Data Travels the Internet, IP & MAC Addresses and Domain Names, The World Wide Web, Navigating the Web, Web Addresses, Web Apps and Mobile Apps. Types of Websites, Digital Media on the Web, Graphics, Audio, Video, Plug-Ins, Other Internet Services, Email, Email Lists, Internet Messaging, Chat Rooms, Online Discussions, VoIP, FTP, Netiquette.

Unit 3. Evaluating Computers and Mobile Devices

Mobile Computers and Desktops, Laptops, Tab and Other Mobile Computers, Handheld Computers, Desktops and All-in-Ones, Servers, Terminals, Point-of-Sale Terminals, Wearable Devices, Game Devices, Embedded Computers, Inside the Case, The Motherboard, Processors, The Control Unit, The Arithmetic Logic Unit, Machine Cycle, Registers, The System Clock, Personal Computer and Mobile Device Processors, Processor Cooling, The Internet of Things, Cloud Computing, Cloud Computing Services. Memory, Bytes and Addressable Memory, Types of Memory, RAM, Cache, ROM, Flash Memory, CMOS, Memory Access Times, Adapters, Adapter Cards, USB Adapters, Buses, Bus Width, Types of Buses, Power Supply and Batteries, Data Representation & Number System.

Unit 4. Programs and Apps

Role of the Operating System, Obtaining Software, Installing Software,

Categories of Programs and Apps, Multimedia and Interest Applications, Communications Applications, File, Disk, and System Management Tools.

Unit 5. Digital Security Ethics, and Privacy: Threats, Issues, and Defenses

Digital Security Risks, Cybercrime, Internet and Network Attacks Malware, Botnets, Encryption, Digital Signatures and Certificates, Hardware Theft, Vandalism, and Failure. Backing Up — The Ultimate Safeguard, Wireless Security, Ethics and Society, information Accuracy, Intellectual Property Rights, Codes of Conduct, Cookies, Phishing, Spyware and Adware, Social Engineering, Privacy Laws, Employee Monitoring, Content Filtering. What is data base and data base management system, Evolution of database management, Data Concepts and Characteristics, Data Organization. Operating Systems, Operating System Functions, Starting Computers and Mobile Devices, Shutting Down Computers and Mobile Devices, providing a User Interface, Managing Programs, Managing Memor.

Recommended Books/Reference Material:

1. Campbell, J. T., Freund, S. M., Frydenberg, M., Last, M. Z., & Pratt, P. J. (2016). Shelly Cashman Series Discovering Computers & Microsoft Office 365 & Office 2016: A Fundamental Combined Approach. Cengage Learning.
2. Hafez, K., Skinner, A., & Grüne, A. (2022). Foundations of Global Communication: A Conceptual Handbook. Routledge.
3. Hawkrigde, D. (2022). New information technology in education. Taylor & Francis.
4. Pearlson, K. E., Saunders, C. S., & Galletta, D. F. (2016). Managing and using information systems: A strategic approach. John Wiley & Sons.
5. Pearlson, K. E., Saunders, C. S., & Galletta, D. F. (2024). Managing and using information systems: A strategic approach. John Wiley & Sons.

Application of Information and Communication Technologies (Lab)

Course Code: CS-107L

Credit Hours: 1

Pre-requisite: Nil

Objectives

This course provides a very broad range of topics and prepares the students for various DOMAINS in computing that they will face in upcoming semesters. This course is very comprehensive as it provides every student a set of productivity tools that they will be able to use for the rest of their lives. It provides knowledge and skills for use of computing and

communication technologies to solve real life problems. This is an introductory course about Information and Communication Technologies that includes ICT terminologies, hardware and software components, the internet and World Wide Web, and ICT based applications.

Learning Outcomes

1. Students will be able to define various types and components of computer including input/output devices, memory, storage media.
2. Students will be able to describe different types of software from operating systems to system utilities and productivity apps.
3. Students will be able to describe the basic concepts of computer networks, database management and computer security from a user point of view, components of a computer including input/output devices, memory, storage media.

Course Outline

Unit 1.	<u>Technology</u> Introduction to the lab equipment and SOPs of the labs. Introduction to computer hardware and system information. Introduction to the Web, Web Searching, Online Social Networks, Internet Communications. Digital Security and Privacy, Viruses and Other Malware, Privacy.
Unit 2.	<u>Online</u> <u>Web</u> IP & MAC Addresses and Domain Names, The World Wide Web, Navigating the Web, Web Addresses, Web Apps and Mobile Apps. Types of Websites, Digital Media on the Web, Graphics, Audio, Video, Plug-Ins, Other Internet Services, Email, Email Lists, Internet Messaging, Chat Rooms, Online Discussions, VoIP, FTP, Netiquette.
Unit 3.	<u>Evaluating Computers and Mobile Devices</u> Inside world: The Motherboard, Processors, The Control Unit, The Arithmetic Logic Unit, Machine Cycle, Registers, The System Clock, Personal Computer and Mobile Device Processors, Processor Cooling, The Internet of Things, Cloud Computing, Cloud Computing Services. Memory, Bytes and Addressable Memory, Types of Memory, RAM, Cache, ROM, Flash Memory, CMOS, Memory Access Times, Adapters, Adapter Cards, USB Adapters, Buses, Bus Width, Types of Buses, Power Supply and Batteries, Data Representation & Number System.
Unit 4.	<u>Programs</u> <u>Apps</u> File, Disk, and System Management Tools. MS office

Unit 5. Digital Security Ethics, and Privacy: Threats, Issues, and Defenses

Digital Security Risks, Cybercrime, Internet and Network Attacks
Malware, otnets, Encryption, Digital Signatures and Certificates,
Hardware Theft, Vandalism, and Failure. Backing Up — The Ultimate
Safeguard, Wireless Security, Ethics and Society, information Accuracy,
Intellectual Property Rights, Codes of Conduct, Cookies, Phishing,
Spyware and Adware, Social Engineering, Privacy Laws, Employee
Monitoring, Content Filtering. What is data base and data base
management system, Evolution of database management, Data Concepts
and Characteristics, Data Organization. Operating Systems, Operating
System Functions, Starting Computers and Mobile Devices, Shutting
Down Computers and Mobile Devices, providing a User Interface,
Managing Programs, Managing Memory.

Functional English

Course Code: ENG-110

Credit Hours: 03

Pre-requisite: Nil

Objectives

This course is designed to equip students with essential language skills for effective communication in diverse real-world scenarios. It focuses on developing proficiency in English language usage: word choices, grammar and sentence structure. In addition, the course will enable students to grasp nuanced messages and tailor their communication effectively through application of comprehension and communication aspects including professional writing, public speaking, and everyday conversation. Ensuring that students are equipped in both academic and professional spheres. An integral part of the course is fostering a deeper understanding of the impact of language on diverse audiences. Students will learn to communicate inclusively and display a strong commitment to cultural awareness in their language use. Additionally, the course will enable them to navigate the globalized world with case and efficacy, making a positive impact hi their functional interactions.

Learning Outcomes

1. Apply enhanced English communication skills through effective use of word choices, grammar and sentence structure.
2. Comprehend a variety of literary non-literary written and spoken texts in English.
3. Effectively express information, ideas and opinions in written and spoken English.

4. Recognize inter-cultural variations in the use of English language and to effectively adapt their communication style and content based on diverse cultural and social contexts.

Course Outline

Unit 1. Introduction

Ice breaking Activities. Types and modes of Communication. Intrapersonal, Intra-personal and group Communication.

Unit 2. Rules for Structure of Sentences

Types of sentences. Punctuation and Spelling, Vocabulary. Lexical and functional categories. Structural kind of sentences: simple, compound, complex. Synthesis of sentences.

Unit 3. Concept of Time and Tense (present, past, future)

Discussion: General topics and everyday conversation. Concept of Voice: active and passive voice. Functional use of Voice in different situations. Discussion: General topics and everyday conversation

Unit 4. Direct and Indirect Reporting

Discussion: General topics and everyday conversation, describing things persons, places, pictures, events etc. Salutation & Greeting, Introduction, Asking and answering questions. Discussion: General topics and everyday conversation.

Unit 5. Practicing Everyday Conversation

Request and Permission, Agreement and Disagreement. Apologizing, expressing likes and Dislikes, expressing opinion. Expressing approval, Disapproval, Discussion: General topics and everyday conversation.

Unit 6. Articulating Expression

Expressing appreciation, regret, and indifference. Expressing certainty, uncertainty, and obligation. Expressing suggestion, warning, Expressing possibility, impossibility & logical conclusion. Discussion: General topics and everyday conversation.

Unit 7. Art of Inviting

Accepting, declining invitation. Expressing & inquiring about preferences.

Stating intentions and Making Plans. Giving directions. Instructing people how to do things

Unit 8. **Discussing** **Past** **and** **Present**
Future prospects. Talking about the past.

Recommended Books/ Reference Material

1. Azar, B. S. (2003). *Fundamentals of English grammar*. Longman.
2. Beebe, S. A., Beebe, S. J., & Ivy, D. K. (2010). *Communication: Principles for a lifetime* (p. 483). Boston, MA: Allyn & Bacon.
3. Eastwood, J. (1994). *Oxford guide to English grammar*. Oxford University Press.
4. Floyd, K., & Cardon, P. (2023). *Business and professional communication*. McGraw-Hill US Higher Ed USE.)
5. Kortmann, B. (2020). *English linguistics: essentials*. Springer Nature.
6. Langan, J. (2001). *College writing skills with readings*. New York.
7. Murphy, R. (2003). *English grammar in use*. Cambridge: Cambridge University Press.
8. Sharma, Gajendra Dutt (2023) *A comprehensive resource book of functional English*, OEP, New Delhi.
9. Thomson, A. J., & Martinet, A. V. (2015). *A practical English grammar*. New York: Oxford University Press.
10. Wren, P. C., & Martin, H. (2000). *English grammar and Composition*. New Delhi: S Chand & Company Ltd.

Quantitative Reasoning-II

Course Code: STA-112

Credit Hours: 03

Pre-requisite: Nil

Objectives

The main purpose of the course is to enable students to understand the significance of statistics in the real world, particularly in the field of other sciences. The course focuses on the methods of collection presentation and analysis of data using measures of central tendency and measures of dispersion. The course also focuses on basic principles of probability and distributions, regression and correlation analysis, estimation and testing of hypothesis. It will prepare

students to apply the quantitative reasoning skills in solving quantitative problems which they will experience in their practical lives.

Learning Outcomes

1. Student will understand the basic statistical concepts and have basic ability to interpret data presented in various formats including but not limited to tables, graphs, charts and equation etc.
2. Understand basic quantitative modeling and analyses.
3. Ability to critically evaluate quantitative information to make evidence based decision through appropriate statistical tools.

Course Outline

Unit 1.	<u>Introduction of Statistic and Data Condensation</u> Types and sources of data. Measurement scales. Population and sample. Tabular and graphical presentation of data. Quantitative reasoning exercises using fundamental statistical concepts.
Unit 2.	<u>Measure of Central Tendency and Dispersion</u> Measure of central tendency. Measure of dispersion. Data interpretation. Quantitative reasoning exercises using statistical concepts.
Unit 3.	<u>Probability and Probability Distributions</u> Basic probability theory. Rules of counting (multiplicative, permutation, combinations). Introduction to random variables and their probability distributions. Quantitative reasoning exercises using probability theories and distribution concepts.
Unit 4.	<u>Regression and Correlation Analysis</u> Introduction to probabilistic models. Bivariate analysis. Scatter plots. Simple linear regression model. Correlation analysis. Quantitative reasoning exercises using statistical modelling.
Unit 5.	<u>Estimation and Testing of Hypothesis</u> Basics of estimation and confidence interval. Testing of Hypothesis (z-test; t-test). Statistical inference in decision making. Quantitative

reasoning exercises using estimation and Statistical inference concepts and techniques.

Recommended Books/Reference Material

1. Chaudhry S.M., & Kamal. S. (2018). *Introduction to statistical theory part I*. Lahore, Pakistan: Ilmi Kitab Khana.
2. Chaudhry S.M., & Kamal. S. (2018). *Introduction to statistical theory part II*. Lahore, Pakistan: Ilmi Kitab Khana.
3. Hogg, R., McKeane, J., & Craig, A. (2021). *Introduction to mathematical statistics*, (8th ed.). Boston: Pearson Education.
4. Mendenhall, W., Beaver, R. J., & Beaver, B. M. (2012). *Introduction to probability and statistics*. Cengage Learning.
5. Moore, D. S., McCabe, G.P., & Craig, B. A. (2021). *Introduction to the practice of statistics*, (10th ed.). New York: WH Freeman.
6. Walpole, R. E. (2002). *Introduction to statistics*, (7th ed.). New York: Macmillan publishing company.
7. Walpole, R.E., Myers, R.H., & Myers, S.L. (1998). *probability and statistics for engineers and scientist*, (6th ed.). New York: Prentice Hall.

Expository Writing

Course Code: ENG-111

Credit Hours: 03

Pre-requisite: Nil

Objectives

Expository Writing is a sequential undergraduate course aimed at refining writing skills in various contexts. Building upon the foundation building pre-requisite course, Functional English, this course will enhance students' basic skills of producing clear, concise and coherent written texts in English. The course will also enable students to dissect intricate ideas, to amalgamate information and to express their views and opinions through well-organized essays. The students will further be able to refine their analytical skills to substantiate their viewpoints using credible sources while adhering to established ethical writing norms. Additionally, the course will highlight the significance of critical thinking enabling students to produce original and engaging written texts.

Learning Outcomes

1. Understand the essentials of the writing process integrating pre-working, drafting, editing and proofreading to produce well-structured essays.
2. Uphold ethical practices to maintain originality in expository writing.

Course Outline

Unit 1.	<u>Introduction to Expository Writing</u>
	Understanding expository writing (definition, types, purpose and applications). Characteristics of effective expository writing (clarity, coherence and organization). Introduction to paragraph writing.
Unit 2.	<u>The Writing Process</u>
	Pre-writing techniques (brainstorming, free-writing, mind-mapping, listing, questioning and outlining etc.). Drafting (three stage process of drafting techniques). Revising and editing (ensuring correct grammar, Clarity, coherence, conciseness etc.). Proofreading (fine-tuning of the draft). Peer review and feedback (providing and receiving critique).
Unit 3.	<u>Essay Organization and Structure</u>
	Introduction and hook (engaging readers and introducing the topic). Thesis statement (crafting a clear and focused central idea). Body Paragraphs (topic sentences, supporting evidence and transitional devices). Conclusion (types of concluding paragraphs and leaving an impact). Ensuring cohesion and coherence (creating seamless connections between paragraphs).
Unit 4.	<u>Types of Expository Writing</u>
	Description, Illustration, Classification. Cause and effect (exploring causal relationships and outcomes). Process analysis (explaining step-by-step procedures). Comparative analysis (analyzing similarities and differences).
Unit 5.	<u>Writing for Specific Purposes and Audiences</u>
	Different types of purposes (to inform, to analyze, to persuade, to entertain etc.). Writing for academic audiences (formality, objectivity, and academic conventions). Writing for public audiences (engaging, informative and persuasive language). Different tones and styles for specific purposes and audiences.

Unit 6.	<u>Ethical</u>	<u>Considerations</u>
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Ensuring original writing (finding credible sources, evaluating information etc.). Proper citation and referencing (APA, MLA, or other citation styles). Integrating quotes and evidence (quoting, paraphrasing, and summarizing). Avoiding plagiarism (ethical considerations and best practices).

Recommended books/ Reference material

1. Axelrod, R. B., & Cooper, C. R. (2010). *The St. Martin's guide to writing*. Macmillan.
2. Faigley, L., Selzer, J., Enoch, J., & Wible, S. (2009). *Good reasons with contemporary arguments*. Pearson Longman.
3. Floyd, K., & Cardon, P. (2023). *Business and professional communication*. McGraw-Hill US Higher Ed USE.
4. Graff, G., Birkenstein, C., & Maxwell, C. (2014). *They say, I say: The moves that matter in academic writing* (p. 245). Gildan Audio.
5. Johnson-Sheehan, R., Paine, C., & Paine, C. (2010). *Writing today*. Pearson Education India.
6. Keizer, E. (2015). *A functional discourse grammar for English*. Oxford University Press.
7. Rosenwasser, D., & Stephen, J. (2011). *Writing analytically*. Cengage Learning Press.
8. Straaijer, R. (2018). *Modern English usage from Britain to America*: Bryan Garner follows Henry Fowler from A Dictionary of Modern American English Usage to Garner's Modern English Usage. *English Today*, 34(4), 39-47.
9. Williams, J. M., & Bizup, J. (2014). *Lessons in clarity and grace*. Pearson.
10. Cheng, K. (2020). *Expository writing: A short guide*.

Pakistan Studies

Course Code: PAK-104

Credit Hours: 03

Pre-requisite: Nil

Objective

This course is designed to provide students with a comprehensive exploration of Pakistan's identity, spanning geographical, historical, and cultural dimensions. It delves into the diverse

landscapes, ancient civilizations, and rich cultural heritage that define Pakistan. Moreover, it examines the socio-cultural and political transformations in Pakistan over time including democratic transitions and military interventions. The aim of this course is to inculcate in students a nuanced understanding of Pakistan's past, present, and potential future trajectories, enabling them to critically evaluate the complex dynamics shaping the nation's development.

Course Learning Outcomes

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

1. Have enhanced knowledge of the geographical, historical, and political aspects of Pakistan.
2. Understand the society and culture of Pakistan.
3. Understand and explain the socio-economic developments in Pakistan.
4. Explore contemporary issues and challenges faced by Pakistan and their implications for the future.

Course Outline

Unit 1 Introduction to Pakistan:

Geographical location and significance.

Historical background: Ancient civilizations in the region.

Factors leading to the creation of Pakistan.

Unit 2: Political History of Pakistan:

Formative phase.

Military interventions and democratic transitions.

Unit 3: Geography of Pakistan:

Physiography: Mountains, plains, plateaus, deserts, valleys and coastal areas.

River systems: Indus River and its tributaries.

Climatic regions of Pakistan.

Unit 4: Society and Culture of Pakistan:

Socio-cultural diversity.

Languages and literature of Pakistan.

Unit 5: Economic Development of Pakistan:

Agriculture and industrial sectors of Pakistan.

Economic challenges of Pakistan.

Unit 6: Contemporary Issues:

Foreign relations of Pakistan.

- Security challenges: terrorism, extremism, and regional conflicts.
- Environmental problems and sustainable development (SDGs). Media and social change.

SUGGESTED INSTRUCTIONAL/READING MATERIALS

1. "Jinnah of Pakistan" by Stanley Wolpert
2. "The Sole Spokesman: Jinnah, the Muslim League, and the Demand for Pakistan" by Ayesha Jalal
3. "The struggle for Pakistan" by Ishtiaq Husain Qureshi
4. "Pakistan, the Formative Phase, 1857-1948" by Khalid B. Sayeed
5. "Pakistan Studies: A Book of Readings" by Sikandar Hayat
6. "Constitutional and Political History of Pakistan" by Hamid Khan
7. "Trek to Pakistan" by Ahmad Saeed and Kh. Mansur Sarwar
8. "Pakistan: A Modern History" by Ian Talbot
9. "Politics in Pakistan: The Nature and Direction of Change" by Khalid B. Sayeed
10. "Physical Geography of Pakistan" by Umar Jahangir
11. "A Geography of Pakistan: Environment, People, and Economy" by Fazle Karim Khan
12. "Pakistan's Foreign Policy: An Historical Analysis" by S. M. Burke
12. "Separatism in East Pakistan" by Rizwan Ullah Kokab
13. "Being Pakistani: Society, Culture and the Arts" by Raza Rumi
14. "Pakistan's Cultural Heritage: Socio-Economic and Technological Aspects" edited by Abdul Jabbar Khan
15. "Language and Politics in Pakistan" by Tariq Rahman
16. "Sociology" by Horton and Hunt
17. "Pakistan in the Twentieth Century: A Political History" by Lawrence Ziring
18. "Economic Development of Pakistan" by Ishrat Husain
19. "Issues in Pakistan's Economy" by S. Zaidi

History of Ancient Civilizations

BS-Fine Arts

Course Code: BFA-119

Credit Hours: 02

Pre-requisite: Nil

Objectives

Students will compare and analyze how accomplishments made by ancient civilizations during their transition continue to affect our world today. They will also develop understanding about how geography played a crucial role in the development of early civilizations.

Learning Outcomes

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

1. Through understanding, students will be equipped to respect the diversity of contemporary society.
2. Upon learning that the environment was a deciding element in the emergence of ancient complex societies, students will be able to realize and uphold a sense of communal, environmental responsibility.

Course Outline

Unit 1. The Aesthetic Evolution of Humanity

Explore the journey from prehistoric expressions to civilized artistic stance through the lens of human aesthetic development. Examine how art defines humanity's unique cultural identity through the anthropology of ornamentation. Study primitive and prehistoric cultural periods and witness humanity's first civilized stance in the Indus Valley. Students will use AI image generation tools to recreate prehistoric cave paintings based on research, then compare their AI-assisted recreations with actual archaeological findings to understand stylistic elements and cultural significance.

Unit 2. Mesopotamian and Egyptian Civilizations

Investigate the artistic foundations of early river valley civilizations, examining how geographic determinism shaped their distinctive artistic expressions. Analyze architectural innovations like ziggurats and pyramids

as responses to spiritual needs and environmental conditions. Study hieroglyphics and cuneiform as artistic communication systems. Virtual museum tours enhanced by AI-powered guides that can answer questions about specific artifacts. Students complete an Egyptian-themed pot painting assignment incorporating authentic symbolism identified through AI analysis of historical examples.

Unit 3. Classical Greek Innovations

Examine how Greek geography fostered city-state development and artistic competition. Analyze the evolution of architectural orders, sculptural naturalism, and narrative painting techniques. Explore how Greek aesthetic principles continue to influence contemporary design, architecture, and visual storytelling.

Unit 4. Roman Artistic Achievement and Legacy

Study how Roman engineering and artistic innovations built upon Greek foundations while developing distinctive characteristics. Examine architecture as expressions of imperial power and public infrastructure. Analyze realistic portraiture as political communication and the development of narrative relief sculpture. Students design digital mosaics using AI collaboration tools that suggest color combinations based on authentic Roman palette analysis. The AI assistant provides historical context about mosaic techniques and helps students understand the mathematics behind tesserae arrangement.

Unit 5. Buddhist Art of the Sub-Continent

Investigate how Buddhism's spread created distinctive artistic traditions across diverse geographic regions. Compare architectural and sculptural styles from Sanchi, Bharut, Gandhara, and Ajanta. Analyze how artistic syncretism reflected cultural exchange along trade routes. Examine how Buddhist artistic expressions communicated philosophical concepts across language barriers. Students conduct a study of signs and symbols in Buddhist art, using AI pattern recognition to identify recurring motifs across different regions and time periods. An AI-assisted timeline tool helps visualize how symbols evolved as Buddhism adapted to different cultural contexts.

Recommended Books/Reference Material

1. Blattner. (2012). *World Civilizations and Cultures*, Mark Twain Media,

2. Brown. (2023). *Indian Architecture*. Palmer Press, United States.
3. Edwards. (2023). *Ancient Civilizations of History - Trivia Adventures*. United States.
4. Kleiner, S. (2016). *Gardner's Art Through the Ages, 15th Edition*. Thomson Wadsworth, United States.

Islamic Studies

Course Code: ISL-101

Credit Hours: 02

Pre-requisites: Nil

Objectives

Students will be able to demonstrate enhanced knowledge of Islamic Fundamentals, beliefs, practices, historical development, spiritual values and Ethical Principles. Describe Basic sources of Islamic Law and their application in daily life. Also, Identify and discuss contemporary issues being faced by the Muslim world Including Social Challenges, Gender Role and Interfaith dialogue.

Learning Outcomes

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

1. Evaluate and discuss their understanding about the beliefs, history and Ethical values of Islam.
2. Be able to apply and relate the Articles of faith in their life according to present world.
3. Be able to analyze the importance of Quran and Sunnah in their life and also to refute many relating misconceptions
4. Engage in Discussions and write about Contemporary issues specifically related to Women.

Course Outline

Unit 1.	<u>Introduction</u>	<u>to</u>	<u>Islam</u>
	Definition of Islam and its core Beliefs (Tawheed, Akhirat and Risalat),		

Pillars of Islam and their significance (Tawheed, Prayers, Fasting, Zakat & Hajj), The Holy Quran (Introduction, Revelation & Compilation), Sunnah & Hadith (Introduction, Revelation & Compilation).

- Unit 2. Seerah of the Holy Prophet PBUH**
Life of Prophet PBUH in Makkah, Life of Holy Prophet PBUH in Medina, Diverse roles of Holy Prophet PBUH (individual, leader, peacemaker, educator etc).
- Unit 3. Islamic History and Civilization**
World before Islam, The Rashidun Caliphate and its expansion, Contributions of Muslim Scientists and Philosophers.
- Unit 4. Islamic Jurisprudence**
Fundamental sources of Islamic Jurisprudence, Major Schools of Islamic Jurisprudence, Significance & principle of Ijtihad.
- Unit 5. Family & Society in Islam**
Status and Rights of Women in Islam, Marriage, Family & Gender roles in Muslim Society, Family values and Structure in Muslim Society.
- Unit 6. Islam & Modern World**
Relevance of Islam in Modern World. (Islamophobia, Interfaith dialogue & Multiculturalism), Islamic viewpoint towards socio-cultural and technological changes.

Recommended Books/Reference Material

1. Ahmed, Dr. A. (1996). *Women & Social Justice: An Islamic Paradigm*, The Islamic Foundation UK
2. Ahmed, K. (1971) *Islami Nazria e Hayat*, Karachi University press.
3. Ahmed, K. (1980). *Islam, Its meaning & message*, The Islamic Foundation UK.
4. Al-Mubarikpuri, M. S. (2002), *Al Raheeq ul Makhtoom (The Sealed Nector)*, Dar ul Salam.
5. Al-Suhaym, Dr. M.B., A. (2006) *Islam, Its foundation & concepts*, Darussalam
6. An Introduction to Islamic Theology by John Renard.
7. Bokhari, A.S, Zafar, M.D., Prof. Shakir, A.S. (2021). *A textbook of Islamic Education*, Akram Printing Press, Lahore.
8. Hussain, M. *The Five Pillars of Islam: A Framework for Islamic Values and Character building*, Kube Publishing, The Islamic Foundation UK

9. Maududi, Abul A. (2008). *Islamic Civilization Foundations, Beliefs & Principles*, Kube Publishing, Islamic Foundation UK
10. Maududi, Abul. A. (2007). *Towards understanding Islam*, The Islamic foundation UK
11. Phillip, Dr. A. A., B. (2018) *Islamic Studies*, International Islamic Publishing House.
12. Prof. Dr. Chaudary, M.N., Prof. Malik, M.A (2022). *Tafheem e Islamiyat*, Qureshi Brothers Publishers, Lahore.

Ethics (in lieu of Islamic Studies)

Course Code: ETH-101

Credit Hours: 2

Pre-Requisite: Nil

Objectives:

Upon successful completion of the course, students will be able to know the basics of Ethics & Morality and develop Ethical approach, Identify the concept of Ethics in Different Religions & Relate the ethical values with their lives business ethics, journalism ethics etc.

Learning Outcomes:

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

1. Students will be able to demonstrate their understanding about the meaning of Ethics and Morality.
2. Analyze the Similarities and Differences between ethical teachings of various religions.
3. Develop sense of belongingness to the ethical values as a student, being member of the society etc.

Course Outline

Unit 1.	<u>Meaning and Scope of Ethics</u>
	Meaning and Definition of Ethics and Morality, Difference between Ethics and Morality, Relation of Ethics with: Religion, Science, Law.
Unit 2.	<u>Historical development of Morality</u>
	Instinctive Moral Life, Customary Morality, Reflective Morality.

Recommended Books/ Reference Material:

Unit 3. Moral Theories, Moral Ethics and Society

Hedonism (Mill), Intuitionism (Butler), Kant's Moral Theory, Freedom and Responsibility, Tolerance, Justice, Punishment.

Unit 4. Moral Teaching of Major Religions

Judaism, Christianity, Islam, Islam and Minorities.

Unit 5. Professional Ethics

Medical Ethics, Ethics of Student, Ethics of Teacher, Business Ethics

1. R. Shafer-Landau. (2020). *The Fundamentals of Ethics*, 5th Edition.
2. S. Blackburn. (2021). *Ethics: A Very Short Introduction (Very Short Introductions)* 2nd Edition.
3. S. Liautaud, L. & Sweetingham. (2022). *The Power of Ethics: How to Make Good Choices in a Complicated World*.
4. S. M. Cahn, P. Markie. (2019). *Ethics: History, Theory, and Contemporary Issues*, 7th Edition.

Ideology and Constitution of Pakistan

Course Code: PAK-103

Credit Hours: 02

Pre-requisite: NIL

Objectives

This course is designed to provide students with a fundamental exploration of the ideology and the constitution of Pakistan. The course focuses on the underlying principles, beliefs, and aspirations that have been instrumental in shaping the creation and development of Pakistan as a sovereign state. Moreover, the course will enable students to understand the core provisions of the Constitution of the Islamic Republic of Pakistan concerning the fundamental rights and responsibilities of Pakistan citizens to enable them function in a socially responsible manner.

Learning Outcomes

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

1. Students will be able to demonstrate enhanced knowledge of the basis of the ideology of Pakistan with special reference to the contributions of the founding fathers of Pakistan.
2. Students will be able to demonstrate fundamental knowledge about the Constitution of Pakistan 1973 and its evolution with special reference to state structure.

3. Students will be able to explain about the guiding principles on rights and responsibilities of Pakistani citizens are enshrined in the Constitution of Pakistan 1973.

Course Outline

- Unit 1. Introduction to the Ideology of Pakistan**
Definition and significance of ideology. Historical context of the creation of Pakistan (with emphasis on socio-political. Religious and cultural dynamics of British India between 1857 till 1947). Contributions of founding fathers of Pakistan in the freedom movement including but not limited to Allama Muhammad Iqbal, Muhammad Ali Jinnah etc. Contributions of women and students in the freedom movement or separate homeland.
- Unit 2. Two-Nation Theory**
Evolution of the Two-Nation Theory (Urdu-Hindi controversy. Partition of Bengal. Simla Deputation 1906, Allama Iqbal Presidential Address 1930, Congress Ministries 1937 Lahore Resolution 1940). Role of communalism and religious differences.
- Unit 3. Introduction to the Constitution of Pakistan**
Definition and importance of a constitution. Ideological factors that shaped the Constitution(s) of Pakistan. Overview of constitutional developments in Pakistan.
- Unit 4. Constitution and State Structure**
Structure of government (executive, legislature, and judiciary). Distribution of powers between federal and provincial governments. Eighteenth Amendment and its impact of federalism.
- Unit 5. Fundamental Rights, Principles of Policy and Responsibilities**
Overview of fundamental rights guaranteed to citizens by the Constitution of Pakistan 1973 (Articles R-28). Overview of Principles of Policy (Articles 29-40). Responsibilities of the Pakistani citizen.
- Unit 6. Constitutional Amendments**
Procedures for amending the Constitution. Notable constitutional amendments and their implications.

Recommended Books/Reference Material

1. Shah, A. (2014). *The army and democracy: Military politics in Pakistan*. Harvard University Press.
2. Malik, A. (2010). *Political survival in Pakistan: Beyond ideology*. Routledge.
3. Jalal, A. (2014). *The struggle for Pakistan: A Muslim homeland and global politics*. Harvard University Press.
4. Hamzah, D. (2021). *International Law and Muslim States: Saudi Arabia in Context*. Routledge.
5. Hamzah, D. (2021). *International Law and Muslim States: Saudi Arabia in Context*. Routledge.
6. Mujahid, S. u. (2001). *Ideology of Pakistan*. Progressive Publishers.
7. Talbot, I. (2020). *The History of British Diplomacy in Pakistan* (Vol. 37). Routledge.

Introduction to Social Sciences

BS- Sociology

Course Code: SOC-104

Credit Hours: 02

Pre-requisite: Nil

Objectives:

Introduction to Social Sciences offers a comprehensive overview of the various disciplines within social sciences, exploring their origins, scope, methodologies, applications, and interconnectedness. Students will be introduced to anthropology, sociology, psychology, political science, economics, geography, and history, with an emphasis on their relevance to contemporary Pakistani society. The course encourages critical thinking, interdisciplinary understanding, and the application of social sciences in real-world contexts.

Learning Outcomes

Upon completion of this course, students will be able to:

1. Understand the origins and development of social sciences as distinct fields of study.
2. Recognize the scope, methodologies, and principles of various social science disciplines.
3. Analyze social phenomena from interdisciplinary perspectives.

4. Apply social science concepts to understand and address issues relevant to Pakistani society.
5. Engage in critical discussions, research, and ethical considerations within social sciences.

Course Outline

Unit 1. Introduction to Social Science

Definition and Importance of Social Sciences
Historical Development and Interconnectedness

Unit 2. Anthropology

Scope, Methods, and Key Concepts
Cultural and Biological Anthropology

Unit 3. Sociology

Origin and Scope of Sociology
Key Concepts
Sociological Imagination

Unit 4. Psychology

Introduction to Psychology and its Branches
Human Behavior and Mental Processes

Unit 5. Political Science

Understanding Political Systems and Governance
Politics and International Relations

Unit 6. Social Sciences in Pakistani Society

Application of Social Sciences in Pakistani Context
Social Issues, Policies, and Cultural Insights

Unit 7. Research Methods in Social Sciences

Quantitative and Qualitative Research
Research Ethics

Unit 8. Interdisciplinary Approaches and Future Trends

Integration of Social Science Disciplines
Emerging Trends and Future Challenges

Recommended Books/Reference Material

1. Colander, D., & Hunt, E. (2022). *Social science: An introduction to the study of society*. Routledge.
2. Gerring, J. (2011). *Social science methodology: A unified framework*. Cambridge University Press.
3. Habermas, J. (2015). *On the logic of the social sciences*. John Wiley & Sons.
4. Sharpes D. K. (2009). *The evolution of the social sciences*. Lexington Books.
5. Williams, M. (2012). *Science and social science: An introduction*. Routledge.

Entrepreneurship

General Education

Course Code: MGT-108

Credit Hours: 02

Pre-requisite: Nil

Description

This course is designed to promote entrepreneurial spirit and outlook among students, encouraging them to think critically, identify opportunities, and transform their ideas into successful ventures. It aims at imparting them with the requisite knowledge, skills, abilities, enabling them to seize the identified opportunities for initiating ventures and successfully navigating the challenges that come with starting a business and managing it. The course covers topics relevant to entrepreneurship including setting up and initiation of business, market research, opportunity identification, business planning, financial literacy for managing finances and securing funding, marketing and sales, team building and innovation.

Learning Outcomes

By the end of this course, students shall have:

1. Knowledge of fundamental entrepreneurial concepts, skills and process.
2. Understanding on different personal, social and financial aspects associated with entrepreneurial activities.
3. Basic understanding of regulatory requirements to set up an enterprise in Pakistan, with special emphasis on export businesses;

4. Ability to apply knowledge, skills and competencies acquired in the course to develop a feasible business plan.

Course Outline

Unit 1. Introduction to Entrepreneurship:

Definition and concept of entrepreneurship. Why to become an entrepreneur? Entrepreneurial process. Role of entrepreneurship in economic development.

Unit 2. Entrepreneurial Skills:

Characteristics and qualities of successful entrepreneurs (including stories of successes and failures). Areas of essential entrepreneurial skill and ability such as creative and critical thinking, innovation and risk taking abilities etc.

Unit 3. Opportunity Recognition and Idea Generation:

Opportunity identification, evaluation and exploitation. Innovative idea generation techniques for entrepreneurial ventures.

Unit 4. Marketing and Sales

Target market identification and segmentation. Four P's of Marketing. Developing a marketing strategy. Branding.

Unit 5. Financial Literacy:

Basic concepts of income, savings and investments. Basic concepts of assets, liabilities and equity. Basic concepts of revenue and expenses. Overview of cash-flows. Overview of banking products including Islamic modes of financing. Sources of funding for startups (angel financing, debt financing, equity financing etc.).

Unit 6. Team Building for Startups:

Characteristics and features of effective teams. Team building and effective leadership for startups.

Unit 7. Regulatory Requirements to Establish Enterprises in Pakistan:

Types of enterprises (e.g., sole proprietorship; partnership; private limited companies etc.). Intellectual property rights and protection. Regulatory requirements to register an enterprise in Pakistan, with special emphasis on export firms. Taxation and financial reporting obligation.

Suggested Practical Activities (Optional)

As part of the overall learning requirements, students shall be tasked with creating and presenting a comprehensive business plan at the end of the course for a hypothetical or real business idea. This practical exercise shall allow them to apply the knowledge, skills and competencies acquired in the course to develop a feasible business plan.

Recommended Books/ Reference Material

1. "Entrepreneurship: Successfully Launching New Ventures" by Bruce R. Barringer and R. Duane Ireland.
2. "Entrepreneurship: Theory, Process, and Practice" by Donald F. Kuratko.
3. "New Venture Creation: Entrepreneurship for the 21st Century" by Jeffry A. Timmons, Stephen Spinelli Jr., and Rob Adams.
4. "Entrepreneurship: A Real-World Approach" by Rhonda Abrams.
5. "The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses" by Eric Ries.
6. "Effectual Entrepreneurship" by Stuart Read, Saras Sarasvathy, Nick Dew, Robert Wiltbank, and Anne-Valérie Ohlsson.

Civic and Community Engagement

Course Code: CCE-497

Credit Hours: 02

Pre-requisite: Nil

Objectives

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

Learning Outcomes

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

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

Course Outline

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

responsible use of social media. Digital divides and disparities (access, usage, socio-economic, geographic etc.) and their impact on citizenship.

Unit 7. Diversity, Inclusion and Social Justice

Understanding diversity in society (ethnic, cultural, economic, political etc.). Youth, women and minorities engagement in social development. Addressing social inequalities and injustices in Pakistan. Promoting inclusive citizenship and equal rights for social harmony and peaceful co-existence.

Suggested Practical Activities (Optional)

Apart of the overall learning requirements, the course may have one or a combination of the following practical activities

1. **Community Storytelling:** Students can collect and share stories from community members. This could be done through oral histories, interviews or multimedia presentations that captured the lived experiences and perspectives of diverse individuals.
2. **Community Event Planning:** Student can organize a community event or workshop that addresses a specific issue or foster community interaction. This could be a health fair, environmental cleanup, cultural festival or educational workshop
3. **Service Learning:** Student can collaborate with a local nonprofit organization or community group. They can actively contribute by volunteering their time, and skills to address a particular community need, such as tutoring, mentoring or supporting vulnerable population.
4. **Cultural Exchange Activities:** Student can organize a cultural exchange event that celebrates the diversity within the community. This could include food tastings, performances and presentations that promote cross cultural understanding.

Recommended Books/Reference Material

1. Castles, S., & Davidson, A. (Eds.). (2020). *Citizenship and migration: Globalization and the politics of belonging*. Routledge.
2. Osler, A., & Starkey, H. (2005). *Changing citizenship* [E-book]. McGraw-Hill Education (UK).
3. Mackert, J., & Turner, B. S. (Eds.). (2017). *The transformation of citizenship* (Vol. 2): *Boundaries of inclusion and exclusion*. Taylor & Francis.

4. Mattson, K. (2024). *Digital citizenship in action: Empowering students to engage in online communities* (2nd ed.). ISTE (International Society for Technology in Education).
5. Campbell, D. E., Levinson, M., & Hess, F. M. (Eds.). (2012). *Making civics count: Citizenship education for a new generation*. Harvard Education Press.

17.List of Interdisciplinary (Mandatory) / Allied Courses

Sr. No.	Course Code	Course Title	Course Type	Pre-Requisite	Credit Hours
1	STA-316 / STA-316L	Data Analysis / Data Analysis (Lab)	Interdisciplinary-I (Mandatory)	Nil	3(2-1)
2	RM-401	Academic Writing and Research Methods	Interdisciplinary-II (Mandatory)	Nil	3
3	CS-116	Artificial Intelligence in Social Sciences	Interdisciplinary-III / Allied	Nil	3
4	MCM-121	Introduction to Mass Communication	Interdisciplinary-IV / Allied	Nil	3

18.Course Outlines for Interdisciplinary (Mandatory) / Allied Courses

Data Analysis

BS-Psychology

Course Code: STA-316

Credit Hours: 02

Pre-requisite: Nil

Objectives

The statistical analysis is an essential part of social research and students need to have a grasp over the concepts, theoretical rational to use certain statistical analysis and also to learn the procedure to carry out these analyses. This course is designed to enhance their competence in using SPSS for data processing, entry, analysis and interpretation of output files and also to select and report analysis in form of table and be able to interpret the findings. Process research data, prepare variable view file, enter data, and select appropriate analysis as per type of data and hypotheses been formulated. Interpret analysis output file, report results in form of tables and graphic form and interpret results in qualitative form in their research report, thesis and research article.

Learning Outcomes

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

1. Students will be able to define basic definitions and concepts of statistical methods, to understand the graphical descriptions of data.
2. Students will be capable to apply various method for descriptive & inferential analysis of data using SPSS.
3. Students will be able to understand the SPSS output and to explain it. Draw conclusions from statistical analysis.

Course Outline

Unit 1. Introduction to Statistical Package for Social Sciences (SPSS)

Data entry and cleaning. Computation and descriptive statistics.

Unit 2. Parametric Tests

Correlation. t-test & ANOVA. Regression.

Unit 3. Non-parametric Tests

Spearman's Rank Order Correlation. Chi Square Test (Contingency Table and Proportions). Yates Correction. Wilcoxon test. Mann Whitney -U test. Sign Rank test. Krushkal Wallis.

Unit 4. Advanced Analyses

Mediation and moderation through Macro Hayes.

Unit 5. Interpretation

The process and interpretation of SPSS output in form of table and graphical form per APA format.

Course Content for Lab (STA-316L)

Hands on practice of Software's

Introduction of software's to do statistical analysis for Social Sciences

Introduction of SPSS,

Installation and requirements

Data Entry

Understanding of Windows

Data Entry / Data Cleaning / Computation

Analysis (parametric and non-parametric tests)

Reliability / Correlation / Regression

Interpretation and Reporting of Results.

Recommended Books/Reference Material

1. Camic, P. M. (2021). *Qualitative research in psychology: Expanding perspectives in methodology and design* (Rev. ed., pp. xiii–323). American Psychological Association.
2. Coakes, S. J. (2010). *SPSS version 17.0 for Windows*. John Wiley & Sons.
3. Dancey, C. P., & Reidy, J. (2017). *Statistics without maths for psychology*. Pearson London.
4. Field, A. (2013). *Discovering statistics using IBM SPSS Statistics*. Sage.
5. George, D., & Mallery, P. (2019). *IBM SPSS Statistics 26 step by step: A simple guide and reference*. Routledge.
6. Gray, C. D., & Kinnear, P. R. (2012). *IBM SPSS Statistics 19 made simple*. Psychology Press.
7. Pallant, J. (2020). *SPSS Survival Manual: A step by step guide to data analysis using IBM SPSS* (7th ed.). Routledge. <https://doi.org/10.4324/9781003117452>

8. Pituch, K. A., & Stevens, J. P. (2015). *Applied multivariate statistics for the social sciences: Analyses with SAS and IBM's SPSS* (6th ed.). Routledge.
9. Yockey, R. D. (2016). *SPSS demystified: A simple guide and reference*. Routledge.

Academic Writing and Research Methods

Course Code: RM-401

Credit Hours: 03

Pre-requisite: Nil

Course Objectives:

This course equips psychology students with essential skills in academic writing and research methodology. Students will learn to think critically, read and evaluate scholarly texts, structure academic arguments, and follow APA formatting. The course also introduces foundational concepts in psychological research design, data collection, and ethical research practices, culminating in a research proposal developed and formatted according to academic standards.

Learning Outcomes

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

1. Understand and apply the conventions of academic writing in psychology.
2. Read, analyze, and critique psychological literature.
3. Use APA 7th edition style in formatting, citations, and references.
4. Understand the fundamentals of psychological research methodology.
5. Design and write a basic research proposal in psychology.
6. Demonstrate ethical awareness in writing and research.

Course Outline

Unit 1. Introduction to Academic Writing

Characteristics of academic vs. informal writing, Structure of academic papers (introduction, body, conclusion), Sentence structure, coherence, and flow

Unit 2. Reading and Analyzing Research

How to read a scientific paper, Identifying arguments, claims, and evidence,
Article critique: structure and purpose

Unit 3. Basics of Research in Psychology

The scientific method, Quantitative vs. qualitative research methods
Variables, hypothesis, and operational definitions

Unit 4. Ethical issues

Ethical issues: informed consent, confidentiality, Role of Institutional
Review Boards (IRBs)

Unit 5. Writing a Literature Review

Finding academic sources using databases (e.g., PsycINFO, Google
Scholar), Synthesizing findings across studies, Structuring the literature
review

Unit 6. Writing a Research Proposal

Components: Title, abstract, introduction, literature review, method,
references, Writing style, clarity, and structure, Peer feedback and revision
process

Unit 7. Formatting, Referencing, and APA Style

In-text citation and reference list in APA (7th ed.), Formatting of research
papers, tables, and figures, Introduction to reference management software

Recommended Books:

1. American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.
2. Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
3. Galvan, J. L. (2017). *Writing literature reviews: A guide for students of the social and behavioral sciences* (7th ed.). Routledge.
4. Oshima, A., & Hogue, A. (2020). *Academic writing for graduate students*. Pearson Education.
5. Pollock, T. G. (2025). *How to use storytelling in your academic writing: Techniques for engaging readers and successfully navigating the writing and publishing processes* (2nd ed.). Edward Elgar Publishing. <https://doi.org/10.4337/9781035325900>
6. Thomas, C. G. (2021). *Research methodology and scientific writing* (2nd ed.). Springer Nature Switzerland AG. <https://doi.org/10.1007/978-3-030-64865-7>

7. Zimmerman, A. S. (Ed.). (2021). *Methodological innovations in research and academic writing*. IGI Global. <https://doi.org/10.4018/978-1-7998-8283-1>

Artificial Intelligence in Social Sciences

BS-Computer Science

Course Code: CS-116

Credit Hours: 03

Pre-requisite: Nil

Objectives

To understand AI fundamentals and apply its techniques in relevant fields. To strengthen students research and technical skills through AI and to further inculcate ethical implications of AI in academia.

Learning Outcomes

1. Explore AI through foundational and emerging perspectives in social science.
2. Analyze the social, ethical, political, and cultural implications of AI systems.
3. Engage with interdisciplinary research at the intersection of AI and social thought.
4. Critically assess real-world applications of AI in domains such as work, law, medicine, and migration.

Course Outline

Unit 1. The Complex Systems of AI – Social Theories and Trajectories

Systems thinking and complexity in AI, Theoretical frameworks: sociotechnical systems, actor-network theory

Unit 2. Geographies of AI

Spatial distribution and global infrastructures of AI, Urban AI, smart cities, and digital inequalities

Unit 3. Artificial Intelligence and Psychology

Human cognition and machine intelligence, Impacts on identity, learning, and emotional regulation

Unit 4. Technoscience and the Epistem-Ontology of AI

Data-driven AI and knowledge production, Ontological questions: what does AI ‘know’ and ‘do’?

Unit 5. Work, Employment, and Unemployment After AI

Automation and labor displacement, Emergence of new job categories and economic paradigms

Unit 6. Artificial Companionship and Affective Sociability

AI in relationships and social interaction, Sociological critique of robot companions and emotional AI

Unit 7 Human-Machine Interaction and Design Methods

Participatory design and user experience, Sociotechnical integration and accessibility

Unit 8 Ethics of Artificial Intelligence

Bias, fairness, and transparency; Moral agency and responsibility in AI systems

Recommended Books

1. Demircioğlu, A. (Ed.). (2025). AI use in social sciences. IGI Global Scientific Publishing. <https://doi.org/10.4018/979-8-3373-2612-2>
2. Elliott, A. (Ed.). (2021). The Routledge social science handbook of AI. Routledge. https://www.google.com.pk/books/edition/Reflections_on_Artificial_Intelligence_f/5WcaEAAAQBAJ.
3. Fernández-Ballesteros, R., Benetos, A., & Robine, J.-M. (Eds.). (2019). The Cambridge handbook of successful aging. Cambridge University Press. https://www.google.com.pk/books/edition/The_Cambridge_Handbook_of_Successful_Agi/yMqCDwAAQBAJ.
4. Huang, M.-H., & Rust, R. T. (2021). Artificial intelligence in marketing. Springer. <https://link.springer.com/book/10.1007/978-3-030-77292-5>.
5. OECD. (2019). Artificial intelligence in society. OECD Publishing. <https://doi.org/10.1787/eedfee77-en>.
6. Russell, S., & Zhai, C. (2024). Artificial intelligence in human growth and development. Academic Press.
7. Stahl, B. C. (2021). Artificial intelligence for a better future: An ecosystem perspective on the ethics of AI and emerging digital technologies. Springer Nature. <https://doi.org/10.1007/978-3-030-69978-9>.

Introduction to Mass Communication

Course Code: MCM-121

Credit Hours: 03

Pre-requisite: Nil

Objective

This course is aimed at introducing the students to the basic concept of communication and mass communication. This course further enables the students to understand the communication process and distinguish between various mass media. Students will be able to learn the basics of Communication and Mass Communication.

Learning Outcomes

1. Students will be equipped with a well-rounded understanding of mass communication, from theoretical foundations to practical skills, ethical considerations, and the societal impact of media.
2. Students will be able to differentiate different dimensions and the processes behind communication.

Course Outline

Unit 1.	<u>Basic Concepts of Communication</u> Definitions, Types and Significance. Process of Communication, i.e., Source, Message, Channel, Noise, Destination, Encoding, Decoding and Feedback. Barriers in Communication
Unit 2.	<u>Communication Models</u> Lasswel's Formula of Communication. Shannon and Weaver's Model. SMCR. Osgood & Schramm's Model. Westley & Maclean's Model.
Unit 3.	<u>Basics of Mass Communication</u> Mass Communication definition. Difference between Communication and Mass Communication. Functions of Mass Communication. Introduction to Dimensions of Mass Communication i.e., Print, Electronic, PR and Advertising.

Unit 4. Dimensions of Mass Communication-I

Print Media: History, Type (Newspapers, Books and Magazines etc.), Functions. Electronic Media: History, Type (TV, Radio, Film), Functions. PR and Advertising: History, Difference, Functions. New Media: Online Journalism.

Unit 5. Dimensions of Mass Communication-II

Folk and Traditional Media. Effects of Mass Communication.

Recommended Books/Reference Material

1. Arabi, A. (2023). Introduction to Mass Communication.
2. Baran, S. (2011). *EBOOK: Introduction to Mass Communication: Media Literacy and Culture*. McGraw Hill.
3. Gitlin, T. (2003). *The whole world is watching: Mass media in the making and unmaking of the new left*. Univ of California Press.
4. Voltmer, K. (2004). *Mass media and political communication in new democracies*. Routledge.
5. Sanborn, F. (2022). *A cognitive psychology of mass communication*. Routledge.

19.List of Deficient Courses Offered to Lateral Entry

Sr. No.	Course Code	Course Title	Pre-Requisite	Credit Hours
1.	PSY-121	Introduction to Psychology	Nil	03
2.	PSY-302	Schools and Perspectives in Psychology	Nil	03
3.	PSY-127	Behavioral Neuroscience	Nil	03
4.	PSY-128	Experimental Psychology	Nil	03
5.	PSY-128L	Experimental Psychology (Lab)	Nil	03
6.	PSY-308	Theories of Personality	Nil	03
7.	PSY-409	Social Psychology	Nil	03
8.	PSY-202	Cognitive Psychology	Nil	3
9.	PSY-209	Industrial and Organizational Psychology	Nil	3
10.	PSY-210	Ethics in Psychology	Nil	3
11.	PSY-303	Developmental Psychology	Nil	3
12.	PSY-301	Psychopathology	Nil	3
13.	PSY-201	Environmental Psychology	Nil	3

20.General Course Offered from Department of Psychology

Introduction to Psychology

BS-Psychology

Course Code: PSY-124

Credit Hours: 02

Pre-requisite: Nil

Objectives

The main aim is to familiarize students with history, main concepts, methods, and theoretical frameworks in psychology. The course will help students appreciate human nature and its related concepts, thereby will gain insight into human behavior and human relationships. Have a grasp over basic concepts and theoretical perspectives explaining human behavior. They will be able to appreciate the complexity of human behavior and relationships.

Learning Outcomes

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

1. Students will be able to describe psychology with major areas in the field and identify the parameters of this discipline.
2. Students will be able to distinguish between the major perspectives on human thought and behavior.
3. Students will appreciate the variety of ways psychological data are gathered and evaluated.
4. Students will be able to explore the ways that psychological theories are used to describe, understand, predict, and control or modify behavior.

Course Outline

Unit 1. Introduction to Psychology

Nature and application of psychology with special reference to Pakistan.
Methods of psychology: Observation, case history method, experimental method, survey method, correlational method, interviewing techniques.

Unit 2. Neurological Basis of Behavior

Neuron: Structure and functions. Central nervous system and peripheral nervous system. Endocrine glands.

Unit 3.	<u>Sensation</u>	<u>and</u>	<u>Perception</u>
	Characteristics and major functions of different sensations. Vision: Structure and functions of the eye. Audition: Structure and functions of the ear. Nature & factors of perception: Subjective, objective and social. Gestalt laws of perceptual organization. Attention. Conditions/ factors of attention: Subjective and objective. Kinds of attention: Active attention, passive attention, secondary passive attention, span of attention.		
Unit 4.	<u>Motives</u>	<u>and</u>	<u>Emotions</u>
	Motives: Definition and nature. Primary (biogenic) motives: Hunger, thirst, defecation and urination, fatigue, sleep, pain, temperature, regulation, maternal behavior, sex. Secondary (sociogenic) motives: Play and manipulation, exploration and curiosity, affiliation, achievement and power, competition, cooperation, social approval and self-actualization. Emotions. Definition and nature: Physiological changes during emotions. Theories of emotion.		
Unit 5.	<u>Learning</u>		
	Definition of learning. Types of learning: Classical and operant conditioning. Methods of learning: Trial and error, Learning by insight, Observational learning.		
Unit 6.	<u>Memory</u>	<u>and</u>	<u>Thinking</u>
	Definition and nature. Memory processes: Retention, recall and recognition. Forgetting: Nature and causes. Thinking: Definition and nature. Tools of thinking: Imagery, language, concepts. Kinds of thinking. Problem solving, decision making, reasoning.		

Recommended Books/Reference Material

1. Bernstein, D. A., Frantz, S., & Chew, S. L. (2024). *Teaching psychology: A step-by-step guide*. Taylor & Francis.
2. Gray, P. O., & Bjorklund, D. F. (2018). *Psychology* (8th ed.). Macmillan Education.
3. Hayes, N. (2000). *Foundations of psychology* (3rd ed.). Thomson Learning.
4. Kalat, J. W. (2020). *Introduction to psychology* (11th ed.). Wadsworth.
5. Lahey, B. B. (2004). *Psychology: An introduction* (8th ed.). McGraw-Hill.
6. Myers, D. G. (2011). *Psychology in everyday life*. Macmillan.

7. Myers, D. G., & DeWall, C. N. (2016). *Psychology in everyday life* (4th ed.). Worth Publishers.
8. Nevid, J. S. (2018). *Essentials of psychology: Concepts and applications*. Cengage Learning.
9. Stangor, C. (2022). *Introduction to psychology*. Flat World Knowledge, L.L.C.
10. Sternberg, R. J., & Glück, J. (Eds.). (2022). *The psychology of wisdom: An introduction*. Cambridge University Press.