

**SCHEME OF STUDY**  
**BS Applied Psychology (Session: 2024 – 2028)**

| <b><u>SEMESTER – I</u></b>   |  |                      |
|------------------------------|--|----------------------|
| <b>Course Code</b>           | <b>Course Title</b>  | <b>Credit Hours</b>  |
| ENG-321                      | Functional English   | 3(3-0)               |
| ICP-321                      | Ideology and Constitution of Pakistan                          | 2(2-0)               |
| ICT-321                      | Applications of Information & Communicative Technologies       | 3(3-0)               |
| BGD-317<br>OR<br>SOC-307     | Art, Craft, and Calligraphy<br>OR<br>Introduction to Sociology | 3(0-3)               |
| WSC-321                      | What is Science? /Introduction to Science                      | 3(3-0)               |
| PSY-301                      | Introduction to Psychology-I                                   | 3(2-1)               |
| *THQ-I                       | Teaching of the Holy Quran-I                                   | 1(1-0)               |
|                              |  | <b>17</b>            |
| <b><u>SEMESTER – II</u></b>  |  |                      |
| ENG-322                      | Expository Writing   | 3(3-0)               |
| ISL-321<br>ISL-322           | Islamic Studies/<br>Or<br>Ethics                               | 2(2-0)               |
| PSY-302                      | Introduction to Psychology-II                                  | 3(2-1)               |
| PSY-304                      | Introduction to Data in Psychology                             | 2(1-1)               |
| EDU-503                      | Foundation of Education  | 3(3-0)               |
| URD-321                      | Functional Urdu  | 2(2-0)               |
| MCM-352                      | Basics of Mass Communication                                   | 2(2-0)               |
| PST-321                      | Pakistan Studies   | 2(2-0)               |
|                              |  | <b>19</b>            |
| <b><u>SEMESTER – III</u></b> |  |                      |
| CCE-421                      | Civics and Community Engagement                                | 2(2-0)               |
| QTR-421                      | Quantitative Reasoning-I                                       | 3(3-0)               |
| PSY-401                      | History & Systems in Psychology                                | 3(3-0)               |
| PSY-403                      | Personality Psychology   | 3(3-0)               |
| PSY-405                      | Social Psychology  | 3(3-0)               |
| IAD-465<br>Or<br>IRS-301     | Drawing-I<br>Or<br>Introduction to International Relations     | 3(0-3)<br><br>3(3-0) |
| *THQ-II                      | Teaching of the Holy Quran-II                                  | 1(1-0)               |
|                              |  | <b>17</b>            |
| <b><u>SEMESTER – IV</u></b>  |  |                      |
| QTR-422                      | Quantitative Reasoning-II                                      | 3(3-0)               |
| ENT-422                      | Entrepreneurship   | 2 (2-0)              |
| PSY-402                      | Developmental Psychology                                       | 3(3-0)               |

|                               |   |                      |
|-------------------------------|---|----------------------|
| PSY-404                       | Positive Psychology                               | 3(3-0)               |
| PSY-406                       | Behavioral Neurosciences                          | 4(4-0)               |
| MPH-601<br>Or<br>IAD-466      | Foundation of Public Health<br>Or<br>Drawing-II   | 3(3-0)<br><br>3(0-3) |
|                               |   | <b>18</b>            |
| <b><u>SEMESTER – V</u></b>    |   |                      |
| PSY-501                       | Psychological Testing & Measurement-I             | 3(3-0)               |
| PSY-503                       | Mental Health and Psychopathology-I               | 3(3-0)               |
| PSY-505                       | Research Methodology-I                            | 3(3-0)               |
| PSY-507                       | Application of Statistics in Psychology           | 3(2-1)               |
| PSY-509                       | Cognitive & Affective Processes                   | 4(3-1)               |
| *THQ-III                      | Teaching of the Holy Quran-III                    | 1(1-0)               |
|                               |   | <b>16</b>            |
| <b><u>SEMESTER – VI</u></b>   |   |                      |
| PSY-502                       | Psychological Testing & Measurement-II            | 3(2-1)               |
| PSY-504                       | Mental Health and Psychopathology-II              | 3(3-0)               |
| PSY-506                       | Research Methodology-II                           | 3(2-1)               |
| PSY-508                       | Counseling Psychology                             | 4(3-1)               |
| PSY-510                       | Health Psychology                                 | 4(3-1)               |
|                               |   | <b>17</b>            |
| <b><u>SEMESTER – VII</u></b>  |   |                      |
| PSY-601                       | Clinical Psychology-I                             | 3(3-0)               |
| PSY-603                       | Industrial and Organizational Psychology          | 3(3-0)               |
| PSY-607                       | Educational Psychology                            | 4(3-1)               |
| PSY-617                       | Psychological Research Report and Article Writing | 3(0-3)               |
| INT-631                       | Internship  | 2(0-2)               |
| *THQ-IV                       | Teaching of the Holy Quran-IV                     | 1(1-0)               |
|                               |   | <b>15</b>            |
| <b><u>SEMESTER – VIII</u></b> |   |                      |
| PSY-602                       | Clinical Psychology-II                            | 4(3-1)               |
| PSY-604                       | Community Psychology                              | 3(2-1)               |
| PSY-608                       | Forensic Psychology                               | 3(3-0)               |
| PSY-618                       | Child & Family Psychology                         | 3(3-0)               |
| CAP-630                       | Capstone Project                                  | 3(0-3)               |
|                               |   | <b>16</b>            |
| <b>Grand Total</b>            |   | <b>135</b>           |

| <b><u>Courses for Other Departments</u></b> |                            |        |
|---|----------------------------|--------|
| PSY-321                                     | Introduction to Psychology | 3(3-0) |
| PSY-310                                     | Basics of Psychology       | 2(2-0) |
|   |                            |        |

## COURSE OUTLINES

### *Semester - I*

|                             |                                  |                                    |
|-----------------------------|----------------------------------|------------------------------------|
| <b><i>Code: ENG-321</i></b> | <b><i>FUNCTIONAL ENGLISH</i></b> | <b><i>Credit Hours: 3(3-0)</i></b> |
|-----------------------------|----------------------------------|------------------------------------|

## FUNCTIONAL ENGLISH

### UGE Policy V 1.1 : General Education Course

|                       |   |
|-----------------------|---|
| <b>Credits:</b>       | 03  |
| <b>Pre-Requisite:</b> | Nil   |
| <b>Offering:</b>      | Undergraduate Degrees (including Associate Degrees) |
| <b>Placement:</b>     | 1 - 3 Semesters                                     |
| <b>Type:</b>          | General Education                                   |
| <b>Fields:</b>        | All   |

#### DESCRIPTION

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 analytical skills in listening and reading. Moreover, the course encompasses a range of practical communication aspects including professional writing, public speaking, and everyday conversation, ensuring that students are equipped for 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 ease and efficacy, making a positive impact in their functional interactions.

#### COURSE LEARNING OUTCOMES

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

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.

#### SYLLABUS

##### 1. Foundations of Functional English:

- Vocabulary building (contextual usage, synonyms, antonyms and idiomatic expressions)
- Communicative grammar (subject-verb-agreement, verb tenses, fragments, run-ons, modifiers, articles, word classes, etc.)
- Word formation (affixation, compounding, clipping, back formation, etc.)
- Sentence structure (simple, compound, complex and compound-complex)
- Sound production and pronunciation

##### 2. Comprehension and Analysis:

- Understanding purpose, audience and context
- Contextual interpretation (tones, biases, stereotypes, assumptions, inferences, etc.)
- Reading strategies (skimming, scanning, SQ4R, critical reading, etc.)
- Active listening (overcoming listening barriers, focused listening, etc.)

##### 3. Effective Communication:

- Principles of communication (clarity, coherence, conciseness, courteousness, correctness, etc.)
- Structuring documents (introduction, body, conclusion and formatting)

- Inclusivity in communication (gender-neutral language, stereotypes, cross-cultural communication, etc.)
- Public speaking (overcoming stage fright, voice modulation and body language)
- Presentation skills (organization content, visual aids and engaging the audience)
- Informal communication (small talk, networking and conversational skills)
- Professional writing (business e-mails, memos, reports, formal letters, etc.)

### **PRACTICAL REQUIREMENT**

As part of the overall learning requirements, students will also be exposed to relevant simulations, role-plays and real-life scenarios and will be required to apply skills acquired throughout the course in the form of a final project.

### **SUGGESTED INSTRUCTIONAL / READING MATERIALS**

1. "Understanding and Using English Grammar" by Betty Schramper Azar.
2. "English Grammar in Use" by Raymond Murphy.
3. "The Blue Book of Grammar and Punctuation" by Jane Straus.
4. "English for Specific Purposes: A Learning-Centered Approach" by Tom Hutchinson and Alan Waters.
5. "Cambridge English for Job-hunting" by Colm Downes.
6. "Practical English Usage" by Michael Swan.
7. "Reading Literature and Writing Argument" by Missy James and Alan P. Merickel.
8. "Improving Reading: Strategies, Resources, and Common Core Connections" by Jerry Johns and Susan Lenski.
9. "Comprehension: A Paradigm for Cognition" by Walter Kintsch.
10. "Communication Skills for Business Professionals" by J.P. Verma and Meenakshi Raman.

|                      |   |                                    |
|----------------------|---|------------------------------------|
| <b>Code: ISP-321</b> | <b><i>IDEOLOGY AND CONSTITUTION OF<br/>PAKISTAN</i></b> | <b><i>Credit Hours: 2(2-0)</i></b> |
|----------------------|---|------------------------------------|

## DESCRIPTION

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 Pakistani citizens to enable them function in a socially responsible manner.

## COURSE LEARNING OUTCOMES

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

1. Demonstrate enhanced knowledge of the basis of the ideology of Pakistan with special reference to the contributions of the founding fathers of Pakistan.
2. Demonstrate fundamental knowledge about the constitution of Pakistan 1973 and its evolution with special reference to state structure.
3. Explain about the guiding principles on rights and responsibilities of Pakistani citizens as enshrined in the Constitution of Pakistan 1973.

## SYLLABUS

### 1. Introduction to the Ideology o 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, Muahmmad Ali Jinnah... etc
- Contributions of women and students in the freedom movement for separate homeland for Muslims of British India.



## **2. Two-Nation Theory:**

- Evolution of the Two-Nation Theory (Urdu-Hindi controversy, Partition of Bengal, Simla deputation 1906, Allama Iqbal's Presidential Address 1930, Congress Ministries 1937, Lahore Resolution 1940).
- Role of communalism and religious differences.

## **3. Introduction to the Constitution of Pakistan:**

- Definition and importance of a constitution
- Ideological factors that shaped the Constitution(s) of Pakistan (Objectives Resolution 1949).
- Overview of constitutional development in Pakistan.

## **4. Constitution and State Structure:**

- Structure of Government (executive, legislature and judiciary).
- Distribution of powers between federal and provincial governments.
- 18<sup>th</sup> Amendment and its impact on federalism.

## **5. Fundamental Rights, Principles of Policy and Responsibilities:**

- Overview of fundamental rights guaranteed to citizens by the Constitution of Pakistan 1973 (Articles 8-28).
- Overview of Principles of Policy (Articles 29-40)
- Responsibilities of the Pakistani citizens (Article 5).

## **6. Constitutional Amendments:**

- Procedures for amending the constitution.
- Notable constitutional amendments and their implications.

## **SUGGESTED INSTRUCTIONAL /READING MATERIALS**

- 1 "The idea of Pakistan" by Stephen P. Cohen.
- 2 "Ideology of Pakistan" by Javed Iqbal.
- 3 "The Struggle for Pakistan" by I.H. Qureshi
- 4 "Pakistan the Formative Phase" by Khalid Bin Sayeed.
- 5 "Pakistan Political Roots and Development" by Safdar Mahmood
- 6 "Ideology of Pakistan" by Sharif-ul-Mujahid
- 7 "The Struggle For Pakistan: A Muslim Homeland and Global Politics" by Ayesha Jalal.
- 8 "Jinnah, Pakistan and Islamic Identity: The search for saladin" by Akbar S. Ahmed.
- 9 "The Making of Pakistan: A Study in Nationalism" by K.K Aziz.
- 10 "Pakistan: A New History" by Ian Talbot.

- 11 "Pakistan in the Twentieth Century: A Political History" by Lawrence Ziring.
- 12 "The Constitution of Pakistan 1973" Original.
- 13 "Constitutional and Political Development of Pakistan" by Hamid Khan.
- 14 "The Parliament of Pakistan" by Mehmoob Hussain.
- 15 "Constitutional Development in Pakistan" by G.W. Choudhury
- 16 "Constitution Making in Pakistan: The Dynamics of Political Order" by G.W. Choudhury.

|                      |   |                             |
|----------------------|---|-----------------------------|
| <b>Code: ICT-321</b> | <b>APPLICATIONS OF INFORMATION &amp; COMMUNICATIVE TECHNOLOGIES</b> | <b>Credit Hours: 3(3-0)</b> |
|----------------------|---|-----------------------------|

**Objectives:** This course focuses on a breadth-first coverage of the use of computing and communication technologies to solve real life problems; including computing environments, general application software like word processing, visual presentation applications, tabular data manipulation, DBMS, WWW, Email management systems, Virus, Anti-Virus and Spam Protection; Introduction to the basic computing hardware (main building blocks), operating systems, data networks; software engineering and communication technology along with social and ethical issues. An introduction of the program of study in computing for which this course is being taught (CS, IT, SE etc.). The course attempts to provide every student a set of productivity tools that they will be able to use for the rest of their lives.

**Course Outline:**

Number Systems, Binary numbers, Boolean logic, History computer system, basic machine organization, Von Neumann Architecture, Algorithm definition, design, and implementation, Programming paradigms and languages, Graphical programming, Overview of Software Engineering and Information Communication Technology, Operating system, Compiler, DBMS, Computer networks and internet, WWW, web mail applications, Computer graphics, AI, Viruses and Anti-Viruses, Use of office productivity tools, such as word processors, spreadsheets, presentation applications, etc., Social, Ethical, Professional and Legal Issues, and overview of the complete program of studies in computing and its structure.

**Suggested Text Book:**

1. Introduction to Computers by Peter Norton, 6th Edition, McGraw-Hill SiE, ISBN 0-07-059374-4.
- Reference Material: 1. Computers: Information Technology in Perspective, 9/e by Larry Long and Nancy Long, Prentice Hall, 2002/ISBN: 0130929891.

Link

<https://onlinestudy4u.files.wordpress.com/2012/10/introduction-to-computers-by-peter-norton-6th-ed.pdf>

2. An Invitation to Computer Science, Schneider and Gersting, Brooks/Cole Thomson Learning, 2000.
3. Information System Today by Leonard Jessup, Joseph Valacich.
4. Computers Today by Suresh K. Basandra.
5. Computer Science: An overview of Computer Science, Sherer.

**OBJECTIVES**

- 1. To develop and broaden critical and creative thinking skills, understanding, and appreciation for the visual arts and culture and increase students' proficiency in visual art techniques and processes*
- 2. To enable students to get an opportunity to explore various art, craft, and calligraphy forms and techniques through the elements and principles of art and design*
- 3. To develop student's creativity, critical thinking, and communication skills, and nurture aesthetic sensitivity and cultural awareness*
- 4. To develop art skills, construct knowledge, and cultivate positive values and attitudes; gain delight, enjoyment and satisfaction through participating in arts activities*

**COURSE CONTENTS**

- General introduction to the history of art and design
- History and development of Islamic art
- Art and craft movement 1880-1920
- Elements and principles of art and design
- Four styles of calligraphy lettering
- Difference between art, artist and artisan
- Crafts and technology and crafts practiced in Pakistan (Theory and poster presentation)
- Pakistani artists /calligraphers: Ana-Molka Ahmed, Khalid Iqbal, Ismail Gulgee, Ustad Allah Baksh, Hafiz Anjum, Ajaz Anwar

**Practicum**

- Construction of design through geometrical shapes
- Paper collage
- Thread painting
- Truck art
- Clay pottery painting or 3d design
- Hand and face casting with pop bandages
- Woodcut technique on lasani sheet
- Glass painting
- Basic calligraphy lettering
- Font design
- Landscape still life painting
- Black and white photography
- Vegetable printing, leaf printing and block printing
- Photo transfer technique
- Tie and dye technique on T-shirt or scarf
- Dry flower arrangement

- Tile design
- Arrangement of a cultural activity/ poster presentation in department.

## RECOMMENDED READINGS

### **The formation of Islamic art (ARTOLEG GRABAR)**

Grabar, O. (1987). *The formation of Islamic art: Revised and enlarged edition*. Yale University Press.

### **Gardner's Art Through the Ages: A Concise Global History**

Kleiner, F. S. (2016). *Gardner's art through the ages: A concise global history*. Cengage Learning.

### **Elements of Art Principles of Design**

by susan pattishal, published 2013

### **Modern Calligraphy and Hand Lettering: A Mark-Making Workbook for Crafters**

Engelbrecht, L. (2010). *Modern calligraphy and hand lettering: A mark-making workbook for crafters, Cardmakers, and journal artists*. Quarry Books.

### **The Art and Craft of Problem Solving**

Zeitz, P. (2017). *The art and craft of problem solving*.

### **Black and White Photography Field Guide: The essential guide to the art of creating black & white images**

Freeman, M. (2013). *Black & white photography Field guide: The essential guide to the art of creating Black & white images*. Focal Press.

### **List of Pakistani Artists**

[https://en.wikipedia.org/wiki/List\\_of\\_Pakistani\\_artists](https://en.wikipedia.org/wiki/List_of_Pakistani_artists)

Qadeem Insan Aur Fan e Musaviri | قدیم انسان اور فن مصوری by Prof dr Musarrat Husain

**OBJECTIVES:**

*The course is designed to introduce the students with sociological concepts and the discipline. The focus of the course shall be on significant concepts like social systems and structures, socio-economic changes and social processes. The course will provide due foundation for further studies in the field of sociology.*

**COURSE CONTENTS****Introduction**

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

**Basic Concepts**

- Group, Community, Society
- Associations
  - Non-Voluntary
  - Voluntary

**Organization**

- Informal
- Formal
- Social Interaction
- Levels of Social Interaction
- Process of Social Interaction
- Cooperation
- Competition
- Conflict
- Accommodation
- Acculturation and diffusion
- Assimilation
- Amalgamation

**Social Groups**

- Definition & Functions
- Types of social groups
  - In and out groups
  - Primary and Secondary group
  - Reference groups
  - Informal and Formal groups
  - Pressure groups

**Culture**

- Definition, aspects and characteristics of Culture
  - Material and non material culture
  - Ideal and real culture

- Elements of culture
  - Beliefs
  - Values
  - Norms and social sanctions
- Organizations of culture
  - Traits
  - Complexes
  - Patterns
  - Ethos
  - Theme
- Other related concepts
  - Cultural Relativism
  - Sub Cultures
  - Ethnocentrism and Xenocentrism
  - Cultural lag
- Socialization & Personality
  - Personality, Factors in Personality Formation
  - Socialization, Agencies of Socialization
  - Role & Status
- Deviance and Social Control
  - Deviance and its types
  - Social control and its need
  - Forms of Social control
  - Methods & Agencies of Social control
- Collective Behavior
  - Collective behavior, its types
  - Crowd behavior
  - Public opinion
  - Propaganda
  - Social movements
  - Leadership

### **RECOMMENDED BOOKS:**

1. Anderson, Margaret and Howard F. Taylor. 2001. *Sociology the Essentials*. Australia: Wadsworth.
2. Brown, Ken 2004. *Sociology*. UK: Polity Press
3. Gidden, Anthony 2002. *Introduction to Sociology*. UK: Polity Press.
4. Macionis, John J. 2006. 10<sup>th</sup> Edition *Sociology* New Jersey: Prentice-Hall
5. Tischler, Henry L. 2002. *Introduction to Sociology* 7th ed. New York: The Harcourt Press.
6. Frank N Magill. 2003. *International Encyclopedia of Sociology*. U.S.A: Fitzroy Dearborn Publishers
7. Macionis, John J. 2005. *Sociology* 10<sup>th</sup> ed. South Asia: Pearson Education
8. Kerbo, Harold R. 1989. *Sociology: Social Structure and Social Conflict*. New York: Macmillan Publishing Company.

9. Koenig Samuel. 1957. *Sociology: An Introduction to the Science of Society*. New York: Barnes and Nobel..
10. Lee, Alfred Mclung and Lee, Elizabeth Briant 1961. *Marriage and The family*.New York: Barnes and Noble, Inc.
11. Leslie, Gerald et al. 1973. *Order and Change: Introductory Sociology*Toronto: OxfordUniversity Press.
12. Lenski, Gevbard and Lenski, Jeam. 1982. *Human Societies*. 4<sup>th</sup> edition New York: McGraw-Hill Book Company.
13. James M. Henslin. 2004. *Sociology: A Down to Earth Approach*. Toronto: Allen and Bacon.



|                |   |                              |
|----------------|---|------------------------------|
| <b>WSC-321</b> | <b><i>WHAT IS SCIENCE? /INTRODUCTION TO SCIENCE</i></b> | <i>Credit Hours: 03(3-0)</i> |
|----------------|---|------------------------------|

### **COURSE DESCRIPTION:**

Science and Technology have completely transformed the way we live. The development we have seen in the past few decades is unprecedented but very few understand the principles through which the scientific progress is achieved. This course, especially designed for first year students introduces various fields of natural science, how scientists operate within these fields, what methods they deploy to make new discoveries, and how they communicate the advances in their fields to the world.

The course starts with an introduction to the development of the scientific approach. It discusses the modern use of the scientific method and the tools and resources that scientists deploy to ensure that they produce authentic and reliable bodies of knowledge. Students are then introduced to three main branches of science (Physics, Chemistry and Biology), their core underlying principles, major developments in these fields and their applications in modern life. Students will work on case studies and lab experiments to understand how scientists discover various workings of nature and the missteps that they can take while conducting any scientific inquiry. The final part of the course focusses on the skills to separate valid science from fringe science. Students are also exposed to the fundamentals of scientific communication and strategies to identify reliable bodies of knowledge.

### **COURSE OUTCOMES:**

Through successful completion of this course, students will be able to:

1. Clearly articulate the development of scientific thought through various parts of human history and compare it to the modern scientific method.
2. Describe various branches of Science, their underlying core ideas, and compare their applications.
3. Using case studies and demonstrations, practice application of the Scientific Method in the natural sciences.
4. Determine whether a given claim or belief is scientifically valid or not and provide a clear rationale for doing so.

## COURSE OUTLINE/WEEKLY BREAKDOWN

| Module Name   | Time (weeks) | Goal   | Topics   |
|---|--------------|--|--|
| Overview of Science and the Scientific Method           | 1            | Introduce students to the course and develop a basic understanding of science and the scientific process.  | <p>What is science?<br/>           What qualifies as science?<br/>           Why does it matter?<br/>           Who practices it?</p> <p>Introduction to important terminology:<br/>           Fact, hypothesis, theory, law</p>   |
| Evolution of the Scientific Method across Civilizations | 3            | Expose students to the evolving understanding of science across time in different civilizations. This module emphasizes to students that modern science is a result of contributions of different people from different civilizations all over the world | <p>Prehistory, Mesopotamia &amp; Egypt, Greeks, China, South Asia, Arab/Islamic, European</p> <p>Examples of scientific contributions from different regions are used to show different forms of reasoning that were used to determine the nature of reality and develop science as a process, e.g. inductive, deductive, abductive, hypothetico-deductive, falsification.</p>   |
| The Modern Scientific Method                            | 1            | Establish what the current practice of science looks like. Discuss the role of science in today's society and understand limitations of the modern scientific method.  | <p>What does modern science look like today?</p> <p>What are the advantages of using this method? What are the limitations?</p> <p>How did science become the dominant method of understanding the natural world?</p>  |
| Introduction to Areas/Branches of Science               | 7            | Develop student interest and passion for natural sciences. Help students in choice of major based on their interest in the different sciences. Provide an opportunity for students to practice the scientific method using various lab settings.         | <p>1 week (Intro to areas/branches of science)</p> <p>2 weeks (Physics) = Major themes in Physics, Applications, Experiments</p> <p>2 weeks (Chemistry) = Major themes in Chemistry, Applications, Experiments</p> <p>2 weeks (Biology) = Major themes in Biology, Applications, Experiments</p> <p>For each of the branches:</p> <ul style="list-style-type: none"> <li>Introduction to core ideas and important theories (e.g. Physics: Gravity, Chemistry: Atomic theory, Biology:</li> </ul> |

|                            |   |   |   |
|----------------------------|---|---|---|
|                            |   |   | <p>Evolution by Natural Selection).</p> <ul style="list-style-type: none"> <li>• Introduction to possible majors: How do they relate to various professions/fields.</li> <li>• Practical applications of ideas from each field</li> </ul> |
| How to spot FAKE SCIENCE!? | 2 | Equip students to identify flawed and fraudulent approaches to science, and what to avoid when doing scientific research.   | <p>Practices leading to pseudoscience</p> <p>Case-studies from popular discourse (e.g. Cold Fusion, Telepathy, N-rays etc.)</p>   |
| Scientific communication   | 1 | Students learn how science is conducted and communicated in modern times, how to differentiate between good and poor-quality scientific research, and best practices for conducting scientific research | <p>Introduction to the Peer Review (advantages and misuse)</p> <p>Importance of controls and replication (link with the replication crisis in science)</p>  |

**OBJECTIVES**

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

**COURSE CONTENTS****Introduction to Psychology**

- Nature and Application of Psychology with special reference to Pakistan.
- Historical Background and Schools of Psychology

**Methods of Psychology**

- Observation
- Case History Method
- Experimental Method
- Correlational and comparative studies
- Longitudinal studies

**Biological Basis of Behavior**

- Neuron: Structure and Functions
- Central Nervous system & Peripheral Nervous system
- Endocrine Glands

**Sensation, Perception, and Attention**

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

**Perception**

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

**Attention**

- Factors, Subjective and Objective
- Span of Attention.

**Practicum:**

Following experiments shall be performed by the students:

- Blind Spot
- Attention Span
- Perceptual Grouping
- Size Constancy
- Depth perception

**BOOKS:****Recommended**

Myers, D.G (2013). Introduction to psychology. Open University Press

Hayes, N (2010). Foundation of psychology (8<sup>th</sup> Ed.). Thomson Learning.

**References**

Atkinson R. C. & Smith E. E. (2000). Introduction to psychology (13<sup>th</sup> Ed.). USA: Harcourt Brace College Publishers.

Fernald, L.D, & Fernald, P. S. (2005). Introduction to psychology. USA: WMC Brown Publishers

## Translation of the Holy Quran - I

| Topic            | Details  |
|------------------|--|
| Semester/Level   | 1 <sup>st</sup> Semester   |
| Course Code      | ISL -311   |
| Course Title     | Translation of the Holy Quran – I  |
| Credit Hours     | 1(1-0)   |
| Objectives       | <ul style="list-style-type: none"> <li>To familiarize the students with the keys and fundamentals of recitation of the Holy Quran.</li> <li>To develop the skill of the students for the recitation of the Holy Quran.</li> <li>Students will learn the basic Arabic grammar in a practical way.</li> <li>To develop an eagerness among the students to explore the last divine Book.</li> </ul> |
| Course Contents: | <ul style="list-style-type: none"> <li>تیسواں پارہ - ناظرہ مع تجوید</li> <li>بنیادی عربی گرامر</li> <li>اسم اور اسکے متعلقات: اسم فاعل، مفعول، تفضیل، مبالغہ</li> <li>فعل اور اسکی اقسام: ماضی، مضارع، امر، نہی</li> <li>حرف اور اسکی اقسام: حروف علت، حروف جارہ، مشبہ بالفعل</li> </ul>   |
| Localization:    | تیسویں پارے کی آخری بیس سورتیں (حفظ مع ترجمہ)  |

### List of Translations of the Holy Quran

#### مجوزہ اردو تراجم قرآن

| نام ترجمہ                            | مترجم                        |
|--------------------------------------|------------------------------|
| موضح القرآن                          | شاہ عبدالقادر دہلوی          |
| فتح القرآن                           | فتح محمد جالندہری            |
| ترجمہ بیان القرآن                    | اشرف علی تھانوی              |
| ترجمہ قرآن مجید                      | سید ابوالاعلیٰ مودودی        |
| ترجمہ ضیاء القرآن                    | محمد کرم شاہ الازہری         |
| ترجمہ قرآن                           | حافظ نذر احمد                |
| آسان ترجمہ القرآن                    | سید شبیر احمد                |
| احسن البیان                          | مولانا محمد جونا گڑھی        |
| ترجمہ تبیان القرآن                   | غلام رسول سعیدی              |
| آسان ترجمہ قرآن                      | محمد تقی عثمانی              |
| کشف الرحمن                           | مولانا احمد سعید دہلوی       |
| مصباح القرآن                         | ڈاکٹر عبدالرحمان طاہر        |
| معانی القرآن                         | دارالسلام                    |
| عرفان القرآن                         | ڈاکٹر طاہر القادری           |
| احکام القرآن                         | مولانا محمد بشیر فاروق قادری |
| مطالعہ قرآن کریم برائے طلبہ و طالبات | دی علم فاؤنڈیشن کراچی        |

### Suggested English Translations of the Holy Quran

| Name   | Translator   |
|--|--|
| <i>The Meaning of the Glorious Koran</i>             | Muhammad Marmaduke Pickthall                         |
| <i>The Holy Quran</i>                                | Abdullah Yousuf Ali                                  |
| <i>The Noble Qur'an</i>                              | Dr. Muhammad Taqiuddin Al Hilali & Dr. M Muhsin Khan |
| <i>The Noble Quran</i>                               | Mufti Muhammad Taqi Usmani                           |
| <i>Towards Understanding the Ever Glorious Quran</i> | Dr. Muhammad Mahmud Ghali                            |
| <i>The Study Quran</i>                               | Seyyed Hossein Nasr                                  |

## ***Semester - II***



|                             |                                  |                                    |
|-----------------------------|----------------------------------|------------------------------------|
| <b><i>Code: ENG-322</i></b> | <b><i>EXPOSITORY WRITING</i></b> | <b><i>Credit Hours: 3(3-0)</i></b> |
|-----------------------------|----------------------------------|------------------------------------|

# EXPOSITORY WRITING

## UGE Policy V 1.1 : General Education Course

|                       |   |
|-----------------------|---|
| <b>Credits:</b>       | 03  |
| <b>Pre-Requisite:</b> | Functional English                                  |
| <b>Offering:</b>      | Undergraduate Degrees (including Associate Degrees) |
| <b>Placement:</b>     | 2 - 4 Semesters                                     |
| <b>Type:</b>          | General Education                                   |
| <b>Fields:</b>        | All   |

### DESCRIPTION

Expository Writing is a sequential undergraduate course aimed at refining writing skills in various contexts. Building upon the foundation of the pre-requisite course, Functional English, this course will enhance students' abilities 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.

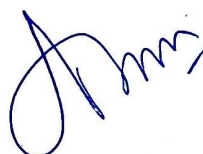
### COURSE LEARNING OUTCOMES

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

1. Understand the essentials of the writing process integrating pre-writing, drafting, editing and proof reading to produce well-structured essays.
2. Demonstrate mastery of diverse expository types to address different purposes and audiences.
3. Uphold ethical practices to maintain originality in expository writing.

### SYLLABUS

1. **Introduction to Expository Writing:**
  - Understanding expository writing (definition, types, purpose and applications)
  - Characteristics of effective expository writing (clarity, coherence and organization)
  - Introduction to paragraph writing
2. **The Writing Process:**
  - 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.)
  - Proof reading (fine-tuning of the draft)
  - Peer review and feedback (providing and receiving critique)
3. **Essay Organization and Structure:**
  - 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)
4. **Different Types of Expository Writing:**
  - Description



- Illustration
  - Classification
  - Cause and effect (exploring causal relationships and outcomes)
  - Process analysis (explaining step-by-step procedures)
  - Comparative analysis (analyzing similarities and differences)
- 5. Writing for Specific Purposes and Audiences:**
- 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
- 6. Ethical Considerations:**
- Ensuring original writing (finding credible sources, evaluating information etc.)
  - Proper citation and referencing (APA, MLA, or other citation styles)
  - Integrating quotes and evidences (quoting, paraphrasing, and summarizing)
  - Avoiding plagiarism (ethical considerations and best practices)

### **PRACTICAL APPLICATIONS AND CAPSTONE PROJECT**

As part of the overall learning requirements, students will be required to build a writing portfolio having a variety of expository texts and present the same at the end of the course showcasing proficiency in expository writing.

### **SUGGESTED INSTRUCTIONAL / READING MATERIALS**

1. "The St. Martin's Guide to Writing" by Rise B. Axelrod and Charles R. Cooper.
2. "They Say / I Say: The Moves That Matter in Academic Writing" by Gerald Graff and Cathy Birkenstein.
3. "Writing Analytically" by David Rosenwasser and Jill Stephen.
4. "Style: Lessons in Clarity and Grace" by Joseph M. Williams and Joseph Bizup.
5. "The Elements of Style" by William Strunk Jr. and E.B. White.
6. "Good Reasons with Contemporary Arguments" by Lester Faigley and Jack Selzer.
7. "Writing to Learn: How to Write - and Think - Clearly About Any Subject at All" by William Zinsser.
8. "The Norton Field Guide to Writing" by Richard Bullock, Maureen Daly Goggin, and Francine Weinberg.
9. "The Art of Styling Sentences" by Ann Longknife and K.D. Sullivan.
10. "Writing Today" by Richard Johnson-Sheehan and Charles Paine.

Islamic Studies (Compulsory)

## اسلامیات (لازمی)

| Title               | Description   |
|---------------------|---|
| Semester            | 2 <sup>nd</sup>   |
| Nature of Course    | Compulsory Course, C-4  |
| No. of Credit Hours |   |
| Objectives          | <p>۱۔ کہ قرآن وحدیث سے استفادہ کے قابل</p> <p>۲۔ کہ قلوب و اذان میں قرآن و سنت کی روح اور علم کو راسخ کرنا</p> <p>۳۔ جس میں اسوہ حسنہ ائمہ مسلمین صلی اللہ علیہ وسلم کی اتباع اور حب رسول کا جذبہ پیدا کرنا</p> <p>۴۔ علوم کی بنیادی تعلیمات کا فہم آسان بنانا اور طلبہ کی اسلامی بنیادوں پر تربیت کرنا</p> <p>۵۔ سنت مسلمہ کو درجہ اولیٰ میں مصرعہ یہ کے پیشکش سے طلبہ کو آگاہ کرنا اور انھیں اس قابل بنانا کہ وہ ان سے بہرہ اُراہ سکیں۔</p> |

| Sr. No. | Title   | Description  |
|---------|---|--|
| 1       | القرآن الکریم                                     | مطالعہ قرآن مجید کی ضرورت و اہمیت<br>قرآن مجید کا روحانی تعارف اور افکار<br>ترجمہ و تطبیق کا مختصر تعارف   |
| 2       | مختب قرآنی آیات کا تفسیر و تفسیر<br>ترجمہ و تفسیر | قرآن مجید کی متعدد جہ ذیل آیات کا ترجمہ و تفسیر پیش کریں<br>(i) (سورۃ البقرہ: آیات: 284, 285, 286) آیات تائید<br>(ii) (سورۃ الاحزاب: آیات: 6, 21, 32, 33, 40, 56, 59)<br>(الخصائص النبویہ: اسودہ سنہ، فتح نبوت، مقام، رسالت، اناسویہ رسالت ملاوینی القبی)۔             |
| 3       |   | (iii) (فتح: آیات: 29) رسالت محمدیہ اور خصائص اصحاب رسول<br>(iv) (سورۃ الصافات: آیات: 14) (بشارت بعثت قسما لمرسلین، ہجرت، جہاد، نصرت اور طلب وین)   |
| 4       |   | (v) (سورۃ النور: آیات: 18) (آداب نبوی و معاشرتی احکام)   |
| 5       |   | (vi) (سورۃ النعام: آیات: 151, 153)۔ (تعلق العہد)۔<br>(vi) (سورۃ الفرقان: آیات: 63, 77)۔ (آداب معاشرت)۔   |
| 6       | الاعلان النبوی                                    | مطالعہ حدیث کی ضرورت و اہمیت<br>اقسام حدیث اور وقتی الحی<br>حدیث کی اہمیت و اکتساب کا مختصر تعارف  |
| 7       | احادیث نبویہ کا لغوی و ادبی ترجمہ<br>اور تفسیر    | ارعن غمض بن الخطاب رضى الله عنه قال سمعت رسول الله صلى الله عليه وسلم يقول: انما الاعمال بالنيات، و انما لامرئ ما نوى، فمن كانت هجرته الى الله ورسوله فهجرته الى الله ورسوله. ومن كانت هجرته الى دنيا يصيبها، او امرأة يترؤفها فهجرته الى ما هاجر اليه (صحيح بخارى: I) |



|   |  |
|---|--|
|   | <p>من تعلم القرآن وعلمه، (صحيح بخارى، حديث نمبر 5027)</p> <p>3. عن مالك بن انس رضى الله عنه قال: قال رسول الله صلى الله عليه وسلم: ثر ثمر فيكم امرين ان تعلموا ما تمسككم بهما كتاب الله وسنة رسوله (رواه مالك في الموطأ من سلا)</p> <p>4. عن عبد الله بن عمر رضى الله عنهما قال: قال رسول الله صلى الله عليه وسلم: لا سلام على من شهد ان لا اله الا الله وان شحدا غداة رسوله، و اقام الصلوة وابتداء الزكوة وخرج البيت وصوم رمضان (صحيح مسلم: 113)</p> <p>5. عن عمر بن الخطاب رضى الله عنه قال بينما نحن عند رسول الله صلى الله عليه وسلم ذات يوم اذ طلع علينا رجل، شديد بياض الثياب شديد سواد الشعر لا يرى عليه اثر السفر وما يعرفه، منا احد حتى جلس الى النبي صلى الله عليه وسلم فاستند ركبتيه الى ركبتيه ووضع كفيه على فخذيه وقال: يا محمد احببني عن الاسلام؟ فقال رسول الله صلى الله عليه وسلم: الاسلام ان تشهد ان لا اله الا الله وان شحدا رسول الله صلى الله عليه وسلم وتقيم الصلوة وتؤتي الزكوة وتصوم رمضان وتخرج البيت ان استطعت اليه سبيلا، قال صدقت، قال فعجبا له، يسأله، ويصده، قال: فاحببني عن الايمان؟ قال ان تؤمن بالله وملكه وكتبه ورسله واليوم الآخر وتؤمن بالقدر خيره وشره، قال صدقت، قال فاحببني عن الاخسان؟ قال: ان تعبد الله كالكثرة فان لم تكن تراه فانه يراك، قال فاحببني عن الساعة؟ قال: ما المسؤول عنها باعلم من المشاي، قال فاحببني عن اماراتها؟ قال: ان تلذ الامة ربها وان ترى الخفاة الغراء العالة رعاء الشاء يملأ ولون في الليل، قال: ثم العلق، فليت مليا ثم قال لي: يا عمر ائتني من المشاي؟ قلت الله ورسوله، اعظم، قال فانه، جبريل اناكم يعلمكم دينكم (رواه مسلم: 93)</p>  |
| 8 | <p>6. عن شريفة ابن معمر رضى الله عنه قال: قال رسول الله صلى الله عليه وسلم: مَرُوا الصَّيْبَ بِالصَّلَاةِ اِذَا بَلَغَ سِتْعَ سِنِينَ وَاِذَا بَلَغَ عَشْرَ سِنِينَ فَاصْبِرُوا عَلَيْهَا اَخْرَجَهُ ابُو دَاوُدَ وَالتِّرْمِذِيُّ وَلِغَطٍّ عِلْمُوا الصَّيْبَ الصَّلَاةَ اِذَا بَلَغَ سِتْعَ سِنِينَ وَاصْبِرُوا عَلَيْهَا اِذَا عَشْرَ (صحيح بخارى، ترمذي: 407)</p> <p>7. عن معاوية رضى الله عنه قال: قال رسول الله صلى الله عليه وسلم من يرد الله به خيرا يفقهه في الدين (رواه البخارى: 3116)</p> <p>8. عن ابن خزيمة رضى الله عنه قال: قال رسول الله صلى الله عليه وسلم من سلك طريقا يلتمس فيه علما سهل الله به طريقا الى الجنة وما اجتمع قوم في بيت من بيوت الله يتلون كتاب الله ويتدارسون بينهم الا نزلت عليهم السكينة وغشيتهم الرحمة وحلتهم الملائكة وذكرهم الله في من عنده ومن بطأ به عمله لم يسرع به نسبه (رواه مسلم)</p> <p>9. عن ابن خزيمة رضى الله عنه قال كان رسول الله صلى الله عليه وسلم يقول اللهم اني اغويك من الازرع من علم لا يفلح ومن دعاي لا يسمع ومن قلب لا يستجيب ومن نفس لا تشبع. (رواه مسلم و احمد وابن ماجه: 250)</p> <p>10. عن ابن مسعود رضى الله عنه عن النبي صلى الله عليه وسلم قال: لا تزول قدمي من اديم ادم يوم القيامة من عند ربه حتى يسئل عن خمس: عن عمره فيما افناه وعن شبابه فيما ابلاه وعن ماله من اين اكتسبه وفيما انفق وماذا عمل فيما علم (جامع الترمذي: 2416)</p> <p>11. عن عبد الله رضى الله عنه قال: قال رسول الله صلى الله عليه وسلم طلب كسب الخلال فرضة بعد الفريضة (شعب الايمان بيبقى)</p> <p>12. عن ابن مسعود رضى الله عنه عن النبي صلى الله عليه وسلم قال التاجر الصوفى الا مين مع اللبنيين والمستيقين والشهداء (جامع ترمذي: 1209)</p> <p>13. عن ابن خزيمة رضى الله عنه ان رسول الله صلى الله عليه وسلم قال: ان تزرع ما المفلح؟ قالوا المفلح فينا من ادرهم له ولا متاع فقال: ان المفلح من امتي من ياتي يوم القيامة بصلاة وصيام وزكاة وياتي قد شتم هذا وقذف هذا واكل مال هذا وسفك دم هذا وضرب هذا فيعطى هذا من حسناته فان فنيت حسناته قبل ان يقضى ما عليه اخذ من خطاياهم فطرحت عليه ثم طرح في النار (رواه مسلم، كتاب البر: 6579)</p> <p>14. عن ابى الدرداء رضى الله عنه ان النبي صلى الله عليه وسلم قال: ما شئ اقل فيميزان المؤمن يوم القيامة من خلقه فان الله تعالى يبعث الفاجن البدين (ترمذي: 2002)</p> <p>15. عن ابن عباس رضى الله عنه ان النبي صلى الله عليه وسلم قال: ازرع من اعطيتك فقد اعطى خير الدنيا والاخرة قلنا شاكرنا ولما ناذركنا و بدنا على البلاء صابرا وزوجة لا تبغيه خوفا في نفسها وماله (مسند نسائي، كثر العمال: 43409)</p> |

|    |                               |   |
|----|-------------------------------|---|
| 9  |                               | <p>16- عَنْ أَبِي هُرَيْرَةَ رَضِيَ اللَّهُ عَنْهُ قَالَ قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ: اجْتَنِبُوا السَّبْعَ الْمُفَوِّقَاتِ، قَالُوا يَا رَسُولَ اللَّهِ وَمَا هُنَّ قَالَ: الشُّرُكُ، يَا لِلَّهِ وَالْمَسْخُورُ وَقَتْلُ النَّفْسِ الَّتِي حَرَّمَ اللَّهُ إِلَّا بِالْحَقِّ وَكُلُّ الرِّبَا وَأَكْلُ مَالِ الْيَتِيمِ وَالنَّوْلَى يَوْمَ الْأَرْخَفِ وَفَقْدُ الْمُخَصَّنَاتِ الْمُؤْمِنَاتِ الْغَائِلَاتِ (متفق عليه)</p> <p>17- عَنْ أَبِي سَعِيدٍ الْخُدْرِيِّ رَضِيَ اللَّهُ عَنْهُ قَالَ سَمِعْتُ رَسُولَ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ يَقُولُ مَنْ رَأَى مِنْكُمْ مُشْكِرًا فَلْيُغْزِزْهُ بِيَدِهِ فَإِنْ لَمْ يَسْتَمْلِعْ فِلَسَانَهُ فَإِنْ لَمْ يَسْتَمْلِعْ فِعْلَهُ وَذَلِكَ اصْتَعَفَ الْإِيمَانَ (رواه مسلم: 177)</p> <p>18- عَنْ أَسَامَةَ بْنِ زَيْدٍ رَضِيَ اللَّهُ عَنْهُ قَالَ قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ نِجَاجُ بَرْخَلٍ يَوْمَ الْقِيَمَةِ فَيُلْقَى فِي النَّارِ فَتَنْدَلِقُ أَقْبَابُهُ فِي النَّارِ فَيَطْمَحُ فِيهَا كَطَمَحِ الْجَمَارِ بَرْخَاءً فَيَجْتَمِعُ أَهْلُ النَّارِ عَلَيْهِ فَيَقُولُونَ أَيْنَ فُلَانُ مَا شَأْنُكَ النَّبِيُّ كُنْتُ ثَامِرًا بِالْمَغْرُوفِ وَتَلَهَّنَا عَنِ الْمُنْكَرِ قَالَ كُنْتُ أَمْرُكُمْ بِالْمَغْرُوفِ وَلَا أَيْتِي وَتَلَهَّنَا عَنِ الْمُنْكَرِ وَآيَتِي (بخاری: 3267)</p> <p>19- عَنْ النَّبِيِّ رَضِيَ اللَّهُ عَنْهُ قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ وَالَّذِي نَفْسِي بِيَدِهِ لَا يُؤْمِنُ عِبْدٌ حَتَّى يُحِبَّ مَا حَرَّمَ اللَّهُ عَلَيْهِ (رواه مسلم: 170)</p> <p>20- عَنْ النُّعْمَانِ بْنِ بَشِيرٍ رَضِيَ اللَّهُ عَنْهُ قَالَ قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ تَرَى الْمُؤْمِنِينَ فِي تَرَاحِمِهِمْ وَتَوَادِهِمْ وَتَعَاطُفِهِمْ كَمَثَلِ الْجَسَدِ إِذَا اشْتَكَى عُضْوٌ تَدَاعَى لَهُ سَائِرُ الْجَسَدِ بِالشَّهْرِ وَالْخُفَى (متفق عليه، بخاری: 6011)</p> <p>21- عَنْ عَبْدِ اللَّهِ بْنِ عَمْرٍو رَضِيَ اللَّهُ عَنْهُمَا قَالَ قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ إِلَّا كَلَّكُمْ رَاعٍ وَكَلَّكُمْ مَسْنُونٌ عَنْ رَعِيَّتِهِ فَإِلَامَامُ الْأَعْلَمِ الَّذِي عَلَى النَّاسِ رَاعٍ وَهُوَ مَسْنُونٌ عَنْ رَعِيَّتِهِ وَالرَّجُلُ رَاعِيٌّ لِأَهْلِ بَيْتِهِ وَهُوَ مَسْنُونٌ عَنْ رَعِيَّتِهِ وَالْمَرْأَةُ رَاعِيَةٌ عَلَى بَيْتِ زَوْجِهَا وَوَلَدِهِ وَهِيَ مَسْنُونَةٌ عَلَيْهِمْ وَعَبْدُ الرَّجُلِ رَاعٍ عَلَى مَالِ سَيِّدِهِ وَهُوَ مَسْنُونٌ لَهُ إِلَّا فَكَلَّكُمْ رَاعٍ وَكَلَّكُمْ مَسْنُونٌ عَنْ رَعِيَّتِهِ (بخاری: 7138 و ترمذی: 1705)</p> <p>22- عَنْ أَبِي هُرَيْرَةَ رَضِيَ اللَّهُ عَنْهُ قَالَ قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ مَثَلِي وَمَثَلُ الْأَنْبِيَاءِ كَمَثَلِ قَصْرِ أَحْسَنَ بَنِي آدَمَ، تَرَكْتُ مَوْضِعَ لَبَنِي، فَعَلَّافٌ بِهِ الْبَطْخُ رُ يُتَعَجَّبُونَ مِنْ حُسْنِ بَنَانِهِ إِلَّا مَوْضِعَ تِلْكَ اللَّبَنَةِ، فَكُنْتُ أَنَا سَدَنْتُ مَوْضِعَ اللَّبَنَةِ، خُتِمَ لِي الْبَلْبَانُ وَخُتِمَ بِي الرَّسُولُ وَفِي رِوَايَةٍ: فَأَنَا اللَّبَنَةُ وَالنَّاسُ ثَمَرُ اللَّبَنِينِ. (رواه البخاری: 3535)</p> <p>23- عَنْ النَّبِيِّ رَضِيَ اللَّهُ عَنْهُ عَنِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ: أَرْحَمُ أُمَّتَيْنِ بَأْمَنِيَانِيَوِي بَغْرٍ وَاشْدُ هُنَّ عَمْرٍو وَاصْدُ هُنَّ حَيَاتِي عَمَانٍ، وَأَقْضَاهُنَّ عَلَيَّ وَافْرَضَهُنَّ زَيْدٌ بِنْتُ ثَابِتٍ، وَأَفْرَأُ هُنَّ أَبِي بِنْتُ كَعْبٍ وَكُلُّنَّ أُمِّي وَأَمِينٌ وَآمِينَ هَذِهِ الْأَمَةُ أَيْ غَيْبَتُهُ بِنْتُ الْجَرَّاحِ. (رواه احمد والترمذی، مشكوة المصابيح، باب مناقب العشرة)</p> <p>24- عَنْ أَبِي نَكْرَةَ رَضِيَ اللَّهُ عَنْهُ قَالَ: رَأَيْتُ رَسُولَ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ عَلَى الْمَيْمَنَةِ وَالْحَسَنُ بْنُ عَلِيٍّ إِلَى جَنْبِهِ وَهُوَ يَقُولُ عَلَى النَّاسِ مَرَّةً وَعَلَيْهِ أُخْرَى وَيَقُولُ: إِنَّ ابْنِي هَذَا سَيِّدٌ وَلَعَلَّ اللَّهَ أَنْ يَصْلَحَ بِهِ بَيْنَ فِتْنَتَيْنِ عَظِيمَتَيْنِ مِنَ الْمُتَسَلِّمِينَ (بخاری: 2704)</p> <p>25- عَنْ عَفْرَانَ بْنِ خُصَيْنٍ رَضِيَ اللَّهُ عَنْهُ قَالَ قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ: خَيْرُ أُمَّتَيْنِ قَرْنَيْنِ ثُمَّ الَّذِينَ يَلُونَهُمْ، ثُمَّ الَّذِينَ يَلُونَهُمْ. (متفق عليه بخاری: 3650)</p> <p>26- عَنْ جَابِرِ بْنِ عَبْدِ اللَّهِ رَضِيَ اللَّهُ عَنْهُ قَالَ: خَطَبَنَا رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ فِي وَسْطِ أَيَّامِ التَّشْرِيقِ خُطْبَةً الْوَدَاعِ فَقَالَ: يَا أَيُّهَا النَّاسُ: إِنَّ رَبَّكُمْ وَاحِدٌ، وَإِنْ أَبَانُكُمْ وَاحِدٌ إِلَّا فَضْلَ لِعَزِيْزِي عَلَى عَجْمِي وَلَا لِعَجْمِي عَلَى عَزِيْزِي، وَلَا لَا حَمْرَ عَلَى أَسْوَدٍ وَلَا لَا أَسْوَدَ عَلَى أَحْمَرَ إِلَّا بِالتَّقْوَى. إِنَّ الْحَزْمَ عِنْدَ اللَّهِ أَفْضَلُ، أَلَا هَلْ يَلْقَأُ؟ قَالُوا بَلَى يَا رَسُولَ اللَّهِ، قَالَ: فَلْيُبْلِغْ الشَّا هَذَا الْغَائِبَ فَلْيُبْلِغِ الشَّا هَذَا الْغَائِبَ (البیهقی، شعب الايمان، باب في حفظ اللسان، فصل في حفظ اللسان عن الغفور يا لایاه)</p> |
| 10 | سیرت النبی صلی اللہ علیہ وسلم | <p>مطالعہ سیرت کی ضرورت و اہمیت۔<br/>اردو کتب سیرت کا تعارف<br/>نئی کرم صلی اللہ علیہ وسلم کی حکمت و تعالیم۔</p>  |
| 11 |                               | <p>ہجرت، بیعت، عید، صلہ حدیبیہ، خطبہ بیعت الوداع<br/>تزکیہ نفس اور تعمیر سیرت و شخصیت کا یومی مشہاج اور عملی نمونہ۔<br/>صحابہ کرام، اصحابات المؤمنین</p>  |
| 12 |                               | <p>تفصیلی رہنما سیرت و معاشرت<br/>اسوہ حسنہ۔</p>  |
| 13 | اسلامی تہذیب و ثقافت          | <p>(اللہ) اسلامی تہذیب و ثقافت کے کمال۔</p>   |

|    |  |  |
|----|--|--|
|    |  | توحید، روحانیت، تصور، مسوولیت، انسانی عظمت و مساوات اور عالمگیر اخوت۔  |
| 14 |  | (الف) اسلامی تہذیب و ثقافت کے نصابیں۔<br>عدل، اجتماعی، اخلاقی و قدماورالسانی حقوق، دروادی، اہل بیت اور توازن                                     |
| 15 |  | (ب) اسلامی تہذیب و ثقافت کے عالمی اثرات<br>(ج) مغربی تہذیب و ثقافت اور اسلام:<br>اسلام اور امن عالم<br>تہذیبوں کے تصادم کے نظریہ کا تنقیدی جائزہ |

|   |
|---|
| نصابی کتب                                   |
| تعلیم اسلامیات از 15 کٹر حبیب الرحمن دو بکر |
| حوالہ جاتی کتب                              |
| القرآن الکریم<br>اربعین نووی<br>کتب سیرت    |

ETH-322: گورس کورس

## Ethics (For Non Muslims)

اخلاقیات (برائے غیر مسلم طلبہ)

| Title               | Description  |
|---------------------|--|
| Semester            | 2 <sup>nd</sup>  |
| Nature of Course    |  |
| No. of Credit Hours | 3(3-0)   |
| Objectives          | To promote the moral values in society<br>To make the students avoid evils and do virtues<br>To create the awareness in the students |

| Sr. No. | Title                                 | Description   |
|---------|---------------------------------------|---|
| 1       | Defination and scope of ethics        | Relation of ethics to psychology, metaphysics and religion .<br>A brief review of major theories of the maoral standard |
| 2       |                                       | The standard as law<br>The standard as Happiness<br>The standard as Perfection  |
| 3       | promotion of moral values             | Promotion of moral values in society through family& various educational and cultural institutions ,                    |
| 4       |                                       | concept of good and evil, freedom and responsibility,<br>Various theories of punishment.                                |
| 5       | Ethical teachings                     | Ethical teachings of world religions with special referenc to Hinduism, Christianity, Budhism, Judaism and              |
| 6       |                                       | Ethical teachings of Islam.   |
| 7       | Ethical percepts from Quranic sayings | Ethical percepts from Quranic sayings of the Holy Prophet (Peace be upon him)   |
| 8       |                                       | Islam's attitude towards minorities.  |
| 9       |                                       |   |
| 10      |                                       |   |
| 11      |                                       |   |
| 12      |                                       |   |
| 13      |                                       |   |
| 14      |                                       |   |



|    |                   |   |
|----|-------------------|---|
| 15 | Books Recommended | <p>Relevant portions of the following books:</p> <p>J.S Mackenzio! A Manual of Ethics.</p> <p>Herol H.Titus! Ethics for To-day.</p> <p>B.A Dar! Quranic Ethics.</p> <p>Proceeding of to Islamic Colloquium, Lahore 1957.</p> <p>Islamic state: Abu-ul-Ala Madudi.</p> |
|----|-------------------|---|

**OBJECTIVES**

1. To describe the basic understanding of human functioning.
2. To distinguish between the basic and higher-order functions in human thought and behavior.
3. To gain insight into human behavior and into one's own personality or personal relationships.

**Course Contents:****Motives**

- Definition and Nature
- Factors effecting Motives

**Primary Motives:** Hunger, Thirst, Defecation and Urination, Fatigue, Sleep, Pain, Temperature Regulation, Maternal Behavior, Sex.

**Secondary Motives:** Play & Manipulation, Exploration and Curiosity, Affiliation, Achievement and Power, Competition, Cooperation, Social Approval and Self-Actualization.

**Emotions**

- Definition and Nature
- Theories of Emotion (James Lange Theory; Cannon Bard Theory, Schachter-Singer Theory)

**Learning**

- Definition of Learning
- Types of Learning: Classical and Operant, Conditioning
- Methods of Learning: Trial and Error; Learning by insight; Observational Learning, learning by Reinforcement

**Memory**

- 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<sup>34</sup>

**Measurement in Psychology**

- Individual Differences

- Definitions of the Concepts
- Intelligence, Personality, Aptitude, Achievement

### **Practicum:**

Following experiments shall be performed by the students:

- Concept Formation
- Rumors building
- Memory: Function of Recitation
- Memory: Function of Time Saving Method
- Memory: Method of Serial Reproduction
- Recall and Decay

### **BOOKS:**

#### **Recommended:**

1. Myers, D.G (2013). Introduction t to psychology. Open University Press.
2. Hayes, N (2010). Foundation of psychology (8th Ed.). Thomson publishers.

#### **Reference**

1. Atkinson R. C. & Smith E. E. (2000). Introduction to psychology (13th Ed.). USA: Harcourt Brace College Publishers.
2. Fernald, L.D, & Fernald, P. S. (2005). Introduction to psychology. USA: WMC Brown Publishers.

**OBJECTIVES**

1. To give basic knowledge of psychological data to the students
2. To train students in data handling, processing, and basic analysis using SPSS

**COURSE CONTENTS****1. Introduction to Psychological Data**

- Types of Psychological Data
  - i. Qualitative data
  - ii. Quantitative data
  - iii. Primary data
  - iv. Secondary data
- Levels of Measurement
  - i. Nominal data
  - ii. Ordinal data
  - iii. Interval data
  - iv. Ratio data
- Response Formats in data (Likert Scales, Semantic Differential Scales, True/False, Yes/No, etc.)
- Introduction to Variables (Independent and Dependent Variables)

**2. Introduction to SPSS**

- Data View and Variable View
- Making a Data Spread-sheet
- Introduction to Data Editor Window
- Working with Data Files
  - i. Data entry
  - ii. Coding of data
  - iii. Saving retrieving, and editing the data files
  - iv. Opening existing and new data files
  - v. Saving output

**3. Preliminary Analysis**

- Introduction to Discrete and Continuous variables
- Frequencies and Descriptive analysis
- Interpretation of the outputs

**4. Use of Graphs to Describe the Data**

- Histograms
- Bar graphs

**5. Reliability Analysis**

- Inter-item correlation
- Cronbach's alpha
- Interpretation of the outputs

**Practicum:**

The students will have hands-on practice on SPSS in:

1. Data Entry and Coding
2. Preliminary Analysis
3. Use of Graphs to Describe the Data
4. Reliability Analysis

## 5. Statistical analysis

### BOOKS

#### **Required** (students must buy):

Pallant, J. (2010). *SPSS survival manual: A step-by-step guide to data analysis using SPSS* (4<sup>th</sup> Ed.). New York: McGraw Hill.

#### **Recommended** (would be useful to students):

Cleophas, T. J., Cleophas, T. J., Zwinderman, A. H., & Zwinderman, A. H. (2016). *Clinical data analysis on a pocket calculator: Understanding the scientific methods of statistical reasoning and hypothesis testing*. New York: Springer.

Cleophas, T. J., & Zwinderman, A. H. (2010). *SPSS for starters*. New York: Springer Science & Business Media.

Landau, S., & Everitt, B. S. (2003). *A handbook of statistical analyses using SPSS*. New York: Chapman and Hall/CRC.

Wasserman, L. (2004). *All of statistics: a concise course in statistical inference*. New York: Springer.

#### **Reference** (do not buy, read if available in library/elsewhere):

Heiberger, R. M., Heiberger, R. M., & Burt Holland, B. H. (2015). *Statistical analysis and data display: An intermediate course with examples in R*. New York: Springer.

Heumann, C., & Shalabh, M. S. (2016). *Introduction to statistics and data analysis*. New York: Springer.

## **COURSE CONTENTS**

### **Socio Economic foundations**

- Concept of Society and Culture
- Social Conditions and Education
- Economic Conditions and Education
- Politics and Education

### **Historical Foundations**

- Period from 1947-1958
- Period From 1959-1971
- Period from 1972-1979
- Period from 1980 -1991
- Period from 1992 – to date

### **Education System of Pakistan**

- Primary Education
- Secondary Education
- Higher Education
- Examination System

### **Curriculum Development**

- Elements of curriculum
- Curriculum development process in Pakistan
- Curriculum change

### **Classroom Assessment**

- Characteristics of a test
- Types of test items

### **Psychology of Exceptional children**

### **Lesson Planning**

- Need & Importance of lesson planning
- Preparation of lesson planning

### **Recommended books:**

1. Corno. Lyn, Eric M. Anderman, (2012) Handbook of Educational Psychology. New York: Rutledge publications
2. Boyle, Bill (2015) Curriculum Development; Jim Ryder Publishers: UK
3. Miller, M. David., Linn, L. Robert., Grounald, E. Norman (2009) Measurement and Assessment in Teaching; New York: Pearson
4. Rosenshine, B. (2010). Principles of instruction (Educational Practice Series No. 21). Geneva: Retrieve from <http://www.ibe.unesco.org/en/services/online-materials/publications/educational-practices.html>

5.Vosniadou, S. (2001). How children learn. (Educational Practice Series No. 7). Geneva: International Bureau of Education. Retrieve from <http://www.ibe.unesco.org/en/services/online-materials/publications/educational-practices.html>

6.What Makes a Good Teacher? Opinions from Around the World. Retrieve from

|                             |                               |                                     |
|-----------------------------|-------------------------------|-------------------------------------|
| <i><b>Code: URD-321</b></i> | <i><b>FUNCTIONAL URDU</b></i> | <i><b>Credit Hours: 02(2-0)</b></i> |
|-----------------------------|-------------------------------|-------------------------------------|



## فکشنل اردو (Functional Urdu)

کریڈٹ آورز: 2

کورس کوڈ: URD: 321

- زبانوں کے خاندان اور اردو کا آغاز
- اردو زبان کے مختلف نام اور مختصر تاریخی پس منظر
- اردو کے حروف تہجی
- اردو کے چند بنیادی الفاظ کا املا اور ان کا تلفظ
- اردو کے بنیادی قواعد
- اصطلاحات ادب (تشبیہ، استعارہ، کنایہ، مجاز مرسل، تلمیح)
- اردو صحافت (خبر نویسی، کالم نگاری، ادارہ نویسی)
- انٹرویو نگاری، مکالمہ نگاری

|                             |  |                                     |
|-----------------------------|--|-------------------------------------|
| <b><i>Code: MCM-352</i></b> | <b><i>BASICS OF MASS COMMUNICATION</i></b> | <b><i>Credit Hours: 02(2-0)</i></b> |
|-----------------------------|--|-------------------------------------|

## AGENDA ITEM NO. 5:

### **APPROVAL TO REVIEW A NEW COURSE OF TWO CREDIT HOURS 2(2-0) TITLED BASICS OF MASS COMMUNICATION (MCM-352)**

| MCM-352 | Basics of Mass Communication | 2(2-0) |
|---------|------------------------------|--------|
|---------|------------------------------|--------|

#### **Objectives:**

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

#### **Contents:**

##### **Communication**

1. Definitions, types and significance of communication.
2. Process of communication: source; message; channel; noise; destination; encoding; decoding; and feedback.
3. Barriers in communication.
4. Essentials of effective communication.
5. Nature and Functions of mass communication.
  - a. Information
  - b. Education
  - c. Opinion Formation
  - d. Entertainment and Development

##### **Media of Mass Communication**

1. Traditional/Folk-Media.
2. Print Media: newspapers, magazines, periodicals, books, pamphlets, etc.
3. Broadcast media: radio, TV, film.
4. New Media: (Internet) – On-line journalism.

##### **Comparative study of mass media, their components, functions and effects.**

#### **Books Recommended:**

1. Dominick, J.R. (2006). *Dynamics of Mass Communication* (8<sup>th</sup> ed.). New York; McGraw-Hill.
2. Straubhaar, LaRose. (2002). *Media Now: Communication Media in the Information Age* (3<sup>rd</sup> ed.). USA; Wadsworth.
3. Understanding Mass Communication, Defleur Dennis, Houghton Mufflin Co. Boston. 2000
4. Introduction to Mass Communication, Edward J. Whetmore, Wadsworth Publishing Co. California 1995.
5. Journalism for All, Mehdi Hassan and Abdus Salam Khurshid, Aziz Book Depot, Lahore. 6th ed., 1997.
6. Iblagh Kay Nazriyat, Muqaddara Shamsuddin, M. (Nation Language Authority, Islamabad 1990.
7. Dynamics of Mass Communication Roger Dominic 6th ed, McGraw Hill New York, London 1999.
8. Ta'araf-e-Iblagh-e-Amma, Matin-ur-Rehman Murtaza, Department of Communication, University of Karachi –2000.
10. Introducing Mass Communication Michael W. Gambol, McGraw Hill, 1996.
11. Media of mass communication, John Vivian 5th Ed. Allyn and Bacon, London, 2000.

## DESCRIPTION

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 sociocultural 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 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.

## SYLLABUS

### 1. Introduction to Pakistan:

- Geographical location and significance.
- Historical background: Ancient civilization in the region.
- Factors leading to the creation of Pakistan.

### 2. Political History of Pakistan:

- Formative phase.
- Military interventions and democratic transition.

### 3. Geography of Pakistan:

- Physiography: Mountains, plains, plateaus, deserts, valleys and coastal areas.
- River systems: Indus River and its tributaries.
- Climate regions of Pakistan.

### 4. Society and Culture of Pakistan:

- Socio-cultural diversity.
- Languages and Literature of Pakistan.

### 5. Economic Development of Pakistan:

- Agriculture and industrial sectors of Pakistan.

- Economic challenges of Pakistan.

## 6. Contemporary Issues:

- Foreign relations of Pakistan
- Security challenges: terrorism, extremism and regional conflicts.
- Environmental problems and sustainable development (SDGs)

## SUGGESTED INSTRUCTIONAL/READING MATERIALS

1. “Jinnah of Pakistan” by Stanely 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.
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 Rehman.
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.

## *Semester - III*

## CIVICS AND COMMUNITY ENGAGEMENT

### UGE Policy V 1.1 : General Education Course

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

#### DESCRIPTION

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

#### COURSE LEARNING OUTCOMES

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

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

#### SYLLABUS

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



- Digital divides and disparities (access, usage, socioeconomic, geographic, etc.) and their impacts on citizenship.
- 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 societal harmony and peaceful co-existence.

### **SUGGESTED PRACTICAL ACTIVITIES (OPTIONAL)**

As part 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 capture the lived experiences and perspectives of diverse individuals.
- 2. Community Event Planning:** Students can organize a community event or workshop that addresses a specific issue or fosters community interaction. This could be a health fair, environmental cleanup, cultural festival, or educational workshop.
- 3. Service-Learning:** Students 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 populations.
- 4. Cultural Exchange Activities:** Students 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.

### **SUGGESTED INSTRUCTIONAL / READING MATERIALS**

1. "Civics Today: Citizenship, Economics, & You" by McGraw-Hill Education.
2. "Citizenship in Diverse Societies" by Will Kymlicka and Wayne Norman.
3. "Engaging Youth in Civic Life" by James Youniss and Peter Levine.
4. "Digital Citizenship in Action: Empowering Students to Engage in Online Communities" by Kristen Mattson.
5. "Globalization and Citizenship: In the Pursuit of a Cosmopolitan Education" by Graham Pike and David Selby.
6. "Community Engagement: Principles, Strategies, and Practices" by Becky J. Feldpausch and Susan M. Omilian.
7. "Creating Social Change: A Blueprint for a Better World" by Matthew Clarke and Marie-Monique Steckel.



**COURSE CONTENTS**

Numerical Literacy: Introduction to quantitative reasoning, number system and basic arithmetic operations, unit and their conversions, dimensions, area, perimeter and volume, proportions, rates, ratio and percentages, odds and odds ratio, scale of measurements, tabular and graphical presentation of data, data handling (small and large), data errors, absolute and relative and their applications, quantitative reasoning exercises using number knowledge.

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

Fundamental Statistical and Mathematical Concepts: Population and sample, descriptive statistics, measures of variability, sets and their operations, rules of counting: multiplication rule, permutation and combination, probability and its application in real life, introduction to random variables and their probability distributions, quantitative reasoning exercises using fundamental statistical concepts.

**Recommended Books:**

1. Zaslowsky, E. (2020). *Quantitative Reasoning: Thinking in Numbers*. Cambridge University Press.
2. Sevilla, A., and Somers, K. (2013). *Quantitative Reasoning: Tools for Today's Informed Citizens*. 2<sup>nd</sup> Ed., Wiley Global Education.
3. Rosen, K. H. (2007). *Discrete Mathematics and its Application* (7th ed.), McGraw-Hill.
4. Aufmann, R. N., Lockwood, J. S., Nation, R. D., and Clegg, D. K. (2008). *Mathematical Thinking and Quantitative Reasoning*. Houghton Mifflin Company.

**OBJECTIVES**

1. To acquaint the learners with an overview of the background of present-day psychology
2. To make students familiar with the chronological history of ideas which contribute to the field of Psychology
3. To introduce the legends in the field of psychology and major school of thoughts.
4. To offer insight to different applied field of psychology and status of psychological science in Pakistan

**COURSE CONTENTS****1. Philosophical Influences on Psychology**

- Greek philosophers
- The Dark Age and Renaissance
- The Modern Era

**2. Physiological & Muslim Influence on Psychology**

- Developments in early Physiology
- Influence of Muslim Scientists and Thinkers
- Beginning of Experimental Psychology

**3. New Era for Psychology**

- Voluntarism
- Wilhelm Wundt
- The German Influence

**4. Structuralism & Functionalism**

- Introduction to structuralism
- Edward Bradford Titchener
- Contributions and criticisms of structuralism
- Antecedent influences and evolution of functionalism
- The legacy and contributions of functionalism
- Criticisms of functionalism

**5. Psychoanalysis & Neo Psychoanalysis**

- Sigmund Freud and development of psychoanalysis
- Psychoanalysis as treatment and personality mechanism
- The Neo-Freudian and Ego Psychology
- Object relation and social psychological theories

**6. Behaviorism & Neo Behaviorism**

- background of behaviorism
- Watsonian behaviorism
- Broadening behaviorism and Neo Behaviorism
- The role of theory and post-theory formulations

**7. Humanistic & Existentialism**

- Evolution of personality theory as antecedent influence on humanistic psychology
- The nature of humanistic psychology
- Abraham Maslow
- Carl Rogers
- Fate and criticism of humanistic psychology
- Development of existentialism

## **8. Gestalt & Cognitive**

The foundation of gestalt psychology

Basic principles of gestalt psychology

Implications of gestalt psychology

Streams of consciousness and artificial intelligence

The Cognitive revolution and development of cognitive psychology

## **9. Contemporary Status of Various Areas of Psychology**

Social Psychology, Clinical Psychology, Military Psychology, Developmental Psychology, Industrial and Organizational Psychology, Psychometrics, Personality Psychology, Educational and Counseling Psychology, Experimental Psychology, Physiological Psychology, Psychology of Mass Communication, Advertisement and Consumer Behavior,

## **10. Recent Scope and Status of Psychology in Pakistan**

### **BOOKS Required** (students must buy)

Hergenhahn, B. R., & Henley, T. (2013). *An introduction to the history of psychology*. Cengage Learning.

### **Recommended** (would be useful to students)

Schultz, D. P., & Schultz, S. E. (2015). *A history of modern psychology*. Cengage Learning.

### **Reference** (do not buy, read if available in library/elsewhere)

Goodwin, C. J. (2015). *A history of modern psychology*. John Wiley & Sons.

King, D. B., Woody, W. D., & Viney, W. (2015). *History of Psychology: Ideas and Context*. Routledge.

James, W., Burkhardt, F., Bowers, F., & Skrupskelis, I. K. (1890). *The principles of Psychology* (Vol. 1, no.2). London: Macmillan

Archives of the history of American Psychology [www.apa.org/about/archives/index.aspx](http://www.apa.org/about/archives/index.aspx)  
BPS origins timeline at [origins.bps.org.uk](http://origins.bps.org.uk)

### **JCR Journals** (subject related and relevant)

1. History of Psychology published by PsycNET URL <https://www.apa.org/pubs/journals/hop>
2. Journal of History of the Behavioral Sciences URL <https://onlinelibrary.wiley.com/journal/15206696>

**OBJECTIVES**

1. *To have a general, integrated and clear concept of Personality along with identification of important theories of personality*
2. *To articulate the major personality theories in depth, focusing on each theory's basic concepts, principles, and process of personality development*
3. *To understand each theory's assessment techniques along with the theory's approach to the treatment and understanding of psychopathology*

**COURSE CONTENTS****1. Introduction to the Discipline**

- What is Personality?
- Significance of Studying Personality
- Scientific Basis of Personality Psychology
- Criteria for Evaluating Scientific Theories

**The Psychoanalytic Legacy: Sigmund Freud**

- Biographical Sketch Sigmund Freud
- Basic Concepts and principles
- Personality Development
- Assessment and Therapeutic Techniques

**Personality's Ancestral Foundations: Carl Jung**

- Biographical Sketch of Carl Jung
- Basic Concepts and principles
- Personality Development
- Assessment and Therapeutic Techniques

**Overcoming Inferiority and Striving for Superiority: Alfred Adler**

- Biographical Sketch of Alfred Adler
- Basic Concepts and principles
- Personality Development
- Assessment and Therapeutic Techniques

**Contribution of Neo Freudians in Personality Psychology**

- Karen Horney
- Harry Stack Sullivan
- Erik Erikson
- Erik Fromm

**Contribution of Trait Theorists**

- Gordon Allport
- Raymond Cattell

- Hans Eysenck
- Recent Developments in trait approach

### **Contribution of Humanistic / Existential Theorists**

- Abraham Maslow
- Carl Rogers

### **Social Learning Theories of Personality**

- Albert Bandura and others

**Note:** In order to grasp knowledge of the field in depth, the students will have to give oral presentations along with written assignments on Personality Theories given by the following theorists: Heinz Kohut, Henry A. Murray, Hans Eysenck, George Kelly, Rollo May, B.F. Skinner, Julian Rotter, John Dollard and Neal Miller

### **BOOKS**

#### **Required** (Students must buy)

Schultz, D. P. & Schultz, S. E. (2013). *Theories of personality (10<sup>th</sup> Ed.)*. New York: Wadsworth / Thomson Learning Inc.

#### **Recommended** (Would be useful for students)

Ryckman, R. M. (2008). *Theories of personality (9<sup>th</sup> Ed.)*. USA: Wadsworth/Thomson Learning.  
 Allen, B. P. (1997). *Personality theories: Development, growth and diversity (2<sup>nd</sup> Ed.)*. Boston: Allyn & Bacon.

#### **Reference** (Do not buy, read if available in library/elsewhere)

Buss, D. M. (2004). *Evolutionary psychology: The science of mind (2<sup>nd</sup> Ed.)*. Boston: Allyn & Bacon.  
 Ewen, R. B. (1998). *An Introduction to theories of personality (5<sup>th</sup> Ed.)*. New Jersey: Lawrence Erlbaum Associate Publishers.  
 Pervin, L. A., Cervone, D. & John, O. P. (2005). *Personality: Theory & research (9<sup>th</sup> Ed.)*. New York: John Wiley & Sons.

### **JCR Journals**

Journal of Personality Assessment, *Taylor and Francis Online*, URL:

<https://www.tandfonline.com/loi/hjpa20>

Journal of Personality and Social Psychology, *American Psychological Association (APA)*. URL:

<https://www.apa.org/pubs/journals/psp/>

Journal of Research in Personality, *Elsevier*. URL: <https://www.journals.elsevier.com/journal-of-research-in-personality>

Personality and Social Psychology Bulletin, *Sage Journals*, URL:

<https://journals.sagepub.com/home/psp>

Personality and Social Psychology Review, *Sage Journals*. URL:

<https://journals.sagepub.com/home/psr>

Social and Personality Psychology Compass, *Wiley Online Library*. URL:

<https://onlinelibrary.wiley.com/journal/17519004>

**OBJECTIVES**

1. *To provide substantial knowledge to the students of this field including major concepts, theories, empirical findings, and controversies*
2. *To provide the opportunity to the students so that they may communicate critically and creatively about these theories and findings of the social research*
3. *To facilitate the students to apply the knowledge of social psychology practically in society*

**COURSE CONTENTS****Introduction to Social Psychology**

- Nature and scope of social psychology

**Social Perception and Cognition**

- Self in Social World
- Attribution
- Schemas
- Heuristics
- Automatic and control processing
- Errors in social cognition

**Socialization**

- Nature: Perspectives of Socialization.
- Agents of Socialization
- Process of Socialization
- Socialization of Gender Roles

**Attitudes**

- Nature & Structure Formation of attitude
- Attitude Change
- Attitude Predicts Behavior

**Stereotyping, Prejudice and Discrimination**

- The Nature and Origins of Stereotyping
- Nature and power of prejudice
- Sources of prejudice
- Discrimination: Nature and causes
- Techniques for Countering its Effects

**Social Influence**

- Persuasion
- Conformity and Compliance
- Symbolic Social Influence
- Obedience to authority

## **Pro-social Behavior**

- Theories of Pro-social Behavior
- Components and Motives for Pro-social Behavior
- Factors influencing the Tendency to Help
- Role of Emotions in Pro-social Behavior
- Empathy and Self Compassion
- Altruism

## **Groups Dynamics**

- Types and Nature of Groups
- Effects of Presence of Others
  - Social Loafing
  - Social Facilitation
- Cooperation and Conflicts in Groups

- The Role of Leadership in Groups

## **Interpersonal Attraction, Close Relationships, and Love**

- Internal Sources of Attraction
- External Sources of Attraction
- Factors Based on Social Interaction
- Close Relationships as Foundations of Social Life

## **Aggression**

- What is aggression?
- Theories of aggression
- Influences on aggression
- How can aggression be reduced?

## **BOOKS**

### **Required** (Students must buy)

Myers, D. G., & Twenge, J. M. (2020). Exploring social psychology. Retrieved from <https://www.amazon.com/Social-Psychology-David-Myers/dp/1260397114>

Baron, R. A., & Branscombe, N. R. (2012). *Social psychology* (13th Ed.). New York: Pearson

### **Recommended** (Would be useful for students)

Abrams, D., & Hogg, M. A. (2006). *Social identifications: A social psychology of intergroup relations and group processes*. Routledge.

Myers, D. G., & Smith, S. M. (2012). *Exploring social psychology*. New York: McGraw-Hill.

Fiske, S. T., Gilbert, D. T., & Lindzey, G. (2010). *Handbook of social psychology* (Vol 1). John Wiley & Sons.

Dovidio, J. F., Piliavin, J. A., Schroeder, D. A., & Penner, L. A. (2017). *The social psychology of prosocial behavior*. Psychology Press.

Forsyth, D. F. (1987). *Social psychology*. California: Brooks Publishing Company Education, Inc.

Baumeister, R. F., & Finkel, E. J. (Eds.). (2010). *Advanced social psychology: The state of the science*. OUP USA.

Feldman, R. S. (1998). *Social psychology: Theories, research and application*. New York: McGraw-Hill.

**Reference** (Do not buy, read if available in library/elsewhere)

McDougall, W. (2015). *An introduction to social psychology*. Psychology Press.

Tajfel, H. (Ed.). (2010). *Social identity and intergroup relations* (Vol. 7). Cambridge University Press.

Thibaut, J. W. (2017). *The social psychology of groups*. Routledge.

**JCR Journals**

European Journal of Social Psychology, *Wiley Online Library*. URL:

[3https://onlinelibrary.wiley.com/journal/10990992](https://onlinelibrary.wiley.com/journal/10990992)

Journal of Personality and Social Psychology, *American Psychological Association (APA)*. URL:

<https://www.apa.org/pubs/journals/psp/>

Pakistan Journal of Social and Clinical Psychology, *Department of Psychology, GC University, Lahore*. URL: <https://www.gcu.edu.pk/Soc&ClinPsyJour.htm>

Personality and Social Psychology Bulletin, *Sage Journals*, URL:

<https://journals.sagepub.com/home/psp>

Personality and Social Psychology Review, *Sage Journals*. URL:

<https://journals.sagepub.com/home/psr>

Social and Personality Psychology Compass, *Wiley Online Library*. URL:

<https://onlinelibrary.wiley.com/journal/17519004>



**Code: IAD-465**

**DRAWING-I**

**Credit Hours: 03(0-3)**

**Drawing I**  
**Course Code: IAD-465**  
**3<sup>rd</sup> semester**

**Aims and Objectives:**

Understanding of human anatomy and the ability to translate what is observed and desired as a beginner for a sound foundation in all subjects.  
(Use of a variety of media, i.e., pencil, charcoal, **conté**, crayon, ink and brush.)

**Course Contents:**

- Study from model/portrait
- Study of human figure hands and feet.
- Study from animals in Practical or outdoor.
- Study from life model in pencil (human figure).
- Study from life model (human figure) in various mediums.
- Model drawings in different positions.
- Quick sketches from different life models.

**Structure of Course:**

Class meets 3(0-3), 6 Practical hours/ week  
It is a Theory /seminar/visit or a combination of all

**Evaluation:**

Procedure: Creativity, presentation, class participation particular assignment and discussion with concerned teacher are all combined together for evaluating procedure.  
Practical based projects are marked after criticism by two faculty members, written assignments are marked by class teacher.

**Weightage:**      Percentage of class assignments marks 20%  
                         Percentage of Mid Term marks 30%  
                         Percentage of Final Exam marks 50%

|                      |  |                              |
|----------------------|--|------------------------------|
| <b>Code: IRS-301</b> | <b>INTRODUCTION TO INTERNATIONAL RELATIONS</b> | <b>Credit Hours: 03(3-0)</b> |
|----------------------|--|------------------------------|

### **Objectives:**

#### **It aims:**

To highlight the significance and introduce the fundamentals of the Discipline of International Relations to the students.

To help understand the nature of the discipline.

To highlight the scope of International Relations as an independent discipline.

Course Learning Outcomes:

#### **Upon successful completion of this course, the students will be able to:**

Acquire the basic knowledge of international relations and understand the concepts of basic methodologies to interpret international events.

Solve, analyze and evaluate the problems using critical thinking while observing different multi-view political phenomenon.

### **Course Contents:**

- Meaning, Definition, Nature, and Scope and subject matter of International Relations
- Evolution and Development of International Relations Significance of International Relations
- Theories of International Relations
- Concept of Nation State
- International System and Sub-Systems
- National Interest, Foreign Policy and Diplomacy
- Power and Balance of Power
- Regionalism and Globalization
- State and Non-State Actors
- Human Rights in International Relations
- Religion, Ethics, Morality and Justice in International Relations
- The Role of Economics in International Relations
- The Concept of War and Peace in International Relations Latest/emerging concepts and trends

### **Recommended Books:**

- 1. Kaufman, J. P. (2022). Introduction to International Relations: Theory and Practice. United States: Rowman & Littlefield Publishers.
- 2. Sørensen, G., Møller, J., Jackson, R. H. (2022). Introduction to International Relations: Theories and Approaches. United Kingdom: Oxford University Press.
- 3. Editors: John Baylis, Patricia Owens, Steve Smith. The Globalization of World Politics: An Introduction to International Relations. (2020). United Kingdom: Oxford University Press.
- 4. Grieco, J., Grieco, J. M., Ikenberry, G. J., Mastanduno, M. (2022). Introduction to International Relations: Perspectives, Connections and Enduring Questions. India: Bloomsbury Academic.

## Translation of the Holy Quran - II

| Topic           | Details  |
|-----------------|--|
| Semester/Level  | 5 <sup>th</sup> Semester   |
| Course Code     | ISL - 411  |
| Course Title    | Translation of the Holy Quran – II   |
| Credit Hours    | 1(1-0)   |
| Objectives      | <ul style="list-style-type: none"> <li>Students will come to know about the real nature, significance and relevance of the Islamic beliefs in light of the text of the Holy Quran.</li> <li>Students will seek knowledge of translation and transliteration of the Holy Book Quran.</li> <li>To familiarize the students with the concept of Ibadah (its significance, scope and relevance) and its types in Islam.</li> <li>Students will learn the literal and idiomatic way of translation of the Holy Book.</li> <li>Students will learn about the polytheism and its incompatibility in Islam highlighted by the Holy Quran.</li> <li>To highlight the significance of learning through using all human faculties provided by the almighty Allah and familiarize the students with condemnation of ignorance mentioned in the Quranic text.</li> <li>To develop awareness among the students about the rights and duties of different circles of society in the light of the Holy Quran.</li> <li>To introduce the students to Quranic Arabic grammar in a practical manner.</li> </ul> |
| Course Contents | <p>○ ایمانیات اور عبادات</p> <p>اللہ پر ایمان، فرشتوں پر ایمان، رسولوں پر ایمان، آسمانی کتابوں پر ایمان</p> <p>یوم آخرت پر ایمان، تقدیر پر ایمان</p> <p>نماز، روزہ، زکوٰۃ، حج، جہاد</p> <p>○ خاندان کے حقوق</p> <ul style="list-style-type: none"> <li>■ خاندان کی تعمیر</li> <li>■ حق سر</li> <li>■ حفاظت و صل</li> <li>■ اولاد کو قتل کرنے کے ممانعت</li> <li>■ شوہر کی عزت دہانی</li> <li>■ طلاق</li> <li>■ بیوہ کی عدت کے احکام</li> <li>■ نکاح کا نظام سمجھنا</li> </ul>  |

[illegible]

- يَا أَيُّهَا الَّذِينَ آمَنُوا امْذُقُوا فَلَن يَذُقُوا لَحْمَ الْبَقَرِ وَلَا خَيْلٍ وَلَا خَنَازِيرَ وَلَا نَجَسًا ذَلِكَ لِمَنْ يَكْفُرُ بِاللَّهِ وَرَسُولِهِ وَأَسْمَاءِ رَسُولِهِ وَهُمْ فِي أَشَدِّ عَذَابٍ 136: /البقرة/
- لِمَنِ الرُّسُولُ يَوْمَ يُنْفَخُ الْكِتَابُ وَنُفِثَ الْمُؤْمِنُونَ وَوُضِعَ الْكِتَابُ وَتُؤْتَى الْأَمْثَالُ 285: /البقرة/
- وَإِذْ قُلْنَا لِلْمَلَائِكَةِ اسْجُدُوا لِآدَمَ فَسَجَدُوا إِلَّا إِبْلِيسَ أَبَى وَاسْتَكْبَرَ وَكَانَ مِنَ الْكَافِرِينَ 34: /البقرة/
- وَمَنْ يَنْتَعِ غَيْرَ الْإِسْلَامِ دِينًا فَلَن يُقْبَلَ مِنْهُ وَهُوَ فِي الْآخِرَةِ مِنَ الْخَاسِرِينَ 85: /البقرة/
- إِلَهُكُمْ إِلَهٌ وَاحِدٌ فَالَّذِينَ لَا يُؤْمِنُونَ بِالْآخِرَةِ قُلُوبُهُمْ مُنْكَرَةٌ وَهُمْ مُسْتَكْبِرُونَ 22: /البقرة/
- الَّذِينَ يُقِيمُونَ الصَّلَاةَ وَيُؤْتُونَ الزَّكَاةَ وَهُمْ بِالْآخِرَةِ هُمْ يُوقِنُونَ 110: /البقرة/
- وَخَلَقَ كُلَّ شَيْءٍ فَقْدَرَهُ نَقِيرًا 2: /البقرة/
- مَا كَانَ عَلَى النَّبِيِّ مِنْ حَرْجٍ فَبِمَا فَرَضَ اللَّهُ لِنَفْسِهِ اللَّهُ فِي الَّذِينَ خَلَوْا مِنْ قَبْلُ وَكَانَ أَمْرُهُمْ قَدَرًا مَلَكُوتًا 38: /البقرة/
- وَاقْبَلُوا الصَّلَاةَ وَآتُوا الزَّكَاةَ وَمَا تُقَدِّمُوا لِأَنفُسِكُمْ مِنْ خَيْرٍ تَجِدُوهُ عِنْدَ اللَّهِ إِنَّ اللَّهَ بِمَا تَعْمَلُونَ بَصِيرٌ 110: /البقرة/
- يَا أَيُّهَا الَّذِينَ آمَنُوا اسْتَعِينُوا بِالصَّبْرِ وَالصَّلَاةِ إِنَّ اللَّهَ مَعَ الصَّابِرِينَ 315: /البقرة/
- إِنَّ الَّذِينَ آمَنُوا وَعَمِلُوا الصَّالِحَاتِ وَآمَنُوا بِالْآخِرَةِ وَآتُوا الزَّكَاةَ لَهُمْ أَجْرُهُمْ عِنْدَ رَبِّهِمْ وَلَا خَوْفٌ عَلَيْهِمْ وَلَا هُمْ يَحْزَنُونَ 277: /البقرة/
- خَافُوا عَلَى الْمَوْتِ وَالصَّلَاةِ الْوُسْطَى وَقُولُوا اللَّهُ فَاتِنٌ 238: /البقرة/
- إِنَّمَا أَلْهَيْتُمُوهُ بِطُغْيَانٍ وَكِبَرٍ عَلَى الْأَعْيُنِ عَلَيْهَا وَتَوَلَّوْا قُلُوبَكُمْ فِي الرِّقَابِ وَالْعَرِيمِينَ فِي سَبِيلِ اللَّهِ وَآبِينَ السَّبِيلِ فَرِيضَةً مِّنَ اللَّهِ وَأَلْهَيْتُمُوهُ عَنِ الْبُحْرِ 60: /البقرة/
- يَا أَيُّهَا الَّذِينَ آمَنُوا كُتِبَ عَلَيْكُمُ الصِّيَامُ كَمَا كُتِبَ عَلَى الَّذِينَ مِن قَبْلِكُمْ لَعَلَّكُمْ تَتَّقُونَ 318: /البقرة/
- أَيَا مَعْذُورَاتٍ فَمَنْ كَانَ مِنْكُمْ مَّرِيضًا أَوْ عَلَى سَفَرٍ فَعِدَّةٌ مِّنْ أَيَّامٍ أُخَرَ وَعَلَى الَّذِينَ يُطِيقُونَ فَدْيَةً مِّمَّا فَضَّلَ اللَّهُ عَلَيْهِمْ خَيْرًا فَهُوَ خَيْرٌ لَّكَ وَلِيٍّ تَتَّبِعُوا خَيْرَ تَكْلِيمٍ 184: /البقرة/
- إِنَّ الْمُسْلِمِينَ وَالْمُسْلِمَاتِ وَالْمُؤْمِنِينَ وَالْمُؤْمِنَاتِ وَالْهَادِثِينَ وَالْهَادِثَاتِ وَالصَّادِقِينَ وَالصَّادِقَاتِ وَالصَّابِرِينَ وَالصَّابِرَاتِ وَالْخَاشِعِينَ وَالْخَاشِعَاتِ وَالْمُتَصَدِّقِينَ وَالْمُتَصَدِّقَاتِ وَالصَّاتِينَ وَالصَّاتِينَ وَالْحَافِظِينَ فُرُوجَهُمْ وَالْحَافِظَاتِ وَالذَّاكِرِينَ اللَّهَ كَثِيرًا وَالذَّاكِرَاتِ أَعَدَّ اللَّهُ لَهُمْ مَغْفِرَةً وَأَجْرًا عَظِيمًا 35: /البقرة/
- وَهُوَ عَلَى النَّاسِ جَبَّارٌ 1: /البقرة/
- /البقرة/ 97:
- وَآتُوا الْحَقَّ وَالْعُسْرَةَ مِمَّا أُخْصِرْتُمْ فَمَا اسْتَيْسَرَ مِنَ الْهَدْيِ وَلَا تَخْلِقُوا رءُوسَكُمْ حَتَّى يَبْلُغَ الْهَدْيُ مَحَلَّهُ فَمَنْ كَانَ مِنْكُمْ مَّرِيضًا أَوْ بِهِ أَذًى مِنْ رَأْسِهِ فَفِدْيَةٌ مِّنْ صِيَامٍ أَوْ صَدَقَةٍ أَوْ نُسُكٍ فَإِذَا أَمِنْتُمْ فَمَنْ تَمَتَّعَ بِالْعُسْرَةِ إِلَى الْحَقِّ فَمَا اسْتَيْسَرَ مِنَ الْهَدْيِ فَمَنْ لَمْ يَجِدْ فِصَامًا ثَلَاثَةَ أَيَّامٍ فِي الْخَيْطِ سَبْعَةً إِذَا رَجَعْتُمْ بِلَدِكُمْ كَاسَةً ذَلِكَ لِمَنْ لَمْ



- وأما إذا بُرِضَ أولادهم خولتي كالميتي، فإن أراد أن يتم الرضاغة، وعلى المولود له رزقهن وكسوتهن بالمعروف، لا تكلف نفس إلا وسعها، لا تضار والدة بولدها ولا مولود له بولده، وعلى الوارث مثل ذلك، فإن أراد فصالاً عن فرائض بينهما وتشاور فلا جناح عليهما، وإن أردتم أن تسترضعوا أولادكم فلا جناح عليكم إذا سألتم ما أتيتكم بالمرض وبه، اتلوا الله وأعلموا أن الله بما تعملون بصير / البقرة: 233
- قد خسر البين قتلوا أولادهم سفها بغير علم وخشوا ما رزقهم الله فجاء على الله، قد ضلوا وما كانوا مهتدين / الأنعام: 140
- قل لعلوا أن ما حرم عليكم عليكم إلا لشرعوا به شيئاً، والوالدين إحساناً، ولا تفتلوا أولادكم من إماءكم، نحن نزلناكم وإنا عبد ولا نفرنوا الفواحش ما ظهر منها وما بطن، ولا تفتلوا النفس التي حرم الله إلا بالحق، ذلكم وصاكم به لعلكم تعقلون / الأنعام: 115
- الرجال قوامون على النساء بما فضل الله بعضهم على بعض وبما أنفقوا من أموالهم، فالصالحات قانتات خافيات للغير بما حبط الله، واللاتي تحالفون لشؤرهن فيعطوهن وأخبروهن في المضاجع وأخبروهن، فإن أمتعنكم فلا تنفوا عليهن شيئاً، إن الله كان علياً خبيراً / النساء: 43
- وإن امرأة خافت من بعلها فجاءها أو اغرامها فلا جناح عليهما أن يمسحا بينهما سلفاً، والصالح خير، وأخبرت أنفسهن الشئ، وإن لم يمسحا ولا يفتلوا فإن الله كان بما تعملون خبيراً / النساء: 128
- المطلقات يترنسن بأنفسهن ثلاثة قروء، ولا يحل لهن أن يكفنن ما خلق الله في أرحامهن إن كن يؤمن بالله واليوم الآخر، ولعلن أحق برزهن في ذلك إن أرادوا إصلاحاً، ولهن مثل الذي عليهن بالمعروف، وللرجال عليهن درجة، والله عزير حكيم / البقرة: 82
- المطلاق مرتان، فإمساك بالمعروف أو تشريع بإحسان، ولا يحل لكم أن تأخذوا بها انتفلوهن شيئاً إلا أن يخاصا ألا يبيما حدود الله، فإن جفتم ألا يبيما حدود الله فلا جناح عليهما فيما افتدت به، تلك حدود الله فلا تعتدوها، ومن يتعد حدود الله فأولئك هم الظالمون / البقرة: 229
- يا أيها الذين آمنوا إذا تكلمتم بالمؤمنات فقلن، قلن أن تمسوهن فما لكم عليهن من عدو لعنتوهن، فتمسوهن وسرخوهن سراخاً جميلاً / الأحزاب: 49
- وابتلوا النكاح حتى إذا بلغوا النكاح فإن اسلمت منهم رشداً فادفعوا إليهم أموالهم، ولا تأكلوها سراً ولا زناً، وإن يكذبوا، ومن كان غيباً فليست عليه، ومن كان قبيحاً فليأكل بالمعروف، فإذا دفعتم إليهم أموالهم فأشهدوا عليهم، وكفى بالله خبيراً / النساء: 6
- يوصيكم الله في أولادكم، للذكر مثل حظ الأنثيين، فإن كن نساء فوق اثنتين فلهن ثلث ما ترك، وإن كانت واحدة فلهما النصف، ولأبويه لكل واحد منهما السدس مما ترك، إن كان له ولد، فإن لم يكن له ولد وورثه أبواه فلأبويه الثلث، فإن كان له إخوة فلأبويه السدس، من بعد وصية يوصي بها أو دين، وأبناؤكم لا تدرن إليهم أقرب لكم نفعا، فرسنة من الله، إن الله كان عليماً حكيماً / النساء: 11
- ولكم نصف ما ترك أزواجكم إن لم يكن لهن ولد، فإن كان لهن ولد فللكم الثلث مما تركن، من بعد وصية يوصي بها أو دين، ولهن الثلث مما تركن إن لم يكن لكم ولد، فإن كان لكم ولد فللن الثلث مما تركن، من بعد وصية يوصي بها أو دين، وإن كان رجل يورث ثلاثة أو امرأة وله أخ أو أخت فلكل واحد منهما السدس، فإن كانوا أكثر من ذلك فهم شركاء في الثلث، من بعد وصية يوصي بها أو دين، غير مضار، وصية من الله والله عليم خبير / النساء: 21
- يستفلونك قل الله يفتيكم في الكفالة، إن امرأة هلك تيس له ولد وأخت فلها نصف ما ترك، وهو يرثها إن لم يكن



- لها ولد، فإن كانتا الثلثين فلهما الثلثان بما ترك، وإن كانوا إخوة رجالاً ونساء فبذلكم مثل حظ الأنثيين، يبين الله لكم أن تصلوا بوالدته بكن شيء عليم / النساء: 617
- وإذا أخذنا ميتاً في بني إسرائيل لا تعبدون إلا الله وبوالدين إحصائاً وفي القرين واليتامى والمساكين وقولوا للناس حسناً وأقيموا الصلاة وآتوا الزكاة ثم توليتم إلا قليلاً منكم وأنتم معرضون / البقرة: 83
  - وأعينوا الله ولا تشركوا به شيئاً وبوالدين إحصائاً وفي القرين واليتامى والمساكين والجار ذي القرين والجار الجلب والمصاحب بالجنب وابن السبيل وما ملكت أيمانكم، إن الله لا يحب من كان مختالاً فخوراً / النساء: 36
  - وقضى ذلك ألا تعبدوا إلا إياه وبوالدين إحصائاً، إذا بلغن عندك الكبر أخذنما أو كلاهما فلا تنل لهما أب ولا تنهزهما وقول لهما قولاً كريماً / الإسراء: 23
  - ووصينا الإنسان بوالديه حملته أمه وهنا على وهن وفصله في عامين أن اشكركم ولو البتة، إلى المصير / لقمان: 14
- معاشره في حقوق
- وإذا خيبتكم بتجربة فحيوا بأحسن منها أو ردوها، إن الله كان على كل شيء حسيباً / النساء: 68
  - وإذا جاءك الذين يؤمنون بآياتنا قلن سلام عليكم، كتب ربكم على نفسه الرخصة أنه من غلب منكم سواء بجهالة ثم تاب من بعده وأصلح فأنه غفور رحيم / الأنعام: 45
  - هل أتاك حديث جناب إبراهيم المكرم / إذا دخلوا عليه فقالوا سلاماً قال سلام قوم منكرون فراغ إلى أهله فجاء بعجل سمين / فقرئ عليهم قال ألا تأكلون / الذاريات: 24-27
  - يا أيها الذين آمنوا لا تدخلوا بيوتاً غير بيوتكم حتى تستأمنوا وتسلموا على أهلها، ذلكم خير لكم لعلكم تذكرون / النور: 72
  - فإن لم تجدوا فيها أحداً فلا تدخلوها حتى يؤذن لكم، وإن قيل لكم ارجعوا فارجعوا فما رجعوا فاعرفوا أنكم بوالدته بكن شيء عليم / النور: 82
  - يا أيها الذين آمنوا إذا قبل لكم نكاحاً فافسحوا بنفسكم الله لكم، وإذا قبل الشرأ فالشرأ يرفع الله الذين آمنوا منكم والذين أوتوا العلم درجات، والله بما تعملون خبير / المجادلة: 11
  - يا أيها الذين آمنوا إذا ناجيتم فعدوا بين يدي نجاكم صدقة، ذلك خير لكم وأظهر، فإن لم تجدوا فإن الله غفور رحيم / المجادلة: 12
  - يا أيها الذين آمنوا لا تجلوا شعائر الله ولا الشهر الحرام ولا الهدى ولا القلائد ولا آمين البيت الحرام ينتهون فحلاً من زهيم ورجو لنا، وإذا خلتكم فاستطأوا، ولا تجرمكم شأن قوم أن صدوكم عن المسجد الحرام أن تعتدوا، وتعاونوا على البر والتقوى ولا تعاونوا على الإثم والعدوان، واتلوا الله، إن الله شديد العقاب / المائدة: 2
  - والمؤمنون والمؤمنات بعضهم أولياء بعض، بالمرور بالمعروف والنهي عن المنكر، وتقيمون الصلاة وتؤتون الزكاة وتطيعون الله ورسوله، أولئك سيخلفهم الله، إن الله عزيز حكيم / التوبة: 71
  - ومن آياته أن خلق لكم من أنفسكم أزواجا لتسكنوا إليها وجعل بينكم مودة ورحمة، إن في ذلك لآيات ليعرفون يتفكرون / الروم: 21
  - وقال إنما اتخذكم من دُونِ اللَّهِ أَوْثاقاً مودة بينكم في الحياة الدنيا، ثم يوم القيامة يكفر بعضكم ببعض وتلعن بعضكم بعضاً وتأزقوا، وأزقكم النار وما لكم من ناصرين / العنكبوت: 25
  - إلا الذين تابوا وأصلحوا واعتصموا بالله وأخلصوا دينهم لله فأولئك مع المؤمنين وسوف يؤت الله المؤمنين أجراً عظيماً / النساء: 614



- وَمَا تُرْسِلُ الْمُرْسَلِينَ إِلَّا مُبَشِّرِينَ وَمُنذِرِينَ. فَمَنْ آمَنَ وَأَصْلَحَ فَلَا خَوْفٌ عَلَيْهِمْ وَلَا هُمْ يَحْزَنُونَ  
/الأنعام: 48/
- وَإِنْ طَائِفَتَانِ مِنَ الْمُؤْمِنِينَ اقْتَتَلُوا فَأَصْلَحُوا بِهِمَا. فَإِنْ بَغَتْ إِحْدَاهُمَا عَلَى الْأُخْرَىٰ فَلْيُلْوَ الْأُخْرَىٰ عَلَىٰ ذُنُوبِهَا. إِنَّهَا مُنْقَرِعَةٌ بِأَنفُسِكُمْ فَاصْلَحُوا مِنْهُمَا بِالْعُدْلِ وَأَقْسِطُوا. إِنَّ اللَّهَ يُحِبُّ الْمُقْسِطِينَ  
/الحجرات: 9/
- إِنَّمَا الْمُؤْمِنُونَ إِخْوَةٌ فَأَصْلَحُوا بَيْنَ أَخَوَيْكُمْ. وَاتَّقُوا اللَّهَ لَعَلَّكُمْ تُرْحَمُونَ  
/الحجرات: 10/
- خُذِ الْعَفْوَ وَأْمُرْ بِالْعُرْفِ وَأَعْرِضْ عَنِ الْجَاهِلِينَ /الاعراف: 199/
- يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا. إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ ۚ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ  
/الحجرات: 13/

### List of Translations of the Holy Quran

محکمہ اعلیٰ و قریب قریب

[illegible]

**Suggested English Translations of the Holy Quran**

| <b>Name</b>  | <b>Translator</b>                                    |
|--|--|
| <i>The Meaning of the Glorious Koran</i>             | Muhammad Marmaduke Pickthall                         |
| <i>The Holy Quran</i>                                | <i>Abdullah Yousuf Ali</i>                           |
| <i>The Noble Qur'an</i>                              | Dr. Muhammad Taqiuddin Al Hilali & Dr. M Muhsin Khan |
| <i>The Noble Quran</i>                               | Mufti Muhammad Taqi Usmani                           |
| <i>Towards Understanding the Ever Glorious Quran</i> | Dr. Muhammad Mahmud Ghali                            |
| <i>The Study Quran</i>                               | Seyyed Hossein Nasr                                  |

## *Semester - IV*

**COURSE CONTENTS****1. Logic, Logical and Critical Reasoning**

- Introduction and importance of logic;
- Inductive, deductive and abductive approaches of reasoning;
- Propositions, arguments (valid; invalid), logical connectives, truth tables and propositional equivalences;
- Logical fallacies;
- Venn Diagrams;
- Predicates and quantifiers;
- Quantitative reasoning exercises using logical reasoning concepts and techniques.

**2. Mathematical Modeling and Analyses**

- Introduction to deterministic models;
- Use of linear functions for modeling in real-world situations;
- Modeling with the system of linear equations and their solutions;
- Elementary introduction to derivatives in mathematical modeling;
- \* Linear and exponential growth and decay models;
- Quantitative reasoning exercises using mathematical modeling.

**3. Statistical Modeling and Analyses**

- Introduction to probabilistic models;
- Bivariate analysis, scatter plots;
- Simple linear regression model and correlation analysis;
- Basics of estimation and confidence interval;
- Testing of hypothesis (z-test; t-test);
- Statistical inference in decision making;
- Quantitative reasoning exercises using statistical modeling.

**Recommended Books:**

1. Bennett, J., & Briggs, W. (2019). *Using & understanding mathematics: a quantitative reasoning approach*. Pearson.
2. Budnick, F. S., Quinn, S., Bowser, K., & Flaherty, E. H. (1993). *Applied mathematics for business, economics, and the social sciences*. New York: McGraw-Hill.
3. Epp, S. S. *Discrete Mathematics with Applications*.
4. Rosen, K. H. (2007). *Discrete Mathematics and its Application* (7th ed.), McGraw-Hill.
5. Aufmann, R. N., Lockwood, J. S., Nation, R. D., and Clegg, D. K. (2008). *Mathematical Thinking and Quantitative Reasoning*. Houghton Mifflin Company.
6. Bluman, A. (2014). *Elementary Statistics: A step by step approach 9e*. McGraw Hill.
7. Mann, P. S. (2010). *Introductory statistics*, John Wiley & Sons.
8. Babones, S. *Applied Statistical Modeling*.

|                      |                         |                              |
|----------------------|-------------------------|------------------------------|
| <b>Code: ENT-422</b> | <b>ENTREPRENEURSHIP</b> | <b>Credit Hours: 02(2-0)</b> |
|----------------------|-------------------------|------------------------------|

## COURSE SPECIFICATIONS

| Basic Information                                    |   |                                 |           |
|--|---|---------------------------------|-----------|
| Course Title:  | ENTREPRENEURSHIP                              |                                 |           |
| Course Code:   | BAM-422                                       |                                 |           |
| Course credits/week:                                 | Theory: 02                                    | Lab: Nil                        | Total: 03 |
| Pre-requisite(s):                                    |   |                                 |           |
| Co-requisite(s):                                     |   |                                 |           |
| Program(s) on which the course is given:             | General Educational Course                    |                                 |           |
| Is the course major or minor element of the program: | Major: <input checked="" type="checkbox"/>    | Minor: <input type="checkbox"/> |           |
| Department offering the course:                      | Lyallpur Business School (Management Cluster) |                                 |           |
| Academic year/level:                                 | 2   |                                 |           |
| Overall Aims of the Course                           |   |                                 |           |

**Course Description:**

Welcome to Entrepreneurship! The paper is an introductory course intended to provide students with knowledge of entrepreneurship. Entrepreneurship has been found to be a vital part of the economy; and management gurus believe that a good focus on this would perhaps get us out of many economic and social crises. This course is intended to inculcate in students the spirit of innovation and creativity and provide them with an environment where they can exhibit their entrepreneurial ideas in a practical way. The pragmatic approach of the course endeavors to deal with various facets of entrepreneurship and is meant to meet the requirements of management students.

To achieve this, this course focuses on the creation of new ventures, the skills necessary for success in an entrepreneurial venture, and factors associated with new venture success. Entrepreneurship is interdisciplinary so this paper provides students with the opportunity to draw together elements of other papers such as finance, economics, management, marketing, production and so forth, showing how these must fit together to create a whole organization, rather than viewing these as a series of unrelated components.

This paper will help students determine if they want to start their own ventures or if they prefer to operate as corporate entrepreneurs working within an existing organization. Companies increasingly want and need employees who can identify problems and opportunities, exercise initiative and develop creative solutions, and build support while implementing their ideas. The concepts and skills emphasized in this paper should be useful whether starting a new business or innovating within an existing organization

**Course Objectives:**

After completing this course, the participants should be able to:

1. develop an idea for a new venture
2. research its potential and understand the risks associated
3. undertake marketing, positioning, and customer development

4. prepare an analysis of the financial requirements and build a financial strategy for the new venture, including incremental appreciation of the equity base;
5. identify and prepare legal documents, IP policy, contracts, etc. and
6. develop a comprehensive business plan for their venture;

### Course Outcomes:

Upon the completion of this course students will achieve basic competence in:

- understanding the concepts of entrepreneurship, innovation, intrapreneurship and small business management
- be familiar with a variety of behavioral and personality issues in new venture creation.
- thinking and design thinking to develop new venture ideas
- how to use the business model canvas to operationalize new venture ideas how to evaluate growth opportunities
- how to write a business plan

**Assignment requirements:** This course will involve the following work and assignments:

**Team Project:** Group preparation and presentation of the selected project using available current technology.

### Reading and writing assignments for each session:

#### Class Format & Weekly Work Plan:

Active involvement of students is needed in class discussions to understand this course. Our weekly class Instructions and discussions will follow this format:

#### 1<sup>st</sup> Week

**Introduction to Business:** What is Business? Role of business in Economic Progress of the country. Initial ethical and legal issues facing a new firm, obtaining business licenses and permits. Forms of business Organizations. Formation of partnership firm, formation of Company.

#### 2<sup>nd</sup> Week

**Introduction to Entrepreneurship:** What is entrepreneurship? Why become an entrepreneur? Types of entrepreneurs, approaches to entrepreneurship, Types of start-up firms, economic impact of entrepreneurial firms, Entrepreneurial firms' impact on society, Entrepreneurial firms' impact on larger firms, The entrepreneurial process

**Conduct an interview of a local businessman related to entrepreneurial behavior and personality traits.**

#### 3<sup>rd</sup> Week

Islamic perspective of Entrepreneurship, Entrepreneurship in Pakistan, SMEs and Entrepreneurship, Entrepreneurship Vs. Intrapreneurship, Creativity and the Business Idea, Innovation, Invention & Creativity.

#### **4<sup>th</sup> Week**

**Recognizing Opportunities and Generating Ideas:** Identifying and recognizing

opportunities, finding gaps in the marketplace, techniques for generating ideas, encouraging and protecting new ideas, Innovation and the entrepreneur, The innovation process.

#### **5<sup>th</sup>-6<sup>th</sup> Week**

**Feasibility Analysis:** Defining feasibility, Product/Service Feasibility Analysis, Industry/Target Market Feasibility Analysis, Organizational Feasibility Analysis, Financial Feasibility Analysis **7<sup>th</sup>-8<sup>th</sup> Week**

**Writing a Business Plan:** Business Model Canvas, Reasons for Writing a Business Plan, Who Reads



the Business Plan, Guidelines for Writing a Business Plan, Exploring Each Section of the Plan, Presenting the Business Plan, How to pitch your idea?

### Mid Semester Examination

#### 10<sup>th</sup> Week

Case Study I

FAVARR.COM: Launching an online platform

Effectuation Theory of Entrepreneurship

#### 11<sup>th</sup> Week

**Industry and Competitor Analysis:** Studying Industry Trends, The Five Forces Model, Industry Types and the Opportunities They Offer, Identifying Competitors, Sources of Competitive Intelligence, Completing a Competitive Analysis Grid

#### 12<sup>th</sup> Week

**Intellectual Property Rights Protection** : International protections for intellectual property, Patents, Copyrights, Trademarks, Trade secrets

#### 13<sup>th</sup> Week

**Getting Financing or Funding:** The importance of getting financing or funding, sources of equity funding, sources of debt financing, creative sources of financing and funding, Crowdsourcing and crowdfunding Guy Clapperton: **Why Successful Crowdfunding Requires a Social-Media Mind-Set.** Harvard Business Review, December 03, 2012. HBSP

#### 14<sup>th</sup> Week

**Going Global:** How Entrepreneurial Ventures Go Global?

Import

Export

Licensing

Franchising

Strategic Alliance

Joint Venture

Foreign Subsidiary

Understanding the Global Environment

#### 15<sup>th</sup> Week

Class Discussion on:

- Entrepreneurship in Pakistan as tool of Economic Development
- Importance of SMEs for the economic development of a country.

#### 16<sup>th</sup> Week

**Final Project Submission & Presentations**

### Weekly Course Objectives

| WEEK | TOPIC | COURSE CONTENTS |
|------|-------|-----------------|
|------|-------|-----------------|

|   |   |  |
|---|---|--|
| 1 | <b>Introduction to Business</b>         | <ul style="list-style-type: none"> <li>• What is Business?</li> <li>• Role of business in Economic Progress of the country.</li> <li>• Initial ethical and legal issues facing a new firm</li> <li>• Obtaining business licenses and permits.</li> <li>• Forms of business Organizations.</li> <li>• Formation of partnership firm,</li> <li>• Formation of Company.</li> </ul>  |
| 2 | <b>Introduction to Entrepreneurship</b> | <ul style="list-style-type: none"> <li>• Explain entrepreneurship and discuss its importance.</li> <li>• Describe corporate entrepreneurship and its use in established firms.</li> <li>• Discuss three main reasons people decide to become entrepreneurs.</li> <li>• Identify four main characteristics of successful entrepreneurs.</li> <li>• Explain the five common myths regarding entrepreneurship.</li> <li>• Explain how entrepreneurial firms differ from salary-substitute and lifestyle firms.</li> <li>• Discuss the changing demographics of entrepreneurs</li> <li>• Discuss the impact of entrepreneurial firms on economies and societies.</li> <li>• Identify ways in which large firms benefit from the presence of smaller entrepreneurial firms.</li> <li>• Explain the entrepreneurial process. <ul style="list-style-type: none"> <li>• Behavior and Personality Traits of Entrepreneurs: <b>Conduct an interview of a local businessman</b></li> </ul> </li> </ul> <p><b>Reading assignment</b></p> |
| 3 | <b>Introduction to Entrepreneurship</b> | <ul style="list-style-type: none"> <li>• Islamic perspective of Entrepreneurship,</li> <li>• Entrepreneurship in Pakistan,</li> <li>• SMEs and Entrepreneurship,</li> <li>• Entrepreneurship Vs. Intrapreneurship,</li> <li>• Creativity and the Business Idea,</li> <li>• Innovation, Invention &amp; Creativity</li> <li>• Discuss external enablers of entrepreneurship,</li> <li>• Explain the entrepreneurship during times of crisis.</li> </ul>   |

|                             |   |  |
|-----------------------------|---|--|
| 4                           | <b>Recognizing Opportunities and Generating Ideas</b> | <ul style="list-style-type: none"> <li>• Explain why it's important to start a new firm when its "window of opportunity" is open.</li> <li>• Explain the difference between an opportunity and an idea.</li> <li>• Describe the three general approaches entrepreneurs use to identify opportunities.</li> <li>• Identify the four environmental trends that are most instrumental in creating business opportunities.</li> <li>• List the personal characteristics that make some people better at recognizing business opportunities than others.</li> <li>• Identify the five steps in the creative process.</li> <li>• Describe the purpose of brainstorming and its use as an idea generator.</li> <li>• Describe how to use library and Internet research to generate new business ideas.</li> <li>• Explain the purpose of maintaining an idea bank.</li> </ul> <p>Describe three steps for protecting ideas from being lost or stolen. <b>Class Activity</b></p> |
| 5 & 6                       | <b>Feasibility Analysis</b>                           | <ul style="list-style-type: none"> <li>• Explain what a feasibility analysis is and why it's important.</li> <li>• Discuss the proper time to complete a feasibility analysis when developing an entrepreneurial venture.</li> <li>• Describe the purpose of a product/service feasibility analysis and the two primary issues that a proposed business should consider in this area.</li> <li>• Explain a concept statement and its contents.</li> <li>• Describe the purpose of industry/market feasibility analysis and the two primary issues to consider in this area.</li> <li>• Discuss the characteristics of an attractive industry.</li> <li>• Describe the purpose of organizational feasibility analysis and list the two primary issues to consider in this area.</li> <li>• Explain the importance of financial feasibility analysis and list the most critical issues to consider in this area.</li> </ul> <p><b>Quiz-I</b></p>                           |
| 7&8                         | <b>Writing a Business Plan</b>                        | <ul style="list-style-type: none"> <li>• Business Model Canvas</li> <li>• Reasons for Writing a Business Plan</li> <li>• Who Reads the Business Plan</li> <li>• Guidelines for Writing a Business Plan</li> <li>• Exploring Each Section of the Plan</li> <li>• Presenting the Business Plan</li> <li>• How to pitch your idea?</li> </ul> <p><b>Class activity</b><sup>75</sup> of pitching your idea</p>   |
| <b>Mid-Term Examination</b> |   |  |

|    |            |  |
|----|------------|--|
| 10 | Case Study | <ul style="list-style-type: none"> <li>• FAVARR.COM: Launching an online platform</li> </ul> |
|----|------------|--|

|    |   |  |
|----|---|--|
| 11 | <b>Industry and Competitor Analysis</b> | <ul style="list-style-type: none"> <li>• Explain the purpose of an industry analysis.</li> <li>• Identify the five competitive forces that determine industry profitability.</li> <li>• Explain the role of “barriers to entry” in creating disincentives for firms to enter an industry.</li> <li>• Identify the nontraditional barriers to entry that are especially associated with entrepreneurial firms.</li> <li>• List the four industry-related questions to ask before pursuing the idea for a firm.</li> <li>• Identify the five primary industry types and the opportunities they offer.</li> <li>• Explain the purpose of a competitor analysis.</li> <li>• Identify the three groups of competitors a new firm will face.</li> <li>• Describe ways a firm can ethically obtain information about its competitors.</li> <li>• Describe the reasons for completing a competitive analysis grid.</li> </ul> <p><b>Class Activity</b></p> |
| 12 | <b>Intellectual Property Rights</b>     | <ul style="list-style-type: none"> <li>• .</li> <li>• Discuss the four major forms of intellectual property: patents, trademarks, copyrights, and trade secrets</li> <li>• Describe the six-step process for obtaining a patent.</li> <li>• Identify the four types of trademarks.</li> <li>• Identify the types of material that are eligible for copyright protection.</li> <li>• Discuss the legal environment that facilitates trade secret protection.</li> </ul> <p><b>Guest Lecture by an Entrepreneur</b></p>  |

|   |                              |  |
|---|------------------------------|--|
| 13  | Getting Financing or Funding | <ul style="list-style-type: none"> <li>• Explain why most entrepreneurial ventures need to raise money during their early life.</li> <li>• Identify the three sources of personal financing available to entrepreneurs.</li> <li>• Provide examples of how entrepreneurs bootstrap to raise money or cut costs.</li> <li>• Identify the three steps involved in properly preparing to raise debt or equity financing.</li> <li>• Discuss the difference between equity funding and debt financing.</li> <li>• Explain the role of an elevator speech in attracting financing for an entrepreneurial venture.</li> <li>• Describe the difference between a business angel and a venture capitalist.</li> <li>• Explain why an initial public offering (IPO) is an important milestone in an entrepreneurial venture.</li> <li>• Describe the concept of ICO (Initial Coin Offerings)</li> <li>• Explain the advantages of leasing for an entrepreneurial venture.</li> </ul> <p><b>Class Activity: Why Successful Crowdfunding Requires a Social-Media Mind-Set.</b> Harvard Business Review,</p> |
|   |                              | December 03, 2012. HBSP  |
| 14  | Going Global                 | <ul style="list-style-type: none"> <li>• How Entrepreneurial Ventures Go Global?</li> <li>• Import</li> <li>• Export</li> <li>• Licensing</li> <li>• Franchising</li> <li>• Strategic Alliance</li> <li>• Joint Venture</li> <li>• Foreign Subsidiary</li> <li>• Understanding the Global Environment</li> </ul>   |
| 15& 16                                      | Class Discussion             | <ul style="list-style-type: none"> <li>• Entrepreneurship in Pakistan as tool of Economic Development</li> <li>• Women entrepreneurship development in Pakistan</li> <li>• Importance of SMEs for the economic development of a country</li> </ul> <p><b>Final Project Submission &amp; Presentations</b></p>  |
|   | END TERM EXAMINATION         |  |
| Make-up Class, if needed / Revision Session |                              |  |
| Required Learning Source                    |                              |  |

|   |  |
|---|--|
| Text Book(s):<br>(Title, Author, Edition, Publisher)      | <p>Bruce R Barringer and R Duane Ireland, Entrepreneurship Successfully Launching New Venture, 4th Edition. Pearson.</p> <p>Or</p> <p>Entrepreneurship – Theory Process Practice by Donald F. Kuratko and Howard H. Frederick, Asia Pacific Edition, Thomson.</p> <p><i>Additional material provided by the class teacher</i></p>  |
| Reference Book(s):<br>(Title, Author, Edition, Publisher) | <ol style="list-style-type: none"> <li>1. Robert D. Hisrich, Michael P. Peters, And Dean A. Shepherd, Entrepreneurship 10th edition</li> <li>2. William Bygrave and Andrew Zacharakis, Entrepreneurship, second edition</li> <li>3. Entrepreneurship and Innovation: Global Insights from 24 Leaders, Rothman Institute of Entrepreneurship</li> </ol>   |
| Journals/Periodicals:<br>(Title, Publisher)               | <p>Davidsson, P., Recker, J., &amp; von Briel, F. (2021). COVID-19 as <b>External Enabler of entrepreneurship practice and research</b>. <i>BRQ Business Research Quarterly</i>, 24(3), 214-223.</p> <p>Feng ZhuMarco Iansiti: <b>Why Some Platforms Thrive and Others Don't</b>. Harvard Business Review, January– February 2019 Issue. HBSP</p> <p>Roger L. Martin and Sally R. Osberg: How Social Entrepreneurs Make Change Happen. Harvard Business Review, October 14, 2015. HBSP</p> |
|   | <p>Guy Clapperton: <b>Why Successful Crowdfunding Requires a Social-Media Mind-Set</b>. Harvard Business Review, December 03, 2012. HBSP.</p> <p>Diane Mulcahy. <b>Universities should be preparing students for the gig economy</b>. Harvard Business Review, October 03, 2019. HBSP</p>  |

#### Facilities Required for Teaching and Learning

- White Board
- Multimedia
- Zoom online (If online classes)

#### Pedagogies

- Oral Lecture
- Guest Lecture
- Group discussions
- Class Activities

| No. | Week Assigned | Week Due | Two surprise quiz tests will be conducted during the semester for better preparation of the students. |
|-----|---------------|----------|---|
| 1   | 5             | 6        |   |
| 2   | 14            | 15       |   |

#### Grading Criteria

The grading will be done as per the policy of the university

|  |     |
|--|-----|
| Quizzes + Assignments + Class Participation + Projects | 20% |
| Mid-semester examination                               | 30% |

|                          |                  |              |
|--------------------------|------------------|--------------|
| End-semester examination | 50%              |              |
| Grading Criteria         |                  |              |
| Letter Grade             | Percentage Marks |              |
| A                        | 80 -100          | EXCELLENT    |
| B                        | 65-79.99         | GOOD         |
| C                        | 50-64.99         | SATISFACTORY |
| D                        | 40-49.99         | PASS         |



**Table 6.1.**

Bloom taxonomy of the cognitive domain

| Level    |                      | Description   | Action verbs that can be used   |
|----------|----------------------|---|---|
| <b>1</b> | <b>Knowledge</b>     | Remembering of previously learned material.   | Recall, repeat, define, describe, list, identify, label, match, name, state   |
| <b>2</b> | <b>Comprehension</b> | Ability to grasp the meaning of material e.g. translating from one form to another, estimating future trends, explaining or giving examples of.   | Classify, convert, discuss, explain, generalize, give an example of, paraphrase, restate in your own words, summarize, and review.  |
| <b>3</b> | <b>Application</b>   | Ability to use learned material in new and concrete situations by applying rules, methods, concepts, principles, laws and theories.   | Articulate, assess, chart, computer construct, determine, develop, discover, establish, extend, operationalize, participate, predict, provide, show, solve, use, apply, demonstrate, sketch, practice, illustrate.              |
| <b>4</b> | <b>Analysis</b>      | Ability to break down material into its component parts so that its organizational structure may be understood. Identification of parts, relationships between parts, recognition of organizational principles. | Break down, correlate, diagram, differentiate, discriminate, distinguish, focus, infer, outline, point out, recognize, separate, subdivide, compare, contrast, inspect, inventory, relate, examine.                             |
| <b>5</b> | <b>Synthesis</b>     | Ability to put parts together to form a new whole. Creative behaviors stressed in the formulation of something new.   | Adapt, categorize, collaborate, combine, communicate, compile, compose, create, design, devise, facilitate, formulate, generate, incorporate, individualize, initiate, integrate, model, plan, propose, assemble, and organize. |
| <b>6</b> | <b>Evaluation</b>    | Ability to judge the value of material based on definite criteria.  | Appraise, conclude, criticize, decide, defend, judge, justify, support, evaluate, rate, value, score, prioritize, select.   |

**Course Specifications Developed By:**

**Dr. Muhammad Farooq Rehan**

**Reviewed By:**

**Dr. Mohsin Bashir**

**OBJECTIVES**

1. To provide an overview of basic principles related to biological and psychological aspects of changes throughout the entire lifespan
2. To develop theoretical understanding of different stages of life span development

**COURSE CONTENTS****Introduction**

- Nature & Historical Perspective of Developmental Psychology
- Research Methods for Developmental Changes
- Ethics in Research on Life Span Development
- Theories Of Interpreting The Lifespan

**Prenatal Development**

- Stages of Prenatal Development
- Genetic Influences in Development
- Environmental and psychological Influences

**Infancy**

- Physical Development
- Cognitive Development in infancy with reference to Piaget's theory.
- Language Development in Infancy
- Socio-emotional Development in Infancy

**Childhood**

- Physical Development
- Cognitive Development
- Personality Development (Role of familiar/extra-familiar influences)

**Adolescence**

- Physical Development
- Social Development
- Ego-identity

**Early Adulthood**

- Physical Development
- Family and occupational adjustment

**Middle Age**

- Physical changes
- Social adjustment
- Family and occupational adjustment

**Gerontology**

- Approaches of children to death

- Approaches of adults to death
- The elderly and death
- Bereavement and death

### **Required Book**

Santrock, J.W. (2018). *Life-span Development* (17th Ed.) McGraw Hill

### **Recommended Books**

1. Dacey, J.S. and Travers, J.F. (2008) *Human Development* (7th Ed.) McGraw Hill .
2. Hetherington, E.M. and Parke, R.D. (2008) *Child Psychology* (7th Ed) McGraw Hill

### **Reference Book**

Shaffer, D.R. and Kipp , K(2010) *Development psychology Childhood and Adolescence* ( 8th Ed.) Wadsworth

Harris, M and Butterworth G (2002) *Developmental Psychology A Student's Handbook* (1st Ed) Psychology Press

### **JCR Journal**

Journal Of Adult Development

Journal Of Youth And Adolescence

**Objectives**

1. To enrich the students regarding positive aspect of human nature
2. To introduce the subjective state of wellbeing, optimism and emotional intelligence
3. that facilitates the development of human resource in any society

**COURSE CONTENTS****Introduction to positive psychology**

- What is positive psychology
- Three Levels of positive psychology
- Historical roots of positive psychology
- Current trends in positive psychology

**Emotions and positive psychology**

- The value of positive emotions
- The positive impact of negative emotions
- Emotional intelligence (Introduction & Theoretical Models)

**Happiness and subjective well-being**

- Defining Happiness
- Happiness and subjective wellbeing
- How can we raise subjective wellbeing?

**Optimism and hope**

- Significance of optimism
- Learning Optimism
- Optimism vs realism
- Hope

**Living in flow**

- Experiencing Flow
- Dangers of flow
- Optimal experiences

**Eudemonic well-being**

- The difference between hedonic and eudemonic wellbeing
- Psychological wellbeing
- Self-determination theory
- PERMA
- Functional wellbeing
- Personal development

### **Dealing with adversity**

- Coping strategies types and mechanism
- Religious coping
- Adaptive defense mechanisms
- Post-traumatic growth
- Wisdom

### **Positive psychology of strengths**

- The value of strengths
- The un-DSM (The VIA Classification of Strengths and Virtues)
- Gallup's StrengthsFinder
- CAPP's Realise2

### **Core Textbook**

1. Boniwell, I. (2012). *Positive psychology in a nutshell: the science of happiness: the science of happiness*. McGraw-Hill Education (UK).

### **Recommended Readings**

1. Corer, L., KEYES, M., & Handit, J. (Eds.). (2002). *Flourishing- positive Psychology & the life*. Washington: APA Publication.
2. Lias, A. L. & Ursole, M. (Eds.). (2002). *A psychology of human strengths*. Washington: APA Publication.
3. Rizvi, A. A. (1990). *Muslims psychology and positive psychology*. Lahore: Institute of Muslim psychology.
4. The Journal of Positive Psychology (Taylor & Francis Online)

**OBJECTIVES**

1. *To review the biological and physiological processes/ functioning underlying the behavior and mental processes*
2. *To understand the etiological factors (neuro-physiological) involved in the brain damage and possible remedies.*
3. *To enable the students to understand the causal (neuro- biological and neuro-chemical) factors involved in the psychiatric disorders observed in the clinical settings*

**COURSE CONTENTS****1. Origins of Neuro-psychology**

- Neurological explanation of behavior
- Historical roots of Physiological Psychology
- Evolution of brain
- Genetics and evolution of behavior
- Ethical issues in neuropsychological research

**2. Psychology of Nerve Cells/ Neurons**

- Introduction to biological basis of behavior
- Neurons (internal/ external structure)
- Types of neurons (function and structure wise)
- Nerve impulse
- Communication within a neuron
- Communication between neurons

**3. Physiology of Nervous System**

- Development of human brain
- Basic features of nervous system
- Central Nervous System
- Peripheral Nervous system
- Investigating how the brain controls various behaviors and endocrine system

**4. Biological basis of Motivation and Emotion**

- Endocrine system
- Neurotransmitters
- Physiological mechanism of motivation
- Physiological mechanism of emotion

**5. Emotions and Regulation of Internal Body States**

- Neural control of emotional response patterns
- Role of orbitofrontal cortex in social judgment and emotions
- Neural basis of the communication of emotions
- Endocrine system and its role in emotions

**6. Motivation**

- Homeostasis
- The psychology and biology of thirst

- Physiological and neurological mechanisms of hunger, role of exocrine glands
- Physiological mechanisms of sleep and waking

## 7. Brain Damage

- Causes of Brain Damage
- Neurological / Neuropsychological Disorders
  - Organic Brain Syndrome
  - Epilepsy
  - Psychiatric disorders with organic / biological etiology i.e., Affective disorder, Anxiety disorders, Psychotic disorders
- Mental retardation
- Sleep disorders
- Migraine
- Tumors; Types of Brain Tumors
- Amnesia

## BOOKS

### Required:

Carlson, N. R., & Birkett, M.A. (2017). *Physiology of behavior*. (12<sup>th</sup> ed.). UK: Pearson.

### Recommended:

Pinel, J. P. J. (2014). *Biopsychology*. Harlow, Essex: Pearson Education Limited.

### Reference:

Garrett, B. (2015). *Brain and behavior: An Introduction to biological psychology*. (4<sup>th</sup> ed.). SAGE Publications, Inc.

Kalat, J. W. (2013). *Biological Psychology*. (11<sup>th</sup> ed.). USA: Wadsworth.

Kolb, B., & Whishaw, I. Q. (2003). *Fundamentals of human neuropsychology*. (5<sup>th</sup> ed.). New York, NY, US: Worth Publishers.

## JCR Journals

Current Topics in Behavioral Neurosciences, *Springer*, URL:

<https://www.springer.com/series/7854>

Journal of Neuropsychiatry and Clinical Neurosciences, *American Psychiatric Association Publishing Powered by Atypon Literatum*, URL: <https://neuro.psychiatryonline.org/>

Psychophysiology, *Wiley Online Library*, URL:

<https://onlinelibrary.wiley.com/journal/14698986>

**OBJECTIVES**

By the end of the course participants should be able to:

1. Examine public health through its historical context and use this information in the evaluation of current public health issues
2. Analyze a public health problem and evaluate interventions and policy alternatives using the problem-solving methodology

**COURSE CONTENTS**



## **Foundations of Public Health/ Fundamentals of PH**

**Course Title:** Foundations of Public Health

**Course Credits:** 3

### **Learning Outcomes:**

After studying this course, you should be able to:

- Define and understand concept of health
- Identify determinants of health
- Enumerate the indicators of health
- Understand the concept of disease causation
- Understand iceberg of disease phenomenon
- Understand the levels of prevention
- Cover basic definitions and historical background of public health

### **Course Contents:**

1. Concept of health
2. Dimensions of health
3. Definition of health
4. Health spectrum
5. Determinants of health
6. Responsibility of health
7. Indicators of health
8. Concept of disease
9. Concept of causation
10. Levels of prevention
11. Historical background of public health
12. Evolution of public health
13. Definitions of common public health terms
14. Health for all

### **Recommended Readings:**

1. Basch PF. Textbook of international health, 2ndEd. New York, NY:Oxford University press.
2. Brownson RC, Baker BA, Leet TL, Gillespie KN. Evidence-based public health. New York, NY: Oxford University Press; 2003.
3. Detels R, McEwen J, Beaglehole R, Tanaka H, (eds.). Oxford textbook of public health: the practice of public health, 4th ed. Oxford: Oxford University Press; 2002.
4. Malin N, Wilmot S, Manthorpe J. Key concepts and debates in health and social policy. Philadelphia, PA: Open University Press; 2002.
5. Porter D. Health, civilization and the state, 1st ed. New York, NY: Chapman and Hall Routledge; 1999.
6. Rohde J, Wyon J. Community-based health care lessons from Bangladesh to Boston, 1sted. Cambridge, MA: Management Sciences for Health in collaboration with the Harvard; 2002.
7. Schneiderman N, Speers MA, Silva JM, Tomes H, Gentry JH (eds.). Integrating behavioral and social sciences with public health, 1st ed. WashingtonDC: American Psychological Association; 2001.
8. Tulchinsky TH, Varavikova EA. The new public health: an introduction for the 21<sup>st</sup> century. San Diego, CA: Academic Press; 2000.

|                      |                   |                              |
|----------------------|-------------------|------------------------------|
| <b>Code: IAD-466</b> | <b>DRAWING-II</b> | <b>Credit Hours: 03(0-3)</b> |
|----------------------|-------------------|------------------------------|

**Drawing II**  
**Course Code: IAD-466**  
**4<sup>th</sup> semester**

**Aims and Objectives:**

Understanding of human anatomy and the ability to translate what is observed and desired as a beginning for a sound foundation in all subjects.

(Use of a variety of media, i.e. pencil, charcoal, ~~conté~~, crayon, ink and brush.)

**Course Content:**

- Study from life model, semi-nude.
- Exercise based study from draped life model.
- Study from animals in Practical or outdoors (zoo).
- Drawing of Mechanical objects.
- Study from different object with life model.

**Structure of Course:**

Class meets: 3(0-3) credit hours, 1 day/week for 6 working hours  
It is a Practical class

**Evaluation:**

Procedure: Creativity, presentation, class participation understanding particular assignment and discussion with concerned teacher are all combined together for evaluating procedure.

Practical based projects are marked after criticism by two faculty members, written assignments are marked by class teacher

**Weightage:**      Percentage of class assignments marks 20%  
                         Percentage of Mid Term marks 30%  
                         Percentage of Final Exam marks 50%

# *Semester - V*

|                      |  |                              |
|----------------------|--|------------------------------|
| <b>Code: PSY-501</b> | <b>PSYCHOLOGICAL TESTING AND MEASUREMENT – I</b> | <b>Credit Hours: 03(3-0)</b> |
|----------------------|--|------------------------------|

## **OBJECTIVES**

1. *To introduce the students with background, concepts, types, significance, uses challenges and of psychological testing and measurement.*
2. *To equip the students with understanding of the basic principles of psychological testing and measurement, techniques of test construction, establishment of psychometric properties, standardization, administration, and scoring.*
3. *To introduce the students with techniques to determine different types of psychometric properties (i.e., Reliability and Validity) of the psychological tests through hands-on practical exposure using SPSS.*

## **COURSE CONTENTS**

### **1. Introduction**

- Basic Concepts of Assessment, Testing and Measurement
- Nature and Uses of Psychological Testing and Measurement
- Limitations and Challenges of Psychological Testing

### **2. Historical Perspective and Origins of Psychological Testing**

- Psychological Testing Before 19<sup>th</sup> Century
- Major Developments During 19<sup>th</sup> Century
- Current Status of Psychological Testing

### **3. Types of Psychological Tests**

- Neuropsychological assessment
- Personality assessment
- Intellectual assessment
- Academic assessment
- Employees assessment
- Other assessments

### **4. Test Administration**

- Examiner's Duties Before Testing
- Examiner's Duties During Testing
- Examiner's Duties After Testing

## 5. Test Scoring

- Scoring of Essay Type Tests
- Scoring of Oral Tests
- Scoring of Objective Tests

## 6. Test Construction

- Methods of Test Construction
- Nature and Types of Items
- Item Selection and Item Writing
- Expert Validation and Pilot Testing
- Data Collection and Factor Analysis
- Test Standardization / Establishment of Psychometric Properties
- Norming the Test (Types of Norms and the Process of Norming)
- Test Publication and Revision
- Item Analysis: (Difficulty Analysis, Discrimination Analysis, and Distracters Analysis)

## 7. Reliability

- Definition & Types of Reliability
- Error of Measurement, True and Error Variances
- Reliability of Speed Tests
- Factors influencing Reliability
- Reliability Analysis using SPSS

## 8. Validity

- Definition & Types of Validity
- Cross validation
- Factors affecting Validity
- Validity Analysis using SPSS

### **BOOKS Required** (Students must buy)

Urbina, S. (2014). *Essentials of psychological testing*. John Wiley & Sons.

Anastasi, A., & Urbina, S. (1997). *Psychological testing*. New York: Prentice-Hall, Inc.

### **Recommended** (Would be useful for students)

Aiken, L. R. & Groth-Marnat, G. (2009). *Psychological testing and assessment (12<sup>th</sup> Ed.)*.

Allyn & Bacon.

Groth-Marnat, G. (2009). *Handbook of psychological assessment*. John Wiley & Sons.

Cooper, C. (2019). *Psychological testing: Theory<sup>93</sup> and practice*. New York: Routledge.

**Reference** (Do not buy, read if available in library/elsewhere)

DeVellis, R. F. (2003). *Scale development: Theory and practice* (2<sup>nd</sup> Ed.). Sage Publications, Inc.

Gregory, R. J. (2017). *Psychological testing: History, principles, and applications* (7<sup>th</sup> Ed.). Pearson Education, Inc.

Kline, P. (2013). *Handbook of psychological testing*. Routledge.

Kline, P. (2015). *A handbook of test construction (psychology revivals): introduction to psychometric design*. Routledge.

Loewenthal, K., & Lewis, C. A. (2018). *An introduction to psychological tests and scales*. Psychology Press.

**JCR Journals**

European Journal of Psychological Assessment (EJPA), *European Association of Psychological Association (EAPA)*. URL:  
<https://us.hogrefe.com/products/journals/european-journal-of-psychological-assessment>

Journal of Personality Assessment, *Taylor and Francis Online*, URL:  
<https://www.tandfonline.com/loi/hjpa20>

Psychological Assessment, *American Psychological Association (APA)*. URL:  
<https://www.apa.org/pubs/journals/pas/>

|                      |  |                              |
|----------------------|--|------------------------------|
| <b>Code: PSY-503</b> | <b>MENTAL HEALTH AND<br/>PSYCHOPATHOLOGY-I</b> | <b>Credit Hours: 03(3-0)</b> |
|----------------------|--|------------------------------|

## **OBJECTIVES**

- 1. To develop an understanding of normal and abnormal behavior, mental health and mental illness.*
- 2. To provide the historical background and recent advances in the field of mental health and psychopathology*
- 3. To understand mental health, psychopathology and mental/psychological disorders in current clinical practices*
- 4. To introduce the diagnostic criteria for identifying different types of mental disorders*

## **COURSE CONTENTS**

### **1. Introduction to Mental Health & Psychopathology**

- Defining mental health & psychopathology
- Difference between normality and abnormality
- Development of psychopathology
- Development of mental illness

### **2. Historical Background of Psychopathology**

- Ancient Demonology and Medieval Witchcraft
- Philosophical Era and Psychopathology
- Modern concept of Psychopathology
- Different models of Psychopathology
- Current scenario in Pakistan

### **3. Psychopathology and Psychological Disorders**

- Development of Psychopathological Symptoms
- Development of a Mental/Psychological Disorder
- Role and development of diagnostic criteria
- Models of Psychopathology<sup>95</sup> (Biological, Psychodynamic, Behavioral, Cognitive, Humanistic, Socio-cultural Model and Eclectic Approach)

#### **4. DSM Based Classification of Psychopathology**

- Introduction to Diagnostic and Statistical Manual for Mental Disorders-V-TR
- Significance of DSM based psychological disorders
- Use of the Manual
- Advancement in the DSM from beginning to the current version

#### **5. Important Aspects of the Diagnosis for Mental Disorder**

- Diagnostic criteria
- Diagnostic features
- Differential diagnosis
- Etiological factors
- Other associated factors

#### **6. Psychological Disorders**

- Neurodevelopment disorders
- Depressive disorders
- Anxiety disorders
- Obsessive-compulsive and related disorders
- Personality Disorders

#### **BOOKS Required** (students must buy)

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders*. (5<sup>th</sup> Ed. Text Revised). Washington, DC: American Psychiatric Association Press.

#### **Recommended** (would be useful to students)

Comer, R. J. (2004). *Abnormal psychology*. USA: Freeman & Company.

Neale, J. M. & Davison, G. C. (2004). *Abnormal psychology*. New York: John Wiley & Sons.

#### **Reference** (do not buy, read if available in library/elsewhere)

Summergrad, P., Silbersweig, d. A., Muskan, P. R., & Querques, J. (2020). Textbook of Medical Psychiatry. American Psychiatric Publishing, Incorporated.



<https://www.barnesandnoble.com/w/textbook-of-medical-psychiatry-paul-summergrad-md/1133987120>

**JCR Journals** (subject related and relevant)

Journal of Mental Health. <https://www.tandfonline.com/toc/ijmh20/current>

|                      |                                 |                              |
|----------------------|---------------------------------|------------------------------|
| <b>Code: PSY-505</b> | <b>RESEARCH METHODOLOGY – I</b> | <b>Credit Hours: 03(3-0)</b> |
|----------------------|---------------------------------|------------------------------|

## **OBJECTIVES:**

- 1. To provide an introduction to the basic logic and theoretical grounds of scientific research in social science and psychology.*
- 2. To provide an understanding of the research process and ethical considerations while conducting research*
- 3. To introduce different methods and techniques of data collection in scientific research in the field of psychology.*

## **COURSE CONTENTS**

### **1. Introduction to Research in Social Science**

- Theoretical framework and methodological approaches in social research
- Meaning, purpose and function of psychological research
- Scientific and non-scientific approaches to knowledge
- Quantitative and qualitative research

### **2. The Scientific Method of Research**

- Goals of the Scientific Research Method
- Concepts, Constructs , Variables and Operational definitions
- Research Question, Problem statement and Hypothesis
- Psychological Research Process
- Measurement Scales

### **3. Sampling Techniques**

- Defining sample
- Probability and non-probability sampling.
- Advantages and disadvantages of each type
- Sampling in qualitative and quantitative research

### **5. Methods of Data Collection**

- Primary and Secondary Data
- Technique and methods of data collection
- Observation: Types, Advantages and Disadvantages,
- Interview: Types, Advantages and Disadvantages
- Survey Method
- Questionnaire: Types, Advantages and Disadvantages

### **6. Ethical Issues in Psychological Research**

- APA ethical standards for conducting research

**BOOKS Required** (students must buy)

Shaughnessy, J. J. (2005). (6th,ed). Research Methods in Psychology. America: McGraw Hill.

Neuman, L. W. Social Research Methods: Qualitative and quantitative approaches, 7<sup>th</sup> Edition.

McBurney D. H (2004). Research Methods in Psychology. New York: Inc.

.

**Recommended** (would be useful to students)

Gravetter, F. J. (2003). Research Methods in Psychology. America: Wards Worth. Inc.

Neuman, N. (2005). Qualitative & Quantitative methods in social Research.

Willig, C. (2003). Introducing Qualitative Research in Psychology

**Reference** (do not buy, read if available in library/elsewhere)

American Psychological Association(2020). Research Manual. Seventh Edition.

Kumar, A. (2011). RESEARCH METHODOLOGY. A step-by-step guide for beginners. Third Edition. Sage Publication Ltd. London

Igwenagu, C, (2016). Fundamentals of research methodology and data collection. LAP Lambert Academic Publishing ( 2016-04-19 ).

|                      |  |                               |
|----------------------|--|-------------------------------|
| <b>Code: PSY-507</b> | <b>APPLICATION OF STATISTICS IN<br/>PSYCHOLOGY</b> | <b>Credit Hours: 03 (2-1)</b> |
|----------------------|--|-------------------------------|

## **OBJECTIVES**

1. *To develop an understanding of basic terms and concepts of statistics and their utility in scientific research*
2. *To introduce statistical techniques employed in the psychological research.*
3. *To develop an understanding of choosing and using suitable test statistics for relevant data*
4. *To enable the students practice statistical techniques on data sets by using SPSS*

## **COURSE CONTENTS**

### **1. Introduction**

- Basic terms (population, variables, measurement scales)
- Importance of statistics in psychology and various fields

### **2. Data Distribution and Presentation**

- Meaning and types of data
- Methodology for data collection
- Frequency distribution
- Exploring data with graphs

### **3. Measures of Central Tendency and Variability**

- Mean, Mode, and Median
- Range, Mean Deviation, Quartile Deviation, Variance, and Standard Deviation
- Percentiles, Shepherd's Correction, Coefficient of Variance, and z score

### **4. Hypothesis Testing and Use of Inferential Statistics**

- Normal & Binomial Distribution
- Testing Null / Alternate hypothesis,
- acceptance rejection regions,
- measurement error
- Type One and Type Two (I & II) Errors, Level of Significance
- concept of alpha and P value, effect size
- Basic assumptions / rationale and when to use which inferential statistic

### **5. Parametric Statistics**

- Rationale and basic considerations/ assumptions
- Types of parametric test statistics
- Z-test

- t-test analysis: independent sample, paired sample, one sample
- Understanding Correlation, Causation and Prediction
- Pearson Product moment Correlation
- Regression: Assumptions, Linear Regression, Multiple Regression

## **6. Non Parametric Statistics**

- Rationale and basic considerations/ assumptions
- Spearman's Rank Order Correlation, Chi Square Test (Contingency Table and Proportions) Yates Correction, Non Parametric tests, Wilcoxon test, Mann Whitney test, Sign test, Kruskal Wallis

## **Practicum**

- Students will learn how to use SPSS (latest version) for data analysis. They will prepare for practical exam in this regard.

## **BOOKS**

### **Required** (students must buy)

Howell, D. C. (2012). *Statistical methods for psychology*. Cengage Learning.

### **Recommended** (would be useful to students)

Gravetter, F. J., Wallnau, L. B., Forzano, L. A. B., & Witnauer, J. E. (2020). *Essentials of statistics for the behavioral sciences*. Cengage Learning.

Watt, R., & Collins, E. (2019). *Statistics for Psychology: A Guide for Beginners (and Everyone Else)*. SAGE.

### **Reference (Do not buy, read if available in library/elsewhere)**

Pallant, J. (2013). *SPSS survival manual*. McGraw-hill education (UK).

Field, A. (2013). *Discovering statistics using IBM SPSS statistics*. sage.

### **JCR Journals** (Subject related and relevant)

Psychological Methods by American Psychological Association

Educational and Psychological measurement by SAGE

Applied Psychological Measurement by SAGE

***However, students can consult any of the psychology journals (latest volumes) to have understanding of the research process and statistical analyses.***

|                      |  |                              |
|----------------------|--|------------------------------|
| <b>Code: PSY-509</b> | <b>COGNITIVE &amp; AFFECTIVE PROCESSES</b> | <b>Credit Hours: 04(3-1)</b> |
|----------------------|--|------------------------------|

## **Objectives**

- 1. To understand the historical and current concepts and methodologies in cognitive psychology.*
- 2. To identify and understand sources of individual differences and diversity in cognitive abilities and affective processes*
- 3. To develop student's analytical and synthetic thinking for utilizing the knowledge of cognitive and affective processes in applied areas of psychology.*

## **COURSE CONTENTS**

### **1. Introduction to Cognitive and Affective Processes**

- History & Research Methods in Cognitive Psychology
- Paradigms of Cognitive Psychology
- Basic Information Processing
- Basic Affective Processes
- Human Moods and Emotions

### **2. Sensation and Perception**

- Conceptualization of sensation and perception
- Pattern Recognition & Feature Analysis
- Mental Imagery
- Gestalt Approaches to Perception
- Visual Illusions
- Bottom-Up and Top Down Processes
- Motivational determinants of perception

### **3. Attention**

- Capacity Models
- Selective & Divided Attention
- Attention and Executive Control
- Automaticity and frequency

### **4. Concept and Categorization**

- Introduction and Preliminary Issues
- Theoretical Models (Classical, Probabilistic Featural, Dimensional and Holistic Approach, the Exemplar View)
- Implications

## **5. Memory**

- Theories and Models of Memory
- The storage and retrieval processes
- Long term and short term memory
- Memory experiments
- Mnemonics (ways of improving memory)
- Forgetting

## **6. Language**

- Theories of language acquisition
- Bilingualism and multilingualism
- Language, culture and cognition
- Psycholinguistics
- Chomsky's contribution

## **7. Use & Manipulation of Information**

- Thinking and problem solving
- Reasoning & Decision Making
- Cognitive biases & gambler's fallacy
- Heuristics and algorithms

## **8. Cognition and Emotions**

- Nature and types of Basic and Complex Emotions
- Theories of Emotions
- Theoretical models of cognition and affect
- Facial and vocal expressions in Emotions

## **PRACTICUM**

Students will perform at least 10 practices out of the following list

1. Study of depth perception
2. Detection of Threshold
3. Measurement of Differential Threshold
4. Problem solving
5. Automaticity (STROOP task)
6. Retroactive and Proactive Inhibition
7. Mental Imagery
8. Emotion Recognition Task

9. Mood Induction
10. Attention Span
11. Color zones of Retina
12. Measurement of Emotion
13. Memory Span
14. Measurement of Reaction Time
15. Measurement of Memory changes
16. After Image
17. Visual Illusions
18. Measurement of Memory Changes

Practicum will cover the following aspects

1. Objectives
2. Introduction of the experiment
3. Material
4. Procedure
5. Results and interpretations
6. Materials / Protocols

## **BOOKS**

### **Required** (students must buy)

Galotti, K. M. (2017). *Cognitive psychology in and out of the laboratory*. Sage Publications.

### **Recommended** (would be useful to students)

Solso, R. L., MacLin, M. K., & MacLin, O. H. (2005). *Cognitive psychology*. Pearson Education New Zealand.

Hunt, R. R., & Ellis, H. (2018). *Fundamentals of Cognitive Psychology* (7<sup>th</sup> ed).

### **Reference (Do not buy, read if available in library/elsewhere)**

Weiten, W. (2007). *Psychology: Themes and variations: Themes and variations*. Cengage Learning.

Smith, E. E., & Medin, D. L. (1981). *Categories and concepts* (Vol. 9). Cambridge, MA: Harvard University Press.



Goldstone, R. L., & Kersten, A. (2003). Concepts and categorization. In A. F. Healy & R. W. Proctor (Eds.), *Handbook of psychology: Experimental psychology*, Vol. 4, pp. 599-621). Hoboken, NJ, US: John Wiley & Sons Inc.

**JCR Journals** (Subject related and relevant)

1. Trends in Cognitive Sciences published by Elsevier BV URL  
<https://www.sciencedirect.com/journal/trends-in-cognitive-sciences>
2. Cognition and Emotion published by Taylor & Francis URL  
<https://www.tandfonline.com/toc/pcem20/current>

|               |                                |                      |
|---------------|--------------------------------|----------------------|
| Code: THQ-III | TEACHING OF THE HOLY QURAN-III | Credit Hours: 1(1-0) |
|---------------|--------------------------------|----------------------|

| Topic            | Details   |
|------------------|---|
| Semester/Level   | 5 <sup>th</sup> Semester  |
| Course Code      | ISL-511   |
| Course Title     | Translation of the Holy Quran – III   |
| Credit Hours     | 1(1-0)  |
| Objectives       | <ul style="list-style-type: none"> <li>To introduce ethics and highlight its importance, need and relevance for individual and collective life.</li> <li>To illuminate the students with the Quranic norms of Morality i.e., truthfulness, patience, gratitude, modesty, forgiving, hospitality etc.</li> <li>To familiarize the students with immoral values like falsification, arrogance, immodesty, extravagance, backbiting etc.</li> <li>To inculcate ethical and moral values in our youth.</li> <li>To develop a balanced dynamic and wholesome personality.</li> <li>To introduce the students to Quranic Arabic grammar in a practical manner.</li> </ul> |
| Course Contexts: | <p><b>اسلامی اخلاق و آداب</b></p> <ul style="list-style-type: none"> <li>○ اخلاق (تعارف، ضرورت و اہمیت، اقسام، معنویت)</li> <li>○ اخلاق حسنة:</li> <li>■ برائی کو نیکی سے ملانا</li> <li>■ نیکی کے کاموں میں مسابقت</li> <li>■ لوگوں کے درمیان صلح</li> <li>■ بدلہ و انصاف</li> <li>■ سچائی</li> <li>■ ایثار</li> <li>■ مسلم قلب</li> <li>■ مہمان نوازی</li> <li>■ تقویٰ سے اعراض</li> <li>■ عاجزی و انکساری</li> <li>■ لگاؤ اور آواز کو پست رکھنا</li> <li>■ پال میں مہماندہ روی</li> <li>■ شرمگاہوں کی حفاظت</li> <li>■ صبر</li> <li>■ شکر</li> </ul>   |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• سور میں میزاد روی</li> <li>• سادات</li> <li>• اخلاق سنیہ :</li> <li>• علم اور لیاقت</li> <li>• غرور و تکبر</li> <li>• نفسانی خواہشات کی پیروی</li> <li>• ہرگامی</li> <li>• جھوٹ</li> <li>• باغی اور جہت</li> <li>• حسد اور شیل غوری</li> <li>• ابو و نسب</li> <li>• برے کاموں سے بچنا</li> <li>• احسان ہونا اور تکلیف دینا</li> <li>• فضول خرچی اور حد سے بڑھنا</li> <li>• مسدود نگاہ دل</li> <li>• ناپ تول میں کمی اور غیبت</li> <li>• شراب غوری</li> <li>• سود غوری</li> <li>• چوری و ڈاکہ</li> <li>• دھوکہ دہی</li> </ul> |
| Grammar:   | <ul style="list-style-type: none"> <li>• قرآنی عربی گرامر کے اصول اور ان کے اخلاقیات (سنن قرآنی پر اخلاق سے توجہات)</li> </ul>  |
| <p>Selected Text:</p> <p style="text-align: center;"><b>الحسنہ</b></p> <ul style="list-style-type: none"> <li>• وَنَسْتَعْمِلُونَكَ بِالسَّيِّئَةِ قَبْلَ الْحَسَنَةِ وَقَدْ خَلَتْ مِنْ قَبْلِهِمُ الْمَثَلَاتُ وَإِنَّ رَبَّنَا لَذُو فَضْلٍ لِّكَالِمْ عَلَى ظُلْمِهِمْ وَإِنَّ رَبَّنَا لَظَهِيذُ الْعِقَابِ /الرعد:6</li> <li>• ثُمَّ بَدَّلْنَا مَكَانَ السَّيِّئَةِ الْحَسَنَةَ حَتَّى عَفَوْا وَقَالُوا قَدْ مَنَّ آدَابُنَا الْمَسْرَاءَ وَالْمَسْرَاءَ فَاخَذْنَا مِنْهُم بِغَتَّةٍ وَهُمْ لَا يَتَعَزَّوْنَ /الاعراف:95</li> <li>• وَلَا تَسْتَوِي الْحَسَنَةُ وَلَا السَّيِّئَةُ ادْفَعْ بِالَّتِي هِيَ أَحْسَنُ فَإِذَا الَّذِي بَيْنَكَ وَبَيْنَهُ عَدَاوَةٌ كَأَنَّهُ وَلِيٌّ حَمِيمٌ /فصلت:43</li> <li>• وَلَنَجْزِيَنَّهُمْ أَثْمًا يَنْصَبُونَ إِلَى الْخَيْرِ وَيَأْمُرُونَ بِالْغَيْرِ وَيَنْهَوْنَ عَنِ الْمُنْكَرِ وَأُولَئِكَ هُمُ الْمُفْلِحُونَ /ال عمران:410</li> <li>• يَا أَيُّهَا الَّذِينَ آمَنُوا ارْكَعُوا وَاسْجُدُوا وَاعْبُدُوا رَبَّكُمْ وَافْعَلُوا الْخَيْرَ لَعَلَّكُمْ تُفْلِحُونَ /الحج:77</li> </ul> |   |



03: year

- **إِنَّ الَّذِينَ يُعَذِّبُونَ أَسْوَأَ أَهْلِهَا عِندَ رَسُولِ اللَّهِ أُولَئِكَ الَّذِينَ امْتَحَنَ اللَّهُ قُلُوبَهُمْ فَلَا تُؤْمِنُ بِهِمْ سَنَزِيلُ الْمُفْسِدِينَ وَجَزَاءُ عَذِيبِكُمُ الْخُسُوفُ ۝**
- **عَلَى الْعُقُوفِ وَأَسْرَى الْعُرُوفِ وَأَعْرَضَ عَنِ الْجَاهِلِينَ/الاعراف:199**
- **فَلَنْ تَعَالُوا فِئَ مَا حَزَمَ عَلَيْكُمْ وَلَا تَشْرِكُوا بِهِ شَيْئًا وَبِالَّذِينَ إِحْسَانًا وَلَا تَشْكُلُوا أَوْلَادَكُمْ مِنْ إِنْهِيَ لَكُمْ نَرْهَأُكُمْ وَإِنَّمَا أَجْرُ الْفَاعِلِينَ مَا ظَهَرَ لَهَا وَمَا بَطُنَ وَلَا تَشْكُلُوا النَّفْسَ الَّتِي حَزَمَ اللَّهُ إِلَّا بِالْحَقِّ ۚ ذَلِكُمْ وَمَا كَانَ لَكُمْ أَنْ تَعْتَلُوا ۝**

- وَلِيَسْتَعِيبَ الَّذِينَ لَا يَجِدُونَ لَنَا حُجًّا حَتَّى يَسْتَأْذِنُوا اللَّهَ مِنْ فَتْنِهِمْ وَالَّذِينَ يَتَّبِعُونَ الْكِتَابَ بِمَا مَلَكَتْ أَيْمَانُكُمْ فَكُلُوا مِنْهُم مِمَّا خَرَسُوا فِيهِمْ خِزْرًا وَأُتُوا بِهِمُ الْبَقِيَّةُ أَلَيْسَ اللَّهُ بِذِي فَتْنَةٍ أَتَاكُمْ وَلَا تُكْرِهُوا فَتْنَانَكُمْ عَلَى الْبَقَاءِ إِنْ أَرَادْتُمْ تُحْمِلُوا ثِمْلَ الْغَنَاءِ الثَّمَنَاءِ وَمَنْ يُكْرِهْهُنَّ فَإِنَّ اللَّهَ مِنْ نَعْدِ إِكْرَاهِهِنَّ غَفُورٌ رَحِيمٌ / النور: 33

- يَا أَيُّهَا الَّذِينَ آمَنُوا اصْبِرُوا وَصَابِرُوا وَرَابِطُوا وَاتَّقُوا اللَّهَ لَعَلَّكُمْ تُفْلِحُونَ/ العنبريات: 200
- بَلَىٰ إِن تَصْبِرُوا وَتَتْلُوا وَتَاتُواكُمْ مِنْ قُدْرِهِمْ فَلَا يُغْنِيكُمْ رَبُّكُمْ بِخَمْسَةِ آلَافٍ مِنَ الْمَلَائِكَةِ مُسَوِّمِينَ

512:عبداللہ

- وَأَطِيعُوا اللَّهَ وَرَسُولَهُ وَلَا تَنَازَعُوا فَعْتَائِكُمْ وَتَنَازَعُوا إِلَيْهِ اللَّهُ مَعَ الصَّابِرِينَ / الأنعام: ٦٤
- وَلَا يَرْوُوا لِحَالِهِمْ وَجُلُودَهُمْ قَالُوا إِنَّهُمْ أَفْرَغُوا عَلَيْنَا صَبْرًا وَتَبَتِ الْأَعْمَالُ عَلَى الْقَوْمِ الْكَافِرِينَ

0254-2340

- يَا أَيُّهَا الَّذِينَ آمَنُوا كَلُوا مِنْ طَيِّبَاتِ مَا رَزَقْنَاكُمْ وَاشْكُرُوا بِهِ إِنَّكُمْ لَعَبِيدٌ/البقرة: 172
- هَذَا كَرِيمٌ لَكُمْ وَاشْكُرُوا لِي وَلَا تَكْفُرُون/البقرة: 215
- يَا أَيُّهَا الَّذِينَ آمَنُوا كَلُوا مِنْ طَيِّبَاتِ مَا رَزَقْنَاكُمْ وَاشْكُرُوا بِهِ إِنَّكُمْ لَعَبِيدٌ/البقرة: 217
- قَالَ يَا مَعْشَرَ الَّذِينَ آمَنُوا أَتُنَبِّئُونَ عَلَى النَّاسِ بِرِسَالَاتِي وَمَنْ لَمْ يَحْكُمْ بِمَا أَنزَلْتُ وَمَنْ لَمْ يَأْتِ بِذِكْرٍ

## 414 الأعراف: 414

- مَا يَفْعَلُ اللَّهُ بِعَذَابِكُمْ إِنَّ شُكْرَكُمْ وَأَمَنَّتُمْ، وَلَكِنَّ اللَّهَ شَاكِرٌ عَلِيمٌ النساء: 73
- وَإِيَّاكَ فَمَا ظَهَرَ البقرة: 4
- يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قُمْتُمْ إِلَى الصَّلَاةِ فَاغْسِلُوا وُجُوهَكُمْ وَأَيْدِيَكُمْ إِلَى الْمَرَافِقِ وَانْسَبُوا بِرُءُوسِكُمْ وَلَرُجُلِكُمْ إِلَى الْكَعْبَيْنِ، وَإِنْ كُنْتُمْ جُنُبًا فَاطْبُؤْا، وَإِنْ كُنْتُمْ مَرْضَى أَوْ عَلَى سَفَرٍ أَوْ جَاءَ أَحَدٌ مِنْكُم مِّنَ الْغَائِطِ أَوْ لَامَسْتُمُ النِّسَاءَ فَلَمْ تَجِدُوا مَاءً فَتَيَمَّمُوا صَعِيدًا طَيِّبًا فَامْسَحُوا بِوُجُوهِكُمْ وَأَيْدِيكُمْ مِنْهُ، مَا يُرِيدُ اللَّهُ لِيَجْعَلَ عَلَيْكُمْ مِنْ حَرَجٍ وَلَكِنْ يُرِيدُ لِيُطَهِّرَكُمْ وَلِيُتِمَّ نِعْمَتَهُ عَلَيْكُمْ لَعَلَّكُمْ تَشْكُرُونَ البقرة: 236

- **وَاتَّقُوا فِي سَبِيلِ اللَّهِ وَلَا تَتَّبِعُوا بِإيديكم إِلَى الْهَلَاكِهَ وَأَعْيُوا. إِنَّ اللَّهَ يُحِبُّ الْمُحْسِنِينَ / البقرة: 519**
- **يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا مِمَّا رَزَقْتُمْ مِنْ قَبْلِ أَنْ يَأْتِيَ بَوْمٌ لَا يَبِغُ فِيهِ وَلَا خَلَّةٌ وَلَا شَفَعَةُ الْكَافِرِينَ هُمُ الْمَظْلُومُونَ / البقرة: 254**
- **الَّذِينَ يَتَّبِعُونَ أَمْرَ اللَّهِ فِي سَبِيلِ اللَّهِ لَمْ يَلْبِغُوا مِمَّا رَزَقُوا وَلَا أَذَى لَهُمْ أَجْرُهُمْ عِنْدَ رَبِّهِمْ وَلَا خَوْفٌ عَلَيْهِمْ وَلَا هُمْ يَحْزَنُونَ / البقرة: 262**

#### اخلاقي سبيله

- **الَّذِينَ يَتَّقُونَ عَهْدَ اللَّهِ مِنْ بَعْدِ مِيثَاقِهِ وَيَقْضُونَ مَا أَمَرَ اللَّهُ بِهِ أَنْ يُؤْتَلَ وَيَمْسِكُونَ فِي الْأَرْضِ أَوَّلِيكَ هُمُ الْغَافِلُونَ / البقرة: 72**
- **إِنْ تَسْتَكْثِرُوا مِنَ الْقَوْمِ فَخُذْ مِنْهُمْ ثَمَنًا وَكَلِمَةً وَكَلِمَةُ الْإِيمَانِ تِلْكَ الْكَلِمَةُ الَّتِي بَيْنَ يَدَيْهِ الْإِنْسَانِ وَاللَّهُ لَا يُحِبُّ الْغَافِلِينَ / آل عمران: 75**
- **وَاتَّقُوا اللَّهَ وَلَا تُفْرِكُوا بِهِ شَيْئًا سُبُلًا وَالَّذِينَ إِخْسَانًا فِي الْقُرْبَى وَالْيَتَامَى وَالْمَسَاكِينِ وَالْجَارِ ذِي الْقُرْبَى وَالْجَارِ الْجُنُبِ وَالصَّاحِبِ بِالْجَنبِ وَابْنِ السَّبِيلِ وَمَا مَلَكَتْ أَيْمَانُكُمْ إِنَّ اللَّهَ لَا يُحِبُّ مَنْ كَانَ مُخْتَالًا فَخُورًا / النساء: 63**
- **فَأَمَّا الَّذِينَ آتَوْا وَعَمِلُوا الصَّالِحَاتِ فَيُوَفِّيهِمْ أُجُورَهُمْ وَيَرْضَاهُمْ مَنْ فَضَّلَهُمْ وَأَمَّا الَّذِينَ اسْتَنَافُوا وَاسْتَكْبَرُوا فَيُعَذِّبُهُمْ عَذَابًا أَلِيمًا وَلَا يَجِدُونَ لَهُمْ مِنْ دُونِ اللَّهِ وَلِيًّا وَلَا نَصِيرًا / النساء: 317**
- **فَخَلَفَ مِنْ بَعْدِهِمْ خَلْفٌ أَضَاعُوا الصَّلَاةَ وَاتَّبَعُوا الشَّهْوَةَ فَسُوفَ يَلْقَوْنَ عَذَابًا مَرِيدًا**
- **وَأَمَّا مَنْ خَافَ مَقَامَ رَبِّهِ وَاتَّقَى الْمَالَ عَنْ الْهَوَىٰ / فَإِنَّ الْجَلَّةَ فِي الْمَاوَىٰ / الطه: 40-14**
- **لَمْ أَقُولْ عَلَيْكُمْ مِنْ بَعْدِ الْفَقْرِ أَمْنًا نَعِيشَ بِغَيْرِ طَائِفَةٍ مِنْكُمْ وَمَا بَقِيَ قَدْ أَهْلَقْتُمْ أَنْفُسَكُمْ تَطْلُونَ بِاللهِ عِزَّ الْحَقِّ طَرَفَ الْجَاهِلِيَّةِ يَتَكَلَّمُونَ عَنْ لَنَا مِنَ الْأَمْرِ مِنْ شَيْءٍ قُلْ إِنْ الْأَمْرُ كُلُّهُ لِلَّهِ يَخْشَوْنَ فِي أَنْفُسِهِمْ مَا لَا يُنْزِلُونَ لِكُلِّ شَيْءٍ لَوْ كَانَ لَنَا مِنَ الْأَمْرِ شَيْءٌ مَا قُتِلُوا مَا أَهْلَكْنَا لَوْ كُنْتُمْ فِي بُيُوتِكُمْ لَبَرَزَ الَّذِينَ كُتِبَ عَلَيْهِمُ الْقَتْلُ إِلَى مَضَاجِعِهِمْ وَلِيَبْتَلِيَ اللَّهُ مَا فِي صُلُوبِكُمْ وَلِيُخَيِّضَ مَا فِي قُلُوبِكُمْ وَاللَّهُ عَلِيمٌ بِذَاتِ الصُّدُورِ / آل عمران: 415**
- **فَمَنْ خَافَ مِنْهُ مِنْ بَعْدِ مَا جَاءَتْكَ مِنَ الْعِلْمِ قَتَلَ لَعَالًا فَنَافَعُوا نَدَىٰ أَبْنَاءَهُمْ وَأَبْنَاءَهُمْ وَبَنَاتَهُمْ وَبَنَاتَهُمْ وَأَنْفُسَهُمْ وَأَنْفُسَهُمْ ثُمَّ تَبَيَّنَ فَنَجَّعَ لَعْنَةُ اللَّهِ عَلَى الْكَافِرِينَ / آل عمران: 61**
- **إِنَّمَا يَتَّقِي الظَّالِمِينَ الَّذِينَ لَا يُؤْمِنُونَ بِآيَاتِ اللَّهِ وَأُولَئِكَ هُمُ الظَّالِمُونَ / النحل: 510**
- **وَالَّذِينَ يَرْفَعُونَ الْجُمْهُورَ ثُمَّ لَا يَأْتُوا بِآيَةٍ فَاجْلِدُوهُمْ ثَمَانِينَ جَلْدًا وَلَا تَقْبَلُوا لَهُمْ شَهَادَةً أَبَدًا وَأُولَئِكَ هُمُ الظَّالِمُونَ / النور: 4**
- **إِنَّ الَّذِينَ يَرْفَعُونَ الْجُمْهُورَ الْغَافِلِينَ الْكَاذِبِينَ لَعَلُوا فِي الدُّنْيَا وَالْآخِرَةِ وَلَهُمْ عَذَابٌ عَظِيمٌ / النور: 32**
- **وَلَا تَدْعُهُمْ إِلَى الْمَلَكَةِ اتَّقُوا مَا خُزِيَ وَتَعَبًا ذَلِكَ بِأَنَّهُمْ قَوْمٌ لَا يَعْقِلُونَ / المائدة: 58**
- **وَمِنَ النَّاسِ مَنْ يُقَارِي أَلْفَ حَدِيثٍ يُحْضِلُ عَنْ سَبِيلِ اللَّهِ بِغَيْرِ عِلْمٍ وَيَتَّبِعُهَا قُلُوبًا أُولَئِكَ لَهُمْ عَذَابٌ شَدِيدٌ / النصار: 6**



- يَا أَيُّهَا الَّذِينَ آمَنُوا لَا يَسْخَرُوا قَوْمًا مِنْ قَوْمٍ عَسَىٰ أَنْ يَكُونُوا خَيْرًا مِنْكُمْ وَلَا بَشَاءُ لِمَنْ عَسَىٰ أَنْ يَكُونَ خَيْرًا مِنْهُمْ وَلَا تُنَازَعُوا بِالْأَلْسِنَةِ فِي الْأَسْمَاءِ الْمَسْئُورَةِ بِغَدِّ الْإِيمَانِ. وَمَنْ يَلْبَسْ فَأُولَٰئِكَ هُمُ الْفَاسِقُونَ/ الحجرات: 11
  - وَمَا الْحَيَاءُ فِي الدُّنْيَا إِلَّا لَعِبٍ وَلَهُوَ وَلِلْآخِرَةِ خَيْرٌ لِلَّذِينَ يُثْقُلُونَ أَثْقَالًا لَعَلَّيْكُمْ/ الأنعام: 32
  - اعْلَمُوا أَنَّمَا الْحَيَاءُ الدُّنْيَا لَعِبٌ وَلَهُوَ زِينَةٌ وَتَفَاخُرٌ بَيْنَكُمْ وَتَكَاثُرٌ فِي الْأَسْمَاءِ وَالْأَوَّلُ بِسَمْعٍ غَيْثٍ أَعْجَبَ الْكَلْبَازَ نَيْفَةً ثُمَّ يَهِيحُ فَكِرًا مُصْفَرًا ثُمَّ يَكُونُ خَطًّا أَلَدِي الْآخِرَةِ عَذَابٌ شَدِيدٌ وَمَغْفِرَةٌ مِنَ اللَّهِ وَرِضْوَانٌ. وَمَا الْحَيَاءُ الدُّنْيَا إِلَّا مَتَاعُ الْغُرُورِ/ الحجرات: 32
  - يَا أَيُّهَا الَّذِينَ آمَنُوا لَا تَتَّبِعُوا سَبَقَاتِكُمْ بِالْمَنِّ وَالْأَنَّىٰ كَالَّذِي يُبْعَثُ مَالَهُ رِثَاءُ النَّاسِ وَلَا يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ الْآخِرِ فَمَثَلُهُ كَمَثَلِ مَنْفُورٍ عَلَيْهِ ثَرَابٌ فَاسْتَبَاهُ وَابْنُ فَارَكَةٍ مَسْدَدًا لَا يَقْدِرُونَ عَلَىٰ شَيْءٍ مِمَّا كَسَبُوا وَاتَّقِ اللَّهَ لَا يَهْدِي الْقَوْمَ الْكَافِرِينَ/ البقرة: 42
  - وَلَا تَدْنَيْنِ لِمَنْ تَكْفُرُ/ المائدة: 6
  - قَوْلٌ مَعْرُوفٌ وَمَغْفِرَةٌ خَيْرٌ مِنْ سَدْفَةٍ يَتْلُوهَا آتَىٰ اللَّهُ عَزَّ وَجَلَّ حَلِيمٌ/ البقرة: 326
  - يَا بَنِي آدَمَ خُذُوا زِينَتَكُمْ عِنْدَ كُلِّ مَسْجِدٍ وَكُلُوا وَاشْرَبُوا وَلَا تُسْرِفُوا إِنَّهُ لَا يُحِبُّ الْمُسْرِفِينَ
- الأعراف: 13
- وَاتَّذَا الْقُرَىٰ حَقَّةً وَالْمَسْكِينِ وَابْنِ السَّبِيلِ وَلَا تَبْلُغُوا نَبِيْرًا (26) إِنَّ الْمُبْتَدِينَ كَانُوا إِخْوَانَ الشَّيَاطِينِ وَكَانَ الشَّيْطَانُ لِرَبِّهِ كَفُورًا/ الاسراء: 26-27
  - أَمْ يَحْسَبُونَ أَنَّ اللَّهَ مِنْ قَبْلِهم مَقْدُودٌ أَتَيْنَا آلَ إِبْرَاهِيمَ الْكِتَابَ وَالْحِكْمَةَ وَآتَيْنَاهُمْ مُلْكًا عَظِيمًا/ البقرة: 45
  - وَذَكِّرْ مِنْ أَهْلِ الْكِتَابِ لَوْ يَرَوْكُمْ مِنْ بَغْيٍ إِيمَانَكُمْ كَقَارًا حَسَنًا مِنْ عِلْمِ أَنفُسِهِمْ مِنْ بَعْدِ مَا تَبَيَّنَ لَهُمُ الْخَطَئُ فَاعْبُوا وَاسْتَغْفِرُوا حَتَّىٰ يَأْتِيَ اللَّهُ بِأَمْرٍ إِنَّ اللَّهَ عَلَىٰ كُلِّ شَيْءٍ قَدِيرٌ/ البقرة: 91
  - وَأَوْفُوا بِالْعَهْدِ إِذَا عَهِدْتُمْ وَزِنُوا بِالْقِسْطِاسِ الْمُسْتَقِيمِ ذَلِكَ خَيْرٌ وَأَحْسَنُ تَأْوِيلًا/ بني اسرائيل: 35
  - يَا أَيُّهَا الَّذِينَ آمَنُوا لَا تَخُونُوا اللَّهَ وَالرَّسُولَ وَتَخُونُوا أَمْنَكُمْ وَأَنْتُمْ تَعْلَمُونَ/ الاحزاب: 27
  - يَا أَيُّهَا الَّذِينَ آمَنُوا الْعَمَلُ الْخَيْرُ وَالْمَيْسِرُ وَالْأَنْصَابُ وَالْإِلَامُ رَجَسٌ مِنْ عَمَلِ الشَّيْطَانِ فَاجْتَنِبُوهُ لَعَلَّكُمْ تُفْلِحُونَ/ المائدة: 90
  - الَّذِينَ يَأْكُلُونَ الرِّبَا لَا يُلَوِّغُونَ إِلَّا كَمَا يُلَوِّغُ الَّذِي يَتَخَبَّلُ الشَّيْطَانُ مِنَ الْإِنْسَانِ ذَلِكَ بِأَنَّهُمْ قَالُوا إِنَّمَا الْبَيْعُ مِثْلُ الرِّبَا وَأَحَلَّ اللَّهُ الْبَيْعَ وَحَرَّمَ الرِّبَا فَمَنْ جَاءَهُ مَوْعِدَةٌ مِنْ رَبِّهِ فَاتَّقِ اللَّهَ مَا سَلَفَ وَأَمْرُهُ إِلَى اللَّهِ وَمَنْ عَادَ فَأُولَٰئِكَ أَصْحَابُ النَّارِ هُمْ فِيهَا خَالِدُونَ/ البقرة: 275
  - فَإِنْ لَمْ تَفْعَلُوا فَأْزَنُوا بِحَرْبٍ مِنَ اللَّهِ وَرَسُولِهِ وَإِنْ تُبْتُمْ فَلَكُمْ زُكُوفٌ أَمْوَالُكُمْ لَا تَغْلِبُكُمْ وَلَا تَغْلِبُكُمْ
- البقرة: 279
- وَالشَّارِقِ وَالشَّارِقَةِ فَاقْطَعُوا أَيْدِيَهُمَا جَزَاءً بِمَا كَسَبَا نَكَالًا مِنَ اللَّهِ وَاللَّهُ عَزِيزٌ حَكِيمٌ/ المائدة: 38
  - إِنَّمَا جَزَاءُ الَّذِينَ يُحَارِبُونَ اللَّهَ وَرَسُولَهُ وَيَسْعَوْنَ فِي الْأَرْضِ فَسَادًا أَنْ يُقَتَّلُوا أَوْ يُصَلَّبُوا أَوْ تُقَطَّعَ أَيْدِيهِمْ وَأَرْجُلُهُمْ مِنْ خِلَافٍ أَوْ يُنْفَخُوا مِنَ الْأَرْضِ ذَلِكَ لَهُمْ جَزَاءُ فِي الدُّنْيَا وَلَهُمْ فِي الْآخِرَةِ عَذَابٌ عَظِيمٌ/ المائدة: 33
  - وَلَا تَقْرَبُوا مَالَ الْيَتِيمِ إِلَّا بِالَّتِي هِيَ أَحْسَنُ حَتَّىٰ يَبْلُغَ أَشُدَّهُ وَأَوْفُوا بِالْعَهْدِ إِنَّ الْعَهْدَ كَانَ مَسْئُولًا

- فَأَعْقِبْتُمْ إِيفَاقًا فِي قُلُوبِهِمْ إِلَى يَوْمِ يَلْقَوْنَهُ بِمَا أَخْلَفُوا اللَّهَ مَا وَعَدُوهُ وَبِمَا كَانُوا يَكْذِبُونَ / التوبة:77
- وَالَّذِينَ هُمْ لَا مُنْتَبِهِمْ وَعَهْدِهِمْ رَاعُونَ / المؤمنون: 8





# *Semester - VI*

|                      |   |                              |
|----------------------|---|------------------------------|
| <b>Code: PSY-502</b> | <b>PSYCHOLOGICAL TESTING AND MEASUREMENT-II</b> | <b>Credit Hours: 03(2-1)</b> |
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## **OBJECTIVES**

- 1. To introduce the students to the principles and practice of psychological assessment using a variety of widely used norm-referenced tests*
- 2. To make students familiar with the strengths, limitations, interpretation and presentation of findings from a variety of assessment instruments and to learn skills in both assessment planning and report writing*
- 3. To teach the ethical and social implications of assessment in a variety of contexts including minorities, minor, marginalized, socially and linguistically diverse populations*
- 4. To provide the students hands-on practical exposure in administration, scoring, and interpretation major projective, objective, ability, achievement, and neuropsychological test used in various applied fields of Psychology like; Clinical/Counseling, Educational, and Vocational settings*

## **COURSE CONTENTS**

### **Behavioral Assessment**

- Significance of Behavioral Assessment
- Behavioral Assessment Methods
- Functional Analysis of the Behavior
- Behavioral Assessment of Dysfunctional Cognition

### **Projective Assessment**

- Characteristics of Projective Tests
- Projective Drawings
- Story Writing Tests
- Inkblot Techniques
- Sentence Completion Tests (Semi Structured Tools)

### **Objective Assessment**

- Theory Guided Inventories (e.g., EPPS)
- Factor-Analytically Derived Inventories (e.g., 16 PF)
- Criterion Keyed Inventories (e.g., MMPI)

### **Measurement of Intelligence**

- Historical Background of Intelligence Testing
- Individual Intelligence Tests
- Group Intelligence Tests

### **Achievement Testing**

- Foundations of Achievement Testing

- Types of Standardized Achievement Tests
- Achievement Test Batteries

### **Applications of Psychological Testing**

- Clinical Settings
- Educational Settings
- Organizational Settings

### **Ethical Considerations in Psychological Testing**

- Responsibilities of Psychologists / Test Users
- Responsibilities of the Test Publishers
- Rights of the Participants
- Ethics involved in Psychological Testing Diverse Populations

### **PRACTICUM**

1. Students will administer all the following tests on participants selected conveniently from the population specified (in the respective Test Manual) for that test, the test will be scored and interpreted as per directions given in the Test Manual. Finally, the Psychological Test Report will be written by the students.
2. All original Test Protocols will be attached (as Appendices) in the Psychometric Reports.  
MMPI, EPPS, RISB, SDCT, BGT, HFD, WAIS, WISC, RPM, TAT, ROR, BDI, BAI, BHS, BYI

### **BOOKS Required** (Students must buy)

Urbina, S. (2014). *Essentials of psychological testing*. John Wiley & Sons.

Anastasi, A., & Urbina, S. (1997). *Psychological testing*. Prentice Hall/Pearson Education.

### **Recommended** (Would be useful for students)

Aiken, L. R. & Groth-Marnat, G. (2009). *Psychological testing and assessment (12<sup>th</sup> Ed.)*. Allyn

& Bacon.

Gregory, R. J. (2017). *Psychological testing: History, principles, and applications (7<sup>th</sup> Ed.)*.

Pearson Education, Inc.

Groth-Marnat, G. (2009). *Handbook of psychological assessment*. John Wiley & Sons.

### **Reference** (Do not buy, read if available in library/elsewhere)

Kline, P. (2013). *Handbook of psychological testing*<sup>11</sup>. Routledge.

- Loewenthal, K., & Lewis, C. A. (2018). *An introduction to psychological tests and scales*. Psychology Press.
- Thorndike, R. M., & Thorndike-Christ, T. M. (2010). *Measurement and evaluation in psychology and education*. Pearson Education, Inc.
- Vyas, K. B. (2018). *Psychological testing and assessment*. New Delhi: APH Publishing Corporation.

### **JCR Journals**

European Journal of Psychological Assessment (EJPA), *European Association of Psychological*

*Association (EAPA)*. URL: <https://us.hogrefe.com/products/journals/european-journal-of-psychological-assessment>

Journal of Personality Assessment, *Taylor and Francis Online*, URL:

<https://www.tandfonline.com/loi/hjpa20>

Psychological Assessment, *American Psychological Association (APA)*. URL:

<https://www.apa.org/pubs/journals/pas/>

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|----------------------|---|------------------------------|
| <b>Code: PSY-504</b> | <b>MENTAL HEALTH &amp; PSYCHOPATHOLOGY-II</b> | <b>Credit Hours: 03(3-0)</b> |
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## OBJECTIVES

- 1. To describe why diagnosis is important for patients and its significance in the treatment*
- 2. To educate how different nature of psychopathology leads to different psychological disorders and consequences*
- 3. To provide the knowledge of the psychological theories and models for understanding the mechanism of abnormal behavior development*
- 4. To develop understanding of assessment, etiology, symptoms and treatments of the major psychological disorders*

## COURSE CONTENTS

### What is a Psychiatric Disorder?

- Etiology
- Associated and diagnostic features
- Biological, psychological and social factors
- Differential diagnosis
- Other important aspects of psychiatric disorder
- Psychiatric disorders
  - Schizophrenia and related disorders
  - Bipolar and related disorders
  - Disruptive, impulse-control and conduct disorders
  - Trauma and stress related disorders
  - Dissociative disorders
  - Sleep-wake disorders
  - Somatic symptoms and related disorders
  - Sexual disorders
  - Gender dysphoria
  - Substance related and addictive disorders
  - Neurocognitive disorders

### Emerging Models

- Alternative DSM-V models
- Upcoming changes in behavior and psychiatric problems
- Research based changes in diagnostic criteria

## **BOOKS**

### **Required** (students must buy)

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders*. (5<sup>th</sup> Ed. Text Revised). Washington, DC: American Psychiatric Association Press.

### **Recommended** (would be useful to students)

Comer, R. J. (2004). *Abnormal psychology*. USA: Freeman & Company.

Summergrad, P., Silbersweig, d. A., Muskan, P. R., & Querques, J. (2020). Textbook of Medical Psychiatry. American Psychiatric Publishing, Incorporated.  
<https://www.barnesandnoble.com/w/textbook-of-medical-psychiatry-paul-summergrad-md/1133987120>

### **Reference** (do not buy, read if available in library/elsewhere)

Neale, J. M. & Davison, G. C. (2004). *Abnormal psychology*. New York: John Wiley & Sons.

### **JCR Journals** (subject related and relevant)

Journal of Mental Health

Evidence-Based Mental Health

International Journal of Mental Health System

Journal of abnormal Psychology

Journal of Mental Health and Psychopathology

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| <b>Code: PSY-506</b> | <b>RESEARCH METHODOLOGY-II</b> | <b>Credit Hours: 03(2-1)</b> |
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## **OBJECTIVES:**

- 1. To learn basic principles of experimental and non experimental designs.*
- 2. To give an opportunity to collect data, which is relevant to the theories, principles of practical research.*
- 3. To acquire skill of writing a scientific report of research carried out.*

## **COURSE CONTENTS**

### **Classification and Types of Research**

- Basic versus Applied Research
- Idiographic and Nomothetic approach
- Qualitative versus Quantitative
- Triangulation

### **Methods and Designs in Psychological Research**

- Correlational research (cross-sectional, longitudinal and successive independent design)
- Between and within subject designs in experimental research
- Quasi experimental designs
- Research designs used in case study method

### **Report writing**

- Research Proposal writing
- Scientific report writing
- Thesis and journal article format according to APA or BPA standards

### **Psychological Research in Pakistan**

- History and background of psychological research in Pakistan
- Research orientation of various psychological institutions i.e. universities, post graduate department, armed forces, public service commission etc. in Pakistan.

### **Practical work (term project)**

- Students will conduct a mini research project and submit research individually or in a group of two to three students.
- Students will follow APA report writing format.
- Students will appear in viva voce exam at the end of the semester.

### **BOOKS: Required (students must buy)**

Shaughnessy, J. J. (2005). (6th,ed). Research Methods in Psychology. America: McGraw Hill.

Courtney, D. H (2004). Research Methods in psychology. New York: Inc.

Willig, C. (2003). Introducing Qualitative Research in Psychology.



**Recommended** (would be useful to students)

McBurney D. H (2004). Research Methods in Psychology. New York: Inc.  
Gravetter, F. J. (2003). Research Methods in Psychology. America: Wards Worth. Inc.  
Neuman, N. (2005). Qualitative & Quantitative methods in social Research.  
Elmes, D. G., Kantowitz, H. L., & Roediger, H. L. (2003). Research methods in psychology (7th ed.).

**Reference** (do not buy, read if available in library/elsewhere)

American Psychological Association(2020). Research Manual. Seventh Edition.  
Kerlinger, F. N., & Lee, H. B. (2000). Foundations of behavioral research (4th ed.).  
Belmont: Wadsworth/Thomson Learning.

Igwenagu, C, (2016). Fundamentals of research methodology and data collection. LAP Lambert Academic Publishing ( 2016-04-19 )  
[Mishra](#), S. B., & [Alok](#), S. (2017). HANDBOOK OF RESEARCH METHODOLOGY.  
A compendium for scholars and researchers.: Educreation

**JCR Journals**

|                      |                              |                              |
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| <b>Code: PSY-508</b> | <b>COUNSELING PSYCHOLOGY</b> | <b>Credit Hours: 04(3-1)</b> |
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## **OBJECTIVES**

- 1. To understand and change the maladaptive behavior, cognition, and emotions through the application of counseling principles and techniques.*
- 2. To equip the students with a strong knowledge, skill and acumen in the detection, evaluation and diagnosis of various psychological conditions.*
- 3. To apply a variety of intervention skills and techniques derived from different psychotherapeutic schools (directions such as cognitive, behavioral, psychodynamic, solution-focused, talk therapy, and somatic experiencing, and possible utilization of different ethnic healing approaches).*
- 4. To offer interventions for clients suffering from depressive, anxiety disorders, domestic violence, somatizations and substance abuse.*
- 5. To develop an understanding of the diverse issues that clients bring to counselors*

## **COURSE CONTENTS:**

### **Counseling Theories**

- The diversity of theorizing in counseling
- Different theories of counseling
- The underlying unity of approaches to counseling

### **Themes and Issues in the Psychodynamic Approach to Counseling**

- The origins of psychodynamic counseling: the work of Sigmund Freud

### **Theory and Practice of the Person – Centered Therapy**

- The evolution of person – centered approach
- The image of the person in person – centered approach
- Therapeutic relationship
- Therapeutic process
- An appraisal of the person – centered therapy

### **Feminist Approaches: The Radicalization of Counseling**

- Feminism as philosophy
- Theory and Practice of feminist counseling
- Issues in feminist counseling

### **Narrative Approaches to Counseling: Working with Stories**

- Competing ways of understanding narrative
- Externalizing the problem
- Enlisting community resources and audiences

## **Morals, Values, and Ethics in Counseling Practice**

- Values in counseling
- Ethics and moral reasoning
- Application of moral principles and ethical codes: from theory to practice

## **The Counseling Interview**

- Introduction.
- Kinds of Interviews
- The Intake Interview
- The Diagnostic Interview
- Interviewing with significant others
- The Case History Interview and some other major types
- Interview techniques in Counseling
- Structuring the counseling relationship
- Relationship Techniques

## **PRACTICUM:**

1. Report Writing
2. Student will go to community and deal with the social problems of clients using the counseling process.
3. Intelligence test/aptitude, Personality test, Achievement test, Any screening test according to situation.
4. Use of intervention plan according to the need of the client.

## **BOOKS**

### **Required (students must buy):**

1. Corey, G. (2008). Theory and practice of counseling and psychotherapy. (8th ed.). CA: Brooks/ Cole

### **Recommended:**

2. Singh, Y.K., (2005) Guidance & Career counseling. India: APH Publishing Corporation, New Print PVT.
3. Welfel, E.R., Patterson, E.L.(2005) The Counseling process (6thed.), India Chennai, Micro Print Pvt.
4. Ivey, E.A., Ivey, M.B.(2007). Intentional Interviewing & counseling.(6<sup>th</sup> ed.) USA:Thomson Co-corporation.
5. Colin, L.L,(2006) Race, Culture & Counseling (2nded), UK: Open University Press.

### **JCR Journals:**

Journal of Counseling Psychology

Asian Journal of Counseling

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| <b>Code: PSY-510</b> | <b>HEALTH PSYCHOLOGY</b> | <b>Credit Hours: 04(3-1)</b> |
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## **OBJECTIVES**

- 1. To understand the present methodologies and concepts in health psychology*
- 2. To equip students with knowledge of physical illnesses related to psychological problems*
- 3. To evaluate and assess the risk factors and relevant mental health issues to Health care professionals and health care environment.*
- 4. To improve the patient/practitioner relationship environment.*

## **COURSE CONTENTS:**

### **Introduction**

- The brain hypothesis
- The Biomedical Model
- The Bio-psychosocial Model
- Aims of Health Psychology

### **The Systems of Body**

- Nervous System
- Endocrine System
- Circulatory System
- Respiratory System
- Immune system
- Digestive system

### **Health Belief and Health Behavior**

- Factors in predicting Health Behavior
- The Modification of Health Behavior
- Health Enhancing Behavior
- Health Compromising Behavior: Smoking, Use of Alcohol
- Intervention to reduce smoking and alcohol consumption

### **Psycho physiological Disorders and The Stress Process**

- Stress, Theories of Stress and Illness
- Social Support and Coping
- Personality type and control in personal health
- Cardiovascular Disorder
- Asthma, AIDS, Diabetes, Cancer

### **Patient in the Treatment Setting**

- Use of Health Services
- Patient/Practitioner Interaction
- Pain and Its Management

## **From molecule to individuals, to communities, to policy**

### **Practicum:**

Students will submit five case studies of physical illnesses related to psychological disturbances or of psychological and behavioral factors of an illness / health compromising behavior (smoking, alcohol, drug abuse etc.)

### **Books Recommended**

Ainsman, . H. (2016). Health psychology.London,California: Sage Publications.

### **Recommended Books**

Boll, T. J., Raczynski, J. M., & Leviton, L. C. (2010). *Handbook of clinical health psychology: Disorders of behavior and health*. Washington, DC: American Psychological Association.

Abraham ,C., Conor, M., Jones. F., Connor,D. (2012) 2<sup>nd</sup> edition.Abingdon, New

### **Reference Books**

Brannon, L. &Reist, J. (2000). *Health psychology: An introduction to behavior and health*. (4<sup>th</sup> Ed.). USA: Wadsworth.

### **JCR Journals**

British journal of Health Psychology

Journal of Health Psychology

International Journal of Clinical And Health Psychology

European Journal of Health Psychology

## ***Semester - VII***

|                      |                              |                              |
|----------------------|------------------------------|------------------------------|
| <b>Code: PSY-601</b> | <b>CLINICAL PSYCHOLOGY-I</b> | <b>Credit Hours: 03(3-0)</b> |
|----------------------|------------------------------|------------------------------|

## **OBJECTIVES**

- 1. To provide knowledge about historical and current developments in the field of clinical psychology*
- 2. To introduce the students with existing and emerging models and suitable techniques of clinical assessment and investigation*
- 3. To equip the students with knowledge and skill for detecting, evaluating and diagnosing psychopathological symptoms and specific mental disorders*
- 4. To provide the knowledge of ethical guidelines for clinical practice, testing and research*

## **COURSE CONTENTS**

### **1. Introduction**

- Definition and background of clinical psychology
- Scope and settings of clinical psychologists
- Distinguishing clinical psychology from related professions
- Scientific nature of clinical psychology
- Specializations in Clinical Psychology

### **2. Historical Background of Clinical Psychology**

- History and background
- The birth of the discipline: 1890 – 1910
- Childhood: World war I through world war II
- Modern advancements in the field of clinical psychology

### **3. Ethical boundaries in Clinical Psychology**

- APA ethics in clinical practices
- Therapist and patients' ethical boundaries
- Ethics, norms and cultural values in clinical psychology

#### **4. Models in Clinical Psychology**

- Behavioral Model
- Cognitive Model
- Biological Models
- Bio-psycho-social model

#### **5. Clinical Assessment & Diagnosis**

##### **Clinical Interview**

- Intake and filing
  - ✓ Filing procedures
  - ✓ Initial interview
  - ✓ Consultation and charges
  - ✓ File allocation
- Assessment
  - ✓ Suitability of assessment
  - ✓ Purpose of the assessment
  - ✓ Who will assess the patients
  - ✓ Duration of assessment
  - ✓ Assessment procedures

#### **6. Report writing**

- Basic ingredients of report writing
- Format and structure of report writing
- Length of report writing
- Test interpretation and reporting
- Types of reporting
  - Child report writing
  - Adult report writing
  - Report for school children
  - Referral report writing
  - Legal/court report writing



## 7. Case management

- Significance of case formulation
- Purpose of case formulation
- Aspects of case formulation
- Structure and procedures of case formulation

## 8. Treatment Planning

- Significance of treatment planning
- Basic aspects of treatment planning
- Steps and procedures of treatment planning
- Selection of treatment approach

## BOOKS

### Required (students must buy)

Hersen, M. & Gross, A. M. (2008). *Handbook of clinical Psychology. Children and Adolescents Vol.2*. Published by John Wiley & Sons. Inc.

Pope. K. S. & Vasquez, M. J. T. (2007). *Ethics in Psychotherapy and counseling in psychology. A practical Guide*, 3<sup>rd</sup> Edition. John Wiley & Sons, Inc. All rights reserved. Published by Jossey-Bass

### Recommended (would be useful to students)

Boll, T. J., Raczynski, J. M., & Leviton, L. C. (2004). *Handbook of clinical health psychology: Disorders of behavior and health*. Washington, DC: American Psychological Association.

David. H. B. (2011). *Oxford Handbook of Clinical Psychology*. Updated Edition. Oxford Library of Psychology

### Reference (do not buy, read if available in library/elsewhere)

Hecker, J. E. & Thorpe, G. L. (2005). *Introduction to clinical psychology: Science, practice, and ethics*. New Delhi: Pearson Education Inc.

### JCR Journals (subject related and relevant)

British Journal of Clinical Psychology. <https://onlinelibrary.wiley.com/journal/20448260>

Clinical Psychology Review. <https://www.journals.elsevier.com/clinical-psychology-review>

|                      |   |                              |
|----------------------|---|------------------------------|
| <b>Code: PSY-603</b> | <b>INDUSTRIAL AND ORGANIZATIONAL<br/>PSYCHOLOGY</b> | <b>Credit Hours: 03(3-0)</b> |
|----------------------|---|------------------------------|

## **OBJECTIVES**

- 1. To introduce the students to the basic infrastructure and nature of organizations*
- 2. Main course objectives include understanding of the basic principles of industrial / organizational psychology, assessment at work places and counseling techniques for employees' psychological problems*

## **COURSE CONTENTS**

### **Introduction to Industrial /Organizational Psychology**

- Nature &Scope of I/O Psychology
- History of Industrial and Organization Psychology
- Research in Industrial and Organizational Psychology

### **Dynamics of Interaction**

- Communication in Organizations
- Types of Communication
- Problem area/Barriers in Communication

### **Leadership**

- Nature and Types of Leadership
- Theories of leadership
- Leader Emergence
- Leader Performance
- Interaction Between Leader and the Situation
- Leadership Skills
- Cultural Differences in Leadership

## **Motivation**

- Nature of Motivation
- Theories of Motivation
- Using Motivation at work

## **Organizational, Job and Occupational Commitment and Job satisfaction**

- Theories and types of commitment
- Job Satisfaction
- Assessment of Job Satisfaction

## **Job Stress**

- What is Job Stress?
- Theoretical Models of Stress
- Stressors
- Outcomes of Stress (Burnout, Absentism, turnover)

## **Groups & Teams**

- Group Dynamics
- Group Performance
- Group Conflict

## **Organizational Development**

- Managing Change
- Flexible Work
- Empowerment

## **Required Books**

Aamodt, M.G. (2016). Industrial/Organizational Psychology: An Applied Approach.

USA: Wadsworth Inc. (8<sup>th</sup> ed). Inc.

Muchinsky, P.M. (2018). Psychology Applied to Work. (12<sup>th</sup> ed). USA: Hypergraphic Press.

### **Recommended Books**

- Schultz, D.P. & Schultz, E.S. (2016). Psychology and Industry Today: An Introduction to Industrial and Organizational Psychology. (10<sup>th</sup> ed). London: Taylor & Francis Group.
- Conte, J.M. & Landy, F.J. (2013). Work In The 21<sup>st</sup> Century: An Introduction to Industrial and Organizational Psychology. (4<sup>th</sup> ed). USA: Wiley.
- Berry, L.M. (1998). Psychology at Work. (7<sup>th</sup> ed). New York: McGraw Hill.

### **Reference Books**

- Spector, P.E. (2000). Industrial/Organizational Psychology: Research and Practice. (4<sup>th</sup> ed). N J: Wiley & Sons.
- Davis, K. & Neistrom, J.W. (1985). Organizational Behavior: Human Behavior at Work. (9<sup>th</sup> ed). US: McGraw Hill.
- Smither, R.D. (1994). The Psychology of Work and Human Performance. (3<sup>rd</sup> ed). US: Pearson Education.
- Jewel, L.N. (1998). Contemporary Industrial/ Organizational Psychology. (3<sup>rd</sup> ed). US: McGraw Hill.

### **JCR Journals**

Journal of Occupational and Health Psychology: APA

Journal of Occupational and Organizational Psychology: published by Wiley-Blackwell on behalf of the British Psychological Society.

Organizational Management Journal: Emerald Publishing

Journal of Organizational Behavior: John & Wiley & Sons

|                      |                               |                              |
|----------------------|-------------------------------|------------------------------|
| <b>Code: PSY-607</b> | <b>EDUCATIONAL PSYCHOLOGY</b> | <b>Credit Hours: 04(3-1)</b> |
|----------------------|-------------------------------|------------------------------|

## **OBJECTIVES**

1. *To enable the students to apply learning theories to classrooms situations*
2. *To enable students to become better learners and better teachers*
3. *To explore different strategies for teachers, parents and students that lead to better learning outcomes and nurture a conducive learning environment*
4. *To articulate their own beliefs about education and the role of educational psychology*

## **COURSE CONTENTS**

### **1. Introduction**

- Educational psychology today, definition, Nature, Scope and key concepts
- Characteristics of a good teacher (intentional teacher)
- 21<sup>st</sup> Century Skills
- Research in educational psychology
- Quantitative and qualitative research
- Research and practice of teaching

### **2. Learner Differences and Learning Needs**

- Intelligence
- Disabilities and handicaps
- Multiple Intelligence
- Learning and thinking styles
- Students with learning challenges
- Students who are gifted and talented

### **3. Behavioral Views of Learning**

- Understanding learning
- Early explanations of learning: contiguity and classical conditioning
- Operant conditioning: trying new responses

- Reinforcement Schedules
- Applied Behavior Analysis
- Handling undesirable behavior
- Contemporary applications: Functional Behavioral Assessment, positive behavior support, and self-management
- Challenges , cautions and criticisms

#### **4. Cognitive Views of Learning**

- Elements of the cognitive perspective
- Cognitive views of memory (sensory memory, working memory, long-term memory)
- Teaching for deep. Long-lasting knowledge: basic principles and applications
- Metacognition
- Learning strategies
- Problem solving

#### **5. Learning Sciences and Constructivism**

- The learning sciences
- Cognitive and social constructivism
- Collaboration and cooperation

#### **6. Social cognitive views of learning**

- Social cognitive theory
- Modeling: learning by observing others
- Self-efficacy and agency
- Self-regulated learning strategies

#### **7. Motivation to Learn and Self-Regulation**

- Developing motivation
- Humanism
- Behaviorism
- Strategies to improve motivation

## 8. Creating learning environments

- The what and why of classroom management
- Creating a positive learning environment
- Maintaining a good environment for learning

### **Practicum**

Students will teach at-least one young student for a complete semester and submit a case report detailing their experience of teaching their student. The report must meet the following criteria:

- 1: It should be of more than 6000 words
- 2: It should contain photographs of the works done by the student
- 3: Turnitin similarity index of the report must be less than or equal to 17%

### **Core Textbook**

1. Woolfolk, A., & Vj, S. (2017). *Educational Psychology* (13th ed.). Pearson India.

### **Recommended Readings**

1. Santrock, J. W. (2002). *Educational Psychology, 6Th Edition*. Mc Graw Hill India.
2. Borich, G. D. & Tombari, M. L. (1997). *Educational psychology: A contemporary approach*. (2<sup>nd</sup> Ed.). New York: Addison Wesley Longman, Inc.
3. Cartwright, G. P., Cartwright, C. A. & Ward, M. E. (1985). *Educating special learners*. (2<sup>nd</sup> Ed.). California: Wadsworth Publishing Company.
4. Crow, L. & Crow, A. (2000). *Educational psychology*. New Delhi: Euroasia Publishing House Ltd.
5. Lefrancis, G. R. (1988). *Psychology for teaching*. (6<sup>th</sup> Ed.). California: Wordsworth Publishing Co.
6. Slavin, R. (1994). *Educational psychology*. Boston: Allyn & Bacon.
7. Sprinthall, N. & Sprinthall, R. (1987). *Educational psychology: A developmental approach*. (4<sup>th</sup> Ed.). New York: Ruadom House.

Journal of Educational Psychology (APA Publishing)

|                             |   |                                     |
|-----------------------------|---|-------------------------------------|
| <b><i>Code: PSY-617</i></b> | <b><i>PSYCHOLOGICAL RESEARCH REPORT AND<br/>ARTICLE WRITING</i></b> | <b><i>Credit Hours: 03(0-3)</i></b> |
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|                      |                   |                              |
|----------------------|-------------------|------------------------------|
| <b>Code: INT-631</b> | <b>INTERNSHIP</b> | <b>Credit Hours: 02(0-2)</b> |
|----------------------|-------------------|------------------------------|

## **OBJECTIVES**

- a. To understand and change the abnormal behavior, cognition, and emotions through the application of psycho-therapeutic principles and techniques
- b. To equip the students with a strong knowledge, skill and acumen in the detection, evaluation and diagnosis of various psychological conditions

There will be an eight weeks internship in some organizations for each student. The internship will be done after 8<sup>th</sup> semester. The students will write a report of her / his internship. A faculty supervisor of the internship, in consultation with the concerned organization will assess the performance of the student during the internship. The students will carry out internship as per the following plan:

1. At least four diagnostic reports
2. Minimum four therapeutic sessions with different patients
3. The diagnostic batteries must consist of:
  - Two projective tests (e.g., TAT, HFD, RISB)
  - One objective test (e.g., MMPI, BDI / IPAT-D, BAI / IPAT-A)
  - One neuropsychological test (e.g., SDCT, QNST)
  - One IQ test (e.g., SPM)
4. Students will have to preferably assess at least:
  - One psychotic patient
  - One patient of depression / anxiety
  - One patient of addiction
  - One case of childhood disorder

## **BOOKS**

### **Required** (students must buy)

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders*. (5<sup>th</sup> Ed. Text Revised). Washington, DC: American Psychiatric Association Press.

Groth-Marnat, G. (2009). *Handbook of psychological assessment*. Hoboken, N.J: John Wiley & Sons, Inc.

**Recommended** (would be useful to students)

Hersen, M. & Gross, A. M. (2008). Handbook of clinical Psychology. Children and Adolescents Vol.2. Published by John Wiley & Sons. Inc.

David. H. B. (2011). Oxford Handbook of Clinical Psychology. Updated Edition. Oxford Library of Psychology

**Reference** (do not buy, read if available in library/elsewhere)

Hecker, J. E. & Thorpe, G. L. (2005). *Introduction to clinical psychology: Science, practice, and ethics*. New Delhi: Pearson Education Inc.

**JCR Journals** (subject related and relevant)

British Journal of Clinical Psychology.  
<https://onlinelibrary.wiley.com/journal/20448260>

|                     |                                      |                             |
|---------------------|--------------------------------------|-----------------------------|
| <b>Code: THQ-IV</b> | <b>TEACHING OF THE HOLY QURAN-IV</b> | <b>Credit Hours: 1(1-0)</b> |
|---------------------|--------------------------------------|-----------------------------|

| Topic            | Details  |
|------------------|--|
| Semester/Level   | 7 <sup>th</sup> Semester   |
| Course Code      | ISL - 611  |
| Course Title     | Translation of the Holy Quran - IV   |
| Credit Hours     | 1(1-0)   |
| Objectives       | <ul style="list-style-type: none"> <li>• To familiarize the students with commandments of trade and inheritance mentioned in the Quranic text (with the help of Urdu translation).</li> <li>• To introduce the students to scientific facts and miracles of the Holy Quran and Quranic stress on a deep study of Allah's explored universe.</li> <li>• To motivate the students for reading and exploring the last Holy Book revealed by Almighty Allah.</li> <li>• To develop students' interest and relationship with the last holy Revelation.</li> </ul> |
| Course Contents: | <p>○ تجارت اور وراثت:</p> <ul style="list-style-type: none"> <li>• مال کی تقسیم</li> <li>• یزیدین کا مال</li> <li>• موسم انیس کا مال</li> <li>• موروثی کا مال</li> <li>• بیٹیوں کا مال</li> <li>• کنکار کا مال</li> <li>• جائیداد</li> <li>• معاہدے</li> <li>• رہن</li> <li>• قرض</li> </ul> <p>○ سائنسی حقائق:</p> <ul style="list-style-type: none"> <li>• تخلیق کائنات</li> <li>• تخلیق انسان</li> <li>• ابراہیم علیہ السلام</li> <li>• شجر و حجر</li> <li>• زمین و آسمان کے اسرار</li> </ul>   |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• ہوائیں اور طوفان</li> <li>• بھانم اور موسیٰ</li> <li>• حشرات الارض</li> <li>• پہاڑ اور سمندر</li> <li>• دھاتیں</li> </ul> |
| Grammar:   | <ul style="list-style-type: none"> <li>• قرآنی عربی گرامر کے اصول اور ان کے اطلاقات (متن قرآنی، اطلاقات سے توضیحات)</li> </ul>                                     |
| <p>Selected Text:</p> <p>○ تجارت اور وراثت:</p> <ul style="list-style-type: none"> <li>• يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قَاتَيْتُمْ بَنِي إِسْرَءِيلَ فَانْكُتِبُوا. وَلْيَكُتِبْ بَيْنَكُمْ كَاتِبٌ بِالْعَدْلِ. وَلَا يَأْبَ كَاتِبٌ أَنْ يَكْتُبَ كَمَا عَلَّمَهُ اللَّهُ. فَلْيَكُتِبْ وَلْيُفْلِلِ الَّذِي عَلَيْهِ الْحَقُّ وَلْيَتَّقِ اللَّهَ وَتَهُ وَلَا يَخْشَ مِنْهُ شَيْئًا. فَإِنَّ كَانَ الَّذِي عَلَيْهِ الْحَقُّ سَفِيهًا أَوْ ضَعِيفًا أَوْ لَا يَسْتَطِيعُ أَنْ يَمِلَ فَوَلْيُفْلِلْ وَلَيْهِ بِالْعَدْلِ. وَاسْتَشْهِدُوا شَهِيدَيْنِ مِنْ رِجَالِكُمْ فَإِنْ لَمْ يَكُونَا رَجُلَيْنِ فَرَجُلٌ وَامْرَأَتَانِ مِمَّنْ تَرْضَوْنَ مِنَ الشُّهَدَاءِ أَنْ تَضِلَّ إِحْدَاهُمَا فَتُذَكِّرَ إِحْدَاهُمَا الْأُخْرَى. وَلَا يَأْبَ الشُّهَدَاءُ إِذَا مَا دُعُوا. وَلَا تَسْأَمُوا أَنْ تَكْتُبُوا. صَغِيرًا أَوْ كَبِيرًا إِلَى أَجَلِهِ. ذَلِكَ أَقْسَطُ عِنْدَ اللَّهِ وَأَقْوَمُ لِلشَّهَادَةِ وَأَدْنَىٰ أَلَّا تَرْتَابُوا. إِلَّا أَنْ تَكُونَ تِجَارَةً حَاضِرَةً تُدِيرُونَهَا بَيْنَكُمْ فَلَيْسَ عَلَيْكُمْ جُنَاحٌ أَلَّا تَكْتُبُوهَا وَأَشْهَدُوا إِذَا تَبَايَعْتُمْ. وَلَا يُضَارَ كَاتِبٌ وَلَا شَهِيدٌ. وَإِنْ تَفْعَلُوا فَإِنَّهُ فُسُوقٌ بِكُمْ. اتَّقُوا اللَّهَ سَوْغَةً لَكُمْ اللَّهُ سَوْغَةً لَكُمْ اللَّهُ مَوَافَّةً بِكُلِّ شَيْءٍ عَلَيْهِ. /البقرة: 282</li> <li>• الَّذِينَ يَأْكُلُونَ الرِّبَا لَا يَقُومُونَ إِلَّا كَمَا يَقُومُ الَّذِي يَخِرُّطُ الْحَيَاطَانَ مِنَ الْمَسِّ. ذَلِكَ بِأَنَّهُمْ قَالُوا إِنَّمَا الْبَيْعُ مِثْلَ الرِّبَا. وَأَحَلَّ اللَّهُ الْبَيْعَ وَحَرَّمَ الرِّبَا. فَمَنْ جَاءَهُ مَوْعِظَةٌ مِنْ رَبِّهِ فَاتَّبَعِهَا فَلَهُ مَا سَلَفَ وَأَمْرُهُ إِلَى اللَّهِ. وَمَنْ عَادَ فَأُولَٰئِكَ أَصْحَابُ النَّارِ هُمْ فِيهَا خَالِدُونَ. /البقرة: 275</li> <li>• قُلْ إِنْ كَانَ آبَاؤُكُمْ وَأَبْنَاؤُكُمْ وَإِخْوَانُكُمْ وَأَزْوَاجُكُمْ وَعَشِيرَتُكُمْ وَأَمْوَالٌ اقْتَرَفْتُمُوهَا وَتِجَارَةٌ تَخْشَوْنَ كَسَادَهَا وَمَسَاكِينُ تَرْضَوْنَهَا أَحَبَّ إِلَيْكُمْ مِنَ اللَّهِ وَرَسُولِهِ وَجِهَادٍ فِي سَبِيلِهِ فَتَرْتَفَعُوا خِلَافَ اللَّهِ بِأَمْرِهِ وَاللَّهُ لَا يَهْدِي الْقَوْمَ الْفَاسِقِينَ. /التوبة: 42</li> <li>• فِي ثِيَابٍ آذِنَ اللَّهُ أَنْ تُرْفَعَ وَيُذْكَرَ فِيهَا اسْمُهُ يُسَبِّحُ لَهُ فِيهَا بِالْغُدُوِّ وَالْآصَالِ. 36 رِجَالٌ لَا لَّهُمْ فِيهِمْ تِجَارَةٌ وَلَا بَيْعٌ عَنْ ذِكْرِ اللَّهِ وَإِقَامِ الصَّلَاةِ وَإِيتَاءِ الزَّكَاةِ. يَخَافُونَ يَوْمًا تَتَقَلَّبُ فِيهِ الْقُلُوبُ وَالْأَبْصَارُ. /النور: 36-37</li> <li>• يَا أَيُّهَا الَّذِينَ آمَنُوا لَا تَأْكُلُوا أَمْوَالَكُمْ بَيْنَكُمْ بِالْبَاطِلِ إِلَّا أَنْ تَكُونَ تِجَارَةً عَنْ تَرَاضٍ بَيْنَكُمْ. وَلَا تَقْتُلُوا أَنْفُسَكُمْ. إِنَّ اللَّهَ كَانَ بِكُمْ رَحِيمًا. /النساء: 92</li> <li>• وَإِذَا رَأَوْا تِجَارَةً أَوْ لَهْوًا انفَحُوا إِلَيْهَا وَتَرَكُوكَ قَائِمًا. قُلْ مَا عِنْدَ اللَّهِ خَيْرٌ مِنَ اللَّهْوِ وَمِنَ التِّجَارَةِ. وَاللَّهُ خَيْرُ الرَّازِقِينَ. /الحجعة: 11</li> <li>• إِنَّ الَّذِينَ يَتْلُونَ كِتَابَ اللَّهِ وَأَقَامُوا الصَّلَاةَ وَأَنفَقُوا مِمَّا رَزَقْنَاهُمْ سِرًّا وَعَلَانِيَةً يَرْجُونَ تِجَارَةً لَّن تَبُورَ. /فاطر: 92</li> <li>• أُولَٰئِكَ الَّذِينَ اشْتَرَوُا الصَّلَاةَ بِالْهَيْذَلِ. فَمَا رِجْحُ تِجَارَتِهِمْ وَمَا كَانُوا مَهْدِينَ. /البقرة: 16</li> <li>• قُلْ إِنْ كَانَ آبَاؤُكُمْ وَأَبْنَاؤُكُمْ وَإِخْوَانُكُمْ وَأَزْوَاجُكُمْ وَعَشِيرَتُكُمْ وَأَمْوَالٌ اقْتَرَفْتُمُوهَا وَتِجَارَةٌ تَخْشَوْنَ كَسَادَهَا وَمَسَاكِينُ تَرْضَوْنَهَا أَحَبَّ إِلَيْكُمْ مِنَ اللَّهِ وَرَسُولِهِ وَجِهَادٍ فِي سَبِيلِهِ فَتَرْتَفَعُوا خِلَافَ اللَّهِ بِأَمْرِهِ وَاللَّهُ لَا يَهْدِي الْقَوْمَ الْفَاسِقِينَ. /التوبة: 42</li> <li>• لَيْسَ الْبِرُّ أَنْ تُولُوا وُجُوهَكُمْ قِبَلَ الْمَشْرِقِ وَالْمَغْرِبِ وَلَكِنَّ الْبِرَّ مَنْ آمَنَ بِاللَّهِ وَالْيَوْمِ الْآخِرِ وَالْمَلَائِكَةِ وَالْكِتَابِ وَالنَّبِيِّينَ وَآتَى الْمَالَ عَلَى حُبِّهِ ذَوِي الْقُرْبَى وَالْيَتَامَى وَالْمَسَاكِينَ وَاتَّقَى السَّبِيلَ وَالسَّائِلِينَ وَفِي الرِّقَابِ وَأَقَامَ الصَّلَاةَ وَآتَى الزَّكَاةَ وَالْمَوْفُونَ بِعَهْدِهِمْ إِذَا عَاهَدُوا. وَالْعِزَّةُ وَالْحَنَافِيَّةُ فِي النَّسَاءِ وَالْعِزَّةُ وَجِدْنَ النَّسَاءِ أُولَٰئِكَ الَّذِينَ حَسَنُوا أَوْلَٰئِكَ هُمُ الْمُتَّقُونَ. /البقرة: 177</li> </ul> |  |

- وَأَنفُوا الْيَتَامَىٰ أَمْوَالَهُمْ لَا تَتَبَدَّلُوا الْخَبِيثَ بِالطَّيِّبِ وَلَا تَأْكُلُوا أَمْوَالَهُمْ إِلَىٰ أَمْوَالِكُمْ إِنَّكَ كَانَ حُوبًا كَبِيرًا /النساء: 10
- يَا أَيُّهَا الَّذِينَ آمَنُوا لَا تَأْكُلُوا أَمْوَالَكُمْ بَيْنَكُمْ بِالْبَاطِلِ إِلَّا أَنْ تَكُونَ تِجَارَةً عَنْ تَرَاضٍ مِنْكُمْ وَلَا تَقْتُلُوا أَنْفُسَكُمْ إِنَّ اللَّهَ كَانَ بِكُمْ رَحِيمًا/النساء: 92
- وَإِذَا رَأَوْا تِجَارَةً أَوْ لَهْوًا انفَضُّوا إِلَيْهَا وَتَرَكُوكَ قَائِلًا قُلْ مَا عِنْدَ اللَّهِ خَيْرٌ مِنَ الْبِجَارَةِ وَاللَّهُ خَيْرَ الرَّازِقِينَ /الجمعة: 11
- إِنَّمَا الْحَدَّثَاتُ الْفُجَرَاءُ وَالْمَسَاكِينُ وَالْعَامِلِينَ عَلَيْهَا وَالْمُؤَلَّفَةُ قُلُوبُهُمْ وَفِي الرِّقَابِ وَالْغَارِمِينَ وَفِي سَبِيلِ اللَّهِ وَابْنِ السَّبِيلِ مَقْرِيضَةً مِنَ اللَّهِ وَالْعِوَاقَةُ عَلَيْهِمْ حَكِيمٌ/التوبة: 60
- وَلَا يَأْتِ أَوْلُو الْفِتْلِ مِنْكُمْ وَالشَّعْءُ أَنْ يُؤْتُوا أُولَى الْقُرْبَىٰ وَالْمَسَاكِينِ وَالْمُهَاجِرِينَ فِي سَبِيلِ اللَّهِ فَمُؤَلَّفَعُوا وَلِيَصْفَحُوا أَلَّا تُجْلُوا أَنْ يَغْفِرَ اللَّهُ لَكُمْ عِوَاقَةُ فَتُؤْتُوا حِيمٌ /التوبة: 22
- وَإِذَا حَضَرَ الْقِسْمَةَ أُولُو الْقُرْبَىٰ وَالْيَتَامَىٰ وَالْمَسَاكِينُ فَارْزُقُوهُمْ مِنْهُ وَقُولُوا لَهُمْ قَوْلًا مَعْرُوفًا /النساء: 8
- وَأَنفُوا الْيَتَامَىٰ أَمْوَالَهُمْ لَا تَتَبَدَّلُوا الْخَبِيثَ بِالطَّيِّبِ وَلَا تَأْكُلُوا أَمْوَالَهُمْ إِلَىٰ أَمْوَالِكُمْ إِنَّكَ كَانَ حُوبًا كَبِيرًا/النساء: 2
- وَابْتَغُوا الْيَتَامَىٰ حَتَّىٰ إِذَا بَلَغُوا النِّكَاحَ فَإِنْ آنَسْتُمْ مِنْهُمْ رِشْدًا فَادْفَعُوا إِلَيْهِمْ أَمْوَالَهُمْ وَلَا تَأْكُلُوهَا إِسْرَافًا وَبِدَارًا أَنْ يَكْبَرُوا وَمَنْ كَانَ غَنِيًّا فَلْيَسْتَعْفِفْ وَمَنْ كَانَ فَقِيرًا فَلْيَأْكُلْ بِالْمَعْرُوفِ فَإِذَا دَفَعْتُمْ إِلَيْهِمْ أَمْوَالَهُمْ فَأَشْهِدُوا عَلَيْهِمْ وَكَفَىٰ بِاللَّهِ حَسِيبًا /النساء: 6
- وَلَا تَتَّبِعُوا مَا فَضَّلَ اللَّهُ بِه تَعْصِيَتُكُمْ عَلَىٰ نَعْصِيٍّ لِلرِّجَالِ نَعْصِيَتُكُمْ مِمَّا اكْتَسَبُوا وَلِلنِّسَاءِ نَعْصِيَتُ مِمَّا اكْتَسَبْنَ وَاسْأَلُوا اللَّهَ مِنْ فَضْلِهِ إِنَّ اللَّهَ كَانَ بِكُلِّ شَيْءٍ عَلِيمًا /النساء: 32
- يَا أَيُّهَا الَّذِينَ آمَنُوا إِنَّ كَثِيرًا مِنَ الْأَخْيَارِ وَالرُّفَّاهِ لَأَكْلُوا أَمْوَالَ النَّاسِ بِالْبَاطِلِ وَيَصْلُحُونَ عَنْ سَبِيلِ اللَّهِ وَالَّذِينَ يَكْفُرُونَ الذَّهَبَ وَالْفِضَّةَ وَلَا يَنْفَقُونَهَا فِي سَبِيلِ اللَّهِ فَبَشِّرْهُمْ بِعَذَابٍ أَلِيمٍ /النوبة: 43
- فَلَا تُحِبُّكَ أَمْوَالُهُمْ وَلَا أَوْلَادُهُمْ إِنَّمَا يُرِيدُ اللَّهُ لِيُعَذِّبَهُمْ بِهَا فِي الْحَيَاةِ الدُّنْيَا وَتَرْهَقَ أَنْفُسُهُمْ وَهُمْ كَافِرُونَ/النوبة: 55
- إِنَّ الَّذِينَ كَفَرُوا لَنْ تُغْنِيَ عَنْهُمْ أَمْوَالُهُمْ وَ لَا أَوْلَادُهُمْ مِنَ اللَّهِ شَيْئًا أُولَئِكَ اصْحَابُ النَّارِ هُمْ فِيهَا خَالِدُونَ /آل عمران: 116
- قُلْ انظُرُوا مَاذَا فِي السَّمَاوَاتِ وَالْأَرْضِ وَمَا تُغْنِي الْآيَاتُ وَالنُّذُرُ عَنْ قَوْمٍ لَا يُؤْمِنُونَ /يوسف: 10
- وَلَقَدْ خَلَقْنَا الْإِنْسَانَ مِنْ سُلَالَةٍ مِنْ طِينٍ ﴿١﴾ ثُمَّ جَعَلْنَاهُ نُطْفَةً فِي رَقٍّ مَرْكَبٍ ﴿٢﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٣﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٤﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٥﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٦﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٧﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٨﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٩﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿١٠﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿١١﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿١٢﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿١٣﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿١٤﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿١٥﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿١٦﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿١٧﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿١٨﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿١٩﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٢٠﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٢١﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٢٢﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٢٣﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٢٤﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٢٥﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٢٦﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٢٧﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٢٨﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٢٩﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٣٠﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٣١﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٣٢﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٣٣﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٣٤﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٣٥﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٣٦﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٣٧﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٣٨﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٣٩﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٤٠﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٤١﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٤٢﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٤٣﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٤٤﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٤٥﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٤٦﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٤٧﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٤٨﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٤٩﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٥٠﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٥١﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٥٢﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٥٣﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٥٤﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٥٥﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٥٦﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٥٧﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٥٨﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٥٩﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٦٠﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٦١﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٦٢﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٦٣﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٦٤﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٦٥﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٦٦﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٦٧﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٦٨﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٦٩﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٧٠﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٧١﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٧٢﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٧٣﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٧٤﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٧٥﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٧٦﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٧٧﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٧٨﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٧٩﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٨٠﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٨١﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٨٢﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٨٣﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٨٤﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٨٥﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٨٦﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٨٧﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٨٨﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٨٩﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٩٠﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٩١﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٩٢﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٩٣﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٩٤﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٩٥﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٩٦﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٩٧﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٩٨﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿٩٩﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿١٠٠﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿١٠١﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿١٠٢﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿١٠٣﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿١٠٤﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿١٠٥﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿١٠٦﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿١٠٧﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿١٠٨﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿١٠٩﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿١١٠﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿١١١﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿١١٢﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿١١٣﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿١١٤﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿١١٥﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿١١٦﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿١١٧﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿١١٨﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿١١٩﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿١٢٠﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿١٢١﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿١٢٢﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿١٢٣﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿١٢٤﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿١٢٥﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿١٢٦﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿١٢٧﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿١٢٨﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿١٢٩﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿١٣٠﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿١٣١﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿١٣٢﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿١٣٣﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿١٣٤﴾ ثُمَّ خَلَقْنَا الطُّفْلَةَ طُفْلَةً ﴿

#### /الكهف:17/

- لا الضممن ينبغي لها أن تترك القمر ولا الليل سابق النهار، وكل في فلك يسبحون /ص:40
- إنا أنزلنا السماء الدنيا برزق الكواكب /الصفحات:66
- الذي خلق سبع سماوات طباقاً ما ترى في خلق الرحمن من تفاوت فارجع البصر هل ترى من فطور ٥ ثم ارجع البصر
- كرتين يتقلب إلك البصر خائباً وهو خيب /الملوك:3-4
- لم تر أن الله أنزل من السماء ماء فأخرجنا به ثمرات مختلفاً ألوانها، ومن الجبال جردة بيضاء وحمراء مختلفاً ألوانها
- وغرابيب سود /قاطر:27
- إن في خلق السحاب والأرض والاختلاف الليل والنهار والفلك التي تجري في البحر وما أنزل الله من السماء من غمام فما أحيا به الأرض بعد موتها ونفخ فيها من كل دابة وتصريف الرياح والشحاب المنسخرات من السماء والأرض لآيات لقوم يعقلون /البقرة:164
- أو كظلمات في بحر لجي يغشاه موج من فوقه موج من فوقه سحاب، ظلمات بعضها فوق بعض إذا أخرج يده لم يكد يراها ومن لم يجعل الله له نورا فما له من نور /النور:40
- ومما ألهم الخمر من عذاب شراب وهذا ملح أجاج ج وجعل بينهما برزخاً وحجراً مخجوراً /الفرقان:53
- وجعلنا في الأرض زواجر أن تهيب بهم وجعلنا فيها فجأجا سبيلاً لعلهم يفتنون /التيسار:31
- وهو الذي أنشأ جنات معروشات وغير معروشات والنخل والزيتون مختلفاً أغصاناً والزيتون مثقاباً وغير مثقاب، وكُلوا من ثمره إذا أثمروا وثراً حقاً يوم خصاهم سوا لا تسرفوا، إنه لا يحب المسرفين /الأنعام:141
- إنما مثل الحياة الدنيا كماء أنزلناه من السماء فاختلط به نبات الأرض مما يأكل الناس والأنعام حتى إذا أخذت الأرض زخرفها وازينت وظن أهلها أنهم قادرون عليها أن تأتيهم أمراً ليلاً أو نهاراً فجعلناها حصيداً كأن لم تغن بالأمس، كذلك نفصل الآيات لقوم يتفكرون /يونس:24
- ومن كل الثمرات جعل فيها زوجين اثنين يغشى الليل النهار ط إن في ذلك لآيات لقوم يتفكرون /الرعد:63
- إن الله خالق الحب والنوى /الأنعام:96
- وخسر المسلمين جلودهم من الجن والأنس والطير فهم يؤرثون - حتى إذا اتوا على واد الثمل لا قالت ثملة بأهلها الثمل ادخلوا منكم ثم لا تخطفتكم سليلهم وجلودهم لا وبهم لا يشعرون /النمل:17-18
- والله خلق كل دابة من ما يفسدهم من يفسد على بطنه ومثلهم من يفسد على رجلين ومثلهم من يفسد على أربع، يخلق الله ما يشاء، إن الله على كل شئ قدير /النور:45
- أولم ينزلوا إلى الطير فوقهم صافات ويفيضن، ما يفسدن إلا الرحمن، إنه بكل شئ بصير /الملوك:19
- أو من ذلك إلى النخل أن اخذي من الجبال لبنوناً ومن الشجر ومما يعرشون /النحل:68
- والنحل واليعال والخمير لتزكيتها وزينة، وتخلق ما لا تعلمون /النحل:8
- مثل الذين اتخثوا من دون الله أولياء هم على العتקות اتخذت يتكلمون وإن أولهم العتקות ليتكلموا كالوا يعلمون /العتקות:41
- أفلا ينظرون إلى الإبل كيف خلقت، وإلى السماء كيف رفعت، وإلى الجبال كيف نصبت، وإلى الأرض كيف سطحت، /الغاشية:17-20
- ألم تر أن الله سخر لكم ما في الأرض والفلك تجري في البحر بأمره ونصبك السماء أن تقع على الأرض إلا بأذنه، إن الله بالناس لرؤوف رحيم /الحج:65
- أو كصبي من السماء فيه ظلمات ورقع وبرق يعللون أصابعهم في آذانهم من الصواعق حذر الموت، والله سميع عليم /البقرة:19

- وَمِنْ آيَاتِهِ يُرِيكُمُ الْبَرْقَ خَوْفًا وَطَمَعًا وَيُنْزِلُ مِنَ السَّمَاءِ مَاءً فَيُخْرِجُ بِهِ الْأَرْضَ نَضْدًا. إِنَّ فِي ذَلِكَ لَآيَاتٍ لِقَوْمٍ يَعْقِلُونَ  
/الرعد: 24/
- وَالْقُسُوفُ فِي الْأَرْضِ رُؤُوسًا أَنْ يَنْصُدَّ بِكُمُ وَاتَّقُوا أَسْبَابَ الْعَذَابِ أَنْتُمْ تُنْشِئُونَ.  
وَالنَّجْمُ هُمْ يُنْشِئُونَ  
15-16
- وَالزَّلَازِلَ الْخَدِيدَ فِيهِ بَأْسٌ شَدِيدٌ وَمَنَافِعُ لِلنَّاسِ  
/الحديد: 25/
- يَا أَيُّهَا النَّاسُ اتَّقُوا رَبَّكُمُ. إِنَّ زَلْزَلَةَ السَّاعَةِ شَيْءٌ عَظِيمٌ  
/الحج: 01/
- إِذَا زُلْزِلَتِ الْأَرْضُ زِلْزَالَهَا  
/الزلزلة: 01/
- وَتَرَى الْجِبَالَ تَحْتَهَا جَائِدَةً وَهِيَ تَفْرُ السَّحَابِ  
/النمل: 88/

### List of Translations of the Holy Quran

مجموعہ اردو تراجم قرآن

| نام ترجمہ                               | ترجمہ                        |
|---|------------------------------|
| سورج القرآن                             | علامہ عبدالقادر دہلوی        |
| فتح القرآن                              | علامہ محمد جالب خاں          |
| ترجمہ بیان القرآن                       | اشرف علی تھانوی              |
| ترجمہ قرآن مجید                         | سید ابوالاعلیٰ مودودی        |
| ترجمہ نیدلہ القرآن                      | محمد کرم شاہ لاہوری          |
| ترجمہ قرآن                              | حافظ ذہبی                    |
| آسان ترجمہ القرآن                       | سید شبیر احمد                |
| اسن الجہان                              | مولانا محمد جونا گڑھی        |
| ترجمہ تیس بیان القرآن                   | علامہ رسول سعیدی             |
| آسان ترجمہ قرآن                         | محمد تقی عثمانی              |
| کشف الرحمن                              | مولانا احمد سعید دہلوی       |
| مصابیح القرآن                           | ڈاکٹر محمد ادریس عطار        |
| معانی القرآن                            | دارالاسلام                   |
| مرقان القرآن                            | ڈاکٹر طاہر القادری           |
| انکشاف القرآن                           | مولانا محمد بشیر قادری قادری |
| مطالعہ قرآن کریم کے اعلیٰ طلبہ و طالبات | دیظم فواد عثمان کراچی        |

### Suggested English Translations of the Holy Quran

| Name  | Translator  |
|---|---|
| <u><i>The Meaning of the Glorious Koran</i></u>             | Muhammad Marmaduke Pickthall                                    |
| <u><i>The Holy Quran</i></u>                                | Abdullah Yusuf Ali  |
| <u><i>The Noble Qur'an</i></u>                              | <u>Dr. Muhammad Taqiuddin Al Hilali &amp; Dr. M Muhsin Khan</u> |
| <u><i>The Noble Quran</i></u>                               | Mufti Muhammad Taqi Usmani                                      |
| <u><i>Towards Understanding the Ever Glorious Quran</i></u> | Dr. Muhammad Mahmud Ghali                                       |
| <u><i>The Study Quran</i></u>                               | Seyyed Hossein Nasr   |



# *Semester - VIII*

|                      |                               |                              |
|----------------------|-------------------------------|------------------------------|
| <b>Code: PSY-602</b> | <b>CLINICAL PSYCHOLOGY-II</b> | <b>Credit Hours: 04(3-1)</b> |
|----------------------|-------------------------------|------------------------------|

## **OBJECTIVES**

3. *To educate the students about the process of psychological treatment in clinical setting*
4. *To able the students how they can perform clinical practices in different settings*
5. *To train the students and to provide maximum exposure of clinical skills and training*
6. *To educate and train the students in the field of clinical setting to make them able to fulfill our community needs*
7. *To train the students that how they can play role and address the psychological issues which are growing faster in our country*
8. *To provide practical and technical command of knowledge to students*

## **COURSE CONTENTS**

### **Introduction to Psychological Treatment**

- Advance clinical practices and trainings
- Cultural needs and clinical interventions
- Current requirements of clinical practices
- Different treatment procedures and modalities

### **Application of Psychotherapy**

- Psychological disorders
- Psychological problems
- Psychological and medical issues

### **Psychotherapy in Action**

- Beginning phase of the therapy
- Middle phase of the therapy
- Follow up/ Termination phase of the therapy

### **Major Psychotherapies**

- Supportive therapy
- Client centered therapy
- Psychoanalysis and psychodynamic therapies
- Behavior therapies
- Cognitive therapies

- Evidence-based therapies
- Family therapy
- Group therapies

### **Practicum:**

Practicum will cover the following aspects

6. Four Psychological Assessment Reports
7. Each report will comprised of at least 5 relevant psychological tests
8. Each will base on at least 5 to 7 consecutive assessments sessions
9. Complete report writing with scored test protocols
10. Complete procedures, materials and protocols
11. Treatment plan for each patients

(Note: prepare this section according to the course demand and significance)

### **BOOKS**

#### **Required** (students must buy)

Hersen, M. & Gross, A. M. (2008). Handbook of clinical Psychology. Children and Adolescents Vol.2. Published by John Wiley & Sons. Inc.

Pope. K. S. & Vasquez, M. J. T. (2007). Ethics in Psychotherapy and counseling in psychology. A practical Guide, 3<sup>rd</sup> Edition. John Wiley & Sons, Inc. All rights reserved. Published by Jossey-Bass

#### **Recommended** (would be useful to students)

Boll, T. J., Raczynski, J. M., & Leviton, L. C. (2004). *Handbook of clinical health psychology: Disorders of behavior and health*. Washington, DC: American Psychological Association.

David. H. B. (2011). Oxford Handbook of Clinical Psychology. Updated Edition. Oxford Library of Psychology

#### **Reference** (do not buy, read if available in library/elsewhere)

Hecker, J. E. & Thorpe, G. L. (2005). *Introduction to clinical psychology: Science, practice, and ethics*. New Delhi: Pearson Education Inc.

#### **JCR Journals** (subject related and relevant)

British Journal of Clinical Psychology

Clinical Psychology Review

Journal of Cognitive Behavior Therapy

|                             |                                    |                                     |
|-----------------------------|------------------------------------|-------------------------------------|
| <b><i>Code: PSY-604</i></b> | <b><i>COMMUNITY PSYCHOLOGY</i></b> | <b><i>Credit Hours: 03(2-1)</i></b> |
|-----------------------------|------------------------------------|-------------------------------------|

|                      |                            |                              |
|----------------------|----------------------------|------------------------------|
| <b>Code: PSY-608</b> | <b>FORENSIC PSYCHOLOGY</b> | <b>Credit Hours: 03(3-0)</b> |
|----------------------|----------------------------|------------------------------|

## **OBJECTIVES**

- 1. To enhance understanding of human criminal behavior, in terms of its biological, cognitive, social, emotional and contextual components and their interaction*
- 2. To develop an understanding to implement psychological approaches in forensic settings.*
- 3. Students will learn to employ a scientific approach to understand criminal behavior.*

## **COURSE CONTENTS**

### **Introduction to the Field of Forensic/ Criminal Psychology**

- Historical benchmarks in forensic psychology
- Sub-specialties of forensic psychology and their scope
- Forensic psychology vs forensic psychiatry
- Careers in Forensic Psychology

### **Various Perspectives on Human Nature and Crime**

- Biological
- Sociological
- Psychological

### **Investigative Psychology (Measuring/investigating criminal behavior)**

- Criminal profiling
- Crime scene investigation
- Psychological autopsy
- Polygraphy
- Forensic hypnotism
- Behavioral Analysis in Crime investigation
- Police Recordings

### **Psychology in Settings of Court, Police and Community**

- Court structure and jurisdiction
- Judicial process
- Trial consultation

- The Voir Dire
- Expert testimony
- The assessment of risk

### **Criminal Victimization**

- Multiculturalism and victimization
- Legal rights of victims
- Psychological effects of criminal victimization
- Relationship between various types of crimes and victimization

### **Psychology of Violence**

- Difference between violence and aggression
- Role of demographic correlates in criminal violence
- Theoretical perspectives on violence
- Causes of violence
- Effects of violent media
- Violent crimes/ offenses

### **Mental Disorders/ Psychopathology and Crime**

- Concept of mental disorder
- Association between mental disorders and crime
- Antisocial personality disorder/ psychopathy
- Dark triad traits among forensic and community samples
- Juvenile Delinquency
- Sexual offenses and offender's personality
- Drug abuse and crime

### **Modern Research Trends in Forensic Psychology**

- International research reviews in forensic psychology
- Research surveys on criminal behavior in Pakistan

### **BOOKS RECOMMENDED**

Andrew, D.A., & Bonta, J. (2010). *The psychology<sup>15</sup> of criminal conduct*. (5<sup>th</sup> ed.). New Jersey: Anderson Publishing.

- Arrigo, B.A., & Shipley, S.L. (2005). *Introduction to forensic psychology: Issues and controversies in crime and justice*. (2<sup>nd</sup> ed.). USA: Elsevier Academic Press Publications.
- Bartol, C.R., & Bartol, A.M. (2019). *Introduction to forensic psychology: Research and application*. (5<sup>th</sup> ed.). USA: SAGE Publications Inc.
- Blackburn, R. (2008). *The psychology of criminal conduct: Theory, research and practice*. England: John Wiley & Sons.
- Canter, D. (2017). *Criminal psychology*. (2<sup>nd</sup> ed.). New York: Routledge.
- Gavin, H. (2014). *Criminology and forensic psychology*. London: SAGE Publications.

## **JCR JOURNALS**

1. Journal of Crime & Justice
2. Journal of Criminal Justice
3. Journal of Criminal Law & Criminology
4. Journal of Forensic Psychiatry & Psychology
5. Journal of Forensic Psychology Practice

|                             |   |                                     |
|-----------------------------|---|-------------------------------------|
| <i><b>Code: PSY-618</b></i> | <i><b>CHILD &amp; FAMILY PSYCHOLOGY</b></i> | <i><b>Credit Hours: 03(3-0)</b></i> |
|-----------------------------|---|-------------------------------------|



|                             |                                |                                     |
|-----------------------------|--------------------------------|-------------------------------------|
| <b><i>Code: CAP-630</i></b> | <b><i>CAPSTONE PROJECT</i></b> | <b><i>Credit Hours: 03(0-3)</i></b> |
|-----------------------------|--------------------------------|-------------------------------------|

A capstone project allows students to bring together the concepts, principles and methods that they have learned in their course of study and to apply their knowledge and acquired competencies to address the real world problems.

A capstone project is multifaceted body of work that serves as a culminating academic and intellectual experience for students. The capstone project must be supervised and graded by a faculty member as per the protocols prescribed by the concerned department. This is a mandatory degree award requirement of 3 credit hours for all undergraduate/equivalent degree programs (except for Associate Degrees).

# *Courses for Other Departments*

|                      |                                   |                              |
|----------------------|-----------------------------------|------------------------------|
| <b>Code: PSY-321</b> | <b>INTRODUCTION TO PSYCHOLOGY</b> | <b>Credit Hours: 03(3-0)</b> |
|----------------------|-----------------------------------|------------------------------|

## **OBJECTIVES**

- a. To describe psychology with major areas in the field, and identify the parameters of this discipline.
- b. To distinguish between the major perspectives on human thought and behavior.
- c. To appreciate the variety of ways psychological data are gathered and evaluated.
- d. To explore the ways that psychological theories are used to describe, understand, predict and control or modify behavior.

## **COURSE CONTENTS**

### **1. Introduction to Psychology**

Definition, applied fields, and goals of psychology

The rise of psychology as a science

Major trends in the development of psychology

Research methods in psychology (observation, experiment, survey)

### **2. Biological basis of Behavior**

Neural structure and synaptic transmission

Structure and functions of nervous system

Endocrine system

### **3. Sensation, Perception and Attention**

Sensory processing

Vision and Audition

Nature, factor and types of perception

Laws of perceptual organization

Attentional processes and models

#### **4. Learning and behavior**

Theories and process of learning

Classical conditioning

Operant conditioning

Cognitive learning

Observational learning

#### **5. Memory**

Types of memory (sensory, short term, long-term)

Memory processes

Models of memory and Forgetting

#### **6. Motivation and Emotion**

Definition and type of motives (primary, secondary, and general)

Basic emotions and culture

Theories and functions of emotions

#### **7. Personality**

Definition and assessment of personality

Psychodynamic, behavioristic, humanistic, and trait theories of

Personality

#### **8. Intelligence and Assessment of Intelligence**

Definition and Theories of intelligence

The origin of intelligence testing

IQ testing

## **9. Abnormal behavior and Treatment**

Nature and causes of mental disorders

Brief introduction to classification and diagnosis of mental disorders

Brief introduction to treatment approaches

## **10. Social psychology**

Attitudes and their formation

Prejudice

Social influences and group dynamics

### **Text Books:**

Myers, D.G (2013). Introduction to psychology. Open University Press

Hayes, N (2010). Foundation of psychology (8<sup>th</sup> Ed.). Thomson Learning.

### **References**

Atkinson R. C. & Smith E. E. (2000). Introduction to psychology (13<sup>th</sup> Ed.). USA: Harcourt  
Brace College Publishers.

Fernald, L.D, & Fernald, P. S. (2005). Introduction to psychology. USA: WMC Brown  
Publishers

**OBJECTIVES**

- e. To describe psychology with general areas in the field, and identify the parameters of this discipline
- f. To help students understanding the human thoughts and behavior
- g. To explore the ways that psychological theories are used to describe, understand, predict, control, or modify behavior

**COURSE CONTENTS****1. Introduction to Psychology**

- Definition, applied fields, and goals of psychology
- The rise of psychology as a science
- Major trends in the development of psychology
- Research methods in psychology (observation, experiment, survey)

**2. Sensation, Perception and Attention**

- Sensory processing
- Vision and Audition
- Nature, factor and types of perception
- Laws of perceptual organization
- Attentional processes and models

**3. Learning**

- Theories and process of learning
- Classical conditioning
- Operant conditioning
- Cognitive learning
- Observational learning

#### **4. Memory**

- Types of memory (sensory, short term, long-term)
- Memory processes
- Models of memory and Forgetting

#### **5. Motivation and Emotion**

- Definition and type of motives (primary, secondary, and general)
- Basic emotions and culture
- Theories and functions of emotions

#### **6. Personality**

- Definition and assessment of personality
- Psychodynamic, behavioral, humanistic, and trait theories of Personality

#### **7. Intelligence and Assessment of Intelligence**

- Definition and Theories of intelligence
- The origin of intelligence testing
- IQ testing

#### **8. Social psychology**

- Attitudes and their formation
- Prejudice
- Social influences and group dynamics

#### **Text Books:**

Myers, D.G (2013). Introduction t to psychology. Open University Press

Hayes, N (2010). Foundation of psychology (8<sup>th</sup> Ed.). Thomson Learning.

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Brace College Publishers.

Fernald, L.D, & Fernald, P. S. (2005). Introduction to psychology. USA: WMC Brown  
Publishers