

Nature of Course	Course Code	Name of Subject	Cr. Hrs
SEMESTER	1		
CORE –I	ENG - 101	English Reading and Writing (I)	3(3+0)
CORE-II	PS - 100	Pakistan Studies	2(2+0)
CORE-III	SC-105	Mathematics/ Statistics	3(3+0)
GEN-I		Choose from list of Generals	3
GEN-II		Choose from list of Generals	3
FOUN-I	HDFS-102	Life Span Development	3 (3+0)
		Total	17
SEMESTER	2		
CORE-IV	ENG-102	English Reading and Writing (II)	3(3+0)
CORE-V	SC-104	Computer & Information Literacy	3(2+1)
GEN-III		Choose from list of Generals	3
GEN-IV		Choose from list of Generals	3
FOUN-II	HDFS-103	Development from Prenatal to Infancy	3 (3+0)
FOUN-III	HDFS-106	Early Childhood Education	3 (2+1)
		Total	18
SEMESTER	3		
CORE-VI	ENG-201	Soft Skills and Emotional Intelligence	3(3+0)
CORE-VII	IS-200 IS-201	Islamic Studies OR Ethics	2 (2+0)
GEN-V		Choose from list of Generals	3
GEN-VI		Choose from list of Generals	3
FOUN-IV	HDFS-201	Development through Childhood Years	3 (2+1)
FOUN-V	HDFS-202	Introduction to Psychology	3 (3+0)
		Total	17
SEMESTER	4		
CORE-VIII	ENG -202	Business Communication Skills	3(3+0)
CORE -IX	HDFS-203	Quantitative Methods of Research	3 (2+1)
GEN-VII		Choose from list of Generals	3
GEN-VIII		Choose from list of Generals (Entrepreneurship and Marketing)	3
FOUN-VI	HDFS-204	Adolescents & Young Adults	3 (3+0)
FOUN-VII	HDFS-205	Abnormal Psychology	3 (3+0)
		Total	18
SEMESTER	5		
FOUN-VIII	HDFS-301	Adult Development & Aging	3 (3+0)
FOUN-IX	HDFS-302	Understanding Children with Special Needs	3 (3+0)
FOUN-X	HDFS-303	Communication & Conflict Management	3 (2+1)
MAJ-I	HDFS-304	Administration of Early Childhood Programs	3 (2+1)
MAJ-II	HDFS-305	Statistics in Social Sciences	3 (2+1)
MAJ-III	HDFS-306	Health and Wellness	3(3+0)
		Total	18

SEMESTER	6		
MAJ-IV	HDFS-307	Qualitative Methods of Research	3 (2+1)
MAJ-V	HDFS-308	Parenting Across Lifespan	3(3+0)
MAJ-VI	HDFS-309	Guidance of Young Children	3 (2+1)
MAJ-VIII	HDFS-310	Educational Psychology	3 (2+1)
MAJ-VII	HDFS-311	Theories of Human Development	3 (3+0)
		Total	15
SEMESTER	7		
MAJOR-IX	HDFS-401A HDFS-402A	Thesis/ Research Project/Internship (I) Or Professional Skill Development I	3(0+3) 3(3+0)
MAJ-X	HDFS-403	Social Psychology	3 (3+0)
MAJ-XI	HDFS-404	Social Gerontology	3 (3+0)
ELEC-I	HDFS-406	Choose from the list of Electives	3(2+1)
ELEC-II	HDFS-407	Choose from the list of Electives	3(2+1)
		Total	15
SEMESTER	8		
MAJOR-IX	HDFS-401B HDFS-402B	Thesis/ Research Project (II) Or Professional Skill Development II (Practicum/Placement/Internship)	3(0+3) 3(1+2)
ELEC-III	HDFS-408	Choose from the list of Electives	3(2+1)
ELEC-IV	HDFS-409	Choose from the list of Electives	3(2+1)
MAJOR-XII	HDFS-410	Interventions & Therapeutic Approaches	3(3+0)
MAJOR-XIII	HDFS-411	Human Services Programs	3 (3+0)
		Total	15
		Total Credit Hours	133

*Quran Studies is mandatory in all semesters, it's a noncredit course based on Pass/Fail evaluation.

List of Electives Within the Major

HDFS-406	Testing & Assessment	3(2+1)
HDFS-407	Exceptional Children I	3(2+1)
HDFS-408	Exceptional Children II	3(2+1)
HDFS-409	Guidance and Counseling	3(2+1)

List of Generals

HDFS-102	Life Span Development	3 (3+0)
HDFS-104	Introduction to Philosophy	3 (3+0)
HDFS-110	Islamic Philosophy	3 (3+0)
HDFS-202	Introduction to Psychology	3(3+0)
HDFS-206	Philosophy of Mind	3 (3+0)
HDFS-306	Health and Wellness	3 (3+0)
HDFS-303	Communication & Conflict Management	3 (2+1)
HDFS-313	Cross-cultural Psychology	3 (3+0)

Code	Subject Title	Cr. Hrs	Semester
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ENG-101	English Reading and Writing (I)	3(3+0)	1
Year	Discipline		
2020	English		
Course Objectives			
<ul style="list-style-type: none"> To enhance language skills and develop English reading and writing. To activate and reinforce grammar and pronunciation. 			
Course Outcomes			
At the end of the course, the students will be able to:			
<ul style="list-style-type: none"> understand and comprehend the diversity of text. express their ideas effectively in writing using a variety of sentence structure. 			
Course Contents			
Reading			
Getting to know your textbook: Parts of a textbook, Scanning, Discourse Study: Textbook structure, Word study: Words which substitute for other words, self- study. Application			
Choosing what to read: Reading with a purpose, Prediction, Discourse study: Chapter structure, Word study: Dealing with unfamiliar word, Word study: Building an academic vocabulary. Application			
The Spirit of Enquiry: Surveying a text, Discourse study: Linking words, Self-study, Word study: Using immediate context, Word study: Collocations. Application			
The Developing World: Reading for important points, Discourse study: Linking words, Self-study, Word study: Using immediate context, Word study: Using collocations. Application			
The Natural World: Making inferences, Note-taking: Linear notes, Self-study, Discourse study: Identifying text structure, Word study: Building an academic vocabulary, academic words and related forms. Application			
Teacher's selected material			
Writing: Precise writing, paraphrasing text, Comprehension skills, Summary writing, understanding plagiarism while writing your own work			
Recommended Books			
<ol style="list-style-type: none"> Christine, M., Boutine, Brinand S. & Grellet F. (1987). <i>Writing intermediate</i>. Oxford University Press. (Illustrated edition). Glendinning, E. H. & Holmstorm, B. (2008). <i>Study reading: A course in reading skills for academic purposes</i> (2nd ed.). Cambridge University Press. Kumar, S. K., & Nagarajan, H. (2005). <i>Learn correct English: Grammar, composition and usage</i> (1st ed.). Pearson Educaion. Thompson, A. J., Martinet. (2016). A. V., <i>Practical English grammar</i> (4th ed.). India: Oxford University Press. Wren, P. C. (2016). <i>High school English grammar and composition</i>. New Delhi: Blackie Elt Books. 			

Code	Subject Title	Cr. Hrs	Semester
PS- 100	Pakistan Studies	2 (2+0)	1
Year	Discipline		
2020	Pakistan Studies		
Course Objectives:			
<ul style="list-style-type: none"> • A deliberate academic discussion in order to create amicable and united bond of a nation on the basis of ideology of Pakistan. • To elaborate the strategic and geographical significance of Pakistan for the whole global • To highlight all important past events that caused the formation of Pakistan. • To emphasize on the financial, social and political problems faced by Muslims in united . India. • To make a clear assessment on the confronted issues faced by the Muslims In international politics. 			
Course Outcomes:			
<ul style="list-style-type: none"> • Students will be able to identify the factors that led to the demand of a separate state for Muslims of Sub-continent • A better understanding of importance of national integration will be inculcated. • Students will be enabled to critically evaluate the challenges facing Pakistan in the contemporary conditions. • An academic understanding of the importance of good citizenship for the success of the democratic process will be developed. 			
Course Contents			
Pakistan: The Early Years (1947-58)			
Ayub Era: 1958-1969			
Yahya Regime: 1969-1971			
Zulfiqar Ali Bhutto Government: 1971-1977			
Zia Regime: 1977-88			
Democratic Governments: 1988-99			
Musharraf's Regime: 1999 -2008			
Pakistan People's Party rule: (2008-2012)			
Cultural and Geographical features of Pakistan			
Pakistan's stand on issues: Kashmir, Palestine, Terrorism, Human Rights			

Code	Subject Title	Cr. Hrs	Semester
SC-105	Mathematics	3(3+0)	1
Year	Discipline		
2020	Science		
Course Objectives			
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Course Outcomes			
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Course Contents			

Code	Subject Title	Cr. Hrs	Semester
HDFS-102	Lifespan Development	3 (3+0)	1
Year	Discipline		
2020	Human Development & Family Studies		
Course Objectives:			
<ul style="list-style-type: none"> To train students to critically evaluate theories and research about human development from conception to adulthood. To facilitate students in understanding the major developmental theories related to human growth and development and applying theory to practical concerns of counselors and educators. To develop students' critical thinking about the developmental issues such as parenting styles, identity crisis, family and culture. 			
Course Outcomes:			
At the end of the course, the students will be able to:			
<ul style="list-style-type: none"> conduct cutting-edge, programmatic research in various domains of human development. apply, and synthesize developmental concepts in a variety of situations. 			
Course Contents			
Introduction: Lifespan Development: An introduction, Stages of development, Basic approaches towards study of child development, Principles of development			
Prenatal Development: Phases of prenatal development, Genetic and environmental influences on development, Problems of newborn and maternal postpartum concerns			
Infancy and Toddlerhood: Physical and motor development, Cognitive development, Socio-emotional development in infancy, Nutrition and global considerations			
Childhood: Physical and motor development, Cognitive development, Personality development; (Parenting styles, Sibling relationships, Children and the media, Child abuse, Bullying)			
Adolescence and Early Adulthood: Physical development, Cognitive development, Socio-emotional Development. Family adjustments: Marriage and Parenthood			
Middle and Late Adulthood: Challenges of adulthood, Midlife Crisis; (Occupational and family adjustments), Religion and spirituality, Work, retirement and leisure			
Death and Dying: Developmental perceptions of death and death anxiety, Curative, palliative and hospice care, Coping with loss and grief			
Recommended Books			
<ol style="list-style-type: none"> Berk, Laura E. (2013). <i>Exploring lifespan development</i> (3rd ed.). New York: Allyn& Bacon. Broderick, P. C., & Blewitt, P. (2019). <i>The life span: Human development for helping professionals</i> (5th ed.). New York, NY: Pearson Crain, W. (2011). <i>Theories of development</i> (6th ed.). Boston: Prentice Hall. Kail, R. V. (2013). <i>Human development</i> (6th ed.). Australia: Wadsworth. Moshman, D. (2011). <i>Adolescent rationality and development</i> (3rd ed.). New York, NY: Psychology Press. Solomon, A. (2012). <i>Far from the tree: Parents, children and the search for identity</i> (Reprint edition.). Scribner Santrock, J. (2018). <i>Essentials of life-span development</i> (5th ed.). New York, NY: McGraw-Hill Education. 			

Code	Subject Title	Cr. Hrs	Semester
ENG-102	English Reading and Writing (II)	3(3+0)	2
Year	Discipline		
2020	English		
Course Objectives			
<ul style="list-style-type: none"> To develop an appreciation of how the formal elements of language and genre shape meaning. To identify and extract the main ideas and details from reading text. To paraphrase, summarize and relate what they read in coherent writing. 			
Course Outcomes			
At the end of the course, the students will be able to:			
<ul style="list-style-type: none"> write and appreciate meaningful text. identify the important details in a given text. write with accuracy, precision and coherence. 			
Course Contents			
Reading			
The Physical World: Reading graphics, Discourse Study: Marking Text Structure, Spider notes, Word study: Using the wider context, academic words and related forms. Application			
The Individual and Society: Critical Reading, Discourse Study: Forms of Argument 1. Word Study: Maximizers and minimizers. Application			
Work: Critical reading: Comparing viewpoints, Discourse study: Forms of Argument 2. Word study: Emphasizing and distancing, Word study; Connotations. Application.			
Teacher's selected material.			
Writing			
Creative Writing: Writing a paragraph (unified and coherent), topic sentence writing.			
Essay Writing: Introduction: Beginning, middle and ending, Types of essays. Mastering Writing and Presentation Basics, Writing Effective Messages, Writing good news and neutral messages, Bad news messages, Persuasive messages and short proposal.			
Writing Skills: Dialogue writing, Paragraph writing (unified and coherent), Topic sentence writing, Academic writing, Formal letters. Job applications, filing a complain			
Recommended Books			
<ol style="list-style-type: none"> Fitikides, T.J. (2002). <i>Common mistakes in English</i> (6th ed.). Harlow, England: Pearson Education Limited. Glendinning, E. H., & Holmstorm, B. (2008). <i>Study reading: A course in reading skills for academic purposes</i> (2nd ed.). Cambridge, U.K: Cambridge University Press. Ngoh, G. I. (2006). <i>Understand and communicate Book 3: An English course for secondary schools</i>. FEP International (Pvt) Ltd. Patel, R. (2016). <i>Essentials of English grammar and communication</i>. Biogreen Books. Brown, E. K., & Miller, J. (2016). <i>A critical account of English syntax, grammar, meaning, text</i>. Edinburgh University Press. Heinrichs, J. (2017). <i>Thank you for arguing: What Aristotle, Lincoln, and Homer Simpson can teach us about the art of persuasion</i>. Three Rivers Press (CA). Carter, R., McCarthy, M. (2006). <i>A comprehensive guide spoken and written English grammar and usage</i>. Cambridge University Press Cullen, P., French, A., Jakeman, V. (2014). <i>The official Cambridge guide to IELTS</i>. Sabharwal, A. (2016). <i>Learning english grammar</i>. Wisdom Press. 			

Code	Subject Title	Cr. Hrs.	Semester
SC-104	Computer and Information Literacy	3(2+1)	2
Year	Discipline	Max Marks	
2021	Science	100(60+40)	
<p>Course Objectives</p> <p>Following objectives are formulated for this course</p> <ul style="list-style-type: none"> To make students computer literate. To make students understand uses of computer in different aspects of life. To make students aware of Digital and Cyber world dynamics. To inculcate information literacy skills among students. To make students understand how and why information is produced. To enable students to search, evaluate, organize information efficiently and use it ethically. 			
<p>Course Outcomes</p> <p>At the end of this course, students will be able to:</p> <ul style="list-style-type: none"> To use computer efficiently and effectively by having knowledge of different applications software(Ms.Word, Ms Excel, Ms Ppt, Adobe Photoshop) To distinguish between types of information sources(books, reference sources, journals) To develop effective search strategies(smart online searching) To use information legally and effectively (understands copyright and intellectual property) To research for their topic or assignment and understand how to manage information retrieved in a search. 			
<p>Course Contents</p> <p>Theory</p> <p>Basics of Computer Hardware: Define Computer System, Hardware, Computer Architecture, Processor, Memory, Storage, Binary concept, Computer peripherals, Input and output devices, storage devices</p> <p>Computer Software: Definition of software, Difference between system and Application software, Operating system concept, Productivity softwares, MS Word, Spread sheet software, Databases, Multimedia Applications, Mobile Applications</p> <p>Introduction to Operating System: Definition and Functions, Evolution of Operating system, Types of Operating System</p> <p>Multimedia: Introduction to Multimedia and Multimedia Computer System, Multimedia Components, Text, Images, Audio, Video, Animation, Multimedia Applications</p> <p>Internet: Introduction, Information searching on the Internet, E-Mail, Dark side of Social Networking, Social and Business Networking, E-Commerce, Online Education, Cloud computing, Advantages and Disadvantages of Cloud computing, Cloud Storage System</p> <p>Network Topologies: Bus network, Star Network, Ring network, completely connected network, Hybrid network and multipoint network, LAN, MAN and WAN</p> <p>Introduction to Information Literacy: What is Information literacy, Need and importance of becoming information literate, How to find information effectively and efficiently, Basic and Advanced searching techniques, Using databases Primary, secondary and tertiary sources, Evaluating information source for authenticity, Managing Found sources: saving; using citation managers, Using collaboration tools for group projects, Using information source ethically, What is plagiarism and how to avoid it?</p> <p>PRACTICAL:</p> <p>Note: Part A is compulsory; a choice can be made between B-I and B-II</p> <p>Part-A</p> <p>Microsoft Office: M.S Word; Files, Folders, Paragraph, page for matting, Bullets and numbering, Header and footer, Tables and columns; M.S Excel, Layout, formatting and customizing data, Formulas, functions,</p>			

Charts and Printing; M.S Power Point, Lay out of slides, formatting and arranging data, Formulas and Functions, Animations

Practical Exercises: Internet/ Information Literacy, Search creating and checking E-mail, Downloading and Uploading, Smart Online Searching

Part B-I

Adobe Photo Shop

Introduction to Adobe Photoshop

Concepts Of Vectors And Raster Based Objects

Basic Image Manipulation: Bitmap images, Image size and resolution setting, Creating new images, Placing files

Selection Tools: Using the Marquee Tools, Exploring the Lasso Tool, Creating Selection using the magic Wand tool, Using colour range to create selection, Creating selection using extractions, Transforming a selections, Copy, pasting and moving a selection

Text: Text Basics, Entering Text, Selecting Text, Editing the bounding Box, Creating a type selection, Checking for spelling errors

Color Modes: Color modes and models, Color mode conversion, Foreground and background colour, Color management, Modification Of Objects, Painting tools, Blending Modes, Brush Settings

Layers: Using Layers and layer set, Creating Layers and Layer sets, Moving layer Content with move tool and Locking Layers

Part B-II

AutoCAD Software: Introduction to AutoCAD Software

Basic Drawing Tools: Lines, Circles, Rectangles, Polar Tracking, Erasing Objects, Creating a Simple Drawing

Basic Image Manipulation: Move and Copy, Rotate and Scale, Mirror, Grip Editing

Text: Text Basics, Entering Text, Selecting Text, Modifying Text, Adding Leaders, Creating Tables

Hatching: Creating Hatches, Modifying Hatches

Blocks: Defining Blocks, Using Block, Reusing Blocks

Dimensions: Linear Dimensions, Radial and Angular Dimensions, Editing Dimensions

Printing: Printing Layouts, Printing from Model Space

Recommended Books:

1. Aslam, M., Tauqeer, S. R. *Computer studies*. Aikman Series.
2. Saeed, Imran, Raza, A., *The Concepts of Information Technology*.
3. Sinha, P.K. *Computer fundamentals*. (Latest Ed.). New Delhi: B.P.B. Publishers.
4. Waheed, A. *Computer studies*. Seneca Publishing Company, Urdu Bazar Lahore.
5. Tyner, K. (2014). *Literacy in a Digital World: Teaching and Learning in the Age of Information*. Routledge.

Reading Books

6. Cox Christopher N. And Lindsay, Elizabeth Blakesley (Eds) (2008). *Information Literacy Instruction Handbook*. Chicago: ACRL.
7. Daugherty, Alice and Russo, Michael F. (Comp.) (2007). *Information Literacy Programmes in the Digital Age: Educating College and University Students Online*. Chicago: ACRL.
8. Smith, S.S. (2006). *Web-Based Instruction: A Guide for Libraries*: Chicago, American Library Association
9. Eisenberg, M., Lowe, C.A., Spitzer, K. L. & Spitzer, K. L. (2004). *Information Literacy: Essential Skills for Information Age*. Westport Conn.: Libraries Unlimited

Code	Subject Title	Cr. Hrs	Semester
HDFS-103	Development from Prenatal to Infancy	3 (3+0)	2

Year	Discipline
2020	Human Development & Family Studies
<p>Course Objectives</p> <ul style="list-style-type: none"> • To develop in students, a broad understanding of the discipline of child development within the context of the behavioral sciences. • To train students to critically evaluate theories and research about human development from conception to adulthood. • To develop students' critical thinking about the developmental issues and risk factors faced during the foundation years of human life. 	
<p>Course Outcomes</p> <p>After completing this course, students will be able to:</p> <ul style="list-style-type: none"> • apply research in a systematic investigation of the foundation years of human behavior. • critically reflect on developmental issues and research findings as presented in published articles, scholarly presentations, and web resources devoted to child development concerns. • understand the impact of future technological advances on the study of child development . 	
<p>Course Contents</p> <p>Introduction to Child Development: The field of child development, Basic issues; Nature vs. nurture; Continuity vs. discontinuity debate, Historical foundations and recent theoretical perspective, Methods of studying the Child, The research process</p> <p>Prenatal and Neonatal Period: Genetic foundations, Prenatal development and hazards, Stages of childbirth and its complications, The transition to parenthood: Care of the neonate</p> <p>Infancy and Toddlerhood: The First Three Years</p> <p>Physical and Motor Development: Body Growth and brain development, Influences on early physical growth, Learning capacities, Motor development; Reflexes and milestones, Perceptual development; Taste and smell, touch, Intermodal perception</p> <p>Cognitive and Language Development: Cognition; Object knowledge and social knowledge, Piaget's Sensori-motor stage, Socio-cultural theories, The process of language acquisition, Nonlinguistic symbols and development</p> <p>Socioemotional Development: Erikson's theory of infant and toddler personality, Emotional development, Temperament and development, Development of attachment and attachment theory, Socialization in the early years</p>	
<p>Recommended Books</p> <ol style="list-style-type: none"> 1. Berk, L. E., & Meyers, A. B. (2016). <i>Infants and children: Prenatal through middlechildhood</i> (ed.). New York, NY: Pearson Publishers. 2. Broderick, P. C., & Blewitt, P. (2019). <i>The life span: Human development for helping professionals</i>(5th ed.). New York, NY: Pearson Publishers. 3. Crain, W. (2011). <i>Theories of development: Concepts and applications</i>. (6th ed.). Upper Saddle River, NJ: Pearson/Prentice Hall. 4. Kail, R. V. (2013). <i>Human development</i> (6th ed.). Australia: Wadsworth. 5. Siegler, R. S., Saffran, J., Eisenberg, N., Deloache, J. S., Gershoff, E., & Leaper, C. (2017). <i>How children develop</i>. (5th ed.). New York, NY: Worth Publishers. 6. Santrock, J. (2018). <i>Essentials of life-span development</i> (5th ed.). New York NY: McGraw-Hill. 	

Code	Subject Title	Cr. Hrs	Semester
HDFS-106	Early Childhood Education	3 (2+1)	2
Year	Discipline		
2020	Human Development & Family Studies		
Course Objectives			
<ul style="list-style-type: none"> To enable students to understand and describe current issues and evidence-based practices relevant to early childhood care and education. To help students understand the central concepts, tools of inquiry, and structures of the content areas in early childhood education. To facilitate students to observe and evaluate teaching methods for young children based on DAP standards. 			
Course Outcomes			
Upon completion of this course, students will be able to:			
<ul style="list-style-type: none"> compare and contrast different preschool methods of education, including Montessori, Emilia, High/Scope, and Waldorf approaches. create and integrate meaningful learning experiences that develop children's competence across all developmental areas. create opportunities for growth and learning that are developmentally and culturally appropriate and that are adapted for children birth to age 8. 			
Course Contents			
Introduction to Early Childhood Education: Definition, scope and need, Historical figures and their influence on ECE, Status of ECE in Pakistan and abroad			
Early Childhood Programs: Montessori approach, Bank street approach, Waldorf approach, Reggio Emilia approach, High-scope approach, The creative curriculum, Child-care program, Kindergarten			
Creating an Environment for Learning: Planning and structuring a physical environment, Instructional materials and learning areas, Planning the outdoor environment, Planning for safety			
Planning Learning Activities: Curriculum design and organization, Developmentally appropriate curriculum, Learning plans: mandated lessons and goals, Computers in ECE, Scheduling			
Play: Learning at Its Best: Definition and purposes of play, Development of play behaviors, Play in school settings, Outdoor play			
Assessment and Reporting: Defining assessment and testing, Strategies for assessment, Organizing assessment data in portfolios, Reporting assessment data			
Practical: 10 hours of teaching in laboratory nursery school of HDFS department, Any two of the following tasks; Developing materials for under privileged pre-school children OR Developing, adapting or translating books for pre-school children OR Developing interesting educational games			
Recommended Books			
1. Essa, E. L., & Burnham, M. M. (2012). <i>Introduction to early childhood education</i> (8 th ed.). Thousand Oaks, California: SAGE Publications, Inc.			
2. Morrison, G. S., & Morrison, G. S. (2018). <i>Early childhood education today</i> (14 th ed.). Hoboken, NJ: Pearson Education, Inc.			
3. Morgan, H. (2011). <i>Early childhood education: History, theory, and practice</i> (2 nd ed.). Maryland, UK: Rowman and Littlefield Publishers, Inc.			
4. New, R. S., & Cochran, M. (Eds.). (2007). <i>Early childhood education: An international encyclopedia. Vol 4</i> . Westport, CT: Praeger publishers.			
5. Nutbrown, C. (2011). <i>Key concepts in early childhood education and care</i> (2 nd ed.). Thousand Oaks, California: SAGE Publications, Inc.			
Code	Subject Title	Cr. Hrs	Semester

ENG-201	Soft Skills and Emotional Intelligence	3(3+0)	3
Year	Discipline		
2020	English		
Course Objectives			
Soft skills are the skills we use every day to think rightly, to listen and to communicate effectively in various contexts. The course aims:			
<ul style="list-style-type: none"> to train students to acquire necessary social skills in order to think critically and intelligently and express themselves in a desired manner at workplace, with family, friends and in society. 			
Course Outcomes			
At the end of the course, the students will be able to			
<ul style="list-style-type: none"> exercise their cognitive abilities which will build their confidence. communicate effectively. manage their negative emotions intelligently and learn to understand others with empathy. 			
Course Contents			
Creative and Critical Thinking: Positive thinking; Confidence building; Problem solving and decision making			
Communication Skills: Effective Listening; Verbal and Non-verbal at Interpersonal, Group, Virtual and Mass level			
Speaking Skills: Formal, Semi-formal and Informal Communication, Giving Interviews			
Emotional Intelligence: Conflict resolution and negotiation; Working as a team member and a leader; Giving and taking criticism in a positive manner; Stress management; Anger management; time management; Empathy and Rapport.			
Recommended Books			
<ol style="list-style-type: none"> Bolton, R. (2009). <i>People skills</i>. Simon and Schuster. Bradberry, T., & Greaves, J. (2009). <i>Emotional Intelligence 2.0</i>. Talent Smart. Covey, S. R. (2005). <i>The 7 habits of highly effective people: Powerful lessons in personal change</i>. Fanning, M. M. P., & Davis, M. (2018). <i>MESSAGES: The Communications Skills Book</i>. Read how you want Com Limited. Goleman, D. (2005). <i>Emotional intelligence: Why it can matter more than IQ</i>. Bloomsbury Publishing. Leal, B. C. (2017). <i>4 essential keys to effective communication in love, life, work-anywhere</i> (1st ed.). CreateSpace Independent Publishing Platform McKay, M., Davis, M., & Fanning, P. (2009). <i>Messages: The communication skills book</i>. New Harbinger Publications. Tarafder, S. K. (2009). <i>How to learn flawless English: Both spoken and written</i>. APH Publishing Corporation 			

Code	Subject Title	Cr. Hrs	Semester
IS-200	Islamic Studies	2(2+0)	3
Year	Discipline		
2020	Islamic Studies		
اغراض و مقاصد:			
<p>1- طالبات میں اسلامی نکتہ نظر سے آداب معاشرت کی اہمیت کا شعور پیدا کرنا۔ 2- بچیوں میں خوراک، لباس، گھر اور بچوں سے متعلقہ امور کو اسلامی تعلیمات کی روشنی میں انجام دینے کی صلاحیت اجاگر کرنا۔ 3- خواتین میں حقوق و فرائض، اہم شرعی مسائل اور اکتساب و انفاق سے متعلق اسلامی احکام کا درست علم بہم پہنچانا۔</p>			
ثمرات و نتائج:			
<p>1- طالبات مینگھریلو اور معاشرتی معاملات میں درست اسلامی تعلیمات سے شناسائیکا حصول۔ 2- شرعی مسائل مثلاً نکاح و طلاق، مہر، رضاعت اور عدت کا فہم و ادراک۔ 3- مال و دولت کے حصول اور اخراجات میں حلال و حرام کی تمیز پیدا کرنا۔</p>			
عنوانات:			
<p>قرآن مجید اور ہمارے فرائض منتخب قرآنی آیات اور اخلاق حسنہ خوراک لباس عائلی زندگی قرآن و سنت کی روشنی میں اکتساب و انفاق کے اسلامی احکام قرآن اور سائنس</p>			
مجوز بکتب:			
<p>پروفیسر فرح یعقوب، اسلام اور بوم اکنامکس، ستمبر 2017، دار السیاف غزنی سٹریٹ اردو بازار لاہور۔ مسز نابید قریشی، تعلیمات اسلامی، اگست 2016، م-ن ڈاکٹر سیدہ کلثوم کرامت، غذا، لباس، اولاد، بیوت، فنون، مدخول و مصاریف نساء فی ضوء القرآن، 1983، م-ن</p>			

Code	Subject Title	Cr. Hrs	Semester
HDFS-201	Development through Childhood Years	3 (2+1)	3
Year	Discipline		
2020	Human Development & Family Studies		
Course Objectives			
<ul style="list-style-type: none"> To give students a comprehensive knowledge of all the developments in early childhood. To train students to critically evaluate theories and research about human development from conception to adulthood. To develop students' critical thinking about the developmental issues and risk factors faced during the foundation years of human life. 			
Course Outcomes			
By the end of this course, students will be able to:			
<ul style="list-style-type: none"> apply developmental theory to the application of child observations, surveys, and/or interviews using investigative research methodologies. use appropriate practices, observation, and assessment to enhance learning and development in early childhood. 			
Course Contents			
<p>An Introduction to Child Development: Definition of key terms, Historical foundations of study of child development, Principles of development, Developmental tasks and needs, Enduring themes in child development; Nature vs. nurture and continuity vs. discontinuity</p> <p>Methods of Studying Children: Methods of studying child development, Importance and purpose of taking observations, Techniques of observing and recording, Assessing, recording and reporting</p> <p>Physical Health and Well-being, Body growth and development, Brain development, Motor development, Injuries and illness, Sleep and sleep problems, Physical abuse and neglect</p> <p>Cognitive & Language Development: Characteristics of cognitive development, Piaget's theory, Language acquisition in childhood, Components of language, Multilingualism and vocabulary</p> <p>Socioemotional Development: The development of self, Emotions and emotion regulation, Pro-social behaviors, Dealing with behavior problems, Kohlberg's theory of moral development, Parent, sibling and peer relationship</p> <p>Practical: Observations in the laboratory nursery schools, Preparation of observation reports for parents and teachers.</p>			
Recommended Books			
<ol style="list-style-type: none"> Berk, L. E., & Meyers, A. B. (2016). <i>Infants and children: Prenatal through middle childhood</i> (8th ed.). Pearson Publishers. Broderick & Blewitt (2014). <i>The life span: Human development for helping professionals</i>(4th ed.). New York, NY: Pearson Crain, W. (2011). <i>Theories of development: Concepts and applications</i>. (6th ed.). Upper Saddle River, NJ: Pearson/Prentice Hall. Kail, R. V. (2013). <i>Human development</i> (6th ed.). Australia: Wadsworth. Siegler, R. S., Saffran, J., Eisenberg, N., Deloache, J. S., Gershoff, E., & Leaper, C. (2017). <i>How children develop</i>. (5th ed.). New York, NY: Worth Publishers. Santrock, J. (2018). <i>Essentials of life-span development</i> (5th ed.). New York NY: McGraw-Hill Education. 			

Code	Subject Title	Cr. Hrs	Semester
HDFS -202	Introduction to Psychology	3 (3+0)	3
Year	Discipline		
2020	Human Development & Family Studies		
Course Objectives			
<ul style="list-style-type: none"> To develop students' understanding of basic psychological terminology. To instil in the students an ability to comprehend and explain important features of major psychological concepts and theories. 			
Course Outcomes			
Upon successful completion of the course, students will:			
<ul style="list-style-type: none"> demonstrate an understanding of basic psychological terminology and explain important features of major psychological concepts and theories. critically analyse information about human behaviour and distinguish between conclusions supported by scientific evidence and conclusions based on non-scientific ways of knowing. 			
Course Contents			
The Evolution of Psychology: How psychology developed, Psychology today: Vigorous and diversified, Putting it in perspective: Seven key themes			
Research In Psychology: The scientific approach to behaviour, Experimental research, Descriptive/correlational research, Statistics and research, Evaluating research, Looking at ethics			
The Biological Bases of Behaviour: The evolutionary bases of behavior, Heredity and behavior, The brain and behavior, Communication in the nervous system (CNS and PNS), Organization of the nervous system: Major structures and functions, Right brain/left brain: Cerebral laterality, Looking inside the brain: Examination techniques, The endocrine system: Another way to communicate			
Sensation and Perception: Psychophysics: Basic concepts and issues, The visual system, The auditory system, Taste and smell, Sensory systems in the skin, Other senses Definition of perception, Gestalt principles of grouping, Maintaining perceptual constancy, Perceiving distance, depth, figure, ground, movement and time; Perceptual defense and vigilance;			
Learning and Memory: What is learning, Classical and operant conditioning, Observational learning, Encoding, storage and retrieval, Schemas and social memory, Hereditary memory, Forgetting, Memory trace: The physiology of memory, Systems and types of memory			
Language And Thought: Language: Turning thoughts into words, Problem solving: Reasoning, Decision making: Choices and chances, Creativity, Emotional intelligence/ Social intelligence			
Emotions And Motivation: Definitions, characteristics of emotions and motivation, Theories of emotions and motivation, Bodily basis of emotions, Physiology of emotions, Functions of emotions, Functions of motivation, Social motivation			
Recommended Books			
<ol style="list-style-type: none"> Atkinson, R.C., Smith, E.E., Nolen-Hoeksema, N., Bem, D.J. & Atkinson, R.L (2014). <i>Introduction to psychology</i> (16th ed). Boston, MA: Cengage Learning, Inc. Feldman, R. (2018) <i>Understanding psychology</i> (14th ed.). New York, NY: McGraw-Hill Education Kalat, J. W. (2018). <i>Biological psychology</i> (13th ed.). Boston, MA: Cengage Learning, Inc. Myers, D. G. (2018). <i>Exploring psychology</i> (19th ed.). USA: Worth Publishers. Riaz, M. N. (2011). <i>Psychology: For intermediate classes</i>. Karachi: Oxford University Press. 			

Code	Subject Title	Cr. Hrs	Semester
ENG-202	Business Communication Skills	3(3+0)	4
Year	Discipline		
2020	English		
Course Objectives <ul style="list-style-type: none"> ● To train students to understand format requirements and structured information. ● To facilitate students to articulate subject matter lucidly. ● To help them manage business communication in verbal and written form. ● To develop and enhance their skills for any possible future ventures in practical fields. 			
Course Outcome At the end of the course, the students will be able to <ul style="list-style-type: none"> ● understand and communicate effectively with diversity of individuals and communities in various situations. 			
Course Contents Understanding Communication at the Workplace: Forms of formal communications: Memos, letters, notices, calls for meetings and interviews, Writing Effective Reports: Researching and writing reports. Writing short reports. Memo writing. Developing Additional Business Communication Skills: Communicating orally, communicating in the job search, Business text with precision, Memo, Sales letter, calls for meetings, Taking Notes and Minutes of Meeting, Presentation, PowerPoint PPT, Video/Online meetings. Digital Communication. Effective Communication, Writing Business Emails, E-Safety, Social media messages, usage and feedback, Context development, Blogging. Netiquettes Teacher's selected material from relevant books and internet.			
Recommended Books <ol style="list-style-type: none"> 1. Cook, D., & Cooper, N. (Eds.). (2006). <i>Teaching information literacy skills to social sciences students and practitioners: a casebook of applications</i>. Assoc of Cllge&RsrchLibr. 2. Hamilton, C. Creel, B. (2010). <i>Communicating for success</i> (1st ed.). Pearson Higher Education. 3. Lesikar, R. V., Flatley, M. E., Rentz, K., & Pande, N. (2008). <i>Business communication: Making connections in a digital world</i>. McGraw-Hill. 4. Sullivan, J. (2016). <i>Simply said: Communicating better at work and beyond</i> (1st ed.). New Jersey: John Wiley & Sons, Inc. 			

Code	Subject Title	Cr. Hrs	Semester
HDFS-203	Quantitative Methods of Research	3(2+1)	4
Year	Discipline		
2022	Human Development		
<p>Course Objectives</p> <ul style="list-style-type: none"> To design specific research objectives and study hypotheses To apply types, tools and methods of research and develop ability to construct data gathering instruments appropriate to the research design To apply statistical techniques to research data for analysis, interpretation and presentation 			
<p>Course Outcomes</p> <p>After the completion of this course the students will:</p> <ul style="list-style-type: none"> have an extensive knowledge of quantitative research, especially survey and experimental research. be able to formulate research proposal/synopsis, conduct a research on that proposal and then write/present a final research dissertation/report. the student will also be able to apply appropriate statistical techniques to research data for analysis, interpretation and presentation. 			
<p>Course Contents</p> <p>Theory:</p> <p>Introduction to Quantitative Research:</p> <ul style="list-style-type: none"> Introduction to Research(Basic/Applied; Lab/Field; Qual/Quant) Ways of Knowing (Intuition/Authority/Logic/Reasoning/Experience/Common-sense) Scientific Approach to Research (Characteristics of Science, Sci. Method of Research, Sci. vs Pseudo Sci.) Goals of Research (Description, Understanding, Prediction, Creating Change) <p>Ethical Guidelines of Research</p> <ul style="list-style-type: none"> Ethical Guidelines for Research with Human Participants Ethical Guidelines for Research in Animal Studies APA Ethical Guidelines (Research reporting and publication) <p>Sampling & Sampling Techniques:</p> <ul style="list-style-type: none"> Probability sampling Simple random sampling, Systematic sampling, Cluster sampling, Stratified random sampling, Non-probability sampling, Convenience Sampling, Purposive Sampling Snowball <p>Research Design</p> <p>Brief overview of major types of Quantitative Research.</p> <ul style="list-style-type: none"> Observational Research Design,(Sampling Behaviour, types of observation, Problems/biases in Observational Research Design) Survey Research (Types of Survey research designs, Survey as data collection tool, possible sources of bias in Survey) Casual Comparative Research (Type of Causal/ Competitive research design) Co-relational Research (correlation vs Causation; when to use, types of correlation) 			

- **Experimental Research** (Characteristics of true experimental research design; Variations in Exp designs and type of Exp Research Designs)

Practical: Development of Research Proposal:

- Formulation of Research Questions/Hypothesis
- Steps in Composing a Research Proposal/Report/Article
- Introduction, Literature Review, Methodology, Results, Discussion & References (APA style referencing, endnote software).

Recommended Books:

1. Bowers, D. (2008). *Medical statistics from scratch: An introduction for health professionals* (2nd ed.). John Wiley & Sons.
2. Fink, A and Kosecoff, J. (1985). *How to conduct surveys: A step-by-step guide*. Beverly hills, London: Sage publications.
3. Gay, L. R. Mills, G. E. & Airasian, P. (2015). *Educational research: Competencies for analysis and applications* (10th ed.). Vital Source (for Pearson) VST.

Code	Subject Title	Cr. Hrs	Semester
HDFS-204	Adolescents and Young Adults	3 (3+0)	3
Year	Discipline		
2020	Human Development & Family Studies		
Course Objectives			
<ul style="list-style-type: none"> To provide students an understanding about adolescent and young adult development; to gain knowledge about the physical development, moral development, early experience and developmental issues. To develop critical thinking in students about over all developmental patterns, role identification and identity formation of Adolescents and Young Adults. 			
Course Outcomes			
Upon completion of this course, students will be able to:			
<ul style="list-style-type: none"> explain and analyze the various theories of development. identify the influences that environment and genetics play in development of young adults. compare and contrast the cognitive, social and behavioural differences among adolescents and young adults. 			
Course Contents			
Introduction: Definition of key terms, Developmental contextualism, Theories on development, An overview of developmental changes			
Emerging Self of Adolescents: Concept of self, Positive self and personality development, Physical development and adjustment Crucial years of Puberty, Cognitive development, Moral development			
Social and Emotional Intelligence as tool of Adolescents: Emotional intelligence in adolescents, Socio-emotional development, Issues in adolescence & emerging adulthood, Learning social behaviors			
Emerging into young adults: Gender and sexuality in adolescents and young adults, Occupational adjustments, Family adjustments: Marriage and parenthood, Cultural beliefs, friends and peers			
Recommended Books			
<ol style="list-style-type: none"> Berk, Laura E. (2013). <i>Exploring lifespan development</i> (3rd ed.). New York: Allyn & Bacon. Broderick & Blewitt (2014). <i>The life span: Human development for helping professionals</i> (4th ed.). New York, NY: Pearson Crain, W. (2011). <i>Theories of development</i> (6th ed.). Boston: Prentice Hall Jordan, P.J., Lawrence, S.A. (2009). Emotional intelligence in Teams: Development and initial validation of the Workgroup Emotional Intelligence Profile – Short Version (WEIP-S). <i>Journal of Management & Organization</i>, 15(4), 452-469 Santrock, J. W. (2016). <i>Adolescence</i> (16th ed.). NewYork, NY: McGraw Hill Solomon, A. (2012). <i>Far from the tree: Parents, children and the search for identity</i> (Reprint edition.). Scribner Santrock, J. (2018). <i>Essentials of life-span development</i> (5th ed.). New York NY: McGraw-Hill Education. 			

Code	Subject Title	Cr. Hrs	Semester
HDFS-205	Abnormal Psychology	3 (3+0)	4
Year	Discipline		
2020	Human Development & Family Studies		
Course Objectives			
<ul style="list-style-type: none"> To give students an orientation to the historical and theoretical foundations of abnormal psychology. To help students develop an understanding of the context of the abnormality. To help students gain a general understanding of the role of theory in developing treatments for psychological disorders (e.g., how therapists know what to say to a patient to help him or her change). 			
Course Outcomes			
Upon successful completion of the course, students will be able to:			
<ul style="list-style-type: none"> explain the categories and descriptions of the leading mental disorders. identify the different causes of the disorders, and the empirical evidence linking biological, cognitive, emotional, behavioural, and sociocultural factors with each disorder. use critical reasoning skills to apply theoretical concepts and empirical evidence to the understanding of mental health issues. 			
Course Outline			
Understanding Abnormal Behavior: Definition & history/ milestones in the field, Human experience – Concept of self, role of parenting, style of parenting, significant others, social adjustment, Stigma, family and community impacts, Current trends in the field toward understanding abnormal behavior			
Perspectives on Abnormal Behavior: Theories and approaches, Physiological, Humanistic and existential, Behavioral, Cognitive and socio-cultural			
Classification and Diagnosis of Abnormal Behavior: Development and history of DSM classification system (Major Disorders), Medical model (DSM-V), Multi-axial system			
Disorder Categories: Child, adolescent and developmental disorders (ADHD, Cerebral Palsy), Cognitive disorders, Substance-related disorders, Anxiety disorders / PTSD, Sexual and gender identity disorders, Eating & sleeping disorders, Personality disorders, Impulse control disorders, Adjustment disorders			
Screening & Treatment Approaches to Abnormal Behavior: Screening of Abnormal Behavior, Techniques of behavioral therapy, Individual therapies, Marital & family therapies, Group therapy, Biological treatment approaches – Psychosurgery, Medications, ECT, Community approaches – Therapeutic community, Partial hospitalization, Case management, Ethical considerations (patient-practitioner privacy.)			
Critical Issues in Abnormal Behavior: Suicide, Domestic violence, Sex crimes / Rape, Child abuse /Neglect, Culture & special populations, Overview of local resources & issues.			
Recommended Books:			
<ol style="list-style-type: none"> American Psychiatric Association. (2013). <i>Diagnostic and statistical manual of mental disorders (DSM-5®)</i>. American Psychiatric Pub. Comer, R. J. (2015). <i>Abnormal psychology</i> (9th ed.). Worth Publishers. Neale, J.M. & Davison, G. C. (2012). <i>Abnormal psychology</i> (12th ed.). New York: John Wiley & Sons. Kring, A.M., Johnson, S.L., Davison, G. C. & Neale, J.M. (2016) <i>Abnormal psychology: The science and treatment of psychological disorders</i> (13th ed.). New York: John Wiley & Sons. 			

Code	Subject Title	Cr. Hrs	Semester
HDFS-301	Adult Development and Aging	3(3+0)	5
Year	Discipline		
2020	Human Development & Family Studies		
Course Objectives			
<ul style="list-style-type: none"> To assist students in understanding the stages of Human Development in general and Late Adulthood and ageing in particular To assist students in examining the relevance of theory and research in adulthood and aging to diverse real world experiences. 			
Course Outcomes			
After taking the course, students would able to:			
<ul style="list-style-type: none"> apply common forms of investigation used in gerontology & psychology to understand aging related issues. explore existing and potential careers in the field of aging. explore issues and controversies in adulthood and aging through group activities and teamwork. 			
Course Contents			
Introduction: Overview of adulthood development and aging, Stages of human development with special focus on Late Adulthood, Researches related to aging on national & international level.			
The Aging Human Body: Theories of aging, Biological principles & changes, Biological problems.			
Mental and Cognitive changes: Changes in memory, Age-related memory loss, Dementia and Alzheimer's & Parkinson, Problem solving and wisdom			
Personality Development across Adulthood: Theories of personality development, Critical analysis of Erickson theory of human & personality development			
Long-term care of elderly: Age-related disabilities, Grief and depression, Death anxiety of elderly			
Elderly demography: Characteristics of elderly population, Statistics and research in aging			
Recommended Books			
<ol style="list-style-type: none"> Bjorklund, B. R., & Bee, H. L. (2015). <i>The journey of adulthood</i>. Florida: Pearson. Erber, J. T. (2012). <i>Aging and older adulthood</i>. John Wiley & Sons. Fielding, L. E. (2019). <i>Mastering adulthood: Go beyond adulting to become an emotional grown-up</i>. New Harbinger Publications. Levesque, R. J. (Ed.). (2011). <i>Encyclopedia of adolescence</i>. Springer Science & Business Media. Mason, M. G. (2011). <i>Adulthood and aging</i>. Allyn & Bacon. Whitbourne, S. K., & Whitbourne, S. B. (2010). <i>Adult development and aging: Biopsychosocial perspectives</i>. John Wiley & Sons. Williams, A. M. (2016). <i>Helping relationships with older adults: From theory to practice</i>. SAGE Publications. 			

Code	Subject Title	Cr. Hrs	Semester
HDFS-302	Understanding Children with Special Needs	3(3+0)	5
Year	Discipline		
2020	Human Development & Family Studies		
Course Objectives			
<ul style="list-style-type: none"> To provide students an overview of the different categories of exceptional learners, foundational knowledge and basic understandings needed to work with students with exceptionalities. To provide them an introduction to the history of special education and help understand areas of exceptionalities. To give students an understanding of issues in the education of individuals with cognitive impairment, learning disorders, emotional disturbance, and physical disabilities. 			
Course Outcomes			
After the course, the students will be able to:			
<ul style="list-style-type: none"> describe the different types of exceptional children and the cognitive, educational, social-behavioral and learning characteristics of each group of children. discuss the opportunities and services available for individuals with disabilities throughout the lifespan. complete activities related to course topics and describe how their awareness of disabilities and the related challenges has been affected. 			
Course Contents			
Exceptional Children: Definitions of exceptional and special education, Classification of exceptionalities, Parents and families of exceptional children			
Children with Intellectual Disabilities: Definition and etiology, Classification and characteristics			
Children with Specific Learning Disorders: Definition and etiology, Classification and characteristics			
Children with Emotional or Behavioral Disorders: Definition and etiology, Classification and characteristics			
Children with Autism & ADHD: Definition and etiology, Classification and characteristics			
Children with Speech and Language Disorders: Definition and etiology, Classification and characteristics			
Children with Hearing Impairment: Definition and etiology, Classification and characteristics			
Children with Visual Impairment: Definition and etiology, Classification and characteristics			
Children with Physical Disabilities Definition and etiology, Classification and characteristics			
Recommended Books			
<ol style="list-style-type: none"> Alfonso, V. C., & Flanagan, D. P. (2018). <i>Essentials of specific learning disability identification</i>. John Wiley & Sons. American Psychiatric Association. (2013). <i>Diagnostic and statistical manual of mental disorders (DSM-5®)</i>. American Psychiatric Pub. Council, H. C. (2016). <i>Supporting children with sensory impairment</i>. Routledge. Cardon, T. A. (Ed.). (2016). <i>Technology and the treatment of children with autism spectrum disorder</i>. Springer. Dilly, L., & Hall, C. (2018). <i>Autism spectrum disorder assessment in schools</i>. Routledge. Francis-Williams, J. (2014). <i>Children with specific learning difficulties: The effect of neurodevelopmental learning disorders on children of normal intelligence</i>. Elsevier. Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2015). <i>Exceptional learners: Introduction to special education</i> (13th ed.). Boston: Allyn and Bacon. 			

Code	Subject Title	Cr. Hrs	Semester
HDFS-303	Communication & Conflict Management	3 (2+1)	5
Year	Discipline		
2020	Human Development & Family Studies		
Course Objectives			
<ul style="list-style-type: none"> To help students understand the major theories and concept of Communication phenomenon in family relationship. To provide students with a better understanding of what is involved in communicating effectively. 			
Course Outcomes			
Upon completion of this course ,students will be able to			
<ul style="list-style-type: none"> analyze the role of communication in conflict and conflict management processes. evaluate the effectiveness and appropriateness of strategies, methods, and responses that are appropriate to a given conflict situation. 			
Course Contents			
<p>An overview of Communication: Definition and components of communication, Types and functions of communication, Communication and culture, Ethics and responsibility in communication, Significance of communication in human and family relations</p> <p>Communication in Family Domain: Family communication patterns & processes, Interpersonal and intrapersonal communication in family, Self-disclosure within relationship.</p> <p>Introduction to Conflict & Conflict Management: Defining and describing conflict interests and goals in conflict face-saving, Power and conflict, Conflict styles and tactics, Emotions & conflict.</p> <p>Conflict Resolution In The Family, Interpersonal conflict management , Family conflict & coping, Third party intervention, Apologies, forgiveness & reconciliation, Creating a positive communication climate, Solving problem as a group, The process of problem-solving, Leadership, Ethics and issues in family communication</p> <p>Practical: Collecting, compiling, analysis, synthesis and reporting of events regarding communication problems, Seminar presentation of report, Preparation of journal</p>			
Recommended Books			
<ol style="list-style-type: none"> Bone, E. J., & Griffin, C. (2016). <i>Invitation to human communication</i> (2nd ed.). USA: Cengage Learning. Chao, S. Y. (2012). <i>Intercultural communication: Impacts on marriage and family relationships</i>. USA: West Bow Press. Galvin, M. K. (2018). <i>Family communication: Cohesion and change</i>. London: Taylor & Francis. Hocker, J. L. & Wilmot, W. W. (2018). <i>Interpersonal conflict</i>, (10th ed.). Dubuque, IA: Mcgraw-Hill Publishers Marsha J. L. (2001). <i>Effective communication skills: Essential skills for success in work and life</i> (2nd ed.). Jist Publishing. Solomon, A. (2012). <i>Far from the tree</i>. New York, NY: Scribner. Segrin, C., Flora, J. (2011). <i>Family communication</i>. (2nd ed.). New York, NY: Routledge, Taylor & Francis group. 			

Code	Subject Title	Cr. Hrs	Semester
HDFS-304	Statistics in Social Science	3(2+1)	5
Year	Discipline	Max Marks	
2022	Human Development	100	
<p>Course Objectives</p> <p>The objectives of the course is to help students in</p> <ul style="list-style-type: none"> • understanding the basic concepts of research and statistics • differentiate between different types of research and their application • choosing the right statistical technique to be used with the research method. • understand when to apply which statistical procedure • evaluating, inferring, and understanding a research problem (a product, situation, case) through statistics. • interpreting statistical literature, research articles, and the claims made on the basis of statistics. 			
<p>Course Outcomes</p> <p>Upon completion of the program, students will be able to:</p> <ul style="list-style-type: none"> • understand nature and types of research and basic statistics • design components of a research proposal • design a questionnaire • collect the data using appropriate sample design • present the data in understandable form • analyze the data using appropriate statistical technique • use SPSS for data analysis 			
<p>Course Contents</p> <ul style="list-style-type: none"> • Introduction to Statistics <ul style="list-style-type: none"> a. Statistics its importance, characteristics and limitations. b. Application of Statistics in Research c. Variables and Constants. d. Sample, Population, Statistic and Parameter. e. Sampling: Definition, developing sampling frame f. Collection of data, types of data and methods of data collection. • Presentation of Data <ul style="list-style-type: none"> a. Classification and tabulation of data. b. Frequency Distribution and related concepts c. Cumulative frequency distribution d. Graphs and Charts: Bar Graph, Histogram, Pie and Frequency Polygon • Analysis of Data <ul style="list-style-type: none"> a. Measures of Central tendency: Mean, Median, Mode. b. Measures of Dispersion: Range, Quartile, Percentile Decile, Deviation, Standard Deviation and Variance, Coefficient of Variation and its interpretation. c. Normal Curve: Symmetric and Asymmetric Distributions d. Correlation Analysis & T test. <p>Practical: SPSS</p> <p>All Statistical measures taught in above sections will be calculated using SPSS: Data Entry, Creating and manipulating variables, Measures of Central Tendency, Hypothesis Testing (Group Differences; T-test, ANOVA and Relationship Correlations & Regression)</p>			

Recommended Books

1. Chaudhary, S. M., & Kamal, S. (2018). Introduction to statistical theory Part-I. Pakistan, IlmiKutabKhana.
2. Chaudhary, S. M, Kamal, S. (2018). Introduction to statistical theory Part-II. Pakistan: IlmiKutabKhana.
3. Schervish, M. J. (1995). Theory of statistics (Corr. 2nd print. ed.). New York: Springer.
4. Walpole, R. E., Myres, S. L., Myres, RH,YC. (2012). Statistics for engineer and scientists. (9th ed.). Prentice Hall, New York.
5. Creswel, J. W. (2009). Research design, Quantitative, qualitative and mixed approaches. (3rd ed.). UK: SAGE Publications, Inc.

Code	Subject Title	Cr. Hrs	Semester
HDFS-305	Administration of Early Childhood Programs	3 (2+1)	5
Year	Discipline		
2020	Human Development & Family Studies		
Course Objectives			
<ul style="list-style-type: none"> To provide students' understanding of current issues and evidence-based practices relevant to early childhood care and education. To enable students to identify goals and objectives of administration process and various personnel involved in the administration of early childhood education centres. To assist students in devising strategies to support diversity in children based on culture, language and ability. 			
Course Outcomes			
Upon completion of this course, students will be able to:			
<ul style="list-style-type: none"> understand the role of governmental policies in effective running of an ECE centre. develop feasibility plans for administering an early childhood education centres. assist the management of Laboratory Nursery School at HDFS department to run the centre efficiently. 			
Course Contents			
Introduction to Administrative Process: Decision making, Planning, Coordination and evaluation, Role of a director.			
Planning Program & Environment: Setting goals, National and international ECE policies and legalities, Characteristics of DAP for various age groups.			
Managing Personnel: Selection process, Staff turnover, Staff recruitment, Organizing work, Determining lines of authority, Staff's professional development, Staff relationship, Burnout.			
Financing and Budgeting: Development of budget, Types of expenses, Income, Keeping budget records, Budget analysis			
Maintenance, Health & Safety: Legal requirements, Inventory, Safety and health considerations, Menu planning guidelines.			
Human Relations in Early Childhood Education: Communication skills, Working effectively with non-academic staff, Parent and community involvement, Dealing with child abuse.			
Program Evaluation: Evaluation design, Evaluation of outcomes, Evaluation of staff performance, Cost-benefit accounting,			
Practicum: i) Administering PTMs with nursery school administration. ii) Developing a feasibility plan for an early childhood program.			
Recommended Books			
<ol style="list-style-type: none"> Bruce, T. (2012). <i>Early childhood education</i>. Hachette UK. Click, P., & Karkos, K. A. (2011). <i>Administration of programs for young children</i>. (8th ed.). Australia: Wadsworth, Cengage Learning. Jenkins, L. T., & Eliason, C. (2008). <i>A practical guide to early childhood curriculum</i>. Pearson Merrill/Prentice Hall. Penn, A. F. (2014). <i>Effective Planning and Administration of Early Education Program</i>. Create space Independent Pub Sciarra, D. J., Lynch, E., Adams, S., & Dorsey, A. G. (2015). <i>Developing and administering a child care and education program</i>. Cengage Learning. 			

Code	Subject Title	Cr. Hrs	Semester
HDFS-306	Health and Wellness	3 (3+0)	5
Year	Discipline		
2020	Human Development & Family Studies		
Course Objectives			
<ul style="list-style-type: none"> To develop the knowledge and skills students need to make healthy decisions that allow them and their family to stay active, safe, and informed. To develop students' nutritional habits and their impact on a healthy lifestyle. 			
Course Outcomes			
After completing this course, students will have :			
<ul style="list-style-type: none"> developed in themselves, as well as create awareness among masses about a healthy lifestyle. learned strategies for making healthy choices. 			
Course Contents			
<p>Introduction to Health: Concept of health & wellbeing, Dimensions of wellbeing—Objective & Subjective. Health related concepts: Ecological, Psychosocial, Biomedical, Holistic. Indicators of Health: Physical Quality of Life Index, Human Development Index, International Human Suffering Index. Determinants of health. Models of health: The biomedical model, The biopsychosocial model, Social model of health, Health belief model.</p> <p>Health Behaviours: Introduction. Categories of Health Behaviours. Theories of Health Behaviours: Health belief model, Theory of planned behaviour, Transtheoretical model. Prevention & its types. Health Education & Message Framing. Adherence to Healthy Behaviours: Definition, Barriers to adherence, Factors predicting adherence</p> <p>Stress and Coping: Introduction to stress and stressors. Physiology of stress. Source of stress. Coping with stress: Personal coping, Coping Interventions</p> <p>Exercise, Sleep & Injury Control: What is physical activity & exercise. Categories of physical exercise. Benefits of physical activity & exercise. Sleep: Introduction & sleep patterns. Stages of sleep. Injury: Introduction & injury. Injury prevention</p> <p>Nutrition, Obesity & Eating Disorders: Introduction to balanced diet. Obesity: Concept, How to measure obesity- BMI. Hazards of obesity. Treatment & prevention. Eating Disorders: Anorexia Nervosa, Bulimia Nervosa, Binge eating disorder</p>			
Recommended Books			
<ol style="list-style-type: none"> David J. Ansbaugh & Hamrick, Michael H & Rosato, Frank D (2003). <i>Wellness concepts and applications</i> (5th ed.). Boston McGraw-Hill Donatelle, R. J., & Davis, L. G. (2011). <i>Health: The basics</i>. Benjamin Cummings. Bomar, P. J. (2003). <i>Promoting health in families: Applying family research and theory to nursing practice</i>. Elsevier Health Sciences. Danielson, C. B., Hamel-Bissell, B., & Winstead-Fry, P. (1993). <i>Families, health & illness: perspectives on coping and intervention</i>. Mosby Inc Craft-Rosenberg, M., & Pehler, S. R. (Eds.). (2011). <i>Encyclopedia of family health</i> (Vol. 1). SAGE Publications Grochowski, J. (2013). <i>Families and Health</i>. SAGE Publications. Bradshaw, T., & Mairs, H. (Eds.). (2017). <i>Health Promotion and Wellbeing in People with Mental Health Problems</i>. Sage. Kail, R. V. (2013). <i>Human development</i> (6th ed.). Australia: Wadsworth. 			

Code	Subject Title	Cr. H.rs	Semester
HDFS-307	Parenting Across Life Span	3 (3+0)	6
Year	Discipline		
2020	Human Development & Family Studies		
Course Objectives			
<ul style="list-style-type: none"> To teach students the historical and theoretical foundations of research in the areas of family and parenting. To instill in students the ability to examine the phenomenology and practical aspects of being part of a family and parenthood, from communication to discipline and risks and benefits of various family systems. 			
Course Outcomes			
Upon completion of the course, students will be able to:			
<ul style="list-style-type: none"> summarize cultural and contextual factors influencing parenthood and parent-child relationships in the contemporary societies. analyze roles and responsibilities of parenthood and select parenting practices that maximize human growth and development. evaluate changes in parenting styles and parenting strategies across developmental stages from pregnancy to adulthood. integrate research and evidence-based perspectives to demonstrate the importance of parent education. 			
Course Contents			
Introduction and Overview: History of approaches to parenting, Functions of parenthood, Biological factors in parenting and child development, Role of culture, Subculture and context on parenting, Importance of parenting in influencing the child and Effects of parenting relationship on children			
Tasks and Challenges of Parenting and Child Development Across the Life Span: Preparation for parenthood, Parenting of infants and toddlers, Parents and preschoolers, Parents and school-aged children, Parents and adolescents, Parenting of adults: A neglected area. Parenthood at midlife and career responsibilities during later years, Children with developmental disorders			
Determinants of Parenting: Child's characteristics and their reciprocal effects, Self-regulation and parental mental health, Parental cognitions: Relations to parenting and children's behavior, Family structure and nature of couple relationship, Social support and relationship with family and friends, Cultural background and religious beliefs, Work and financial stress			
Effects of Parenting on Child Development and Well Being: Effects of parenting on children's language and communication, Children's emotion and self-regulation, Children's schooling and academic attainment, Children's health, physical activity and nutrition, Peer and sibling relationship.			
Recommended Books:			
<ol style="list-style-type: none"> Altmann, J. (2017). <i>Parenting across the life span: Biosocial dimensions</i>. New York, NY: Routledge. Brooks J., (2010). <i>The Process of parenting</i>. New York, NY: McGraw-Hill Publishing. Heath, P. (2009). <i>Parent-child relations: Context, research, and application</i>. New York, NY: Pearson Education. Lancaster, J. B., Altmann, J., Sherrod, L. R., & Rossi, A. (Eds.). (2010). <i>Parenting across the life span: Biosocial dimensions</i>. New York, NY: Routledge. Reasoner, R. W., & Lane, M. L. (2007). <i>Parenting with purpose: Five keys to raising children with values and vision</i>. Personhood Press. 			

Code	Subject Title	Cr. Hrs	Semester
HDFS-308	Qualitative Methods of Research	3(2+1)	6
Year	Discipline		
2022	Human Development		
Course Objectives			
<ul style="list-style-type: none"> To acquaint students with scope and application of Qualitative Methods in Research. 			
Course Outcomes			
After successful completion of this course the students will be able to:			
<ul style="list-style-type: none"> understand the role of different approaches in qualitative research. learn to employ qualitative research in human development studies. 			
Course Contents			
Designing a Qualitative Study:			
<ul style="list-style-type: none"> Need for qualitative Research (when and why) Characteristics of qualitative research. Strengths and Limitations of qualitative research. Process and planning of qualitative research. Conceptual Framework in Qualitative Research. 			
Sampling & Data Collection Techniques in Qualitative Research			
<ul style="list-style-type: none"> Types of Purposive Sampling (Snowball, Purposive, Typical, Extreme, Homogenous, Heterogeneous, theoretical etc.) Interviews (Un-structured, Semi-Structured, Structured), Focused group discussions, Archival method. 			
Qualitative Designs:			
<ul style="list-style-type: none"> Phenomenological research, Grounded theory research, Ethnographic research, Case study research 			
Data Analysis And Presentation:			
<ul style="list-style-type: none"> Coding, Types of coding, Themes, sub-themes, Visual Data Representation, Typologies 			
Establishing Validation and reliability in qualitative research,			
<ul style="list-style-type: none"> Triangulation Thick Description Emersion Reflexivity 			
Practical: Coding, Generating themes from data, introduction to qualitative data analysis softwares (NVIVO).			
Recommended Books			
<ol style="list-style-type: none"> Gay, L. R. & Airasian, P. (2002). <i>Educational research</i>. New Jersey. Prentice Hall. Leavy, P. (2018). <i>Handbook of arts-based research</i>. New York. The Guilford Press. Creswell, J. W. (2002). <i>Research design: Qualitative, quantitative and mixed methods approaches</i>(2nd ed.). Sage Publications. Saldana, J. (2009). <i>The coding manual for qualitative researchers</i>. Sage Publications. 			

5. Creswell, J. W. (2006). *Qualitative inquiry and research design: Choosing among five approaches*. Sage Publications.
6. Crotty, M. (1998). *The foundation of social research: Meaning and perspective in the research process* (1st ed.). London: Routledge

Code	Subject Title	Cr. Hrs	Semester
HDFS-309	Guidance of the Young Child	3 (2+1)	6
Year	Discipline		
2020	Human Development & Family Studies		
Course Objectives <ul style="list-style-type: none"> To inculcate in students a positive, constructivist approach to guidance that respects and protects young children. To equip students with skills for practicing guidance in various child services or programs to help produce more self-responsible, competent, independent, cooperative people with a sense of self-worth and strong values. 			
Course Outcomes After the completion of this course students will have: <ul style="list-style-type: none"> enough knowledge to guide pro-social behaviour and organize a developmentally appropriate classroom environment. sufficient skills and knowledge on how to minimize challenging or aggressive behaviour, the necessary expertise needed to apply the Decision-Making Model of Child Guidance. 			
Course Contents Essentials of Child Guidance: Defining guidance, Discipline and punishment, Teacher's role in child guidance, Dimensions and styles of caregiving, General processes of children's learning, Key concepts of child development, Current trends in child guidance in global perspective. Theoretical Foundations of Child Guidance: Theories focused on children's environment, Cognitive, psychological, emotional and social development of children in classroom settings Direct and Indirect Guidance: Providing supportive environment 0-8 years old, Planning curriculum, materials and schedules for 3-8 years old, Using observation in guiding children, Positive guidance strategies, Behavior management systems Developing Self-Esteem and Moral Self: Parts of self and self-esteem, Social context and self-esteem, Practices to develop self-esteem, The moral self. Promoting Emotional and Social Development: Emotional competence, Social competence, Social emotional learning, Resilience and stress in childhood. Minimizing Challenging Behaviors: Nature and origin of challenging behaviour, Functional behavior assessment, Aggression and bullying, Managing specific challenging behavior Decision Making Model Of Child Guidance Practicum: Case Study and Presentation			
Recommended Books <ol style="list-style-type: none"> Marion, M. (2019). <i>Guidance of young children</i>. Pearson. Miller, D. F. (2015). <i>Positive child guidance</i>. Cengage Learning. Kostelnik, M., Whiren, A., Soderman, A., Rupiper, M. L., & Gregory, K. (2014). <i>Guiding children's social development and learning</i>. Cengage Learning. Flicker, E. S., & Hoffman, J. A. (2006). <i>Guiding children's behavior: Developmental discipline in the classroom</i>. Teachers College Press. Kersey, K., & Masterson, M. (2013). <i>101 Principles for positive guidance with young children: Creating responsive teachers</i>. Pearson Higher Ed. Gartrell, D. (2017). <i>Guidance for every child: Teaching young children to manage conflict</i>. Redleaf Press. 			

Code	Subject Title	Cr. Hrs	Semester
HDFS-310	Theories of Human Development	3 (3+0)	6
Year	Discipline		
2020	Human Development & Family Studies		
Course Objectives			
<ul style="list-style-type: none"> To enable students to identify recent research findings in the field of human development and assess their validity. To help students evaluate the effectiveness of theories in terms of their practical applications in parenting and teaching. To make students understand as well as compare and contrast various theoretical frameworks that relate to the study of human development. 			
Course Outcomes			
After completing the course, students will be able to:			
<ul style="list-style-type: none"> utilize knowledge of variables that influence development throughout the life span. evaluate research using a multidisciplinary view of development that includes cross-cultural perspectives. relate the scientific knowledge of development in order to make effective personal and professional decisions. 			
Course Contents			
History and Fundamentals of Human Development: Introduction (Definition, types and importance of theories), Early history: Philosophical roots, Later history: Emerging of science, Two world views (mechanistic and organismic)			
Psychodynamic perspective: Freud's psychoanalytic theory, Erik Erikson theory of psychosocial development			
Cognitive perspective: Piaget's theory of cognitive development, Vygotsky's theory of cognitive development, Information processing Theory			
Behavioural Perspective: Watson's theory of behaviorism, Pavlov's theory of classical learning, Skinner's theory of operant learning, Bandura's social cognitive theory			
Sociocultural Perspective: Bowlby attachment theory, Bronfrenbrenner system theory, Maslow's hierarchy of human needs, Kohlberg theory of moral development			
Biological foundations of development - Theories of Heredity: Weisman's theory, Gallon's theory, Mendel's law, Darwin's theory, Lamarck's theory			
Recommended Books			
<ol style="list-style-type: none"> Budwig, N., Turiel, E., & Zelazo, P. D. (Eds.). (2017). <i>New perspectives on human development</i>. Cambridge University Press. Green, M. G., & Piel, J. A. (2015). <i>Theories of human development: A comparative approach</i>. Psychology Press. Lerner, R. M. (2011). Theories of Human Development. <i>Merrill-Palmer Quarterly of Behavior and Development</i>, 16, 238-245. Lerner, R. M. (2001). <i>Concepts and theories of human development</i>. Psychology Press. Newman, B. M., & Newman, P. R. (2015). <i>Theories of human development</i>. Psychology Press. Salkind, N. J. (2004). <i>An introduction to theories of human development</i>. Sage Publications. 			

Code	Subject Title	Cr. Hrs	Semester
HDFS-311	Educational Psychology	3 (2+1)	6
Year	Discipline		
2020	Human Development & Family Studies		
Course Objectives			
<ul style="list-style-type: none"> To assist students in describing the developmental issues faced by school-age children. To teach students how individual variations and cultural diversity affect thinking and learning. 			
Course Outcomes			
By the end of this course students will be able to:			
<ul style="list-style-type: none"> minimize disruptions in classroom by establishing and maintaining an effective learning environment. understand the research methods used in educational psychology and their application in classroom teaching. direct the students' suitability towards learning and growth through effective motivation and self-regulation. . 			
Course Contents			
Teaching for academic learning: Effective learning environment, Planning for academic learning, Organization and management			
Educational Psychology and Teaching: Role of educational psychology, Teacher-student relationship and efficient teaching, Use of research in educational psychology			
Cognitive Development and language: Cognitive development (Piaget's theory), Learning as information processing model, Complex cognitive process			
Personal Social and Emotional Development: Psychosocial development (Eriksons' view of personal and social development), Moral development (Kohlberg's stage of moral development), Understanding ourselves and others			
Behavioral views of learning: Behavioral learning theories, Behavioral approaches to learning and management, Classical and operant conditioning			
Motivation in learning teaching: Approaches to motivation, Interests, emotions and self-schemas, Strategies to encourage motivation and thoughtful learning			
Standardized Testing and Assessment: Types of standardized testing, Development of test (objective and subjective), Types of assessment/Uses of classroom assessment			
Practical: Teaching practice and lesson planning for different grades, Report writing			
Recommended Books			
<ol style="list-style-type: none"> Frederickson, N., Miller, A., & Cline, T. (2008). <i>Educational psychology: Topics in applied psychology</i>. Routledge. Gonzalez-DeHass, A. R., & Willems, P. P. (2012). <i>Theories in educational psychology: Concise guide to meaning and practice</i>. R&L Education. Martin, J. L., & Torok-Gerard, S. E. (2019). <i>Educational Psychology: History, Practice, Research, and the Future</i>. ABC-CLIO. Stones, E. (2012). <i>An introduction to educational psychology</i>. Routledge Vassallo, S. (2017). <i>Critical educational psychology</i>. JHU Press. Zimmerman, B. J., & Schunk, D. H. (2014). <i>Educational psychology: A century of contributions: A Project of Division 15 (educational Psychology) of the American Psychological Society</i>. Routledge. 			

Code	Subject Title	Cr. Hrs	Semester
HDFS-402A	Professional Skill Development I	3 (3+0)	7
Year	Discipline		
2020	Human Development & Family Studies		
Course Objectives			
<ul style="list-style-type: none"> To help students integrate a clearer understanding of HDFS as an academic discipline, relevant to contemporary issues involving individuals, families, and communities in diverse and changing society. To provide them opportunities to examine issues within the field of HDFS and the professional possibilities available to them, especially as these relate to the academic and career planning processes. 			
Learning Outcomes			
After the course students will be able to:			
<ul style="list-style-type: none"> indicate a basic understanding of the necessary experience and skills required for careers within the HDFS field, exercise expected professional skills, professional ethics, and conduct and demonstrate professionalism through behavior demonstrate insight and skills to discern potential career aspirations and goals; communicate effectively to create rapport and connect with others, build and maintain network of professional relationships and develop collaborative working relationships to achieve results. identify the key competencies of emotional intelligence & develop a learning path to enrich ei. gain better control over behavior to thrive under stress and develop gratitude and strength of character. make intelligent decisions with limited time and information; reframe issues to ensure greater problem-solving accuracy and convert conflicting opinions into useful insights; improve time management; prioritization - organization - workflow - productivity engage critical thinking through curiosity and apply eight best practices of critical thinking. apply the eight best practices of critical thinking in practice. 			
Course Contents			
<p>Introduction to Professional Development: Professionalism and professions; static, process and socioeconomic approach, Portfolios; Historical context, the intents, processes and contents of the portfolio; essential skills: reflection, goal setting and decision making, Teamwork, Understanding the value of relationships & ego states</p> <p>Demonstrating Professional Behavior& Mapping Work Network: Developing professionalism, Valuing respect, Reliability and results, Comparing attitude, action, and effect, Identifying interdependencies, Focusing on purpose, Appreciating needs and values, Managing network and reputation</p> <p>Bridging Work Styles & Collaborating for Success: Identifying and accepting differences, Adapting to different work styles, Fostering collaboration, Creating a working agreement, Contributing to a collaborative culture.</p> <p>Emotional Intelligence: Defining EI, understanding components of emotional competence, learning to be emotionally competent, enhancing communication with EI; creating a powerful first impression, using body language, communicating with flexibility and authenticity, expanding emotional toolbox, applying mindfulness, offering attention & acceptance.</p> <p>Gratitude & Strength of Character, Meaningful Life Balance & Authenticity: Cultivating enthusiasm, confidence, trust, tenacity, and character, understanding the role of EI at work, disagreeing constructively, applying passion and fostering optimism: leading by example, giving in without giving up,</p>			

The Complexity of Decision Making: Establishing the needs of the organization, defining organizational objectives and goals, measuring your goals, calculating probabilities of success, understanding theories of decision-making, avoiding irrationality, being aware of risks, reframing the options, asking the right questions, knowing what you want, making proper comparisons, working with stereotypes and expectations, reviewing plans, engaging stakeholders, enlisting your network, managing risks, planning for risks – avoidance, mitigation, transference, and acceptance, adjusting decisions, building in metrics & measurements, monitoring progress and managing risks, looking for emerging trends.

Recommended Books

1. Bossidy, L., & Charan, R. (2004). *Confronting reality: Doing what matters to get things right*. Random House Business
2. Doppelt, B. (2012). *The power of sustainable thinking: How to create a positive future for the climate, the planet, your organization and your life*. New York, NY: Routledge.
3. Gladwell, M. (2006). *Blink: The power of thinking without thinking*. USA: Back Bay Books.
4. Jackson, M. O. (2019). *The Human network: How we're connected and why it matters*. Atlantic Books.
5. Zepeda, S. J. (2013). *Professional development: What works*. New York, NY: Routledge.

Code	Subject Title	Cr. Hrs	Semester
HDFS-403	Social Psychology	3 (3+0)	7
Year	Discipline		
2020	Human Development & Family Studies		
Course Objectives			
<ul style="list-style-type: none"> To introduce students to the major theories, concepts, perspectives and empirical findings in social psychology. To teach students how psychological theory and empirical research are used to help explain human behavior in individuals and groups. 			
Course Outcomes			
After the course, students will be able to:			
<ul style="list-style-type: none"> demonstrate knowledge about the historical emergence, methods and theories of social psychology. implement major theories, concepts, perspectives, and empirical findings in social psychology to explain human behavior. integrate different perspectives discussed in class to explain human behavior in everyday life. 			
Course Contents			
Introduction to Social Psychology: Definition of the field, Current trends and future scope, Conducting research in social psychology			
Social Cognition: Schemas, Heuristics, Affect and cognition, Self-presentation and social perception, Non-verbal behavior, Attribution, Impression management.			
Human Behavior and Attitudes: Nature of attitudes, Formation, maintenance, and change in attitudes, Relationship between attitude and behavior, Cognition & attitude, Prejudice, Aggression and social apathy, Science of persuasion			
Social Influence: Conformity, Compliance, Obedience, Deindividuation			
Social Interaction-An Overview: Interpersonal attraction/ Intimacy/ Partner selection, Characteristics of other situation and problems, Parent-child and significant others relations, Interpersonal violence, Pro-social Behaviour (Anti-social behaviour).			
Agents of Socialization: Roles of parents/siblings, Peers and family, Education and work settings, Religious institution, Social media.			
Recommended Books			
<ol style="list-style-type: none"> Aronson, E., Wilson, T. D., & Akert, R. M. (2013). <i>Social Psychology</i> (8th ed.). Upper Saddle River, NJ: Pearson. Wright, J. D. (Ed.). (2015). <i>International encyclopedia of the social & behavioral sciences</i> (2nd ed.). London, UK: Elsevier Health Sciences Franzoi, S. L. (2016). <i>Social psychology</i> (7th ed.). NewYork: McGrawHill. Myers, D. G. (2108). <i>Exploring social psychology</i> (8th ed.). NewYork: McGraw Hill. Robert A. Baron, R. A., Byrne, D. E. & Branscombe, N. R. (2006). <i>Mastering social psychology</i> (13th ed.). John Wiley & Sons, Inc. Sanderson, C. (2010). <i>Social psychology</i> (1st ed.). John Wiley & Sons, Inc. 			

Code	Subject Title	Cr. Hrs	Semester
HDFS-404	Social Gerontology	3(3+0)	7
Year	Discipline		
2020	Human Development & Family Studies		
Course Objectives			
<ul style="list-style-type: none"> To describe what is known in the field of social gerontology To explore social, cultural behavioral, and biological aspects of aging. To raise student's awareness about the needs and challenges faced by emerging generation of older Adults 			
Course Outcomes			
<ul style="list-style-type: none"> Inform students about gerontological practices and aging community services for diverse aging population It will develop the ability to evaluate policies and initiatives concerning population ageing, welfare provision and quality of life of older people and their families. 			
Course Contents			
<p>Introduction to Gerontology: Definition of Gerontology and social Gerontology. Short history of Gerontology, Its Significance & scope. Fields of Research in Gerontology</p> <p>Social Perspectives of Gerontology: Theories related to ageing , Social theories, Psychological Theories, Biological theories, Ageism</p> <p>The Aging Body: Biological Physical and sensory Changes and Diseases in ageing, Cognitive changes in Aging; Memory and Intelligence, Wisdom and creativity, Dementia, Alzheimer and Parkinson</p> <p>Health and Social Consequences: Nutrition and its significance in ageing, Influence of social factors on Elderly health, Home care, Institutionalized care; hospitals and old home.</p> <p>Socio-Emotional Aspects of Aging: Factors contribute to successful aging, Personality development, Emotion motivation,</p> <p>Social relationships: family& friend, Inter-generational Relationship, Death and Greif</p> <p>Work & Retirement: Work and retirement issues, Pre- retirement planning, Post Retirement & Re-employment, Financial constraints.</p>			
Recommended Books			
<ol style="list-style-type: none"> Baars, J., &Dohmen, J. (Eds.). (2013). Ageing, meaning and social structure: Connecting critical and humanistic gerontology. Policy Press. De Medeiros, K. (2016). The short guide to aging and gerontology. Policy Press. Hooyman, N. R., Kawamoto, K. Y., &Kiyak, K. A. (2015). Aging Matters. USA. Pearson. Paltasingh, T., & Tyagi, R. (Eds.). (2015). Caring for the Elderly: Social Gerontology in the Indian Context. SAGE Publications India. Pickard, S. (2016). <i>Age studies: A sociological examination of how we age and are aged through the life course</i>. Sage. Quadagno, J. (2013). <i>Aging and the life course: An introduction to social gerontology</i>. McGraw-Hill Higher Education. 			

Code	Subject Title	Cr. Hrs	Semester
HDFS-406	Testing and Assessment	3 (2+1)	7
Year	Discipline		
2020	Human Development & Family Studies		
Course Objectives			
<ul style="list-style-type: none"> To introduce students to the basic theoretical psychometric concepts and use of psychological tests. To develop their understanding of the basic principles and processes of psychological measurement and the techniques of test construction, administration, and validation. To help students in understanding the social and cultural factors affecting the assessment and evaluation of individuals, groups, and specific populations. 			
Course Outcomes			
After this course, students will be able to:			
<ul style="list-style-type: none"> describe and explain types of tests including their advantages and limitations explain the characteristics of an effective test and construct tests systematically demonstrate an ability to explain concepts of reliability, validity and standardization. 			
Course Contents			
<p>Psychological Assessment and tests: Definition & nature of psychological assessment, Types and uses of psychological assessment, Control in use of psychological tests, Sources of information about tests, Ethics of psychological testing, Standards of testing and test administration, History and current status and controversies in the field, A general introduction of test construction and adaptation, Characteristics of a good psychological test. Steps of test construction and adaptation, Item writing and Item Analysis, Types of items, Item difficulty, discrimination and distracters, Test Item blue print</p> <p>Reliability: Introduction and types of reliability, Measurement of reliability; Cronbach alpha; Factors influencing reliability of test scores; Improving reliability of tests.</p> <p>Validity: Introduction and types of validity, Relation of validity & reliability, Convergent & divergent validation, Statistical methods for calculating validity, Threats to validity.</p> <p>Test norms: Introduction and types of norms, Steps in developing norms, Relativity of norms, Cut-off scores, Response sets in test scores; Meaning, types and implications of response sets, methods to eliminate response sets, Interpretation of test scores, Usage of computer in testing</p> <p>Developmental Assessment: Purposes of developmental assessment, Different stages of developmental assessment, Orientation to different measures/tests of developmental assessment (The Neonatal Behavioral Assessment Scale (NBAS); ELM (Early Language Milestone) scale for children 0-3 years of age; Developmental Checklist; Infant Monitoring System for children aged 4-36 months; Early Screening Inventory for children 3-6 years of age; Peabody Picture Vocabulary Test ("the Peabody") for testing children 2 1/2 to 4 years of age.)</p> <p>Practical: Report writing on administration and scoring of tests</p>			
Recommended Books			
<ol style="list-style-type: none"> Cohen, R. J., Swerdlik, M. E., & Sturman, E. D. (2012). <i>Psychological testing and assessment: An introduction to tests and measurement</i> (8th ed.). NewYork: McGraw-Hill. Cohen, R. J., & Swerdlik, M. E. (2017). <i>Psychological Testing and Assessment</i> (9th ed.). NewYork: McGraw-Hill. Kaplan, R.M., & Saccuzzo, D. P. (2017). <i>Psychological testing: Principles, applications, and issues</i> (9th ed.). Boston, US: Cengage Learning. Pittrnger, D. J. (2003). <i>Behavioral research design analysis</i>. NewYork: McGraw-Hill. Thorndike R. L., & Thorndike-Christ, T. M. (2009). <i>Measurement and evaluation in psychology and education</i> (8th ed.). New York: Macmillan. 			
Code	Subject Title	Cr. Hrs	Semester

HDFS-407	Exceptional Children I	3 (2+1)	7
Year	Discipline		
2020	Human Development & Family Studies		
Course Objectives			
<ul style="list-style-type: none"> To provide students a broad overview of the terminology, strategies, and issues commonly encountered when addressing the needs of exceptional individuals. To provide introduction to the history of special education and help understand areas of exceptionalities. To help students understand etiology, identification, assessment, treatment, and social concerns regarding students with special needs. 			
Learning Outcomes			
After the course students will be able to:			
<ul style="list-style-type: none"> differentiate between Disability, Handicap and Impairment and describe the needs of and challenges faced by individuals with disabilities describe each of the major categories of exceptionality, describe learning and behavioral characteristics describe effective environmental, medical and instructional interventions to meet the intellectual, social, and personal needs of persons with disabilities articulate their understanding of the educational implications of these children. 			
Course Contents			
Exceptional Children: Definitions of exceptional Children and special education, Current trends and issues, Gifted children, Parents and families of exceptional children			
Neurodevelopmental Disorders: Intellectual Disabilities; Definition, Classification, Characteristics, Prevalence and causes, Identification and assessment, Treatment and educational implications			
Communication Disorders: Definition, Classification, Characteristics, Prevalence and causes, Identification and assessment, Treatment and educational implications			
Autism Spectrum Disorders: Definition, Classification, Characteristics, Prevalence and causes, Identification and assessment, Treatment and educational implications			
Attention Deficit Hyperactivity Disorders: Definition, Classification, Characteristics, Prevalence and causes, Identification and assessment, Treatment and educational implications			
Specific Learning Disorders: Definition, Classification, Characteristics, Prevalence and causes, Identification and assessment, Treatment and educational implications.			
Motor Disorders: Definition, Classification, Characteristics, Prevalence and causes, Identification and assessment, Treatment and educational implications.			
Practical: Project based on need assessment of exceptional children. Planning and delivering fifteen lessons at different institutions for exceptional children.			
Recommended Books:			
1. American Psychiatric Association. (2013). <i>Diagnostic and statistical manual of mental disorders (DSM-5®)</i> . American Psychiatric Pub.			
2. Cardon, T. A. (Ed.). (2016). <i>Technology and the treatment of children with autism spectrum disorder</i> . Springer.			
3. Cummings, L. (2013). <i>Communication disorders</i> . Macmillan International Higher Education.			
4. Dilly, L., & Hall, C. (2018). <i>Autism spectrum disorder assessment in schools</i> . Routledge.			
5. Farrell, M. (2006). <i>The effective teacher's guide to moderate, severe and profound learning difficulties (cognitive Impairments): Practical strategies</i> . Routledge.			
6. Kimbarow, M. L. (2019). <i>Cognitive communication disorders</i> . Plural Publishing.			

7. Kerins, M. R. (2014). Communication Disorders Concomitant with Emotional and Behavioral Disorders. *Child and Adolescent Communication Disorders: Organic and Neurogenic Bases*, 349.

Code	Subject Title	Cr. Hrs	Semester
HDFS-402B	Professional Skill Development II	3 (1+2)	8
Year	Discipline		
2020	Human Development & Family Studies		
Course Objectives			
<ul style="list-style-type: none"> To facilitate students in exploration of professionalism, workplace issues, leadership and communication skills To enable them to develop goal setting and self-management skills and build a professional identity in person, writing, and online. To help them develop a strong resume and secure an internship in various organisations working in human development sector. 			
Learning Outcomes			
After completing the course students will be able to:			
<ul style="list-style-type: none"> explain applications of HDFS theory, concepts, and education to career goals and internship placement. describe professional ethics, appropriate conduct, and effective workplace behaviors. create a professional identity through presenting self in career development skills including interviewing, resumes, and portfolios choose an internship site after interviewing and completing the internship placement process to gain relevant professional experience. 			
Course Contents			
Time Management: Identifying time wasters, applying the 80/20 rule, Creating rituals, Taking charge of your time, Protecting time through assertiveness, Finding hidden time, Chunking, blocking, and tackling, decluttering, managing workflow, Taking control over email, Nine ways to avoid procrastination			
Crisis Management & Increasing Productivity: Weathering the Storm, Creating and executing a plan, Applying lessons learned, Applying productivity tools, Finding what works, Eliminating the word “Should”, Building on success,			
Critical Thinking Best Practices: Becoming a rational thinker, Critical thinking in application, Applying reason, Developing open-mindedness, Stepping out of your comfort zone and avoiding jumping to conclusions, Thinking logically, Listening actively, Evaluating information, Performing SWOT analysis, Benefiting from critical thinking			
Practicum: Placement/ Internship and report on the placement			
Recommended Books:			
<ol style="list-style-type: none"> Bossidy, L., & Charan, R. (2004). <i>Confronting reality: Doing what matters to get things right</i>. Random House Business Doppelt, B. (2012). <i>The power of sustainable thinking: How to create a positive future for the climate, the planet, your organization and your life</i>. New York, NY: Routledge. Gladwell, M. (2006). <i>Blink: The power of thinking without thinking</i>. USA: Back Bay Books. Jackson, M. O. (2019). . Atlantic Books. <i>The Human network: How we're connected and why it matters</i> Zepeda, S. J. (2013). <i>Professional development: What works</i>. New York, NY: Routledge. 			

Code	Subject Title	Cr. Hrs	Semester
HDFS-408	Exceptional Children II	3 (2+1)	8
Year	Discipline		
2020	Human Development & Family Studies		
Course Objectives			
<ul style="list-style-type: none"> To provide students a broad overview of the terminology, strategies, and issues commonly encountered when addressing the needs of exceptional individuals. To provide introduction to the history of special education and help understand areas of exceptionalities. To help students understand etiology, identification, assessment, treatment, and social concerns regarding students with special needs. 			
Course Outcomes			
After the course students will be able to:			
<ul style="list-style-type: none"> demonstrate the understanding of the major categories of exceptionalities, their learning and behavioural characteristics, needs of and challenges faced by individuals with disabilities provide a comprehensive understanding of etiology, and effective assessment process. describe effective environmental, medical and instructional interventions to meet the intellectual, social, and personal needs of persons with disabilities articulate their understanding of the educational implications of these children. work as professionals in the field of special education. 			
Course Contents			
Sensory Impairments; Hearing Impairments: Definition, Classification and characteristics, Prevalence and causes, Identification and assessment, Treatment and educational implications.			
Visual Impairments: Definition, Classification and characteristics, Prevalence and causes, Identification and assessment, Treatment and educational implications			
Emotional and Behavioral Disorders: Definition, Classification and characteristics, Prevalence and causes, Identification and assessment, Treatment and educational implications			
Physical Disabilities: Definition, Classification and characteristics, Prevalence and causes, Identification and assessment, Treatment and educational implications			
Child Abuse and Neglect: Definition, Classification and characteristics, Prevalence and causes, Identification and assessment, Treatment and educational implications			
Practical: Project based on need assessment of exceptional children. Planning and delivering fifteen lessons at different institutions for exceptional children.			
Recommended Books			
<ol style="list-style-type: none"> American Psychiatric Association. (2013). <i>Diagnostic and statistical manual of mental disorders (DSM-5®)</i>. American Psychiatric Pub. Benner, S. M., & Grim, J. (2012). <i>Assessment of young children with special needs: A context-based approach</i>. Routledge. Bayat, M. (2016). <i>Teaching exceptional children: Foundations and best practices in inclusive early childhood education classrooms</i>. Routledge. Council, H. C. (2016). <i>Supporting children with sensory impairment</i>. Routledge. Farrell, M. (2006). <i>The effective teacher's guide to sensory impairment and physical disability: Practical strategies</i>. Taylor & Francis. Holland, M. L., Malmberg, J., & Peacock, G. G. (2017). <i>Emotional and behavioral problems of young children: Effective interventions in the preschool and kindergarten years</i>. Guilford Publications. 			

Code	Subject Title	Cr. Hrs	Semester
HDFS-409	Guidance & Counseling	3 (2+1)	8
Year	Discipline		
2020	Human Development & Family Studies		
Course Objectives			
<ul style="list-style-type: none"> To give students' knowledge about the historical foundations and current trends in school counseling and educational systems. To help them learn about and recognise the need for guidance and counseling in schools. To create students' awareness of current ethical and legal issues, laws and regulations relevant to school counseling. 			
Course Outcomes			
By the end of this course, students will be able to:			
<ul style="list-style-type: none"> apply their knowledge to provide a comprehensive, developmental school counseling program (including counseling services) that meets the needs of all students. apply current and emerging technological resources to: 1) enhance counseling and guidance planning, and 2) promote informed academic, career and social/emotional choices. 			
Course Contents			
An Introduction of Guidance and Counselling: Definition, nature, functions, Importance and limitations; Types and kinds of guidance and counselling; Review of latest researches, Approaches to guidance and counselling.			
Skill in Guidance Counselling: Basic knowledge of psychology and ability to make rapport, Communication skills, Observational power and empathy; Probing skill through questioning and organizing fact, Listening skills and patience. Honesty & confidentiality.			
Guidance & Counselling in Schools: Educational & vocational (school and college) and Occupational counselling, Guidance in primary and secondary education; Guidance team in the school and their role.			
The Counselling Process: Process and scope of counselling, Techniques of counselling; Standardized test score and their meaning, Types of standardized test, Group assessment techniques.			
Types of counselling: Individual counselling, Group counselling, Marital and Family counselling, Gerontological counselling.			
Concerns in Guidance and Counselling: Problems and issues of guidance and counseling; Counselling special group, Ethical issues, honesty and confidentiality, Crisis management.			
Practical: A report on any of the issue in guidance, counselling, and child development referral services.			
Recommended Books			
<ol style="list-style-type: none"> Corey, J. (2016). <i>Theory and practice of counseling and psychotherapy</i> (10th ed.). Boston, US: Cengage Learning. Drummond, R. J., Sheperis, C. J., & Jones, K. D. (2015). <i>Assessment procedures for counselors and helping professionals</i> (8th ed.). London, UK: Pearson Publication. Hays, D. J. (2017). <i>Assessment in counseling: Procedures and practices</i>. American Counselling Association. Hess, R. S., Maagnuson, S., & Beeler, L. M. (2011). <i>Counseling children and adolescents in schools</i> (1st ed.). US: SAGE Publications. Kinra, A. K. (2012). <i>Guidance and counselling</i>. London, UK: Pearson Publication. Kochhar, S.K. (2010). <i>Educational and vocational guidance in secondary schools</i>, New Delhi: Sterling Publishers. McLeod, J. (2013). <i>Person-centered counseling in action</i>. SAGE Publications. 			

Code	Subject Title	Cr. Hrs	Semester
HDFS-410	Interventions& Therapeutic Approaches	3 (3+0)	8
Year	Discipline		
2020	Human Development & Family Studies		
Course Objectives			
<ul style="list-style-type: none"> To develop an orientation of the subject and its historical development. To develop an understanding of the context of the abnormality. To develop an understanding of the psychological issues and problems and relevant therapies. 			
Course Outcomes			
Upon successful completion of the course, students will be able to			
<ul style="list-style-type: none"> categorise and describe leading mental disorders. differentiate causes of the disorders and the empirical evidence linking biological, cognitive, emotional, behavioral, and sociocultural factors with each disorder. use critical reasoning skills to apply theoretical concepts and empirical evidence to the understanding of mental health issues. 			
Course Outline			
Classification and Diagnosis of Abnormal Behavior: DSM classification system (Major Disorders), Multi-axial system.			
Disorder Categories: Child, adolescent and developmental disorders (ADHA, Cerebral Palsy), Cognitive disorders, Substance-related disorders, Anxiety disorders / PTSD, Sexual and gender identity disorders, Eating & sleeping disorders, Personality disorders, Impulse control disorders, Adjustment disorder			
Screening & Treatment Approaches to Abnormal Behavior: Screening of abnormal behavior, Building rapport, Gaining client confidence, Case study and family history			
Major Techniques and Approaches of Psychological Interventions: Behavioral therapy, Individual therapies, Marital & family therapies, Group therapy, Biological treatment approaches – psychosurgery, medications, ECT, Community approaches–therapeutic community, partial hospitalization, Case management, Ethical considerations (patient-practitioner privacy.)			
Managing Contemporary Issues: Suicide, Domestic violence, Sex crimes/Rape, Child abuse/Neglect, Culture & special populations, Overview of local resources & issues.			
Recommended Books			
<ol style="list-style-type: none"> American Psychiatric Association. (2013). <i>Diagnostic and statistical manual of mental disorders (DSM-5®)</i>. American Psychiatric Pub. Comer, R. J. (2015). <i>Abnormal psychology</i> (9th ed.). Worth Publishers. Neale, J.M. & Davison, G. C. (2012). <i>Abnormal psychology</i> (12th ed.). New York: John Wiley & Sons. Kring, A.M., Johnson, S.L., Davison, G. C. & Neale, J.M. (2016) <i>Abnormal psychology: The science and treatment of psychological disorders</i> (13th ed.). New York: John Wiley & Sons. 			

Code	Subject Title	Cr. Hrs	Semester
HDFS-411	Human Services Programs	3 (3+0)	8
Year	Discipline		
2020	Human Development & Family Studies		
Course Objectives			
<ul style="list-style-type: none"> To prepare students to be effective human services professionals by providing relevant information about human service organizations and programs directed at children and families. To facilitate students with skill-building opportunities that improves their professional helping skills. To help students correlate knowledge gained through text book to actual field experience. 			
Course Outcomes			
Upon completion of this course the students will be able to:			
<ul style="list-style-type: none"> be a part of the helping process that is an intricate part of human services recognize the strategies and interventions that are available to the human service worker articulate an awareness of ethics and ethical dilemmas that are present in the human services field. exhibit an understanding of the social welfare system. 			
Course Contents			
Defining Human Services: Definition, themes and purposes, The interdisciplinary nature of the field, Historical roots and contemporary activities in human services profession			
Human Services as a Profession: Human service networks and searching for the apt. program, Human services and ethical practice, Social welfare programs and policies			
Models of Service Delivery: The medical model, The public health model, The human service model			
The Human Services Professional: The professional helping relationship, The pyramid model, Typology of human service professionals, Knowledge, skills and attitudes of the human service worker			
The Client: The whole person, Clients as individuals, groups, and populations, The client's perspective			
The Helping Process: Cycles of helping: The nature of the helping process, The concept of multicausality, Intervention strategies, Activities and tasks used to implement strategies			
Recommended Books			
<ol style="list-style-type: none"> Kanel, K. & Mallers, M.H. (2016). <i>An overview of the human services</i>. (2nd ed.). Boston, Cengage Learning. Mandel, B. R., & Schram, B. (2011). <i>Introduction to human services: Policy and practice</i>. (8th ed.). Pearson/Allyn & Bacon Martin, M. E. (2014). <i>Introduction to human services: Through the eyes of practice settings</i>. (3rd ed.). Boston: Allyn & Bacon. Neukrug, E. (2004). <i>Theory, practice, and trends in human services: An introduction</i> (3rd ed.). Pacific Grove, CA: Brooks/Cole. Poindexter, C. C., & Valentine D. P. (2007). <i>An Introduction to human services: Values, methods, and populations served</i>. (2nd ed.). Belmont, CA: Brooks/Cole. Woodside, M. R., & McClam, T. (2019). <i>An introduction to human services</i>. (9th ed.). Belmont, CA: Brooks/Cole. 			

Code	Subject Title	Cr. Hrs	Semester
HDFS-104	Introduction to Philosophy	3 (3+0)	
Year	Discipline		
2020	Human Development & Family Studies		
Course Objectives			
<ul style="list-style-type: none"> To introduce students to central topics in philosophy thus developing an understanding of the nature of philosophical questions, and of ways in which these can be answered. To facilitate students in gaining mastery of some basic and enduring philosophical issues, with relevance to contemporary debates in society. 			
Course Outcomes			
By the end of the course students will be able to:			
<ul style="list-style-type: none"> identify the major branches and the major figures in the history of philosophy. interpret, summarize, and paraphrase the views of philosophers as expressed in philosophical texts. use the logical and critical thinking methods of philosophy to analyze and evaluate the ways in which philosophers attempt to solve the problems of philosophy. 			
Course Contents			
Introduction: What is philosophy?, Nature and scope of philosophy,			
Philosophy of Religion: Arguments for the existence of God, Problem of Evil, Faith and Reason			
Political Philosophy and Moral Philosophy: Equality, freedom and reform, Major theories of moral philosophy; Utilitarianism, Naturalism, Emotivism.			
Knowledge of the External World: Commonsense realism, Representation realism, Idealism, Phenomenalism, Causal realism			
Philosophy of Science: Scientific method, Problem of Induction, Falsificationism,			
Philosophy of Mind: Mind-body problem, Dualism, Physicalism, Behaviourism, Fictionalism, Problems of other minds			
Philosophy of Art: What is Art, Major theories; The significant form theory, The idealist theory, The institutional theory. Art criticism; Anti-intentionalism, Performance, interpretation and authenticity			
Recommended Books			
<ol style="list-style-type: none"> Cottingham, J.G. 2007. <i>Western philosophy: An anthology. (2nd ed.)</i>. Wiley-Blackwell Stanley, M. H., Thomas, C. H., & Dennis, L. O. (2005). <i>Invitation to philosophy: Issues and options</i>. (10th ed.). Belmont: Wadsworth /Thomson Learning. Stewart, D., Blocker, H., & Petrik, J. (2012). <i>Fundamentals of philosophy</i>. (8th ed.). Pearson Education. Perry, J., Bratman, M., & Fischer, J. M. (2018). <i>Introduction to philosophy: Classical and contemporary readings</i>. (8th ed.). USA: Oxford University Press Warburton, N. (2012). <i>Philosophy: The basics</i> (5th ed.). London: Routledge. 			

Code	Subject Title	Cr. Hrs	Semester
HDFS- 110	Islamic Philosophy	3 (3+0)	
Year	Discipline		
2020	Human Development & Family Studies		
Course Objectives			
<ul style="list-style-type: none"> To introduce students to the history of Islamic philosophy by focusing on key philosophers and thinkers in Islamic Philosophical tradition, like al-Kindī, Fārābī, Ibn Sīnā, etc. To give students' an understanding of key and basic Islamic philosophical issues. 			
Course Outcomes			
By the end of this course students will be able to:			
<ul style="list-style-type: none"> understand the concept and nature of islamic philosophy. get familiar with the historical background of islamic philosophy. actively participate in philosophical discussions and debates. 			
Course Contents			
Introduction: Transmission of Greek philosophy to Muslim culture			
Mutazilism: Five basic principles of Mutazila, Some leading Mutazilites; Wasil Ibn Ata, Abu al HudhailAllaf, Al- Nazzam.			
Asharism: Concept of God and the nature of divine attribute, Free will, Problem of evil, Problem of createdness or uncreatedness of the Quran, Asharite Atomism			
Al-Kindi: Reconciliation of philosophy and religion, Concept of God, Theory of Intellect			
Al- Farabi: Theory of ten intelligences, Theory of the intellect			
Ibn-Sina: Theory of Being, Theory of knowledge/concept of god, Mind-body relationship			
Al Ghazali: Method, Refutation of philosophers, Eternity of the word, God's knowledge of particulars, Resurrection of the body			
Ibn Rushd: Reconciliation between Philosophy and Religion, Metaphysics, Way to knowledge			
Ibn Arabi: Doctrine of unity of being			
Recommended Books			
<ol style="list-style-type: none"> Adamson, P., & Taylor, R. C. (Ed.). (2005). <i>The cambridge companion to arabic philosophy</i>. Cambridge: Cambridge University Press. Winter, T. (Ed.). (2008). <i>The cambridge companion to classical islamic theology</i>. Cambridge: Cambridge University Press. McGinnis, J., & Reisman, D. C. (2007). <i>Classical arabic philosophy. An anthology of sources</i>. Indianapolis: Hackett, 2007. Ramadan, T. (2010). <i>What I believe</i>. Oxford: Oxford University Press. Nasr, S. H. (2006). <i>Islamic philosophy from its origin to the present: Philosophy in the land of prophecy</i>. State University of New York Press. Adamson, P. (2018). <i>Philosophy in the Islamic World. A history of philosophy without any gaps, Volume 3</i>. Oxford University Press Watt, W. M. (2008). <i>Islamic philosophy and theology</i>. London: Routledge 			

Code	Subject Title	Cr. Hrs	Semester
HDFS-206	Philosophy of Mind	3 (3+0)	
Year	Discipline		
2020	Human Development & Family Studies		
Course Objectives			
<ul style="list-style-type: none"> To guide students' reading through a number of classical and contemporary papers. To familiarize students with the key arguments for and against the main positions in the debate about the mind-body problem. 			
Course Outcomes			
By the end of this course students will be able to:			
<ul style="list-style-type: none"> understand the three central problems in the philosophy of mind: the <i>metaphysical</i> status of mental states, the capacity for mental <i>representation</i>, and the nature of <i>consciousness</i>. explicate their own view on the mind-body problem while analyzing and critiquing written arguments. demonstrate improved skills in problem-solving and critical reasoning. 			
Course Contents			
Introduction: The soul and the mind: The varieties of mental phenomenon, The importance of philosophy of mind.			
The Subject of Consciousness: Dualism: The traditional mind-body problem, Materialism: Some difficulties in the identity theory, The Person Theory, A reconsideration of dualism			
Consciousness: The third-person and the first person account, The thesis of intentionality.			
Action: Some theories of action; Mental events as the causes of action, The theory of agency, A performative theory, Goals as the explanation of actions, Reasons and Causes, Explanations in terms of desire, Law like factors, Teleological explanations.			
Dreaming: Philosophical relevance of dreams.			
Knowledge of Other Minds			
Recommended Books			
1. Armstrong, D. M. (2015). <i>A materialist theory of the mind</i> (Revised ed.). London: Routledge.			
2. Braddon-Mitchell, D., & Jackson, F. (2006). <i>Philosophy of mind and cognition: An introduction</i> . Wiley-Blackwell.			
3. David J. C. (Ed.). (2002). <i>Philosophy of mind: classical and contemporary readings</i> . Oxford : Oxford University Press.			
4. Kim, J. (2019). <i>Philosophy of mind</i> . (3 rd ed.). London: Routledge.			
5. Shaffer, J. A. (2010). <i>Philosophy of mind</i> . Paralogic Press			
6. Swinburne, R. (1997). <i>The evolution of the soul</i> . USA: Oxford University Press.			

Code	Subject Title	Cr. Hrs	Semester
HDFS-207	Workplace Psychology	3 (3+0)	
Year	Discipline		
2020	Human Development & Family Studies		
Course Objectives			
<ul style="list-style-type: none"> • To introduce major topics and subspecialties including critical theory and research finding that have defined the field of occupational psychology • To increase the understanding of the complicated systems of individual and group psychological processes involved in the world of work. • To connect the basic principles of occupational psychology to personnel and human resources management within the organization. • To allow participants to explore the ways in which individual career choices and work-life success can be improved through the benefits of occupational health psychology. 			
Course Outcomes			
At the end of the course students will be able to:			
<ul style="list-style-type: none"> • propose an evidenced-based solution to an organizational problem involving motivational, leadership and satisfactions issues. • describe the principal theories used by occupational psychologists to diagnose and resolve organizational issues. • demonstrate in written form competencies in: (1) identifying organizational problems and issues, (2) devising solutions based upon sound principles, (3) recommending viable solutions to management on how to implement them. • describe how to communicate to management and employees using business terminology and plain language. 			
Course Contents			
Workplace Psychology			
<ul style="list-style-type: none"> • Introduction and conceptual framework • Occupational health psychology: Role of counselor at workplace • Organizational Culture and its Impact, 			
Counseling at Workplace			
<ul style="list-style-type: none"> • The counseling process in organizations • Employee assistance programs • Models of Counseling in Organizations. • Counseling as a form of Organizational Change. 			
Psychology of Workforce			
<ul style="list-style-type: none"> • Attitudes, emotions, and work • Motivations and Job Satisfaction • Theories of employee motivation • Productive and counterproductive employee behavior • Employee retention 			
Human Problems At Work Place:			
<ul style="list-style-type: none"> • Stress – nature and type • Individual and organizational consequences of stress. Burnout, depression, • Mental health, substance abuse, role conflict, absenteeism, harassment at workplace • Counseling for violence at workplace • Conflict resolution and grievance handling 			

Leadership and communication

- Defining leadership
- Theories of leadership
- Effective Organizational communication
- Emotional Intelligence

Recommended Books:

1. Landy, F. J. and Conte, J. M. (2013). *work in the 21st century. an introduction to industrial and organizational psychology*. (4th ed.). Oxford: Blackwell Publishing.
2. Smith, J M. (2005). *Testing People at Work: Competencies in psychometric testing*. London: Blackwell
3. Neukrug, E. S. (2012). *The world of the counselor: An introduction to the counseling profession* (4th ed.). Belmont, CA: Cengage Learning.
4. Coles, A. (2003). *Counselling in the workplace*. Berkshire, England: Open University Press, McGraw Hill Education.

Code	Subject Title	Cr. Hrs	Semester
HDFS-313	Cross Cultural Psychology	3 (3+0)	
Year	Discipline		
2020	Human Development & Family Studies		
Course Objectives			
<ul style="list-style-type: none"> To explore, discuss, and acquire an understanding of the principal concepts in cross-cultural psychology, To examine critically psychology's approach to local culture. To investigate and apply ideas from cross-cultural psychology to the needs of individuals, groups, and society. 			
Course Outcomes			
By the end of this course, students will be able to:			
<ul style="list-style-type: none"> acquire an overview of the central theories, methodologies, issues and research areas in cross-cultural psychology. critically reflect, compare, analyze and integrate perspectives from different approaches to theory and practice regarding culture and psychology. reflect on the role of culture in designing and implementing psychological interventions, from psychotherapy to working with culturally diverse communities. 			
Course Contents			
Introduction: Defining and understanding culture, Historical and theoretical foundations, Nature and scope, Acculturation and multiculturalism			
Cross-Cultural Research: Methodological issues in cross cultural research, Considerations for conducting cross cultural research, Translation, adaptation and application of psychological tests across cultures, Indigenous research and current issues across cultures			
Human Development and Socialization: Culture and developmental processes, Culture and social behaviors, Parenting practices across cultures, Social perception and social cognition, Social interaction: Conformity, social influence, social loafing, Intergroup and intergenerational relations across cultures, Emotional development and regulation processes across cultures, Ethnocentrism, prejudice, stereotyping, and discrimination, Gender and sex trait stereotypes, Culture and identity, Culture, language, and communication			
Application of Cross Cultural Psychology: Mental health, Intelligence, Individual and community Happiness, success and well-being, Spirituality and religion, Human rights and law, Global Community, Immigration			
Recommended Books			
<ol style="list-style-type: none"> Gardiner, H. W. (2017). <i>Lives across cultures: Cross-cultural human development</i> (6th ed.). Boston, MA: Pearson. Heine, S. J. (2019). <i>Cultural psychology</i> (4th ed.). New York, NY: W. W. Norton & Company Keith, K. D. (Ed.). (2019). <i>Cross-cultural psychology: Contemporary themes and perspectives</i> (2nd ed.). UK: Wiley Blackwell. Laungani, P. D. (2007). <i>Understanding cross-cultural psychology</i>. India: SAGE PublicationsLtd. Matsumoto, D., & Juang, L. (2013) <i>Culture and psychology</i> (5th ed.). Sydney: Thomson's Wadsworth. Shireav, E. B. & Levy, D. A. (2012). <i>Cross-cultural psychology: Critical thinking and contemporary applications</i> (5th ed.). India: New Delhi 			