CURRICULUM OF TWO YEAR

ASSOCIATE DEGREE IN SOCIOLOGY

BACHA KHAN UNIVERSITY CHARSADDA

2020

INTRODUCTION

Associate Degree is two years (4 semesters) program, to be offered after intermediate (12 years) or equivalent education, at the affiliated colleges and within the constituents' departments/institutes/colleges of Bacha Khan University Charsadda , where there is no BS program, as directed by the HEC. This program will provide an alternate option to the students of BA/BSc and may be an integrated type program among the relevant departments/institutes/colleges under one faculty or faculties.

BACKGROUND

Accordance to the decision taken by the Higher Education Commission (HEC), the old two-year BA/BSc degrees (equivalent to 14 years of education) will no longer be offered by Pakistani Universities/HEIs after Academic Year 2018. Instead of two-year BA/BSc, universities will now be able to offer an associate degree through recognized campuses or constituent colleges in market-driven subjects, after necessary approval from HEC. The associate degree model offers high quality education with technical expertise at a low cost to produce skillful and employable graduates. It has been implemented with great success in the developed world. The associate degree programs prepare students for a specific career or to transfer into a bachelor's degree program offered at university level. The students enrolled on the basis of associate degree in 5th semester will be awarded with a BS-2- year (4 semesters) degree with at least 60 credit hours.

ELIGIBILITY CRITERIA AND DURATION

Bacha Khan University Charsadda offers Associate Degree Program in all major disciplines in accordance with Higher Education Commission (HEC) Undergraduate policy 2020. A candidate seeking admission in Associate Degree Program requires at least 45% marks in FA/F.Sc. or equivalent. Associate Degree Programs is two years full time study program spread over four semesters. Each semester has 15-18 weeks duration for teaching and examinations etc. The two years AD program is equivalent to the Bachelor Degree (BA/B.Sc.) i.e. 14 years of study.

PROGRAM LEARNING OUTCOMES (PLOS) AND DEGREE COMPLETION REQUIREMENTS

The main goal of AD is to deliver market oriented and professional graduates to contribute to the overall development and economy of the country. Therefore, the AD program is designed to provide students with theoretical knowledge and practical skills that will increase their workplace competence and practical approach in respective discipline. In all subjects, including general education (Gen Ed) courses, students are expected to advance beyond their secondary school level, and mature and deepen their competences, including in writing, communication, mathematics, languages, analytical and intellectual discipline. To be eligible for the award of Associate Degree candidates are required to complete at least 65 credit hours course work/project program by attending minimum 4-semesters with at least Cumulative Grade Point Average of 2.5 out of 4.

OPTIONS FOR FURTHER STUDIES

There will be two possibilities for students after the completion of ADA/ADS (1)

1. They may be admitted in the University or Colleges in the 5th semester with the BS students directly or after a bridging semester of not more than 18 credit hours, if required according to the subject
2. They may be admitted in the University or colleges in two-year program (BS 2 years) separately if the University starts a two-year program for them.

PROGRAM STRUCTURE

Every undergraduate student will have to complete minimum 65 credits (22 Courses) in Gen Ed (14 courses with min 42 credit hours) and major discipline (08 courses with min 24 credit hours). Gen Ed is divided into:

a. Breadth Courses in the three domains of knowledge i.e. Arts and Humanities, Social Sciences, and Natural Sciences.

b. Functional Skills courses in Expository writing and quantitative reasoning.

c. Civilizational courses in Pakistan Studies and Islamiat or Religious Studies.

Bacha Khan University, Charsadda

Scheme of Studies FOR TWO-YEAR Associate Degree in Sociology

FIRST YEAR: FIRST SEMESTER

COURSE CODE	COURSE TITLE	Course Type	CREDIT HOURS
ELL-311	English I: Functional English	Gen Ed	03
IS-312	Islamic Studies	Gen Ed	03
SOC -313	SS-1 (Citizenship Education and community Engagement)	Gen Ed	03
EDU-312	NS-1 (General Science)	Gen Ed	03
SOC-311	Principles of Sociology	Subject-Specific	03
SOC-312	Social Anthropology	Subject-Specific	03
	Total Credit Hours		**18**

FIRST YEAR: SECOND SEMESTER

COURSE CODE	COURSE TITLE	Course Type	CREDIT HOURS
ELL-321	English II: Composition Writing	Gen Ed	03
PS-321	Pakistan Studies*	Gen Ed	03
CS-311	QR-1 (Introduction to Computer)	Gen Ed	03
	Arts and Humanities-I (Languages)	Gen Ed	03
SOC-321	Social Problems of Pakistan	Subject-Specific	03
SOC-322	Social Psychology	Subject-Specific	03
	Total Credit Hours		**18**

Note:* The medium of instruction for the subject of Pakistan Studies and Islamic Studies may be Urdu or English language.

SECOND YEAR: THIRD SEMESTER

COURSE CODE	COURSE TITLE	Course Type	CREDIT HOURS
ELL-411	English III: Academic Reading and Writing	Gen Ed	03
	Social Sciences - II	Gen Ed	03
	Natural Sciences-II	Gen Ed	03
SOC-411	Pakistani Society and Culture	Subject-Specific	03
SOC-412	Human Rights	Subject-Specific	03
Total Credit Hours			**15**

SECOND YEAR: FOURTH SEMESTER

COURSE CODE	COURSE TITLE	Course Type	CREDIT HOURS
	Arts and Humanities-II	Gen Ed	03
PHIL-312	QR-II (Logic and Quantitative Reasoning)	Gen Ed	03
SOC-421	Gender and Development	Subject-Specific	03
SOC-422	Population Studies	Subject-Specific	03
SOC-423	Project Management	Subject-Specific	03
	Internship	General	Non-Credit Hour
	Entrepreneurship/Youth Club/ Sports	General	Non-Credit Hour
Total Credit Hours			**15**

Arts and Humanities

I. Pashto, Urdu, Arabic, Turkish, Chinese or any other language

II. Islamic History and Culture, Philosophy, History, Education, Home Economics or any other approved course of BKUC

Social science II

Political Science, Sociology, Psychology, Economics, Law, or any other approved Basic course of BKUC

Natural Sciences II

 Mathematics, Statistics, Botany, Zoology, Chemistry, Physics (or any other approved Basic Course of BKUC)

FIRST YEAR: FIRST SEMESTER

COURSE CODE	COURSE TITLE	Course Type	CREDIT HOURS
ELL-311	English I: Functional English	Gen Ed	03
IS-312	Islamic Studies	Gen Ed	03
SOC -313	SS-1 (Citizenship Education and community Engagement)	Gen Ed	03
EDU-312	NS-1 (General Science)	Gen Ed	03
SOC-311	Principles of Sociology	Subject-Specific	03
SOC-312	Social Anthropology	Subject-Specific	03
	Total Credit Hours		**18**

COURSE TITLE: ENGLISH-I: FUNCTIONAL ENGLISH

COURSE CODE: ELL-311

CREDIT HOURS: 03

COURSE OBJECTIVES: To enhance and develop language skills and critical thinking.

COURSE CONTENTS:

Grammar

- Basics of Grammar
- Parts of speech and use of articles
- Sentence structure, active and passive voice
- Practice in unified sentence
- Analysis of phrase, clause and sentence structure
- Transitive and intransitive verbs
- Punctuation and spelling

Comprehension

- Answers to questions on a given text

Discussion

- General topics and every-day conversation (topics for discussion to be at the discretion of the teacher keeping in view the level of students)

Listening

- To be improved by showing documentaries/films carefully selected by subject teachers

Translation skills

- Urdu to English

Paragraph writing

- Topics to be chosen at the discretion of the teacher

Presentation skills

- Introduction

Note: Extensive reading is required for vocabulary building

COURSE RECOMMENDED BOOKS:

1. Langan, John. (2004). College Writing Skills. London: Mc-Graw-Hill Higher Education.
2. Laurie G. Kirszner and Stephen R. Mandell.(2001). Patterns of College Writing. St. Martin's Press.
3. Marie, Brinand, and Grellet.(1993). Oxford Supplementary Skills.London: Oxford University Press.
4. Nolasco, Rob. (1992). Oxford Supplementary Skills: Fourth Impression.
5. Tomlinson, and Ellis. Rod. (1992). Oxford Supplementary Skills. London: Oxford University Press.

COURSE TITLE: ISLAMIC STUDIES

COURSE CODE: IS-312

CREDIT HOURS: 03

Course Objectives:

This course is aimed at:

1 To provide Basic information about Islamic Studies

2 To enhance understanding of the students regarding Islamic Civilization

3 To improve Students skill to perform prayers and other worships

4 To enhance the skill of the students for understanding of issues related to faith and religious life.

Course Contents:

Introduction to Quranic Studies

- Basic Concepts of Quran
- History of Quran
- Uloom-ul -Quran

Study of Selected Text of Holly Quran

- Verses of Surah Al-Baqra Related to Faith(Verse No-284-286)
- Verses of Surah Al-Hujrat Related to Adab Al-Nabi(Verse No-1-18)
- Verses of Surah Al-Mumanoon Related to Characteristics of faithful (Verse No-1-11)
- Verses of Surah al-Furqan Related to Social Ethics (Verse No.63-77)
- Verses of Surah Al-Inam Related to Ihkam(Verse No-152-154)

Study of Selected Text of Holly Quran

- Verses of Surah Al-Ihzab Related to Adab al-Nabi (Verse No.6,21,40,56,57,58.)
- Verses of Surah Al-Hashar (18,19,20) Related to thinking, Day of Judgment
- Verses of Surah Al-Saf Related to Tafakar,Tadabar (Verse No-1,14)

Seerat of Holy Prophet (S.A.W) I

- Life of Muhammad Bin Abdullah (Before Prophet Hood)
- Life of Holy Prophet (S.A.W) in Makkah
- Important Lessons Derived from the life of Holy Prophet in Makkah

Seerat of Holy Prophet (S.A.W) II

- Life of Holy Prophet (S.A.W) in Madina
- Important Events of Life Holy Prophet in Madina
- Important Lessons Derived from the life of Holy Prophet in Madina

Introduction ToSunnah

- Basic Concepts of Hadith
- History of Hadith

- Kinds of Hadith
- Uloom –ul-Hadith
- Sunnah& Hadith
- Legal Position of Sunnah

Introduction To Islamic Law & Jurisprudence

- Basic Concepts of Islamic Law & Jurisprudence
- History & Importance of Islamic Law & Jurisprudence
- Sources of Islamic Law & Jurisprudence
- Nature of Differences in Islamic Law
- Islam and Sectarianism

Islamic Culture & Civilization

- Basic Concepts of Islamic Culture & Civilization
- Historical Development of Islamic Culture & Civilization
- Characteristics of Islamic Culture & Civilization
- Islamic Culture & Civilization and Contemporary Issues

Islam & Science

- Basic Concepts of Islam & Science
- Contributions of Muslims in the Development of Science
- Quranic& Science

Islamic Economic System

- Basic Concepts of Islamic Economic System
- Means of Distribution of wealth in Islamic Economics
- Islamic Concept of Riba
- Islamic Ways of Trade & Commerce

Political System of Islam

- Basic Concepts of Islamic Political System
- Islamic Concept of Sovereignty
- Basic Institutions of Govt. in Islam

Islamic History

- Period of Khlaft-E-Rashida
- Period of Ummayyads
- Period of Abbasids

Social System of Islam

- Basic Concepts of Social System of Islam
- Elements of Family
- Ethical Values of Islam

COURSE RECOMMANDED BOOKS:

1. Bhatia, H.S. (1989). Studies in Islamic Law, Religion and Society.New Delhi: Deep & Deep Publications.
2. Hasan, Ahmad. (1993) .Principles of Islamic Jurisprudence.Islamabad: Islamic Research

Institute, IIU.

3. Waliullah, Mir. (1982). Muslim Jrisprudence and the Quranic Law of Crimes. Lahore: Islamic Book Service.

4. Zia-ul-Haq, Muhammad. (2001). Introduction to Al Sharia Al Islamia. Islamabad:Allama Iqbal Open University.

COURSE TITLE: CITIZENSHIP EDUCATION AND COMMUNITY ENGAGEMENT
COURSE CODE: SOC-313

Contact Hours:	**Credit Hours:**
Theory = 16	**Theory = 1.0**
Practical = 64	**Practical = 2.0**
Total = 80	**Total = 3.0**

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Course Objectives:

The overall objectives of this course are to:

- Teach students the importance and role of active citizenship in promoting a productive, harmonious and developed society/world
- Educate students about the importance of concepts, skills and philosophy of community linkages in developing a sustainable society
- Inculcate the importance of community involvement for ensuring an improved, tolerant and generative society/world
- Provide an opportunity to the students to develop their relationship with the community

Learning Outcomes:

The primary outcome is inclusive development through active citizenship locally and globally,. Moreover, the following are the detailed outcomes of the course based on the three domains of Bloom's Taxonomy i.e Affective, Psychomotor and Cognitive. The students will be able to:

- Understand the overall organization of the society
- Recognize and exercise their rights, responsibilities and the significance of active citizenship in positive societal development
- Identify and critically evaluate social issues and implement practicable community based solutions
- Understand the concept of human rights and its significance
- Appreciate diverse viewpoints and inter-cultural harmony

Course Outline:

Introduction to Citizenship Education and Community Engagement

- Meaning & History
- Attributes of Active Citizenship
- Different Approach
  - i.   Republican Approach

   ii.   Liberal Approach

   iii.   Cosmopolitan Approach

- Dimensions of Active Citizenship
  - i.   Rights
  - ii.   Membership
  - iii. Participation
  - iv. Identity

Identity, Culture, and Social Harmony

- Sociological Theories of Self Formation
  - i.   Sigmund Freud Theory
  - ii.   George Herbert Mead Theory
  - iii. Charles Horton Cooley Theory
- Cultural & Religious Harmony
- Pluralism & Diversity
- Democracy & Democratic Norms
- Concept and Development of Identity
- Components of Cultural and Social Harmony

Inter-Cultural Dialogue (me versus you)

- Principles & Purpose
- Ability to Support, learn and share through dialogue
- Policy Dialogue (encourage young people to share their opinion and perspective with policy makers and opinion makers.

Local & Global Communities

- Concept of Community
- Needs, Issues & Conflicts
- Conflict Resolution
- Communication & Networking
- Social Cohesion
- Social Capital
- Social Networking
- Advocacy
- Social Entrepreneurship & Partnership

Social Action Planning

- Skills in Project Planning & Management
- Project Cycle
- Stakeholder Analysis
- Problem Identification

- Writing Project Plan
- Monitoring & Evaluation
- Risk Analysis

Population Dynamics in Pakistan

- Population Growth Pakistan
- Factors Behind High Fertility Rate
    i. Legislative Actions
    ii. Dearth of Medical Facilities
    iii. Delayed VS Early Age Marriages
    iv. Poverty
    v. Women Empowerment
    vi. Spreading Awareness
    vii. Providing Incentives
- Population Theory
- How to Control Population Growth

Text and Reference Books:

Core Readings:

- Larsen, A. K., Sewpaul, V., & Hole, G. O. (Eds.). (2013). *Participation in community work: International perspectives*. Routledge.
- Alan, T. (2008). Community work, London: Palgrave Macmillan.
- British Council, (2017) *Active Citizen's Social Action Projects Guide* (Scotland: British Council.
- Kaye, C. B. (2004). *The complete guide to service learning: Proven, practical ways to engage students in civic responsibility, academic curriculum, & social action*. Free Spirit Publishing.
- Hans, R. (1993). Population Studies, Indian Council of Social Science Research, New Delhi.
- Demeny, P., McNicoll, G., & Hodgson, D. (2003). *Encyclopedia of population*. Hodgson, Dennis (2003). Contemporary Population Thought.
- Peterson, W. (1975). Population, New York, Macmillan.
- Srinivasan, K. (1998). *Basic demographic techniques and applications*. SAGE Publications Pvt. Limited.
- Todaro, M. P. (1977). *Economic Development in the Third World: An introduction to problems and policies in a global perspective*. Pearson Education.
- United Nations Economic Commission for Europe – Official Web site

- UNO (2000). Population Trends, World Population Monitoring, Population growth Structure and Distribution 1999. Department   of Economics and Social Affairs, Population Division, UNO.
- Weeks, J. R. (1992). Population: An Introduction to Concepts and Issues, Belmart California, Wadsworth Publishing Company.

COURSE TITLE: **GENERAL SCIENCE**
LEVEL: **BS 1st**
COURSE CODE: **EDU-312**
CREDIT HOURS: **03**
COURSE TYPE: **GENERAL**

Course Outline
Unit 01: Nature of General Science
1.1 Definition and nature of General Science
1.2 Importance of General Science in Daily Life
1.3 Contributions of Muslim Scientists in Different Areas of Science
1.4 Scope of General Science
Unit 02: Introductions to Physics
2.1 Introduction to Physics
2.2 Branches of Physics
2.3 Islam and Physics
2.4 Scientific Method
Unit 03: Measurements
3.1 Concept of Physical Quantities
3.2 Different Systems of Units
3.3 Relationship of Different Quantities
3.4 Pre-fixes and Scientific Notation
Unit 04: Introduction to Chemistry
4.1 Meaning and Importance to Chemistry
4.2 History of Chemistry
4.3 Braches of Chemistry
4.4 Chemistry and its Applications
Unit 05: Basic Concepts of Chemistry
5.1 Atom, Molecule, Valence Simple formulae
5.2 Atomic Number, Atomic Weight, Formulae weight
5.3 Structure of Atom
5.4 Different Atomic Theories
Unit 06: Introductions to Biology
6.1 Introductions to Biology
6.2 Quran and Biology
6.3 Branches of Biology
6.4 Biology and Human Welfare
Unit 07: Basic Concepts of Biology
7.1 Cell, Tissue, Organs and System
7.2 Parts and Structure of Plant Cell
7.3 Parts and Structure of Animal Cell

7.4 Difference Between Animal and Plant Cell

Unit 08: Concept of Physical Chemistry

8.1 Ideal Gas Equation

8.2 Vander Waals Equations

8.3 Thermodynamics

8.4 Free Energy and Chemical Equilibrium

Unit 09: Waves

9.1 Concept of Wave

9.2 Types of Waves

9.3 Simple Harmonic Motion

9.4 Derivation of Equation

Unit 10: Conservation of Energy

10.1 Conservation laws in Physical World

10.2 Conservation of Energy

10.3 Conservative Forces

10.4 Conservation of Linear Momentum

Unit 11: Diversity

11.1 Taxonomy of Plants

11.2 Taxonomy of Animals

11.3 Fauna and Flora

Unit 12: Systems in plants Transportation

12.2 Excretion

12.3 Photosynthesis

Recommended Books

Harlen, W. (2003). Teaching of Science, London: David Fulton.

Hassard J. (2004) Minds of Science: Middle and secondary methods, New York: Harper Collins Publishers.

Monler Martin (1999) Learning to teach science, London, the Falmer Press

Nellist, J. & Nicholl, B. (2004). Science Teachers Handbook. London: the Association of Science Education

Rehman M. (2004).Teaching of science and Mathematics. Ijaz Printer Peshawer Pakistan.

Lewis Eikenberry, W. (2008) The teaching of general science, The University of Chicago Press

COURSE TITLE: PRINCIPLES OF SOCIOLOGY

COURSE CODE: SOC-311

CREDIT HOURS: 03

COURSE OBJECTIVES:

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

COURSE CONTENTS:

Introduction

- Definition, History, Scope, Nature, and Subject Matter of Sociology
- Sociology as Science.
- Relationship of Sociology with other Social Sciences
- Sociological perspectives in Sociology.
- Role of Sociologists.

Group, Community and Society

- Definition, elements, characteristics of community and society.
- Difference between society and community.
- Various types of societies.
- Difference between rural and urban community.
- Definition and types of social group.

Role and Status

- Definition and types of role.
- Definition and types of status.
- Socialization through role and status
- Social roles and personality development.

Culture

- Definition, aspects, characteristics, elements, and types of Culture
- Norms, values and social sanctions
- Cultural Universality, Variability, Relativism, Ethnocentrism and Xenocentrism
- Cultural Lag
- Sub and counter Culture

Socialization & Personality Development

- Meaning, definition and Agencies of Socialization.

- Meaning and definition of self.
- Meaning and definition of Personality
- Responsible Factors in Personality Formation.
- Theories of socialization, self and personality development.

Social Processes

- Social interaction and forms of social interaction
- Cooperation
- Competition
- Conflict
- Assimilation and acculturation
- Accommodation

Social Stratification and Mobility

- Introduction, Definitions, Determinants and types of social stratification.
- Difference between caste and class.
- Theories of social stratification.
- Introduction, meaning and definition of social mobility.
- Dynamics and types of social mobility
- Difference between mobility and migration
- Advantages and disadvantages of social mobility.

Collective Behaviors and Social Movements

- Meaning, definitions, types and nature of collective behaviors.
- Meaning, definitions, types and theories of Crowed.
- Meaning, definitions, kinds, theories, and life cycle of social movements

COURSE RECOMMENDED BOOKS:

1. Ballantine, Jeanne H. and Roberts, Keith A. (Condensed Version) 2010. *Our Social World.* California: Pine Forge Press/Sage Publication.
2. Brown, Ken 2004. *Sociology*. United Kingdom: Polity Press
3. Brym, Robert J. and Lie, John. *Sociology: Your compass for a new world* (Brief Edition) 2007 Belmont: Thomson Wadsworth.
4. Colander, David C. and Hunt, Elgin F. (Thirteenth Edition) (2010) *Social Sciences: An introduction to the study of Society.* India: Pearson Education/Dorling Dindersley.
5. Gidden, Anthony 2002. *Introduction to Sociology*. UK: Polity Press.
6. Rao, C. N. Shankar (2008) 'Sociology: Principles of Sociology with an Introduction to Social Thoughts' New Delhi: S. Chand & Company.
7. James M. Henslin. (2004). *Sociology: A Down to Earth Approach*. Toronto: Allen and Bacon.
8. Macionis, John J. (2006). 10th Edition *Sociology* New Jersey: Prentice-Hall
9. Montuschi, Eleonora. (2006). *The Objects of Social Sciences* New York: Continuum.
    Hortun, Paul B. and Hunt, Chester L. 1984. *Sociology*. New York: McGraw-Hill,

COURSE TITLE: SOCIAL ANTHROPOLOGY

COURSE CODE: SOC-312

CREDIT HOURS: 03

COURSE CONTENTS:

Introduction

- Introduction, definition, aims, fields, scope, nature, and subject matter of social anthropology.
- Relationship of anthropology with other social sciences.
- **Anthropological Approaches**
  Holistic Approach, Comparative approach, Relativistic Approach

Kinship System

- Definition, constituents or elements of kinship,
- Incest and taboo.
- Consanguinity, affinity.
- Parallel and cross cousin.
- Kinship tree or diagram.

Family System

- Introduction, definition and functions,
- Characteristics of primitive family.
- Types of family system.
- Theories about the origin of family

Marriage System

- Introduction, definition of marriage.
- Aims of marriage.
- Forms and types of marriage in Pakistani and Indian tribal areas e.g. (cousin marriage, levirate marriage, sorrorate marriage. Ghost marriage, marriage by purchase, marriage by elopement, marriage by trial, marriage by consent, marriage by love, marriage by force, marriage in swara, marriage by test, group marriages).

Territorial Groups and Associations

Meaning and definition of territorial groups and societies with special reference to age set system of Karimojong, Kung, and Ashanti societies.

CULTURE

Definition, Introduction

Sources of cultural knowledge

Cultural vs biological determinism

Economics Systems

Meaning, Definition of primitive economic system, labors division, exchange of goods and service reciprocity, redistribution, primitive economics principals. Kula ring exchange in primitive societies.

Political System

Definition politically centralized and decentralized societies, state and its elements, primitive govt: primitive law and its forms patterns of evidence. Punishment in primitive societies.

Religious System

Explanation, introduction to religion, elements of religion, Indian tribal religions, magic and its difference from religion

- Various rites and ceremonies in relation to particular occasions.
- Difference between science and magic.
- Various types of magic e.g. black and white magic, totem, amulets, shamanism, ancestor worships etc.

COURSE RECOMMENDED BOOKS:

1. Adamsons, Hobble. E. (1979). Culture and social anthropology.New Delhi: McGraw hill publishing co.
2. Barnard, Alan. (2007). Social Anthropology: Investigating Human Social Life. New Delhi: Viva Book Private Limited.
3. Morton,H. Fried.(1973). Exploration in anthropology: Reading in culture, manand nature, New York: Cromwell Company.
4. Nanda, Serena and Warms, Richard. L. (2007). Cultural Anthropology. USA. Thomson Wadsworth.
5. Park, Michael Alan. (1986). Anthropology: an introduction. New York: Harper and Row
6. William, Havilland. (1975). Culture anthropology. Holt Rinehart and Winston.

FIRST YEAR: SECOND SEMESTER

COURSE CODE	COURSE TITLE	Course Type	CREDIT HOURS
ELL-321	English II: Composition Writing	Gen Ed	03
PS-321	Pakistan Studies*	Gen Ed	03
CS-311	QR-1 (Introduction to Computer)	Gen Ed	03
	Arts and Humanities-I (Languages)	Gen Ed	03
SOC-321	Social Problems of Pakistan	Subject-Specific	03
SOC-322	Social Psychology	Subject-Specific	03
Total Credit Hours			**18**

Note:* The medium of instruction for the subject of Pakistan Studies and Islamic Studies may be Urdu or English language.

ENGLISH-II: Composition Writing

COURSE CODE: ELL-321

CREDIT HOURS: 03

Course Objectives: Enable the students to meet their real life communication needs.

Course Contents:

Paragraph writing

- Practice in writing a good, unified and coherent paragraph

Essay writing

- Introduction

CV and job application

- Translation skills
- Urdu to English

Study skills

- Skimming and scanning, intensive and extensive, and speed reading, summary and précis writing and comprehension

Academic skills

- Letter/memo writing, minutes of meetings, use of library and internet

Presentation skills

- Personality development (emphasis on content, style and pronunciation)

Note: documentaries to be shown for discussion and review

COURSE RECOMMENDED BOOKS:

1. Langan, John. (2004). College Writing Skills. London: Mc-Graw-Hill Higher Education.
2. Laurie G. Kirszner and Stephen R. Mandell.(2001). Patterns of College Writing. St. Martin's Press.
3. Marie, Brinand, and Grellet.(1993). Oxford Supplementary Skills.London: Oxford University Press.
4. Nolasco,Rob. (1992). Oxford Supplementary Skills: Fourth Impression.
5. Tomlinson, and Ellis. Rod. (1992). Oxford Supplementary Skills. London: Oxford University Press.
6. Thomson,and Martinet. (1997). Practical English Grammar. London: Oxford University Press.

COURSE TITLE: PAKISTAN STUDIES (COMPULSORY)

COURSE CODE: PS-321

CREDIT HOURS: 03

COURSE OBJECTIVES:

Develop vision of historical perspective, government, politics, contemporary Pakistan, ideological background of Pakistan and to Study the process of governance, national development, issues arising in the modern age and posing challenges to Pakistan.

COURSE CONTENTS:

Historical Perspective

- Ideological rationale with special reference to Sir Syed Ahmed Khan, Allama Muhammad Iqbal and Quaid-i-Azam Muhammad Ali Jinnah.
- Factors leading to Muslim separatism
- People and Land
  i. Indus Civilization
  ii. Muslim advent
  iii. Location and geo-physical features.

Government and Politics in Pakistan

- Political and constitutional phases:
- 1947-58
- 1958-71
- 1971-77
- 1977-88
- 1988-99
- 1999 onward

Contemporary Pakistan

- Economic institutions and issues
- Society and social structure
- Ethnicity
- Foreign policy of Pakistan and challenges
- Futuristic outlook of Pakistan

COURSE RECOMMENDED BOOKS:

1. Amin, Tahir. (1999). Ethno-National Movement in Pakistan. Islamabad: Institute of Policy Studies, Islamabad.
2. Burke,S.M and Ziring,Lawrence. (1993). Pakistan's Foreign policy: An Historical analysis. Karachi: Oxford University Press,
3. Mehmood, Safdar. (2001). Pakistan KayyunToota. Lahore: Idara-e-Saqafat-e-Islamia. Club Road Press.
4. Mehmood, Safdar. (1994). Pakistan Political Roots & Development. Lahore.
5. Waseem,Muhammad. (1987). Pakistan Under Martial Law. Lahore: Vanguard.

COURSE TITLE: INTRODUCTION TO COMPUTER

COURSE CODE: CS-311

CREDIT HOURS: 03

COURSE OBJECTIVE: This course will enable students to understand different terms associated with computer and will enable them to identify various components of computer system. Along with this the course will also be helpful in understanding MS Office

COURSE CONTENTS:

Introduction:

- Definitions and Importance of Computer
- Basic Concepts of the Computer
- Input and Output Devices
- Classification of Computers
- Functions of Computer
- Storage Devices

Software:

- Concept of Software
- Operating System
- Programming and Application Software

Word Process and Document Handling:

- Creating a Document
- Composing Educational Documents
- Internet Browsing
- Plagiarism
- Email

Spreadsheet (Excel):

- Charts and Graphs
- Sum/Subtractions/Multiplication/division
- Sorting.
- Database
- Simulating and Modeling Change

PowerPoint:

- Composing Presentations
- Delivering Presentations

Data Communication:

- The Internet: Browsers and Search Engines
- Making and Opening Net ID
- Email
- E. Commerce

COURSE RECOMMANDED BOOKS:

1. Faden, P.D. and Vogel, RM. (2003). Methods of Teaching.Boston:Mc-GrawHills.
2. Norton, Peter. (2003).Introduction to Computers. New York:McGraw-Hill BookCo.
3. Norton, P. and Spragu, D. (2001). Technology for Teaching.Boston: Allyn and Bacon.

COURSE TITLE: SOCIAL PROBLEMS OF PAKISTAN

COURSE CODE: SOC-321

CREDIT HOURS: 03

COURSE AIMS AND OBJECTIVES:

To help students understand the multiple causes of the social problems of the society and possible ways to solve these problems.

COURSE OUTLINES:

Social problems:

- Definition and meaning of social problems
- Importance of Social Problem
- Difference between problems & social Problems

Sociological Perspectives on Social Problems:

- Social Pathology Perspective
- Social Disorganization Perspective
- Value Conflict Perspective
- Deviant Behavior Perspective
- Labeling Perspective
- Critical Perspective
- Social Constructionism Perspective

Causes, Consequences and Sociological Explanation of the following Social Problems of Pakistani Society:

- Over Population
- Illiteracy
- Poverty
- Unemployment
- Crime and Juvenile Delinquency
- Child Labor
- Drug Addiction
- Faction and Feuds
- Sectarian Violence
- Terrorism
- Prostitution
- Corruption
- Bad Governance

COURSE RECOMMENDED BOOKS:

- Earl,Rubington and Martin, S. Weinberg. (2003). the Study of Social Problem: Seven Perspectives. London: Oxford University Press.
- Eitzen,D. Stanley &Mazine, Baca Zinn. (1996). Social Problems. Boston: Allyn& Bacon.

- Horton, Paul.B& Gerald, R. Leslie. (1978). the Sociology of Social Problems. New Jersey: Prentice-Hall Inc., Englewood Cliffs.
- Kenneth, J. Meubech. (1991). Social Problems: A critical approach 3rd Edition. London: McGraw Hill, 1991.

COURSE TITLE: SOCIAL PSYCHOLOGY

COURSE CODE: SOC-322

CREDIT HOURSE: 03

COURSE AIMS AND OBJECTIVES:

The course aims at familiarizing the students with the historical emergence, concepts, methods and theories of social psychology. It also focuses on highlighting the impact of culture on the personality development. The course would enable the students to conceptualize the dynamics and structure of social self.

COURSE OUTLINE:

Introduction

- Introduction, Meaning, Scope and Subject matter of social psychology.
- Historical background of social psychology
- Relationship between sociology and social psychology
- Methods of social psychology.

Social relationship

- Prejudice
- Aggression
- Attraction
- Stereotyping and Discrimination.
- Conflict
- Emotions

Psychological explanation of Human Behaviour

- Introduction to human behaviour
- Psycho-Analytic theory
- Social Learning theory
- Cognitive or information process theory
- Evolutionary theory
- Behaviourism

Cognition, Perception and Attitude

- Attitude
- Components of attitude
- Characteristics of attitude
- Formation of attitude
- Attitude Change.
- Introduction to cognition and perception
- Person perception and object perception
- Nonverbal mediators person perception
- Accuracy of person perception

Personality and Environment

- Individual and environment
- Individual motivation
- Effect of environment on personality
- Socializations
- Personality
- Measurement

Recommended Book:

1. Baren, Robert A, Byrne, Donn and Branscobe, Nyla R. 2006 (11th Ed). Social Psychology, New Delhi: Pearson.
2. Baren, Robert. 2008. Social Psychology, New Delhi: Pearson.
3. Parkash, Dr. Dev. 2010. Social Psychology, New Delhi: Lotus Press.
4. Winnicott, D. W. 2006. The Family and Individual Development. New York, Rutledge.
5. Zastrow, Charles and Kirst-Ashman, Karen K. Understanding Human Behaviour and the Social Environment. Belmont: Thomson Higher Education.

SECOND YEAR: THIRD SEMESTER

COURSE CODE	COURSE TITLE	Course Type	CREDIT HOURS
ELL-411	English III: Academic Reading and Writing	Gen Ed	03
	Social Sciences - II	Gen Ed	03
	Natural Sciences-II	Gen Ed	03
SOC-411	Pakistani Society and Culture	Subject-Specific	03
SOC-412	Human Rights	Subject-Specific	03
Total Credit Hours			**15**

COURSE TITLE: **ENGLISH-III: ACADEMIC READING AND WRITING**

COURSE CODE: **ELL-411**

CREDIT HOURS: **03**

COURSE OBJECTIVES: Enhance language skills and develop critical thinking

COURSE CONTENTS

Presentation skills

- Methods and Techniques

Essay Writing

- Descriptive
- Narrative
- Discursive
- Argumentative

Academic Writing

- How to write a proposal for research paper/term paper
- How to write a research paper/term paper (emphasis on style, content, language, form, clarity, consistency)

Technical Report Writing

Progress Report Writing

Note: Extensive reading is required for vocabulary building

COURSE RECOMMENDED BOOKS:

1. Langan, John. (2004). College Writing Skills. London: Mc-Graw-Hill Higher Education.
2. Laurie G. Kirszner and Stephen R. Mandell.(2001). Patterns of College Writing. St. Martin's Press.
3. Marie, Brinand, and Grellet.(1993). Oxford Supplementary Skills.London: Oxford University Press.
4. Nolasco,Rob. (1992). Oxford Supplementary Skills: Fourth Impression.
5. Tomlinson, and Ellis. Rod. (1992). Oxford Supplementary Skills. London: Oxford University Press.
6. Thomson,and Martinet. (1997). Practical English Grammar. London: Oxford University Press

COURSE TITLE: PAKISTANI SOCIETY AND CULTURE

COURSE CODE: SOC-411

CREDIT HOURS: 03

COURSE OBJECTIVES:

The course aims to make students learn about the nature and structure of Pakistani society. It aims to impart knowledge about national culture and sub-cultures of Pakistan. The course will develop understanding about the integrated function of various social institutions in the country.

COURSE OUTLINE:

Introduction

- Definition of Society
- Characteristics of Pakistani Society
- Social Stratification, Cast, Class and Ethnicity
- Social Institutions in Pakistan
    - Family
    - Religion
    - Economy
    - Politics
    - Education
    - Recreational

Educational Dynamics

- Illiteracy
- Literacy
- Universal Primary Education Concept
- Schools; Technical and Higher Education
- Status of Formal and Informal Education

Historical Perspective of Pakistani Culture

- Provincial Culture
- Culture of Punjab
- Culture of Sindh
- Culture of Khyber Pakhtunkhwa
- Culture of Balochistan
- Culture of Kashmir and Northern Areas

Urban and Rural Division of Pakistan
- Rural Society
- Urban Society
- Rural Power Structure

Minority and Their Belief

Major Social Problems

Major Occupation and Production Activities

COURSE RECOMMANDED BOOKS:

1. Ahmad, S. A. (1980). *Pukhtun Economy and Society. Traditional Structure and Economic Development in a Tribal Society*. London: Routledge and Kegan Paul.
2. Alam A. (2004). Rural Sociology. Peshawar, Pakistan. Saif Printing Press.
3. Gluckman, M. (1971). *Politics, Law and Ritual in Tribal Society*. Basil Blackwell, Oxford.
4. Lindholm, C. (1996). *Frontier Perspective: Essay in Comparative Anthropology*. Karachi: Oxford University Press.
5. Spain, W. J. (1963). *The Pathan Border Line*. Mouton, The Hague.

Tagga A (2005). Pakistani Society. Lahore. Pakistan. Tagga Publication.

COURSE TITLE: HUMAN RIGHTS

COURSE CODE: SOC-412

CREDIT HOURS: 03

COURSE CONTENTS:

Conceptual framework of human rights

- Definition and nature
- Theories of human rights

Classification of human rights

- Collective rights
- Fundamental rights

Legal and moral basis of human rights in Islam

Selected human rights problems

- Privacy
- Women rights
- Rights of children
- The Nations' rights
- Labor rights

Role of NGOs and their contribution

- NGOs: nature and scope
- Major human rights NGOs: Amnesty International, Asia Watch

Scenario of human rights in developed and developing nations

COURSE RECOMMANDED BOOKS:

1. Antonio, Cassese .(1990). Human Rights in the Changing World. London: Policy Press.
2. Attracta,Ingram .(1994). A Political Theory of Rights. New York: Clarendon P. Press, Oxford.
3. Enejiofor, Gavie.(1964). Protection of Human Rights under the Law. London: Butterwoths.
4. Forysthe, David. B. (1982). Human Rights and Development. London: Macmillan.
5. Gingranelli, David. L. (1988). Juman Rights Theory and Measurement. London: Machmillan Press, Policy Study Organization.
6. Haider, S.M. (1978). Islamic Concept of Human Rights. Lahore: Book House.Khurshid, Ahmed and Ahmed, Said. Khan .(1976). Human Rights in Islam (Translations). Islamic Foundation.

7. Robertson, A.H. and Merrils, J.G. (1989). Human Rights in the World. London: Manchester University Press.

Vinoent, R.J. (1988). Human Rights and International Relations.London: Cambridge University Press

SECOND YEAR: FOURTH SEMESTER

COURSE CODE	COURSE TITLE	Course Type	CREDIT HOURS
	Arts and Humanities-II	Gen Ed	03
PHIL-312	QR-II (Logic and Quantitative Reasoning)	Gen Ed	03
SOC-421	Gender and Development	Subject-Specific	03
SOC-422	Population Studies	Subject-Specific	03
SOC-423	Project Management	Subject-Specific	03
	Internship	General	Non-Credit Hour
	Entrepreneurship/Youth Club/ Sports	General	Non-Credit Hour
Total Credit Hours			**15**

Arts and Humanities

I. Pashto, Urdu, Arabic, Turkish, Chinese or any other language

II. Islamic History and Culture, Philosophy, History, Education, Home Economics or any other approved course of BKUC

Social science II

Political Science, Sociology, Psychology, Economics, Law, or any other approved Basic course of BKUC

Natural Sciences II

Mathematics, Statistics, Botany, Zoology, Chemistry, Physics (or any other approved Basic Course of BKUC)

COURSE TITLE: **LOGIC & QUANTITATIVE REASONING**
LEVEL: **BS 4th**
COURSE CODE: **PHIL-312**
CREDIT HOURS: **03**
COURSE TYPE: **COMPULSORY**

Course Contents

Basic Concept of Quantitative Reasoning:

- Definition of Quantitative Reasoning
- The logic of Quantitative Reasoning.
- The scope of quantitative Logic
- Propositions, Arguments in quantitative Reasoning
- Conclusion-indicators and Premise-indicators
- The Laws of Thought
- Induction and Deduction in Quantitative Logic

Language and Quantitative Reasoning:

- The basic uses of language
- Discourse serving multiple functions
- The forms of discourse
- Kinds of agreement and disagreement

Quantitative Reasoning and Symbolic Logic:

- Quantitative Reasoning and Symbolic Language
- The symbols for Conjunction, Negation, and Disjunction
- The precise meaning of Valid and Invalid
- Testing arguments on Truth Table

Categorical Propositions and Quantitative Reasoning:

- Classes and Categorical Propositions
- The four kinds of Categorical Proposition
- Quality, Quantity and Distribution
- The traditional square of opposition
- Obversion, Contraposition
- Symbolism and Diagrams of Categorical Proposition

Quantitative Reasoning and Categorical Syllogism:

- Standard form of Categorical Syllogism

- The formal nature of Syllogistic arguments
- Venn diagram technique for testing Syllogism
- Syllogistic Rules and Fallacies
- Exposition of the 15 Valid forms of Categorical Syllogism
- Syllogistic Arguments
- Dilemma
- Disjunctive and Hypothetical Syllogism
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Recommended Books:

1. Stewart, David and Blocker, Gene. H. (2006). Fundamentals of Philosophy. New Delhi: Pearson Education.
2. Copi, Iring. M. And Cohen, Carl. (2009). Introduction to Logic. New Delhi: Pearson Education.

Copi, Iring. M., Cohen, Carl. Jetli, Priyadarshi. and Prabhakar, Monica. (2009).Introduction to Logic. New Delhi: Dorling Kindersley Pvt, Ltd

COURSE TITLE: **GENDER AND DEVELOPMENT**

COURSE CODE: **SOC-421**

CREDIT HOURS: **03**

COURSE AIMS AND OBJECTIVES:

The concepts about gender relations will be learnt. The historical movements and feminist perspectives about gender relations will be explored. The course will provide understanding about globalization and its role towards changing gender relation in various societies around the world. Special emphasis shall be given to Muslim and Pakistani societies. Specific areas of gender discrimination (both for men and women) will also be learnt.

COURSE CONTENTS:

The concept of gender & feminists' concept of gender inequality:

- The meaning and Definition of Gender & related concepts
- Sociological Perspectives on Gender
- Differences between Gender and Sex
- Feminist Movements: Review of the assumptions of various feminist movements & their critique
- Gendered Critique of Development Theories

Putting 'gender' on the development agenda:

- Brief History & Characteristic functions of IMF & The World Bank
- IMF-World Bank and the History of Development Interventions
- The Movement of 'Women in Development (WID)' through 'Women & Development (WAD)' to 'Gender & Development (GAD)'
- The Gendered nature of Structural Adjustment Policies (SAPs): men's and women's poverty under SAPs
- The Feminization of Poverty?
- Documentary Film Showing: 'Storyville: Life and Debt in Jamaica'

Gender, poverty and livelihoods in the developing world:

- The meaning and definition of Poverty: Analyzing the indicators used for the definition of Poverty
- Causes of Poverty
- A Gendered Perspective on the definition & Critique of Poverty
- Strategies of Poverty Alleviation
- Critique of Poverty Alleviation from Gendered Perspective
- Differences and Commonalities between men's and women's experiences of poverty in The 'North' and the 'South'

Gender, environment, and globalization:

- The rise of 'environment' on the Development Agenda: From Environmentalism to 'Our Common Future'
- Feminists' notions about Environmental crisis: The 'Women Environment and Development' (WED)
- Globalization: its meaning and context for the 'South'
- Global Industrial developments: outsourcing and women's labor in industries

Gender-analysis of development project:

- Gender-based analysis: assumptions, applicability and critique of various Gender Framework Analyses
- Key components of gender-based project proposal writing and planning

COURSE RECOMMENDED BOOKS:

- Bernstein, H. (2000). Colonialism, Capitalism , Development in Allen, T. & Thomas, A. (eds.) Poverty and Development in to the 21st Century. Oxford: O.U. Press.
- Connelly, M.P., MacDonald,M. and Parpart, J. L. (2000). 'Feminism And Development: Theoretical Perspectives' in Parpart, J. L. Connely, M. P. and Barriteau, V. E. (Eds.), Theoretical Perspectives on Gender and Development. Ottawa: International Development Research Centre (IDRC).
- Crow, B. (2000). Understanding Famine and Hunger in Tim Allen, & Alan Thomas (eds.), Poverty and Development into the 21st Century. Oxford: Oxford University Press.Henslin, J M. (1997). Sociology: A Down-to-earth Approach. Boston: Allyn and Bacon.
- Hewit, T. (2000). Half a Century of Development in Allen, T. & Thomas, A. (eds.) Poverty and Development in to the 21st Century. Oxford: O.U.Press.

Thomas, A. (2000). Meanings and Views of Development' (Chapter – 2) in Tim Allen & Alan Thomas

(eds), 'Poverty and Development into the 21st Century. Oxford: Oxford University Press.

COURSE TITLE: **POPULATION STUDIES**

COURSE CODE: **SOC-422**

CREDIT HOURS: **3**

COURSE OBJECTIVES:

Relevant concepts of population dynamics shall be explored. The theories in relation to population growth will be shared. The concept of culture and social values regarding population growth will be emphasized. The variables including fertility, mortality, and migration shall be studied with reference to change in population in a given area. Population policies about growth and control will be learnt.

COURSE OUTLINE:

Introduction

- The significance of population study
- Scope of Population studies
- Sources of population data

Theories of Population

- Theory of demographic transition
- Malthusian population trap and its criticism
- Ibn-e-Khaldun theory.

Population growth in Pakistan

- Historical trends
- Present population situation
- Future prospects.

Demographic processes

- Nuptuality
- Fertility: socio-economic variables affecting fertility
- Migration:
- Social Mobility:
- Mortality: Socio-economic variables affecting mortality

The structure of Pakistan's population

- Geographic distribution
- Age and Sex structure
- Education, Dependency burdens. Birth rates: their relationships to GNP growth rates and income distribution.

Family Planning

- Social Acceptance
- Status of Family Planning in Rural and Urban Areas
- Strategies by Government and NGOs to create awareness

Population related problems of Pakistan

- Economic factors behind high fertility rate
- Social, cultural and, ethnic factors behind high fertility rates
- Mortality especially maternal and Infant mortality.

The population debates

- Some conflicting opinions
- The micro-economic theory of fertility
- The demand for children in developing countries

PRACTICAL

Students have to submit a comprehensive research report demonstrating various dimensions of Pakistan population based on data collected from different relevant government and non-government organization

Suggested Readings:

1. Hans, R. (1993). *Population Studies,* Indian council of Social Research sciences New Delhi;
2. Paul, D. (2003). *Geoffrey Mcnicoll Encyclopedia of Population*, Macmillan Reference U.S.A (Thomson/Gale);
3. Peterson, W. (1975). *Population,* New York, Macmillan.
4. Srinivasan, K. (1998). *Basic Demographic Techniques and Applications,* Sage Publication. Andrew Hinde. Demographic Methods, Oxford.
5. Todero, M. P. (2000). *Economics Development in the Third World*. Longman, London.
6. United Nations (2004). *Population Division, Department of Economic and Social Affairs*. Retrieved February 13, 2004.
7. United Nations Economic Commission for Europe - Official Web Site
8. United States Census Bureau (2005). Census Bureau - Countries Ranked by Population. Retrieved February 13, 2005.
9. UNO. (2000). *Population Trends, World population Monitoring, Population Growth Structure and Distribution 1999.* Department of Economics and Social Affairs, Population Division. U.N.O.

Weeks, J. R. (1992). *Population: An Introduction to Concepts and Issues.*Belmart California, Wadsworth Publishing Company.

COURSE TITLE: PROJECT MANAGEMENT

COURSE CODE: SOC-423

CREDIT HOURS: 03

COURSE AIMS AND OBJECTIVES:

This subject will focus on the concept and implementation of the project cycle as a means of managing change in the human and physical environment. The introductory section will introduce students to the stages of the project cycle and to the associated terminology. Some of the tools used in implementing the cycle will be examined and appraised in the context of different approaches to project management. The emphasis in this subject will be on issues arising from project development and implementation, evaluating tools. The learning outcomes of this subject and syllabus will be that student will have a critical awareness of and some experience of project management tools suitable for a range of developmental projects.

COURSE OUTLINES:

What is a Project?

- What are project for? Why use the project approach? How do projects relate to the process of policy implementation? How have approaches to projects project management *Project initiation,* life cycle of typical projects, *Risks, estimates and contracts, Planning/Building and leading the team,*
- Project Fundamentals
  to promote an understanding of the key principles, concepts and strategies of project management. To examine the broad project environment and apply project management tools and techniques to a real project).

Approaches and Typology:

- The different styles and types of project and alternative approaches to project management.
- Project typology, management style, the question of scale. Choosing an appropriate project style,
- Participatory approaches in project management and implementation.
- The partnership approach.Project Cycle.Its role in the achievement of developmental goals and its different stages in detail.

Impact Assessment (IA):

- What is the role of impact assessment? Strategies for carrying out an Impact Assessment.
- Different types of impact assessment – gender impact, social impact, environmental impact.
- Problem Identification and Participatory need assessment pus SWOT Analysis and Stakeholder Analysis.
  - Project Formulation and Proposal Project Design, Concept Note, and Budget, The Logical Frameworkapproach to management.

Project Implementation:

- Budgeting, planning work schedules, Record keeping, reporting, Human Resource Management,
- Training, Group building, Capacity building.

Monitoring and Evaluation: How to develop monitoring and evaluation systems, Indicators etc, Sustainability issues, Ending a project failure and success.

- **Project Organization and Behavior**
- **Project Planning and Control**
- **Risk and Safety Management**
  (To develop a professional working understanding of the principles and applications of risk and safety management as they apply in project management.)
- **Project Strategy and Leadership**
  (To undertake a critical appraisal of an organization's project operations using the models theories and principles of project management and to understand the importance of strategy and leadership to the successful delivery of projects. In particular, the module is concerned to identify ways in which strategic objectives are translated into decision-making within projects and project portfolios.)
- **Professional Body of Knowledge for Project Management**
  (Synthesize and relate essential knowledge in project management to the required professional standard of project management practice.
  Apply project management knowledge within the requirements of the project management profession.)
- **Supply Chain Management**
  (To promote an understanding of the contribution of the integrated supply chain to the achievement of organizational effectiveness.
- **Performance, Planning and Decision Making**
- **Leadership And Strategic Management**
  (1) Access and analyze the roles that leaders and managers play in formulating, implementing and evaluating strategy in public service organizations; and
  (2) To apply the principles and techniques of strategic management in a range of public service contexts.)
- **Individual Project**
  (To integrate project management and research skills through planning an independent research project.
  2. To provide an opportunity for the evidencing of research skills in the context of an approved topic of professional concern in Project Management.
  3. To present findings in a project management research plan format.)

COURSE RECOMMENDED BOOKS:

- DETR booklet- A guide to good practice in managing environmental projects.
- Bond Guidance Notes No 4 on LFA (http://www.bond.org.uk
- Cusworth JW and Franks TR (1993) Managing Projects in developing countries. Longman
- D Lock (2000) Project Management. Gower, USA.
- D Eade (1997) Capacity building – an approach to people centered development. Oxfam.
- Geneva Group (1992) How to run a small development project.

- P Healy (1997) Project management- Getting the job done in time and in budget. Oxford, Butterworth-Heinemann
- C Kirkpatrick (1991) Project rehabilitation in developing countries, Longman.
- C Kirkpatrick (1996) Cost Benefit analysis and project appraisal in developing countries. Edward Elgar.
- D Lewis (2001) the management of non-governmental organisations. Earthscan, London.
- C March, I Smyth & M Mukhopadyay (1999) A guide to gender analysis frameworks, Oxfam.
- D Potts (2002) Project planning and analysis for development. Lynne Rienner, London.
- P Williams (1995) Getting a project done on time: Managing people, time and results. AMACOM.
- S Burkey (1996) People first- a guide to self-reliant participatory rural development. Zed Books.
- R Chambers (1997) whose reality counts. ITDG.
- S Bell & S Morse (1999) Sustainability Indicators. Earthscan
- F Analoui (1991) Project management in the context of change, in Project rehabilitation in developing countries, ed. C. Kirkpatrick.
- C Barrow (1997) Environmental and social impact assessment. Arnold, London.
- G Channan, C Garrett and A West (2000) The new community strategies: how to involve local people, London, Community Development Foundation. www. Cdf.org.uk
- D Eade (1997) Capacity building – an approach to people centred development. Oxfam.
- A K Biswas and S B C Agarwala (1992) Environmental impact assessment for developing countires.
- C Roche (1999) Impact Assessment for Development Agencies, Oxfam, Oxford.
- CIDA (1995) Handbook on Environmental assessment of NGO Programs and Projects.
- V Gianotten et al (1994) Assessing the gender impact of development projects. Oxfam, Oxford
- Edwards M and Fowler an Eds. (2002) The Earthscan reader in NGO management.