



# UNIVERSITY OF SARGODHA

Office of the Registrar (Acad Branch)

Acite no. 4 (XXI) 3/2024  
5 4/2024

Ref: SU/Acad/25/189  
Dated: 11.02.2025

- All Deans of Faculties,  
University of Sargodha.
- All Chairmen/Director/Principal/Incharges of  
Teaching Departments / Institutes / Colleges / School  
University of Sargodha.
- Director Academics,  
University of Sargodha.

Subject: **ADOPTAION OF UNIFORM GENERAL EDUCATION COURSES AND ITS CONTENTS FOR ALL BS AND ASSOCIATE PROGRAMS OFFERED AT THE UNIVERSITY AND IN ITS AFFILIATED COLLEGES**

Please refer to the subject captioned above.

2. The Syndicate in its 69<sup>th</sup> (1/2025) meeting held on 17.01.2025, on the recommendations of the Academic Council made in its 22<sup>nd</sup> (3/2024) meeting held on 30.09.2024 approved the revision of course outline of following general education courses for implementation w.e.f. **Spring Semester 2025** for all BS and Associate Degree programs offered at the University and in its Affiliated Colleges:

- |    |                                  |             |             |
|----|----------------------------------|-------------|-------------|
| a. | Exploring Quantitative Skills    | (URCG-5120) | (Annex-‘A’) |
| b. | Tools for Quantitative Reasoning | (URCG-5121) | (Annex-‘B’) |

3. Further, the Syndicate in its 69<sup>th</sup> (1/2025) meeting held on 17.01.2025, approved the following recommendations of the Academic Council made in its 23<sup>rd</sup> (4/2024) meeting held on 05.12.2024 for implementation w.e.f. **Spring Semester 2025**:

- Adoption of **uniform** general education courses component for all BS and Associate degree programs offered at main campus and affiliated colleges (Annex-‘C’).
- Offering structure** of general education courses in first four semesters of BS and Associate degree programs offered at main campus and affiliated colleges except for the programs where relevant Accreditation Councils or National Curriculum Revision Committees set the particular requirements (Annex-‘D’).

4. Furthermore, the Syndicate agreed with the recommendations of Academic Council made in its 23<sup>rd</sup> (4/2024) meeting held on 05.12.2024 regarding addition of course titled “Pakistan Studies (URCG-5128)” in the list of general education courses mentioned under regulation 6.4 of Undergraduate Semester Regulations 2023 leading to total 32-credit hours instead of 30 for implementation w.e.f. sessions 2023-27 (BS Programs) & 2023-25 (Associate Degree Programs).

5. Further necessary action may kindly be taken accordingly.

Asif Mehmood  
Deputy Registrar (Acad)

11/2/25

CC:

1. Pro-Vice Chancellor
2. Controller of Examination {with the request to circulate the above course contents to affiliated Colleges}
3. Director QEC
4. Additional Registrar (Affiliation & Registration)
5. Secretary to the Vice-Chancellor
6. P.A to Registrar

URCG-5120

Exploring Quantitative Skills

3(3+0)

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

#### Course Learning Outcomes

By the end of this course, students shall have:

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

#### Contents

##### 1. Numerical Literacy:

- i. Numbers system and basic arithmetic operations;
- ii. Units and their conversions, dimensions, area, perimeter and volume;
- iii. Rates, ratios, proportions and percentages;
- iv. Types and sources of data;
- v. Measurement, scales;
- vi. Tabular and graphical presentation of data;
- vii. Quantitative reasoning exercises using number knowledge.

##### 2. Fundamental mathematical concepts:

- i. Basics of geometry (lines, angles, circles, polygons etc.);
- ii. Sets and their operations;
- iii. Relations, functions, and their graphs;
- iv. Exponents, factoring and simplifying algebraic expressions;
- v. Algebraic and graphical solutions of linear and quadratic equations and inequalities;
- vi. Quantitative reasoning exercises using fundamental mathematical concepts.

##### 3. Fundamental Statistical Concepts:

- i. Population and sample;
- ii. Measures of central tendency, dispersion and data interpretation;
- iii. Rules of counting (multiplicative, permutation and combination);
- iv. Basic probability theory;
- v. Introduction to random variables and their probability distributions;
- vi. Quantitative reasoning exercises using fundamental statistical concepts.

#### Recommended Texts

1. Sevilla, A., & Somers, K. (2012). *Quantitative reasoning: tools for today's informed citizen*. New Jersey. John Wiley & Sons.

1

- Huzynski, D., & Eavis, W. (2008). *Fundamentals of mathematics*. USA, Saunders College Publishing.

#### Suggested Readings

1. Zaslou, E. (2020). *Quantitative reasoning: thinking in numbers*. Cambridge, Cambridge University Press.
2. de Mesquita, E. B., & Fowler, A. (2021). *Thinking clearly with data: A guide to quantitative reasoning and analysis*. New Jersey, Princeton University Press.
3. Bennett, J., & Briggs, W. (2019). *Using & understanding mathematics: a quantitative reasoning approach*. Pearson.
4. Rosen, K. H., & Krithivasan, K. (2012). *Discrete mathematics and its applications* (Vol. 6). New York: McGraw-Hill.
5. Chatfield, C. (2018). *Statistics for technology: a course in applied statistics*. Routledge.
6. Lock, R. H., Lock, P. F., Morgan, K. L., Lock, E. F., & Lock, D. F. (2020). *Statistics: Unlocking the power of data*. New Jersey, John Wiley & Sons.

URCG-5120

Tools for Quantitative Reasoning

3(3+0)

This is a sequential undergraduate course that focuses on logical reasoning supported with mathematical and statistical concepts and modeling / analysis techniques to equip students with analytical skills and critical thinking abilities necessary to navigate the complexities of the modern world. The course is designed to familiarize students with the quantitative concepts and techniques required to interpret and analyze numerical data and to inculcate ability in students the logical reasoning to construct and evaluate arguments, identify fallacies, and think systematically. Keeping the pre-requisite course of Quantitative reasoning (I) as its base, this course will enable students further their quantitative. Logical and critical reasoning abilities to complement their specific major field of study

#### Course Learning Outcomes

By the end of the course, student shall have:

1. Understanding of logic and logical reasoning;
2. Understanding the basic quantitative Modeling and Analyses.
3. Logical reasoning skills and abilities to apply them to solve quantitative problems and evaluate arguments;
4. Ability to critically evaluate quantitative information to make evidence based decisions through appropriate computational tools.

#### Contents

##### 1. Logic, Logical and Critical Reasoning:

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

##### 2. Mathematical Modeling and Analyses:

- i. Introduction to deterministic models,
- ii. Use of linear function for modeling in real-world situations,
- iii. Modeling with the system of linear equation and their solutions,
- iv. Elementary introduction to derivatives in mathematical modeling,
- v. Linear and exponential growth and decay models,
- vi. Quantitative reasoning exercises using mathematical modeling.

##### 3. Statistical Modeling and Analyses:

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

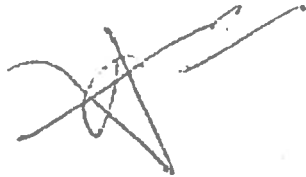


*Recommended Texts*

1. Bennett, J., & Briggs, W. (2019). *Using & understanding mathematics: a quantitative reasoning approach*. Pearson.
2. Rosen, K. H., & Krithivasan, K. (2012). *Discrete mathematics and its applications* (Vol. 6). New York: McGraw-Hill.

*Suggested Readings*

1. Epp, S. S. (1990). *Discrete mathematics with applications*. Wadsworth Publ. Co.
2. Budnick, F. S., Quinn, S., Bowser, K., & Flaherty, E. H. (1993). *Applied mathematics for business, economics, and the social sciences*. New York: McGraw-Hill.
3. Bluman, A. (2014). *Elementary Statistics: A step by step approach 9e*. McGraw Hill.
4. Mann, P. S. (2007). *Introductory statistics*. John Wiley & Sons.
5. Babones, S. (2013). *Applied statistical modeling*. (No Title).
6. Green, S. W., Wolf, I.k., Stewart, B. W. (2022). *SAT Study Guide Premium*. Barrons.



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Annex-E'

## **Undergraduate Education Policy 2023**

### **Course Outlines of All General Education Courses**

General Education Cluster: Arts & Humanities

URUG 5112

Fables, Wisdom Literature, and Epic

2(2-0)

The course will enable students to explore human experiences, cultivate an appreciation of the past, enrich their capacity to participate in the life of their times, and enable an engagement with other cultures and civilizations, both ancient and modern. But independently of any specific application, the study of these subjects teaches understanding and delight in the highest achievements of humanity. The three components of the course, including fables, wisdom literature and epic, will enable the learners to explore and understand the classic tradition in literature. Development of personal virtue, a deep Sufi ethic and an unwavering concern for the permanent over the fleeting and the ephemeral are some of the key themes explored in the contents that will develop an intimate connection between literature and life.

### Contents

#### I. Fables

- The Fables of Bidpai
- The Lion and the Bull
- The Ring-dove
- The Owls and the Crows

Selected poem from Bang-i-Dara

#### Gulistan-e- Sa'di

Ten hikāyāt from John T. Platts, The Gulistan

Epic

THE SHĀHNĀMA OF FIRDAUSI

### Recommended Texts

1. John T. P. (1876). The Gulistan; or, Rose Garden of Shaikh Muslihu'd- Dīn Sa'dī of Shīrāz. London: Wm. H. Allen.
2. Chishtī, Y.S. (1991). Sharaḥ-i bāng-i darā. Lāhaur: Maktaba-i ta'mīr-i insāniyat

### Suggested Readings

1. Thackston, W. (2000). A Millennium of Classical Persian Poetry. Maryland: Ilex Publishers.
2. Wood, R. (2013). Kalila and Dimna: Fables of Conflict and Intrigue. United Kingdom: Medina Publishing, Limited.

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General Education Cluster: Arts & Humanities

URC G-5113

Space, Place & Experiences

2(2-0)

Architectural structures host the most mundane and ordinary activities as well as elaborate ceremonies to honor religious sentiments or to propitiate political deities. Some structures built for one purpose sometimes end up serving the other in subsequent times. The purpose of this course is to familiarize the learners with the concepts of reading a building to understand human life that existed in and around it during certain historical moments of its existence. Some of the approaches to study a monument could be the socio-cultural, religious, economic, and political situations of the area where it stands. These angles will not only acquaint you with the different phases of the monument's life but also with the people who commissioned it, occupied or altered it, or tried to destroy it.

#### Contents

1. Learning to engage with a building  
Case Study: Mughal-period mosque, the Begum Shahi/Maryam Zamani
2. Reading a building: History, decorative techniques, location, symbolic significance of motifs, plan/layout
3. Bays and isles, arches, minarets and domes
4. Muqarnas
5. Traditional decorative techniques: munabbat-kārī, parchīn-kārī, kāsha- kārī, āyina- kārī, tāza-kārī
6. Wet-plaster painting known as fresco-buono and dry-plaster painting or fresco-secco
7. Geometric patterns, Islīmī or arabesque (stylized vegetal designs) and naturalistic vegetal designs for decorative purposes
8. Project: Working on historical and anecdotal material of a selected monument

#### Recommended Readings

1. Lal. K. (1884), *Tārīkh-i lāhaur* (Lāhaur: Būk āk, 2006 [1884]), 127-128.
2. Latif. S.M. (1892), *Lahore: Its Historical, Architectural Remains and Antiquities, with an Account of its Modern Institutions, Inhabitants, their Trade, Customs &c.* (Lahore: New Imperial Press, 1892), 131-132.
3. Baqir, M. *Lahore: Past and Present* (Delhi: Low price Publications, 1993 [1952]), 358- 359.
4. Quraishī M. A. (1962), "Masājid: 'ahd-i ghaznavī se zamāna-yi ḥāl tak," in Muḥammad Ṭufail ed., *Nuqūsh lāhaur nambar: ahd-i ghaznavi se daur-i ḥāzir tak kī tārīkh, 1014 se 1961 tak*, Vol. 92 (Special issue 1962), 545-546.
5. Peck, L. (2015), *Lahore: The Architectural Heritage* (Lahore: Ferozsons, 2015), 80-81.

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General Education Cluster: Natural Sciences

URCG-5114

Course -I: Basic Science

Cr. Hrs 3 (2-1)

Life, its characteristics, natural science, biology and its branches; Importance of Flora & Fauna in biodiversity; Importance of Natural Compounds in daily life, medicine and human health; Latest developments in natural sciences (Biotechnology); Ecosystem and its components; Environment and its components; Pollutants and their effect on the environment (Greenhouse effect, global warming, acid rains, water pollution and ozone depletions etc); Introduction to micro-organism and its types (bacteria, fungi, viruses)

**Practical:**

- 1) Field Survey of Flora & Fauna and their identification
- 2) Study of herbarium
- 3) Study of Museum

**Recommended Texts.**

1. Keddy, P.A. (2017). Plant ecology origins, processes, consequences. Cambridge, University Press.
2. Canadell, J.G., Diaz, S., Heldmaier, G., Jackson, R.B., Levia, D.F., Schulze, E.D. & Sommer, U. (2019). Ecological studies. Springer.
3. Bhat, S.V., Nagasampagi, B.A. & Sirakumar, M. (2006). Chemistry of Natural Products. Springer Science
4. De, A.K. (2019). Environmental Chemistry. New Age International Press

**Suggested Books**

1. Fath, B. (2018). Encyclopedia of ecology. Elsevier.
2. Ajith, H., Umas, P., Pastur, G. M & Iversion L. R. (2018). Ecosystem services from forest landscapes: broadscale consideration. 1<sup>st</sup> Edition. Springer International Publishing AG.
3. Xu, R., Ye, Y. & Zhao, W. (2011). Introduction to Natural Product Chemistry. CRC Press
4. Taylor, D.J., Green, N.P.O. & Stout, G.W. (1997). Biological Science 1&2. Cambridge University Press
5. Taylor, M.R., Simon, E.J., Dickey, D.J. & Hogan, K.A. (2020). Campbell Biology: Concepts & Connections (10<sup>th</sup> Edition). Pearson

General Education Cluster: Natural Sciences

REG-5115

Course --II: The Science of Global Challenges

Cr. Hrs 3 (2-1)

Climate Change i.e., Global Warming, Natural and Anthropogenic Activities and their impact; Energy i.e. Renewable and non-renewable energy resources; **Water Security** i.e., water scarcity and waste water treatment; **Land Degradation** i.e., salinity, water logging, deforestation, land erosion; **Food Security** and roll of Biotechnology in food production; **Global Health Pandemics** i.e., Infectious diseases, vaccine, development of drug discovery for newly explored diseases

Practical:

1. Preparation of standard solution and their standardizations
2. Soil and Water Analysis

Recommended Text:

Usman, M. (2022). Science of Global Challenges. Ilmi Kitab Khana, Lahore

Suggested Books

1. Hueman, W.J. & Palladino, M.A. (2014). Introduction to biotechnology. Edinburgh Gate UK: Pearson Education Limited.
2. Daugherty F. (2012). Biotechnology: Science for the New Millennium, 1st Edition, Revised, USA Paradigm Publication.
3. Karaduman, I. C. (Ed.) (2014) Global Challenges for the world. Obroonnosc. Zeszytł Naukowc. Turkey

General Education Cluster: Social Sciences

SOC 211

Science of Society-I

2 (2-0)

**Course Description:**

This course will introduce students with the subject matter of social science, its scope, nature and ways of looking at social phenomenon. It will make the participants acquaintance with the foundations of modern society, state, law, knowledge and selfhood. While retaining a focus on Pakistani state and society, students will encounter theoretical concepts and methods from numerous social science disciplines, including sociology, politics, economics anthropology and psychology and make them learn to think theoretically by drawing on examples and case studies from our own social context. Students will be introduced to the works of prominent social theorists from both western and non-western contexts. Instruction will include the use of written texts, audio-visual aids and field visits.

**Learning Outcomes:**

The course has following outcomes:

It will

- Introduce student with the nature of human social behavior and foundations of human group life
- Analyze the reciprocal relationship between individuals and society.
- Make student aware with the nature of societies existing in modern world
- Make students familiar with the philosophy of knowledge of social sciences
- Introduce students with the works of prominent theories explain human group behavior
- Help students to understand the foundations of society including culture, socialization, politics and economy
- Introduce students with various dimensions of social inequalities with reference to gender, race, ethnicity and religion
- Make them aware about the understanding of various themes pertains to social science in local context
- Help them recognize the difference between objective identification of empirical facts, and subjective formulation of opinionated arguments

**Course Outlines:****1. Introduction to Social Sciences**


- Social world, Human Social behavior, Foundations of society
- Evolution of Social sciences
- Philosophy of Science
- Scope and nature of social sciences
- Modernity and social sciences
- Branches of social science: Sociology, Anthropology, Political Science, Economics

**Society and Community, Historical evolution of Society**

- Types of Societies
- Foraging society, Horticultural society, Pastoralist society
- Agrarian societies, Industrial society, Postindustrial society

**2. Philosophy of Knowledge in social Science and social inquiry**

- Understanding social phenomenon
- Alternative ways of knowing
- Science as a source to explore social reality
- Objectivity, Value-Free research
- Positivism vs Interpretivism
- Qualitative vs Quantitative

  
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- Culture and Society
  - Idea of Culture, Assumptions of Culture
  - Types, Components, Civilization and culture
  - Individual and culture, Cultural Ethnocentrism, Cultural Relativism
  - Outlook of Pakistani culture
  - Global Flows of culture, Homogeneity, Heterogeneity
- 4. **Social Stratification and Social inequality**
  - Dimensions of inequality, Social class
  - Gender, Race, Religion, Ethnicity, Caste
  - Patterns of social stratification in Pakistan
  - Class, caste system in agrarian society
  - Ascription vs Achievement, Meritocracy
  - Global stratification in modern world, Global patterns of inequality
- 5. **Personality, Self and Socialization**
  - Concept of self, Personality
  - Nature vs Nurture, Biological vs Social
  - Development of Personality
  - Socialization as a process, Agents of socialization
  - Socialization and self/group identity
- 6. **Gender and Power**
  - Understanding Gender
  - Social construction of Patriarchy
  - Feminism in Historical context, Gender Debates
  - Gender and Development
  - Gender issues in Pakistani society, Women Participation in politics, economy and education
  - Toward a gender sensitive society, Gender mainstreaming
- Pakistan: State, Society, Economy and Polity**
  - Colonialism, colonial legacy, National identity
  - Transformation in Pakistani society: Traditionalism vs Modernism
  - Economy, Informality of Economy, Modern economy and Pakistan
  - Political Economy, Sociology of Economy

#### Recommended Textbooks and Reading Materials:


1. Giddens, A. (2018). Sociology (11<sup>th</sup> ed.). UK: Polity Press.
2. Henslin, J. M. (2018). Essentials of Sociology: A Down-to-Earth Approach. (18<sup>th</sup> Edition) Pearson Publisher.
3. Macionis, J. J. (2016). Sociology (16<sup>th</sup> ed.). New Jersey: Prentice-Hall.
4. Qadeer, M. (2006) Pakistan - Social and Cultural Transformation in a Muslim Nation.
5. Smelser, N.J. and Swedburg, R., The Handbook of Economic Sociology, Chapter 1 'Introducing Economic Sociology', Princeton University Press, Princeton.
6. Systems of Stratification | Boundless Sociology (no date). Available at: <https://courses.lumenlearning.com/boundless-sociology/chapter/systems-of-stratification/>
7. Jalal, A. (ed.) (1995) 'The colonial legacy in India and Pakistan', in Democracy and Authoritarianism in South Asia: A Comparative and Historical Perspective. Cambridge: Cambridge University Press (Contemporary South Asia)
8. Zaidi, S. A. (2015) Issues in Pakistan's Economy: A Political Economy Perspective. Oxford University Press. Chapter 26



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Alibeković, S. (2017) The Politics of Common Sense: State, Society and Culture in Pakistan. Cambridge: Cambridge University Press.  
Snel, J. and Swedburg, R., The Handbook of Economic Sociology, Chapter 1 'Introducing Economic Sociology', Princeton University Press, Princeton.



  
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Faculty Education Cluster: Social Sciences

Faculty

Science of Society-II

2 (2-0)

**Course Description:**

This course extends our study of modern societies, their structures, their institutions and their functions in global era. It will introduce the participants with processes of social change in Pakistan from the time of formal independence to the present day. It will enhance our understanding of the evolution of Pakistani culture, society and its social institutions including role of religion in society/polity, democracy, urbanization and individuation, ending with important questions and challenges facing by Pakistan in the twenty first century. From a social science perspective participants will learn analytically about the issues and challenges faced by states and societies of today's world with special focus on local context.

**Learning Outcomes:**

The course has following outcomes:

It will:

- Cultivate critical thinking, the ability to ask questions, engage in reasoned debate and tolerance of opposing points of view
- Introduce student with modern day social organization, institutions, groups and group identities
- Make student aware with the concept of growth and development and endogenous and exogenous factors of development
- Make students familiar with religious and political institution of our society from a sociological perspective
- Introduce students with the socio-economic prospects and challenges faced by Pakistan as a developing and transforming state
- Help students to understand the implications of modernity including digital/technological revolution, global warming, income inequality, global terrorism and polarization
- Develop an in-depth and critical understanding of the socio-economic problems faced by Pakistan

**Course Outlines:**

1. **Groups, Organizations and Bureaucracies**
  - Primary and secondary groups
  - Group identities, In group, Out group
  - Traditional vs Modern organizations, Organizational leadership
  - Formal organizations, Bureaucracy, Weber's model of Bureaucracy
  - Military and Civil Bureaucracy in Pakistan
2. **Development, Economic Growth, Human development and Globalization**
  - Understanding development
  - Modernization and Development
  - Globalization and Development, Global economic systems and local economic Growth
  - Sustainable development
  - Development in Pakistan: Challenges and Prospects
3. **Politics and Religion in Pakistan**
  - Rationality vs Traditionalism in Religion and Politics

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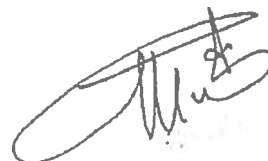
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- Religion: Integration and divide
  - Politics and Democracy, Challenges faced by Pakistan in becoming a democratic state
  - Political Development, Theoretical understanding of political development
4. **Human Development, Youth Bulge in Pakistan**
- Demographic transition
  - Population and Resource mobilization
  - Engaging youth, Youth policy
  - Migration, Urbanization, Socio-cultural identities
5. **Digital technology and a changing life/world**
- Technology and Modern world Challenges
  - Technology and Globalization
  - Technology and Ethical issues
  - Technology and Crime, Future of technology
6. **Eco-systems, Environment and Sustainable development**
- Ecology and human society
  - Global environment
  - Cost of development, Alternative models, Sustainable development
  - Global warming, Causes and remedies
  - Environmental challenges and adaptation strategies
7. **Pakistan in 21<sup>st</sup> century**
- Colonialism, colonial legacy, National identity
  - Transformation in Pakistani society: Traditionalism vs Modernism
  - Economy, Informality of Economy, Modern global economic systems and Pakistan
  - Political Economy, Sociology of Economy, Women in Pakistan
8. **Social Issues of Pakistan**
- Population
  - Crime and Terrorism
  - Illiteracy
  - Environmental challenges
  - Political Instability

#### Recommended Textbook and Reading Materials

1. Barnett, T. (2003). *Sociology and development*. Routledge.
2. Cuddens, A. (2018). *Sociology* (11<sup>th</sup> ed.). UK: Polity Press.
3. Henslin, J. M. (2018). *Essentials of Sociology: A Down-to-Earth Approach*. (18<sup>th</sup> Edition) Pearson Publisher.
4. Macionis, J. J. (2016). *Sociology* (16<sup>th</sup> ed.). New Jersey: Prentice-Hall.
5. Clapham, C. (2002). The challenge to the state in a globalized world. *Development and change*. 33(5), 775-795.
6. Class dynamics of Agrarian Change by Henry Bernstein: Chapter 3 Colonialism and Capitalism. Page 47-50.
7. A.S. H. and F. K. (1974) 'Land tenure and rural development in Pakistan.', *Land Reform, Land Settlement and Cooperatives*. Available at: <https://agris.fao.org/agris-search/search.do?recordID=XF19760074297>

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- Kennedy, C. H. (1987) *Bureaucracy in Pakistan*. Oxford University Press. Chapters 2, 3 & 9  
 Introduction to the Sociology of "Developing Societies". London: Macmillan Education UK, pp  
 259-307
10. Akhtar, A. S. (2017) *The Politics of Common Sense: State, Society and Culture in Pakistan*.  
 Cambridge: Cambridge University Press.
  11. Craggs, R. (2014) 'Development in a global-historical context', in *The Companion to  
 Development Studies*, 3rd edn. Routledge, 5-10 (Chapter 1.1)
  12. Addleton, J. S. (1992) *Undermining the Centre: The Gulf Migration and Pakistan*. 1st edition.  
 Karachi: Oxford University Press, 51-63 (Chapter 5).
  13. S. Zaidi, S. A. (2015) *Issues in Pakistan's Economy: A Political Economy Perspective*. Oxford  
 University Press. (Chapter 3: The Green Revolution and Land Reforms).
  14. West, C. and Zimmerman, D. H. (1987) 'Doing Gender', *Gender and Society*, 1(2), pp. 125-  
 151
  15. Lorber, J. and Farrell, S. A. (1990) *The Social Construction of Gender*. SAGE Publications.
  16. Ahmad, S. (2018) *Unleashing the potential of a young Pakistan | Human Development Reports*.  
 Available at: <http://hdr.undp.org/en/content/unleashing-potential-young-pakistan>
  17. White, B. (2012) 'Agriculture and the Generation Problem: Rural Youth,  
 18. Employment and the Future of Farming', *IDS Bulletin*, 43(6), pp. 9-19
  19. Jason W. Moore (2017) *The Capitalocene, Part I: on the nature and origins of our ecological  
 crisis*, *The Journal of Peasant Studies*, 44:3, 594-630.
  20. Ali, N. (2019) *Delusional States: Feeling Rule and Development in Pakistan's Northern Frontier*.  
 Cambridge: Cambridge University Press. 195-230 (Chapter 5).
  21. Majed Al-har (2015) *Dams as a Climate Change Adaptation Strategy: Geopolitical Implications  
 for Pakistan*, *Strategic Analysis*, 39:6, 744-748.
  22. Woodcock, J. and Johnson, M. (2019) 'Live Streamers on Twitch.tv as Social Media Influencers:  
 Chances and Challenges for Strategic Communication', *International Journal of Strategic  
 Communication*, 13, pp. 321-335.
  23. Qadeer, M. (2006) *Pakistan - Social and Cultural Transformation in a Muslim Nation*.
  24. Smelser, N.J. and Swedburg, R., *The Handbook of Economic Sociology*, Chapter 1 'Introducing  
 Economic Sociology', Princeton University Press. Princeton.

*Ghulam Yasin*  
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 Professor  
 Department of Sociology  
 Criminology  
 University of Sargodha

*M. A.*

*M. A.*

The course aims at providing understanding of a writer's goal of writing (i.e. clear, organized and effective content and to use that understanding and awareness for academic reading and writing. The objectives of the course are to make the students acquire and master the grammatical academic writing skills. The course would enable the students to develop argumentative writing techniques. The students would be able to logically add specific details on the topics such as facts, examples and statistical or numerical values. The course will also provide insight to convey the knowledge and ideas in an objective and persuasive manner. Furthermore, the course will also enhance the students' understanding of ethical considerations in writing academic assignments and topics including citation, plagiarism, formatting and referencing the sources as well as the technical aspects involved in referencing.

#### Contents

1. Developing Analytical Skills
  1. Transitional devices (word, phrase and expressions)
  2. Development of ideas in writing
2. Reading Comprehension
3. Precis Writing
4. Developing argument
  1. Sentence structure: Accuracy, variation, appropriateness, and conciseness
  2. Appropriate use of active and passive voice
5. Organization and Structure of a Paragraph
6. Organization and structure of Essay
7. Types of Essays

#### Recommended Texts

1. Bailey, S. (2011). *Academic writing: A handbook for international students* (3rd ed.). New York: Routledge
2. Eastwood, J. (2011). *A Basic English grammar*. Oxford: Oxford University Press.
3. Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students: Essential tasks and skills* (3<sup>rd</sup> ed.). Ann Arbor: The University of Michigan Press.
4. Swan, M. (2018). *Practical English usage* (8<sup>th</sup> ed.). Oxford: Oxford University Press.

#### Suggested Readings

1. Biber, D., Johansson, S., Leech, G., Conrad, S., Finegan, E., & Quirk, R. (1999). *Longman grammar of spoken and written English*. Harlow Essex: MIT Press.
2. Cresswell, G. (2004). *Writing for academic success*. London: SAGE.
3. Johnson-Sheehan, R. (2019). *Writing today*. Don Mills: Pearson.
4. Silvia, P. J. (2019). *How to write a lot: A practical guide to productive academic writing*. Washington: American Psychological Association
5. Thomson, A. J., & Martinet, A. V. (1986). *A Practical English Grammar*. Oxford: Oxford University Press




## Expository Writing

27

3 (3-0)

This course prepares undergraduates to become successful writers and readers of English. The course helps students develop their fundamental language skills with a focus on writing so that they can gain the confidence to communicate in oral and written English outside the classroom. The course is divided into five units and takes a Project-based Learning approach. Unit themes target the development of 21<sup>st</sup> century skills and focus on self-reflection and active community engagement. The course completion will enable the students to develop communication skills as reflective and self-directed learners. They will be able to intellectually engage with different stages of writing process, and develop analytical and problem-solving skills to address various community-specific challenges.

## Contents

- Self Reflection
  - Introduction to the basics of the writing process
  - Introduction to the steps of essay writing
  - Prewriting activities: Brainstorming, listing, clustering and freewriting
  - Practicing Outlining of the essay
- Personalized Learning
  - Learning Process, Learning Styles, Goal Setting and Learning Plan
- Oral Presentation
  - Structure and Significance, Content Selection and Slide Presentation, Peer Review
- Critical Reading Skills
  - Introducing Authentic Reading (Dawn and non-specialist academic books/texts)
  - Reading Strategies and Practice: Skimming, scanning, SQW3R, Annotating, Detailed reading and note-taking, Standard Test Practice: TOEFL and IELTS, Model Review Reports and Annotated Bibliographies
- Community Engagement
  - Student-led brainstorming on local versus global issues, Identifying research problems
  - Drafting research questions, Drafting interview/survey questions for community research (in English or L1)
  - Engaging students in Critical reading, Presenting interview/ survey information, Field work
  - Writing Community Engagement Project
- Letter to the Editor
  - Types of letters, Format and purpose of letter to the editor, Steps in writing letter-to-editor

## Recommended Texts

1. Bailey, S. (2011). *Academic writing: A handbook for international students* (3rd ed.). New York: Routledge.
2. Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students: Essential tasks and skills* (3<sup>rd</sup> ed.). Ann Arbor: The University of Michigan Press.

## Suggested Readings

1. Cresswell, G. (2004). *Writing for academic success*. London: SAGE.
2. Johnson-Sheehan, R. (2019). *Writing today*. Don Mills: Pearson.
3. Silvia, P. J. (2019). *How to write a lot: A practical guide to productive academic writing*. Washington: American Psychological Association.

*Islamic Studies Comparison foundation course*

Islamic Studies engages in the study of Islam as a textual tradition inscribed in the fundamental texts of Islam: Qur'aan and Hadith, history and particular cultural contexts. The area seeks to provide an introduction to and a specialization in Islam through a large variety of expressions (religious, personal, social, and political) and through a variety of methods (literary criticism, historical, literary, sociology, and anthropology). It offers opportunities to get fully acquainted with the foundational basis of Islam in fields that include Qur'aanic studies, Hadith and life of Prophet Muhammad (PBUH), Islamic philosophy, and Islamic law, culture and society through the textual study of Qur'aan and Sunnah.

- To make students understand the relevance and pragmatic significance of Islam in their lives.
- To make learners comprehend the true spirit of Islam with reference to modern world
- To inculcate a sense of Islamic principles as a code of living that guarantee the effective solutions to the current challenges of being.
- To provide Basic information about Islamic Studies
- To enhance understanding of the students regarding Islamic Civilization
- To improve students skill to perform prayers and other worships
- To cultivate the skill of the students for understanding the issues related to faith and religious life.

*Objectives*

Introduction to Qur'aanic Studies	تعارف قرآن مجید
Basic concept of Qur'aan	قرآن مجید کا بنیادی تعارف
History of the compilation of Qur'aan	تاریخ جمع و تدوین قرآن مجید
Structure of Qur'aan	علوم القرآن

مطالعہ قرآن (تعارف قرآن مجید، منتخب آیات کا ترجمہ و تفسیر: سورۃ البقرہ آیات 1-5، 284-286؛ سورۃ الحجرات آیات 1-11، سورۃ المؤمنون آیات 63-77؛ سورۃ المؤمنون آیات 1-11؛ سورۃ الاحزاب آیات 6، 21، 32، 33، 40، 56، 59؛ سورۃ الاحزاب آیات 1-11، سورۃ الاحزاب آیات 1-14؛ اشعرا آیات 18-20؛ آل عمران آیات 190-192؛ غل آیات 12-14؛ فتح آیات 20، سورۃ الاحزاب آیات 1-14)

Introduction to Hadith	تعارف حدیث
Basic concept of Hadith	حدیث کی تاریخ و اہمیت
History of the compilation of Hadith	تاریخ جمع و تدوین حدیث
Classification of Hadith	حدیث کی اقسام



000-5126

ETHICS 30

2(2-0)

1. Meaning and Scope of Ethics.
2. Relation of Ethics with:
  - (a) Religion
  - (b) Science
  - (c) Law
3. Historical Development of Morality:
  - (a). Instinctive Moral Life.
  - (b). Customary Morality.
  - (c). Reflective Morality.
4. Moral Theories:
  - (a). Hedonism (Mill)
  - (b). Intuitionism (Butler)
  - (c). Kant's Moral Theory.
5. Moral Ethics and Society.
  - (a). Freedom and Responsibility.
  - (b). Tolerance
  - (c). Justice
  - (d). Punishment (Theories of Punishment)
6. Moral Teachings of Major Religions:
  - a). Judaism
  - b) Christianity
  - c). Islam
7. Professional Ethics:
  - a) Medical Ethics
  - b). Ethics of Students
  - c). Ethics of Teachers
  - d). Business Ethics

#### REFERENCE BOOKS:

1. William Lillie. An Introduction to Ethics., London Methuen & Co. latest edition.
2. Titus, H.H. Ethics for Today. New York: American Book, latest edition.
3. Hill, Thomas. Ethics in Theory and Practice. N.Y. Thomas Y. Crowel, latest edition
4. Ameer Ali, S. The Ethics of Islam. Calcutta: Noor Library Publishers, latest edition
5. Donaldson, D.M. Studies in Muslim Ethics. London: latest edition. 6. Sayeed, S.M.A.(Tr.)  
Iq'arut-e-Akhlaqiat. Karachi: BCC&T, Karachi University of

**Course Description:**

The course focuses on ideological background of Pakistan. The course is designed to give a comprehensive insight about the constitutional developments of Pakistan. Starting from the Government of India Act, 1935 till to date, all important events leading to constitutional developments in Pakistan will be the focus of course. Failure of the constitutional machinery and leading constitutional cases on the subject. Moreover, students will study the process of governance, national development, issues arising in the modern age and posing challenges to Pakistan. It will also cover the entire Constitution of Pakistan 1973. However, emphasis would be on the fundamental rights, the nature of federalism under the constitution, distribution of powers, the rights and various remedies, the supremacy of parliament and the independence of judiciary

**Outline:**

- **Ideology of Pakistan**
  - Ideological rationale with special reference to Sir Syed Ahmed Khan, Allama Muhammad Iqbal and Quaid-e-Azam Muhammad Ali Jinnah.
  - Two Nation Theory and Factors leading to Muslim separatism.
- **Constitutional Developments**
  - Salient Feature of the Government of India Act 1935
  - Salient Feature of Indian Independence Act 1947
  - Objectives Resolution
  - Salient Feature of the 1956 Constitution
  - Developments leading to the abrogation of Constitution of 1956
  - Salient features of the 1962 Constitution
  - Causes of failure of the Constitution of 1962
  - Comparative study of significant features of the Constitution of 1956, 1962 and 1973
- **Fundamental rights**
- **Principles of policy**
- **Federation of Pakistan**
  - President
  - Parliament
  - The Federal Government
- **Provinces**
  - Governors
  - Provincial Assemblies
  - The Provincial Government
- **The Judicature**
  - Supreme Court
  - High Courts
  - Federal Shariat Courts
  - Supreme Judicial Council
  - Administrative Courts and tribunals
- **Islamic Provisions in Constitution**
- **Significant Amendments of Constitution of Pakistan 1973**

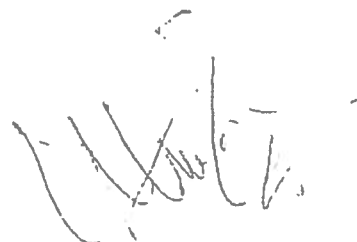
**Recommended Books:**

1. Constitutional and Political History of Pakistan by Hamid Khan
2. Mahmood, Shaukat and Shaukat, Nadeem. Constitution of the Islamic Republic of Pakistan, 3rd re edn. Lahore: Legal Research Centre, 1996.
3. Munir, Muhammad. Constitution of the Islamic Republic of Pakistan: Being a

*(Signature)*  
 Incharge, Principle  
 University of ...  
 Lahore

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- 1. Commentary on the Constitution of Pakistan. 1973. Lahore. Law Pub., 1975.
- 2. M.A. Syed Shabbar Raza. Constitutional Law of Pakistan: Text, Case Law and Analytical Commentary. 2nd re edn. Lahore: Vanguard, 2005.
- 3. The Text of the Constitution of the Islamic Republic of Pakistan, 1973 (as amended).
- 4. Fundamental Laws of Pakistan by A.K. Brohi



Incharge Principal  
University of Sargodha  
University of Sargodha

The course introduces students to information and communication technologies and their application in the workplace. Objectives include basic understanding of computer software, hardware, and associated technologies. How computers can be used in the workplace, how communications systems can help boost productivity, and how the Internet technologies can influence the workplace. Students will get basic understanding of computer software, hardware, and associated technologies. They will also learn how computers are used in the workplace, how communications systems can help to boost productivity, and how the Internet technologies can influence the workplace.

#### Contents

1. Introduction, Overview of Information Technology.
2. Hardware: Computer Systems & Components, Storage Devices.
3. Software: Operating Systems, Programming and Application Software.
4. Databases and Information Systems Networks.
5. File Processing Versus Database Management Systems.
6. Data Communication and Networks.
7. Physical Transmission Media & Wireless Transmission Media.
8. Applications of smart phone and usage.
9. The Internet, Browsers and Search Engines.
10. Websites and their types.
11. Email Collaborative Computing and Social Networking.
12. E-Commerce.
13. IT Security and other issues.
14. Cyber Laws and Ethics of using Social media.
15. Use of Microsoft Office tools (Word, Power Point, Excel) or other similar tools depending on the operating system.
16. Other IT tools/software specific to field of study of the students if any.

#### Recommended Book

1. Discovering Computers 2022: Digital Technology, Data and Devices by Misty E. Vermaat, Susan L. sebok; 17<sup>th</sup> edition.

#### Suggested Books

1. Computing Essentials 2021 by Timothy J. O'Leary and Linda I. O'Leary, McGraw Hill Higher Education; 26<sup>th</sup> edition.
2. Computers: Understanding Technology by Fuller, Floyd; Larson, Brian: edition 2018.

This course addresses the unique entrepreneurial experience of conceiving, evaluating, creating, managing, and potentially selling a business idea. The goal is to provide a solid background with practical application of important concepts applicable to the entrepreneurial environment. Entrepreneurial discussions regarding the key business areas of finance, accounting, marketing and management include the creative aspects of entrepreneurship. The course relies on classroom discussion, participation, the creation of a feasibility plan, and building a business plan to develop a comprehensive strategy for launching and managing a new venture.

#### Course Learning Objectives

1. To enhance the 'entrepreneurial intentions' of the students by improving their natural willingness to start a business.
2. To understand the process of entrepreneurship and learn the ways to manage it by working individually in the class and in the form of groups outside the class to conduct field assignments.
3. To educate the students about the practical underpinnings of the entrepreneurship with the aid of practical assignments and idea pitching.

#### Contents

1. **Background:** What is an Organization, Organizational Resources, Management Functions, Kinds of Managers, Mintzberg's Managerial Roles.
2. **Forms of Business Ownership:** The Sole proprietorship, Partnership, Joint Stock Company
3. **Entrepreneurship:** The World of the Entrepreneur, what is an entrepreneur? The Benefits of Entrepreneurship, The Potential Drawbacks of Entrepreneurship, Behind the Boom: Feeding the Entrepreneurial Fire.
4. **The Challenges of Entrepreneurship:** The Cultural Diversity in Entrepreneurship, The Power of "Small" Business, Putting Failure into Perspective, The Ten Deadly Mistakes of Entrepreneurship, How to Avoid the Pitfalls, Idea Discussions & Selection of student Projects, Islamic Ethics of Entrepreneurship.
5. **Inside the Entrepreneurial Mind:** From Ideas to Reality: Creativity, Innovation, and Entrepreneurship, Creativity - Essential to Survival, Creative Thinking, Barriers to Creativity, How to Enhance Creativity, The Creative Process, Techniques for Improving the Creative Process, Protecting Your Ideas, Idea Discussions & Selection of student Projects.
6. **Products and technology, identification opportunities**
7. **Designing a Competitive Business Model and Building a Solid Strategic Plan:** Building a strategic plan, Building a Competitive Advantage, The Strategic Management Process, Formulate strategic options and select the appropriate strategies, Discussion about execution of Students' Project.
8. **Conducting a Feasibility Analysis and Crafting a Winning Business Plan:** Conducting a Feasibility Analysis, Industry and market feasibility, Porter's five forces model, Financial feasibility analysis. Why Develop a Business Plan, The Elements of a Business Plan, What Lenders and Investors Look for in a Business Plan, Making the Business Plan Presentation.
9. **Building a Powerful Marketing Plan:** Building a Guerrilla Marketing Plan, Pinpointing the Target Market, Determining Customer Needs and Wants Through Market Research. Plotting a Guerrilla Marketing Strategy: How to Build a Competitive Edge, Feed Back & Suggestions on Student Project, Islamic Ethics for Entrepreneurial Marketing
10. **E-Commerce and the Entrepreneur:** Factors to Consider before Launching into E-Commerce, Ten Myths of E-Commerce, Strategies for E-Success, Designing a Killer Web Site, Tracking Web Results, Ensuring Web Privacy and Security, Feed Back & Suggestions on Student Project.

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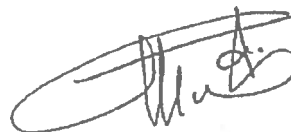
- 12. Pricing Strategies: Three Potent Forces: Image, Competition, and Value, Pricing Strategies and Tactics, Pricing Strategies and Methods for Retailers, The Impact of Credit on Pricing
- 13. Attracting Venture Capitalist: Projected Financial Statements, Basic Financial Statements, Ratio Analysis, Interpreting Business Ratios, Breakeven Analysis, Feed Back & Suggestions on Student Project,
- 13. Idea Pitching: Formal presentation, 5-minutes pitch, funding negotiation and launching.

**Recommended Texts:**

- 1. Scarborough, N. M. (2011). Essentials of entrepreneurship and small business management. Publishing as Prentice Hall, One Lake Street, Upper Saddle River, New Jersey 07458..

**Suggested Readings:**

- 1. Burstiner, I. (1989). Small business handbook. Prentice Hall Press.



36

CIVICS

Civics and Community Engagement

2(2-0)

**Course Description:**

The Civics and Community Engagement course is designed to provide students with an understanding of the importance of civic participation, culture and cultural diversity, basic foundations of citizenship, group identities and the role of individuals in creating positive change within their communities. The course aims at developing students' knowledge, skills and attitudes necessary for active and responsible citizenship.

**Learning outcomes**

After completing this course, students will be able to

- Understand the concepts of civic engagement, community development, and social responsibility.
- Understand rights and responsibilities of citizenship
- Understand cultural diversity in local and global context
- Analyze the significance of civic participation in promoting social justice, equity, and democracy.
- Examine the historical and contemporary examples of successful civic and community engagement initiatives.
- Identify and assess community needs, assets, and challenges to develop effective strategies for community improvement.
- Explore the ethical implications and dilemmas associated with civic and community engagement.
- Develop practical skills for effective community organizing, advocacy, and leadership.
- Foster intercultural competence and respect for diversity in community engagement efforts.
- Collaborate with community organizations, stakeholders, and fellow students to design and implement community-based projects.
- Reflect on personal growth and learning through self-assessment and critical analysis of community engagement experiences.

**Course Content:****Introduction to Civics & Community Engagement**

- Overview of the course: Civics & Community Engagement
- Definition and importance of civics
- Key concepts in civics: citizenship, democracy, governance, and the rule of law
- Rights and responsibilities of citizens

**Citizenship and Community Engagement**

- Introduction to Active Citizenship: Overview of the Ideas, Concepts, Philosophy and Skills
- Approaches and Methodology for Active Citizenship

**Identity, Culture, and Social Harmony**

- Concept and Development of Identity, Group identities
- Components of Culture, Cultural pluralism, Multiculturalism, Cultural Ethnocentrism, Cultural relativism, Understanding cultural diversity, Globalization and Culture, Social Harmony.
- Religious Diversity (Understanding and affirmation of similarities & differences)
- Understanding Socio-Political Polarization
- Minorities, Social Inclusion, Affirmative actions

**Multi-cultural society and inter-cultural dialogue**

- Inter-cultural dialogue (bridging the differences, promoting harmony)
- Promoting intergroup contact/ Dialogue
- Significance of diversity and its impact
- Importance and domains of Inter-cultural dialogue



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- **Citizen: Locally Active, Globally Connected**
  - Importance of active citizenship at national and global level
  - Understanding community
  - Identification of resources (human, natural and others)
  - Utilization of resources for development (community participation)
  - Strategic planning, for development (community linkages and mobilization)
- **Human rights, constitutionalism and citizens' responsibilities**
  - Introduction to Human Rights
  - Human rights in constitution of Pakistan
  - Public duties and responsibilities
  - Constitutionalism and democratic process
- **Social Institutions, Social Groups, Formal Organizations and Bureaucracy**
  - Types of Groups, Group identities, Organizations
  - Bureaucracy, Weber's model of Bureaucracy
  - Role of political parties, interest groups, and non-governmental organizations
- **Civic Engagement Strategies**
  - Grassroots organizing and community mobilization
  - Advocacy and lobbying for policy change
  - Volunteerism and service-learning opportunities
- **Social issues/Problems of Pakistan**
  - Overview of major social issues of Pakistani society
- **Social Action Project**

#### Recommended Books:

- 1. Kennedy, J. K., & Brunold, A. (2016). *Regional context and Citizenship education in Asia and Europe*. New York: Routledge, Falmer.
- 2. Henslin, James M. (2018). *Essentials of Sociology: A Down to Earth Approach* (13<sup>th</sup> ed.). New York: Pearson Education
- 3. Macdonis, J. J., & Gerber, M.L. (2020). *Sociology*. New York: Pearson Education

#### Reference Books:

1. Glencoe McGraw-Hill. (n.d.). *Civics Today: Citizenship, Economics, and Youth*.
2. Magleby, D. B., Light, P. C., & Nemacheck, C. L. (2020). *Government by the People* (16th ed.). Pearson
3. Simant, C., & Friedland, L. (2005). *The Civic Renewal Movement: Community-Building and Democracy in the United States*. Kettering Foundation Press.
4. Bloemraad, J. (2006). *Becoming a Citizen: Incorporating Immigrants and Refugees in the United States and Canada*. University of California Press.
5. Kuyek, J. (2007). *Community Organizing: Theory and Practice*. Fernwood Publishing.
6. DeKieffer, D. E. (2010). *The Citizen's Guide to Lobbying Congress*. TheCapitol.Net.
7. Rybacki, K. C., & Rybacki, D. J. (2021). *Advocacy and Opposition: An Introduction to Argumentation* (8th ed.). Routledge.
8. Kretzmann, J. P., & McKnight, J. L. (1993). *Building Communities from the Inside Out: A Path Towards Finding and Mobilizing a Community's Assets*. ACTA Publications.
9. Patterson, T. E. (2005). *Engaging the Public: How Government and the Media Can Reinvigorate American Democracy*. Oxford University Press.
10. Love, N. S., & Mattern, M. (2005). *Doing Democracy: Activist Art and Cultural Politics*. SUNY Press.

*Ameyun*

Topic	Details
PRCG-5111	Translation of the Holy Quran - I
	Non-Credit
Semester Level	In some discipline 1 <sup>st</sup> semester and in some discipline 2 <sup>nd</sup> Semester/ ADP Program 1 <sup>st</sup> Year
Objectives	<ul style="list-style-type: none"> <li>To familiarize the students to keys and fundamentals of recitation of the holy Quran.</li> <li>To develop the skill of the students of recitation the last revelation.</li> <li>Students will learn the basic Arabic grammar in a practical way.</li> <li>To develop an eagerness among the students to explore the last divine Book.</li> </ul>
Course Contents	<ul style="list-style-type: none"> <li>تیسواں پارہ - ناظرہ مع تجزیہ</li> <li>بنیادی عربی گرامر</li> <li>اسم اور اسکے متعلقات : اسم فاعل ، مفعول ، تفضیل ، مبالغہ</li> <li>فعل اور اسکی اقسام : ماضی ، مضارع ، امر ، نہی</li> <li>حرف اور اسکی اقسام : حروف علت ، حروف جارہ ، مشبہ بالفعل</li> </ul>
Memorization:	تیسویں پارے کی آخری بیس سورتیں (حفظ مع ترجمہ)

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URUG-5111 Topic	Translation of the Holy Quran - II Details	Non-Credit
Semester Level	In some discipline 3 <sup>rd</sup> semester and in some discipline 4 <sup>th</sup> Semester/ ADP Program 2 <sup>nd</sup> Year	
Objectives	<ul style="list-style-type: none"> <li>▪ Students will come to know about the real nature, significance and relevance of the Islamic beliefs in light of the text of the Holy Quran.</li> <li>▪ Students will seek knowledge of translation and transliteration of the Holy Book Quran.</li> <li>▪ To familiarize the students with the concept of Ibādah (Its significance, scope and relevance) and its types in Islam.</li> <li>▪ Students will learn literal and idiomatic way of translation of the Holy Book.</li> <li>▪ Students will learn about the polytheism and its incompatibility in Islam highlighted by the Holy Quran.</li> <li>▪ To highlight the significance of learning through using all human faculties provided by the almighty Allah and familiarize the students about condemnation of ignorance mentioned in the Quranic text.</li> <li>▪ To develop Awareness among the students about rights and duties of different circles of society in the light of Holy Quran.</li> <li>▪ To introduce the students to Quranic Arabic grammar in practical manner.</li> </ul>	
Contents	<ul style="list-style-type: none"> <li>○ ایمانیات اور عبادات</li> <li>○ اللہ پر ایمان، فرشتوں پر ایمان، رسولوں پر ایمان، اسمانی کتابوں پر ایمان</li> <li>○ یوم آخرت پر ایمان، تقدیر پر ایمان</li> <li>○ نماز، روزہ، زکوٰۃ، حج، جہاد</li> <li>○ معاشرے کے حقوق</li> <li>○ خاندان کی تکوین</li> <li>○ حق مہر</li> <li>○ رضاعت و حمل</li> <li>○ اولاد کو قتل کرنے کے ممانعت</li> <li>○ شوہر کی نافرمانی</li> <li>○ طلاق</li> <li>○ بیوہ کی عدت کے احکام</li> <li>○ نکاح کا پیغام بھیجنا</li> <li>○ عورت کی وراثت (اس کے شوہر کی طرف سے)</li> <li>○ والدین کے حقوق</li> <li>○ بیویوں اور اولاد کے بیچ عداوت</li> <li>○ خاندان کے حقوق</li> <li>○ مہمان کی عزت</li> <li>○ اجازت طلب کرنے کے اصول</li> <li>○ مجلس کے آداب</li> <li>○ تعاون اور بھائی چارہ</li> <li>○ گروہ بندی</li> <li>○ محبت</li> <li>○ لوگوں کے درمیان صلح</li> <li>○ عفو و درگزر، غصہ پر قابو اور معاف کرنا</li> <li>○ شعوب و قبائل</li> <li>○ لوگوں کے بیچ اختلافات</li> <li>○ حمایت و نگہبانی</li> </ul>	
Grammar	<ul style="list-style-type: none"> <li>○ قرآنی عربی گرامر کے اصول اور انکے اطلاقات (متن قرآنی پر اطلاق سے توضیحات)</li> </ul>	
Details of	<ul style="list-style-type: none"> <li>▪ منتخب آیات مع ترجمہ و تجرید</li> </ul>	



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Translation of the Holy Quran - II		Non-Credit
Details		
Semester Level	In some discipline 5 <sup>th</sup> semester and in some discipline 6 <sup>th</sup> Semester/ BS (5 <sup>th</sup> Semester intake) 1 <sup>st</sup> /2 <sup>nd</sup>	
Objectives	<ul style="list-style-type: none"> <li>To introduce ethics and highlight its importance, need and relevance for individual and collective life.</li> <li>To illuminate the students with the Quranic norms of Morality i.e. truthfulness, patience, gratitude, modesty, forgiving, hospitality etc.</li> <li>To familiarize the students with immoral values like falsify, arrogance, immodesty, extravagance, backbiting etc.</li> <li>To inculcate ethical and moral values in our youth.</li> <li>To develop a balanced dynamic and wholesome personality.</li> <li>To introduce the students to Quranic Arabic grammar in practical manner.</li> </ul>	
Course Contents:	<p>○ اخلاق (تعارف، ضرورت و اہمیت، اقسام، معنویت)</p> <p>اخلاق حسنہ:</p> <ul style="list-style-type: none"> <li>برائی کو نیکی سے مٹانا</li> <li>نیکی کے کاموں میں مسابقت</li> <li>لوگوں کے درمیان صلح</li> <li>عدل و انصاف</li> <li>سچائی</li> <li>ایثار</li> <li>سلیم قلب</li> <li>مہمان نوازی</li> <li>لغویات سے اعراض</li> <li>عاجزی و انکساری</li> <li>نگاہ اور آواز کو پست رکھنا</li> <li>چال میں میانہ روی</li> <li>شرسگاہوں کی حفاظت</li> <li>صبر</li> <li>شکر</li> <li>امور میں میانہ روی</li> </ul> <p>اخلاق سنیہ:</p> <ul style="list-style-type: none"> <li>ظلم اور زیادتی</li> <li>غرور و تکبر</li> <li>نفسانی خواہشات کی پیروی</li> <li>بدگمانی</li> <li>جھوٹ</li> <li>جغلی اور تہمت</li> <li>تمسخر اور شیخی خوری</li> <li>لہو و لعب</li> <li>برے ناموں سے پکارنا</li> <li>احسان جتانا اور تکلیف دینا</li> <li>فضول خرچی اور حد سے بڑھنا</li> <li>حسد اور تنگ دل</li> <li>بے پردگی</li> </ul>	
Grammatical	<ul style="list-style-type: none"> <li>قرآنی عربی گرامر کے اصول اور انکے اطلاقات (متن قرآنی پر اطلاق سے توضیحات)</li> </ul>	
Details of Chapters and	<ul style="list-style-type: none"> <li>منتخب آیات مع ترجمہ و تجوید</li> <li>البقرہ (۱۱۲، ۲۳۵، ۸۲، ۱۸۲، ۱۴۲، ۱۵۲، ۱۴۲، ۵۲، ۱۵۲، ۱۴۴، ۲۵۰، ۱۲۵)</li> </ul>	



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Translation of the Holy Quran - IV		Non-Credit
Topic	Details	
Semester/Level	In some discipline 7 <sup>th</sup> semester and in some discipline 8 <sup>th</sup> Semester/ BS (5 <sup>th</sup> Semester intake) 3 <sup>rd</sup> / 4 <sup>th</sup>	
Course Content	<ul style="list-style-type: none"> <li>• To familiarize the students with commandments of trade and inheritance mentioned in the Quranic text (with the help of Urdu translation).</li> <li>• Students</li> <li>• To introduce the students to scientific facts and miracles of the Holy Quran and Quranic stress on deep study of Allah's explored universe.</li> <li>• To motivate the students for reading and exploring the last Holy Book revealed by Almighty Allah.</li> <li>• Through memorization students will develop their relation with last revelation.</li> </ul>	
Grammar	<ul style="list-style-type: none"> <li>○ تجارت اور وراثت:</li> <li>• مال کی تقسیم</li> <li>• نادان کا مال</li> <li>• عوام الناس کا مال</li> <li>• عورتوں کا مال</li> <li>• یتیموں کا مال</li> <li>• کفار کا مال</li> <li>• جائز مال</li> <li>• معاہدے</li> <li>• رہن</li> <li>• قرض</li> <li>○ سائنسی حقائق:</li> <li>• تخلیق کائنات</li> <li>• اجرام فلکی</li> <li>• شجر و حجر</li> <li>• زمین و آسمان کے اسرار</li> <li>• ہوائیں اور طوفان</li> <li>• بہانم اور مویشی</li> <li>• حشرات الارض</li> <li>• پہاڑ اور سمندر</li> </ul>	
Details of Chapters and Verse Numbers:	<ul style="list-style-type: none"> <li>• قرآنی عربی گرامر کے اصول اور انکے اطلاقات (متن قرآنی پر اطلاق سے توضیحات)</li> <li>• منتخب آیات مع ترجمہ و تجرید</li> <li>• البقرہ (۲۶۱، ۲۲۱۵، ۲۶۵، ۲۱۹، ۲۶۳، ۲۴۵، ۱۸، ۲۶۵، ۱۴۴، ۲۶۵، ۱۶، ۲۴۵، ۲۵۵، ۲۹، ۲۲۳، ۲۴، ۱۶، ۲۴۸، ۲۴۶، ۲۱۵، ۱۴۴، ۸۳، ۲۴۱، ۲۴۳، ۲۶۲، ۲۸۲، ۱۶۳، ۲۶۶، ۱۶۳، ۱۶۳، ۵۰، ۵۰، ۶۰، ۱۶۳، ۵۴، ۲۱۰، ۲۶، ۱۹، ۲۶، ۷۱، ۹۲، ۹۳)</li> <li>• آل عمران (۱۱۴، ۱۳۳، ۱۳۰، ۱۳۰، ۱۹۰، ۲۴، ۵۹)</li> <li>• النساء (۲۹، ۲، ۲۹، ۱۶۱)</li> <li>• المائدہ (۸۹، ۹۵، ۶۹، ۶۰)</li> <li>• التوبہ (۹۸، ۲۳، ۶۹، ۲۳، ۶۰، ۳)</li> <li>• الاعراف (۱۲۲، ۱۸۵، ۵۴، ۵۸، ۱۶۳، ۱۶۳، ۱۶۰، ۳۰، ۱۳۳، ۱۴۶، ۱۶۶)</li> <li>• الرعد (۱۴، ۳)</li> <li>• الطور (۲۳)</li> <li>• الانعام (۵۹، ۶۳، ۱۳۱، ۱۳۶، ۳۸)</li> <li>• الانفال (۲۸، ۳۶، ۳۱)</li> <li>• الکہف (۵۱، ۱۰۹، ۳۲، ۳۵، ۱۴، ۳۵)</li> <li>• الجاثیہ (۵)</li> </ul>	

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- فاطر (١٢، ١٢، ٢٤)
- العنكبوت (٢١، ٦٣، ٢٠)
- الروم (٥٠)
- الاسراء (٩٩، ٤٠)
- الرعد (٢)
- السيا (٢٢، ٣، ١٠)
- يونس (٢٢، ٥، ٢٣، ٢٣، ١٠١، ٨٨)
- يوسف (١٢، ٩٣)
- الفرقان (٥٣، ٦٢)
- لقمان (١٦، ٢٩)
- طه (٥٣، ١١٢)
- النحل (٨، ٨، ١١٥، ٦٨، ٦٨، ٤٩، ٣٩، ٦١، ١١، ٤٥)
- النمل (١٨، ١٤، ١٦، ٨٢، ٦٠، ٨٨، ٦٣، ٦٣)
- السجده (٢٤)
- الحديد (٦)
- غود (٦، ٢٣)
- يسين (٣١، ٢٤)
- الروم (٣٦، ٢٣، ١٩، ٥٠، ٣٩، ٣٩)
- فصلت (٣٩، ٣٩)
- الحج (٤٢، ٢٢، ٦٥، ٦١)
- الحجر (٢٢، ١٩)
- الانبياء (٢٤، ٣٠، ٣١)
- الزاريات (٣٤)
- الزلزله (١)
- القصص (٨٢، ٨١، ٨٠، ٤٩، ٤٦)
- النور (٢٢، ٣٥، ٣٠، ٢٢، ٢٢، ٣٤)
- الجمعه (٥، ١١، ١٠، ٦٢، ١١)
- القمر (٤)
- الواقعه (٦٩)
- الفاطر (١٢، ٢٠)
- الملك (١٩)
- الصف (١٠)
- الجن (١٣)
- الشورى (٢٨)
- الزخرف (١١)
- الفيل (١)

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سیرت النبی صلی اللہ علیہ وسلم Secret of the Holy Prophet

1(1-0)

Title	Description
Semester	
Nature of Course	
Total Teaching weeks	18
Objectives of the Course	<p>۱۔ طلباء کو مطالعہ سیرۃ طیبہ کی ضرورت و اہمیت سے آگاہ کرنا</p> <p>۲۔ تعمیر شخصیت میں مطالعہ سیرۃ طیبہ کے کردار کو واضح کرنا</p> <p>۳۔ بعثت نبوی کے موقع پر اقوام عالم کی عمومی صورت حال سے آگاہ کرنا</p> <p>۴۔ رسول اکرم صلی اللہ علیہ وسلم کی مکی اور مدنی زندگی کا اس طرح مطالعہ کروانا کہ طلباء ان واقعات سے نتائج کا استنباط کر سکیں</p> <p>۵۔ طلباء کو عہد نبوی کی معاشرت، سیاست، معیشت سے آگاہ کرنا</p>

## Course Description

S.No.	Title	Description
1	حضور صلی اللہ علیہ وسلم کے ابتدائی حالات زندگی	<p>۱۔ حضور صلی اللہ علیہ وسلم کا خاندانی حسب و نسب</p> <p>۲۔ پیدائش اور ابتدائی تربیت</p> <p>۳۔ لڑکپن اور جوانی کے حالات زندگی</p>
2	بعثت نبوی کے وقت دنیا کے حالات (۱)	<p>۱۔ بعثت نبوی کے وقت اہم تہذیبیں</p> <p>۲۔ عرب، مصر، حبشہ، بازنطینی، ساسانی</p>
3	بعثت نبوی	۱۔ مکی عہد میں دعوت اسلام
4	بعثت نبوی	۱۔ مدنی عہد میں دعوت اسلام
5	خصائص النبی	آپ بطور پیغامبر امن
6	خصائص النبی	بحیث استاد و معلم
7	خصائص النبی	بحیث تاجر
8	خصائص النبی	بحیث سربراہ ریاست
9	خصائص النبی	ذاتی محاسن اور عالمگیر اثرات
10	خصائص النبی	ناموس رسالت
11	اسوہ حسنہ اور عصر حاضر	غیر مسلموں سے تعلقات
12	اسوہ حسنہ اور عصر حاضر	اسوہ حسنہ کی روشنی میں گھریلو زندگی
13	اسوہ حسنہ اور عصر حاضر	مستشرقین اور مطالعہ سیرت
14	اسوہ حسنہ اور عصر حاضر	وطن سے محبت اور سیرت
16	اسوہ حسنہ اور عصر حاضر	مستشرقین کے اعتراضات اور ان کے جوابات

## نصابی کتب

نام کتاب	نام مؤلف	نمبر شمار
السیرۃ النبویہ	ابن ہشام	1
سیرۃ النبی صلی اللہ علیہ وسلم	مولانا شبلی نعمانی، سید سلمان ندوی	2
رحمۃ للعالمین	قاضی محمد سلیمان سلمان منصور پوری	3
نبی رحمت صلی اللہ علیہ وسلم	مولانا سید ابو الحسن علی ندوی	4
عہد نبوی کا نظام حکومت	ڈاکٹر یسین مظہر صدیقی	5
انسان کامل	ڈاکٹر خالد علوی	6

## حوالہ جاتی کتب

نام کتاب	نام مؤلف	نمبر شمار
سیرت سرور عالم صلی اللہ علیہ وسلم	سید ابو الاعلیٰ مودودی	1
الرحیق المختوم	مولانا صفی الرحمن مبارکپوری	2
ضیاء النبی صلی اللہ علیہ وسلم	پیر محمد کرم شاہ الازہری	3
السیرۃ النبویۃ الصحیحۃ	ڈاکٹر اکرم الضیاء العمری	4
اصح السیر	مولانا عبدالرؤف دانا پوری	5

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Amis

URCG-5120

Exploring Quantitative Skills

3(3+0)

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

#### Course Learning Outcomes

By the end of this course, students shall have:

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

#### Contents

##### 1. Numerical Literacy:

- i. Numbers system and basic arithmetic operations;
- ii. Units and their conversions, dimensions, area, perimeter and volume;
- iii. Rates, ratios, proportions and percentages;
- iv. Types and sources of data;
- v. Measurement, scales;
- vi. Tabular and graphical presentation of data;
- vii. Quantitative reasoning exercises using number knowledge.

##### 2. Fundamental mathematical concepts:

- i. Basics of geometry (lines, angles, circles, polygons etc.);
- ii. Sets and their operations;
- iii. Relations, functions, and their graphs;
- iv. Exponents, factoring and simplifying algebraic expressions;
- v. Algebraic and graphical solutions of linear and quadratic equations and inequalities;
- vi. Quantitative reasoning exercises using fundamental mathematical concepts.

##### 3. Fundamental Statistical Concepts:

- i. Population and sample;
- ii. Measures of central tendency, dispersion and data interpretation;
- iii. Rules of counting (multiplicative, permutation and combination);
- iv. Basic probability theory;
- v. Introduction to random variables and their probability distributions;
- vi. Quantitative reasoning exercises using fundamental statistical concepts.

#### Recommended Texts

1. Sevilla, A., & Somers, K. (2012). *Quantitative reasoning: tools for today's informed citizen*. New Jersey. John Wiley & Sons.

Handwritten signatures and marks at the bottom of the page, including a large signature on the left, a smaller signature in the middle, and a large scribble on the right.

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2. Burzynski, D., & Ellis, W. (2008). *Fundamentals of mathematics*. USA, Saunders College Publishing

*Suggested Readings*

1. Zaslów, E. (2020). *Quantitative reasoning: thinking in numbers*. Cambridge, Cambridge University Press.
2. de Mesquita, E. B., & Fowler, A. (2021). *Thinking clearly with data: A guide to quantitative reasoning and analysis*. New Jersey, Princeton University Press.
3. Bennett, J., & Briggs, W. (2019). *Using & understanding mathematics: a quantitative reasoning approach*. Pearson.
4. Rosen, K. H., & Krithivasan, K. (2012). *Discrete mathematics and its applications (Vol. 6)*. New York: McGraw-Hill.
5. Chatfield, C. (2018). *Statistics for technology: a course in applied statistics*. Routledge.
6. Lock, R. H., Lock, P. F., Morgan, K. L., Lock, E. F., & Lock, D. F. (2020). *Statistics: Unlocking the power of data*. New Jersey, John Wiley & Sons.

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URCG-5120

## Tools for Quantitative Reasoning

3(3+0)

This is a sequential undergraduate course that focuses on logical reasoning supported with mathematical and statistical concepts and modeling / analysis techniques to equip students with analytical skills and critical thinking abilities necessary to navigate the complexities of the modern world. The course is designed to familiarize students with the quantitative concepts and techniques required to interpret and analyze numerical data and to inculcate ability in students the logical reasoning to construct and evaluate arguments, identify fallacies, and think systematically. Keeping the pre-requisite course of Quantitative reasoning (I) as its base, this course will enable students further their quantitative. Logical and critical reasoning abilities to complement their specific major field of study

*Course Learning Outcomes*

By the end of the course, student shall have:

1. Understanding of logic and logical reasoning;
2. Understanding the basic quantitative Modeling and Analyses.
3. Logical reasoning skills and abilities to apply them to solve quantitative problems and evaluate arguments;
4. Ability to critically evaluate quantitative information to make evidence based decisions through appropriate computational tools.

*Contents*1. *Logic, Logical and Critical Reasoning:*

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

2. *Mathematical Modeling and Analyses:*

- i. Introduction <sup>to</sup> deterministic models,
- ii. Use of linear function for modeling in real-world situations,
- iii. Modeling with the system of linear equation and their solutions,
- iv. Elementary introduction to derivatives in mathematical modeling,
- v. Linear and exponential growth and decay models,
- vi. Quantitative reasoning exercises using mathematical modeling.

3. *Statistical Modeling and Analyses:*

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

Recommended Texts

1. Bennett, J., & Briggs, W. (2019). *Using & understanding mathematics: a quantitative reasoning approach*. Pearson.
2. Rosen, K. H., & Krithivasan, K. (2012). *Discrete mathematics and its applications* (Vol. 6). New York: McGraw-Hill.

Suggested Readings

1. Lipp, S. S. (1990). *Discrete mathematics with applications*. Wadsworth Publ. Co..
2. Budnick, F. S., Quinn, S., Bowser, K., & Flaherty, E. H. (1993). *Applied mathematics for business, economics, and the social sciences*. New York: McGraw-Hill.
3. Bluman, A. (2014). *Elementary Statistics: A step by step approach 9e*. McGraw Hill.
4. Mann, P. S. (2007). *Introductory statistics*. John Wiley & Sons.
5. Babones, S. (2013). *Applied statistical modeling*. (No Title).
6. Green, S. W., Wolf, I.k., Stewart, B. W. (2022). *SAT Study Guide Premium*. Barrons.



URCG-5128

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Pakistan StudiesAnnex-1  
2(2-0)**Course Description**

This course is designed to provide students with a comprehensive exploration of Pakistan's identity, spanning geographical, historical and cultural dimensions. It delves into the diverse landscape, ancient civilizations, and rich cultural heritage that define Pakistan. Moreover, it examines the socio-cultural and political transformations in Pakistan over time including democratic transitions and military interventions. The aim of this course is to inculcate in students a nuanced understanding of Pakistan's past, present, and potential future trajectories, enabling them to critically evaluate the complex dynamics shaping the nation's development.

**Course Learning Outcomes**

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

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

**Contents**

1. **Introduction to Pakistan:**
  - Geographical location and significance.
  - Historical background: Ancient civilizations in the region.
  - Factors leading to the creation of Pakistan
2. **Political History of Pakistan:**
  - Formative phase
  - Military interventions and democratic transitions.
3. **Geography of Pakistan:**
  - Physiography: Mountains, plains, plateaus, deserts, valleys and coastal areas.
  - River system: Indus river and its tributaries;
  - Climatic regions of Pakistan.
4. **Society and Culture of Pakistan:**
  - Socio- cultural diversity.
  - Language and literature of Pakistan.
5. **Economics Development of Pakistan:**
  - Agriculture and industrial sectors of Pakistan.
  - Economic challenges of Pakistan.
6. **Contemporary Issues:**
  - Foreign relations of Pakistan.
  - Security challenges: terrorism, extremism, regional conflicts.
  - Environmental problems and sustainable development (SDGs).
  - Media and social change.

**SUGGESTED READING MATERIALS**

1. "Jinnah of Pakistan" by Stanley Wolpert
2. "The sole Spokesman: Jinnah, the Muslim League, and the Demand for Pakistan" by Ayesha Jalal
3. "The struggle for Pakistan" by Ishtiaq Hussain Qureshi
4. "Pakistan, the Formative Phase, 1857-1948" by Khalid B. Sayeed
5. "Pakistan Studies: A Book of Readings" by Sikandar Hayat

6. "Constitutional and Political History of Pakistan" by Hamid Khan
7. "Trek to Pakistan" by Ahmad Saeed and Kh. Mansur Sarwar
8. "Pakistan: A Modern History" by Ian Talbot
9. "Politics in Pakistan: The Nature and Direction of Change" by Khalid B. Sayeed
10. "Physical Geography of Pakistan" by Umar Jahangir
11. "A Geography of Pakistan: Environment, people, and Economy" by Fazle Karim Khan
12. "Pakistan's Foreign Policy: An Historical Analysis" by S.M. Burke
13. "Separatism in East Pakistan" by Rizwan Ullah Kokab
14. "Being Pakistani: Society, Culture and the Arts" by Raza Rumi
15. "Pakistani's Culture Heritage: Socio-Economic and Technological Aspects" edited by Abdul Jabbar Khan
16. "Language and Politics in Pakistan" by Tariq Rahman
17. "Sociology" by Horton and Hunt
18. "Pakistan in the Twentieth Century: A Political History" by Lawrence Ziring
19. "Economic Development of Pakistan" by Ishrat Husain
20. "Issues in Pakistan's Economy" by S. Zaidi

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Annex-D'

**Offering of General Education Courses in BS Hons Programs and Associate Degree Programs**

**Semester-I**

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
GE-1	URCG-5118	Functional English	3(3-0)	Nil
GE-2	URCG-5105 URCG-5126	Islamic Studies (Compulsory) or Ethics (for Non-Muslims)	2(2-0)	Nil
GE-3	URCG-5123	Applications of Information Communication Technologies (ICT)	3(2-1)	Nil
GE-4	URCG-5111	Translation of Holy Quran-I*	Non-Credit	Nil
Major-1				
Major-2				
Major-3				

Semester Total Credit Hours: \_\_\_\_\_

**Semester-II**

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
GE-5	URCG-5112 URCG-5113	Fables, Wisdom Literature and EPICS or Space, Place and Experience	2(2-0)	Nil
GE-6	URCG-5116 URCG-5117	Science of Society-I or Science of Society-II	2(2-0)	Nil
GE-7	URCG-5120	Exploring Quantitative Skills	3(3-0)	Nil
GE-8	URCG-5127	Seerat of the Holy Prophet (SAW)	1(1-0)	Nil
GE-9	URCG-5128	Pakistan Studies	2(2-0)	Nil
Major-4				
Major-5				

Semester Total Credit Hours: \_\_\_\_\_

**Semester-III**

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
GE-9	URCG-5119	Expository Writing	3(3-0)	Nil
GE-10	URCG-5121	Tools for Quantitative Reasoning	3(3-0)	Nil
GE-11	URCG-5122	Ideology and Constitution of Pakistan	2(2-0)	Nil
GE-4	URCG-5111	Translation of Holy Quran-II*	Non-Credit	Nil
Major-6				
Major-7				
Major-8				

Semester Total Credit Hours: \_\_\_\_\_

**Semester-IV**

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
GE-12	URCG-5114 URCG-5115	Basic Science or The Science of Global Challenges	3(2-1)	Nil
GE-13	URCG-5124	Entrepreneurship	2(2-0)	Nil
GE-14	URCG-5125	Civics and Community Engagement	2(2-0)	Nil
Major-9				
Major-10				
Major-11				

Semester Total Credit Hours: \_\_\_\_\_

\*For BS 4 year program there are 04 courses of Translation of Holy Quran I-IV which may be offered in even semesters in place of odd semesters