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Annex 'D'
Appendix-IV

CURRICULUM OF BS NURSING (BSN)



(W.e.f, Fall 2024)

UNIVERSITY OF SARGODHA

Muhammad Ali

Incharge
Department of Allied Health Sciences
Sargodha Medical College
University of Sargodha

Ahmed
19/08/2024

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Nizam*

Program Description

The Bachelor of Science in Nursing (BSN) is a 4-year professional degree program leading to practice as a Registered Nurse. This program integrates knowledge, skills, competencies, and professional attitude required for competent clinical nursing practice. Since nursing practice transcends cultural and national boundaries, it evolves according to the health needs of global society. The program places a strong emphasis on the graduates' ability to improve the health and well-being of the population they serve. The program offers an intellectual foundation of academic, professional, and personal attributes while focusing on critical thinking and writing, speaking and quantitative skills. The four primary focuses of BSN program are risk mitigation, disease prevention, health restoration, and health promotion. The program's goal is to produce nursing students who can offer comprehensive care to patients of all ages, genders, and ethnicity. To promote the goal of the program, the courses are laid on the foundation of nursing knowledge, basic sciences, arts, and humanities. Additionally, it comprises the courses under the category of natural sciences, social sciences, quantitative reasoning, arts and humanities, nursing foundation and advanced sciences, nursing intervention and outcomes, functional English, and expository writing, working knowledge of ICT* applications, entrepreneurship, civic and community engagement, leadership, religion, and ethics to provide essential nursing services and care to individuals, families, and the community. The implementation of the curriculum involves intense theoretical teaching, learning through simulation, and clinical practice in diverse healthcare and community settings. To enhance graduates' competencies, the curriculum focuses on a variety of teaching and learning strategies and incorporates multiple forms of assessing students' learning. The graduates will complete internship after the 4-year BSN program at any healthcare facility. The internship program is illustrated in the scheme of studies.

The graduate of this program is prepared to provide comprehensive and evidence-based care at primary, secondary, and tertiary levels within all healthcare and community settings. The BSN degree prepares nurses for a wide variety of professional roles such as staff nurse, community health nurse, school health nurse, and home health care nurse. The BSN degree is a steppingstone for advancing a career in the nursing profession. Experienced registered nurses with higher education have broader career opportunities in clinical, education, research, and administration nationally and internationally.

1. Program Learning Outcomes (PLOs)

The learning outcomes of the BSN program are to:

- i. Prepare competent and committed nurse clinicians for all healthcare and community settings.
- ii. Provide safe and quality nursing care for the prevention of disease, promotion, and maintenance of health to individuals, families, and communities.
- iii. Equip the graduates with the knowledge, skills, and attitudes required for the provision of safe nursing and quality care.
- iv. Integrate research findings for the provision of evidence-based best care for individuals, families, and communities.



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- v. Develop the graduates' critical thinking, problem-solving, decision making and leadership skills for confronting the complexities and demands of health care in the 21st century.
- vi. Adhere to an established pattern of professional practices within the cultural, religious, legal, and ethical framework at the national and international level.
- vii. Inculcate effective communication skills, while dealing with peers, patients, families, communities, and inter-disciplinary professionals.
- viii. Enable the graduates to utilize concepts, standards, and strategies while leading and coordinating planning, implementation, and evaluation of patients, families, and communities' care.
- ix. Equip the graduates to maintain a safe and healthy environment for the prevention of disease, promotion, and maintenance of health.
- x. Prepare the graduates to participate actively in professional organizations for the improvement of the nursing profession.
- xi. Inculcate the importance of continuing competence and the value of lifelong learning.
- xii. Able to assess, support and work as an active team member during disaster management.
- xiii. Identify and report issues resulting from climate changes on individuals and community health.
- xiv. Use healthcare informatics and technology legally and ethically to improve patients' care outcomes.
- xv. Provide respectful services during end-of-life care.

2. Eligibility Criteria

HSSC/A-levels/Equivalent (12 years of schooling) in Pre-Medical Group with minimum of 50% marks.

3. Core Competencies and Associated Courses

S. No	Core competencies	Courses focusing on competencies
1	Understanding of Human body and Mind	Microbiology Biochemistry A & P I & II Pathophysiology I & II Applied psychology
2	Professional, Ethical practice and legal practice	FON I Professional Ethics for Nurses Islamic Studies/Ethics
3	Provision of care (Quality management/ improvement)	Theoretical Basis of Nursing FON I & II Health Assessment I & II Medical & Surgical Nursing I & II Maternal, Neonatal and Child health

		Nursing Pediatric Health Nursing Mental Health Nursing Critical Care Nursing Applied Nutrition Clinical Pharmacology and Drug Administration I & II Infectious Disease Clinical Practicum
4	Critical thinking	Quantitative Reasoning – I Principles of Teaching and Learning Leadership and Management
5	Evidence- based Nursing Practice	Introduction to Biostatistics (QR-II) Research in Nursing Clinical Practicum
6	Communication Skill	Information and Communication Technology Fundamentals of Nursing I & II Functional English
7	Health Promotion	Culture Health and Society Epidemiology Public Health Nursing Infectious Disease Trends and Issues in Health care Pakistan Studies
8	Professional Development	Leadership and Management Expository Writing Trends and Issues in Health care Academic Writing

4. Scheme of Studies (8 Semesters)

BSN program is comprised of 136 credit hours spread over a minimum of four years duration. The broader framework of the BSN program is given below:

Credit Hours	136
Program Duration	4-6 years (extendable to another 1 year in special cases)
Semester Duration	16-18 weeks (1-2 weeks for examination)
Course Load	As per HEC Semester Guidelines
Summer Semester Credit Hours	Maximum 8 (for remedial/deficiency/failure/repetition courses)
Summer Semester Duration	8-9 weeks
Attendance	85% Theory & 90% Lab/ Clinical
3 Credit Hours (Theory)	3 classes (1 hour each) OR 2 classes (1.5 hour each) OR 1 class (3 hours)
1 Credit Hour (Practical / Laboratory / Field)	3 hours


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Four-year standardized scheme of study for BSN is given below:

SEMESTER I						
Course code	Course	Category	Theory	Clinical	Skills/Lab	Credits
NURS -5101	Microbiology	GE (NS)	1.5	-	0.5	02
NURS -5102	Biochemistry	GE	1.5	-	0.5	02
URCG-5118	English - Functional English	GE	03	-	-	03
NURS -5103	Fundamentals of Nursing - I	Major	02	-	01	03
NURS -5104	Anatomy & Physiology - I	Major	2.5	-	0.5	03
URCG-5122	Ideology and Constitution of Pakistan	GE	02	-	-	02
URCG-5123	Information and Communication Technology	GE	02	-	01	03
URCG-5111	Translation of the Holy Quran - I (Non-Credit)	Holy Quran with Translation, Tajweed and Tafseer	-	-	-	1(0-1) Non-Credit
Total Credits = (18)						

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SEMESTER II						
Course code	Course	Category	Theory	Clinical	Skills/Lab	Credits
NURS -5105	Fundamentals of Nursing - II	Major	02	01	01	04
URCG-5121	Quantitative Reasoning - I	GE	03	-	-	03
NURS -5106	Anatomy & Physiology - II	Major	2.5	-	0.5	03
NURS -5107	Applied Nutrition	ID	02	-	-	02
NURS -5108	Theoretical Basis of Nursing	GE (AH)	02	-	-	02
URCG-5105	Islamic Studies / Ethics	GE	02	-	-	02
URCG-5127	Seerat of Holy Prophet (SAW)	Seerat of Holy Prophet (SAW)	01	-	-	01
Total Credits = (17)						

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SEMESTER III						
Course code	Course	Category	Theory	Clinical	Skills/Lab	Credits
NURS -5109	Professional Communication Skills	GE	03	-	-	03
NURS -5110	Clinical Pharmacology and Drug Administration - I	Major	02	-	-	02
NURS -5111	Medical Surgical Nursing - I	Major	03	03	01	07
NURS -5112	Health Assessment - I	Major	01	-	01	02
NURS -5113	Pathophysiology - I	Major	02	-	01	03
URCG-5127	Translation of the Holy Quran - II (Non-Credit)	Holy Quran with Translation, Tajweed and Tafseer	-	-	-	1(0-1) (Non-Credit)
Total Credits = (17) ✓						

SEMESTER IV						
Course code	Course	Category	Theory	Clinical	Skills/Lab	Credits
NURS -5114	Applied Psychology	ID	03	-	-	03
NURS -5115	Medical Surgical Nursing - II	Major	03	03	01	07
NURS -5116	Health Assessment - III	Major	01	-	01	02
NURS -5117	Pathophysiology - II	Major	02	-	-	02
NURS -5118	Clinical Pharmacology and Drug Administration - II	Major	02	-	-	02
NURS -5119	Professional Ethics for Nurses	Major	02	-	-	02
Total Credits = (18) ✓						

SEMESTER V						
Course code	Course	Category	Theory	Clinical	Skills/Lab	Credits
URCG-5125	Civics and Community Engagement	GE	02	-	-	02
NURS -6120	Pediatric Health Nursing	Major	03	03	01	07

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NURS -6121	Maternal, Neonatal and Child Health Nursing	Major	02	01	-	03
NURS -6122	Epidemiology	ID	02	-	-	02
NURS -6123	Infectious Diseases	ID	02	-	-	02
URCG-5127 5/11	Translation of the Holy Quran – III (Non-Credit)	Holy Quran with Translation, Tajweed and Tafseer	-	-	-	1(0-1) (Non Credit)

Total Credits = (16) ✓

SEMESTER VI

Course code	Course	Category	Theory	Clinical	Skills/Lab	Credits
NURS -6124	Principles of Teaching & Learning	ID	03	-	-	03
NURS -6125	Public Health Nursing	Major	02	02	-	04
NURS -6126	Mental Health Nursing	Major	03	02	01	06
NURS -6127	Introduction to Biostatistics (QR II)	GE	03	-	-	03
NURS -6128	Culture, Health & Society	GE	02	-	-	02

Total Credits = (18) ✓

SEMESTER VII

Course code	Course	Category	Theory	Clinical	Skills/Lab	Credits
NURS -6129	Leadership & Management	ID	02	01	-	03
NURS -6130	Critical Care Nursing	Major	02	04	01	07
NURS -6131	Introduction to Nursing Research	Major	03	-	-	03
URCG-5124	Entrepreneurship	GE	02	-	-	02
NURS -6132	Elective	Major	02	-	-	02
URCG-5127 5/11	Translation of the Holy Quran – IV (Non-Credit)	Holy Quran with Translation, Tajweed and Tafseer			01	1(0-1) (Non-Credit)

Total Credits = (17) ✓

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SEMESTER VIII						
Course code	Course	Category	Theory	Clinical	Skills/Lab	Credits
NURS -6133	Geriatric Nursing	Major	1.5	1.5	-	03
NURS -6134	Trends and Issues in Health Care	Major	02	-	-	02
URCG-5119	Expository Writing	GE	03	-	-	03
NURS -6135	Elective	Major	-	-	-	03
NURS -6136	Clinical Practicum	CP	-	04	-	04
Total Credits = (15) ✓						

Internship: One year of paid* internship after the completion of all the credits requirements of the BSN degree.

5. Course Learning Outcomes

Course Title: Microbiology

Credits Total = 02 | Theory = 1.5 | Skill/Clinical = 0.5

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

1. Classify common disease-causing microorganisms.
2. Differentiate between different methods of microbe detection and destruction.
3. Demonstrate infection control practices that prevent the spread of infection in a hospital and community environment.
4. Demonstrate the skills learned in the laboratory to carry out simple laboratory experiments.

Course Title: Biochemistry

Credits Total = 02 | Theory = 1.5 | Skill/Clinical = 0.5

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

1. Differentiate between the biochemical basis of proteins, carbohydrates, lipids, enzymes, hormones.
2. Explain the role of proteins, carbohydrates, lipids, enzymes, hormones in metabolism.
3. Relate the basic knowledge of biochemistry for a better understanding of the physiological functions of the human body.
4. Interpret basic biochemical test reports in relation to the physiological function of the human body.

Course Title: Fundamentals of Nursing – 1

Credits Total = 03 | Theory = 02 | Skill/Clinical = 01

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

1. Describe the historical development of Health care and Nursing and the role of national and international nursing Leaders and their contributions to the profession of nursing.
2. Differentiate profession and occupation.

* with subject to availability of funds

3. Compare and contrast definitions of nursing by different Nursing Scholars.
4. Describe the role of a professional nurse.
5. Differentiate between the different basic concepts of theories of nursing.
6. Differentiate between different models of Health.
7. Explain the Health status, Health beliefs models, and Health practices.
8. Prioritize patient problems by utilizing a hierarchy of needs.
9. Apply the nursing process to manage human responses of clients to their actual or potential health problems.
10. Demonstrate safe practice of selected fundamental nursing procedures which apply to client's comfort, hygiene, safety, mobility, physiologic functions, and psychosocial health.
11. Apply therapeutic communication and decision-making skills to involve the client in decision-making regarding his/her healthcare.
12. Assess cultural, spiritual, and bio-psychosocial factors when arriving at nursing diagnoses and relevant interventions for individual clients.
13. Identify the Scope of nursing practice in Pakistan.

Clinical Objectives

1. Identify the roles and functions of health care team members.
2. Describe the functions of the various departments in a hospital.
3. Describe the physical setup of the ward.
4. Demonstrate fundamental nursing psychomotor skills in a safe manner.
5. Observe the coordination of patients' care between the health team members.
6. Identify different forms used for documentation in patients' care.
7. Observe the process of admission, transfer, and discharge of a patient in a hospital.
8. Orient a patient to the hospital environment.
9. Observe various legal forms/documents used in the admission process.
10. Observe patients' reactions to hospitalization and give assistance as needed.
11. Demonstrate occupied and unoccupied bed making.
12. Provide safe and respectful personal hygiene care as per patients need.

Course Title: Anatomy and Physiology – I

Credits	Total = 03 Theory = 2.5 Skill/Clinical = 0.5
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By the end of this course, students will be able to:

1. Describe and correlate the structures and functions of the following systems of the human body.
 - I. Musculoskeletal system
 - II. Integumentary system
 - III. Circulatory system
 - IV. Digestive system
2. Discuss the role of homeostasis in maintaining normal body functioning.
3. Relate the basic anatomy & physiology concepts to the nursing care of clients.

Semester II

Fundamentals of Nursing – II

Credits

Total = 04 | Theory = 02 | Skill/Clinical = 02

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

1. Plan care for the patient by utilizing functional health patterns.
2. Examine values conflict and resolution in nursing care situations.
3. Apply the nursing process and critical thinking skills to deliver safe nursing care to clients/ individuals with alterations in following physiological health patterns.
4. Apply the knowledge derived from Humanities, Natural, and Behavioral Sciences, while providing nursing care to clients.
5. Identifies professional, ethical, and legal principles relevant to the practice of a registered nurse.

Clinical Objectives

6. Perform all basic nursing skills safely and accurately in the clinical setting.
7. Utilize techniques of therapeutic communication skills with patient and health team members.
8. Collect patients' data through interviews.
9. Observe the coordination of patients' care between the health team members.
10. Utilize appropriate hospital forms for documentation.
11. Assess and document variations in Vital Signs
12. Apply a Nursing care plan based on priority patients' problems by following all the six components of the nursing process.
13. Observe various legal forms/documents used in the admission process.
14. Document patients' assessment and care provided.
15. Demonstrate safety measures for patients.
16. Demonstrate the range of motion exercises on a patient.
17. Perform basic fundamental psychomotor nursing skills.
18. Assist in transferring patients from bed to bed, a bed to chair, and bed to stretcher.
19. Utilize different comfort devices in patients' care.
20. Assist patients with different types of positions.
21. Demonstrate characteristics of a professional nurse.
22. Assist patients in maintaining proper body alignment in the bed.

Course Title: Anatomy and Physiology - II

Credits

Total = 03 | Theory = 2.5 | Skill/Clinical = 0.5

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

1. Describe and correlate the structures and functions of the following systems of the human body.
 - I. Respiratory system
 - II. Urinary system
 - III. Sensory Nervous system
 - IV. Endocrine system
 - V. Reproductive system
2. Relate the basic anatomy & physiology concepts to the nursing care of client.

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Course Title: Applied Nutrition

Credits	Total = 02 Theory = 02 Skill/Clinical = 00
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By the end of this course, students will be able to

1. Describe the role of Diet for the prevention & management of diseases.
2. Apply the knowledge of nutrition in the management of nutritional needs of patients with chronic and long-term diseases.
3. Plan a healthy balanced diet based on available resources and nutritional needs for the health, growth of the family members of different ages.

Course Title: Theoretical basis of Nursing

Credits	Total = 02 Theory = 02 Skill/Clinical = 00
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By the end of this course, students will be able to:

1. Discuss the structure and function of nursing theory, its need, and the purpose of development.
2. Describe the historical context of nursing theoretical development.
3. Discuss the systematic development, description, and evaluation of theory.
4. Explain the relationship among theory, research, and practice.
5. Apply & examine the application of selected conceptual models and theories in nursing practice.

Professional Communication Skills

Credits	Total = 03 Theory = 03 Skill/Clinical = 00
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By the end of this course, students will be able to

1. Acknowledge the significance of multicultural communication differences in the nurse-client relationship.
2. Recognize concepts and actions that enhance listening skills, including restating, reflecting, clarifying, summarizing, and demonstrating empathy.
3. Recognize and employ communication methods verbal and nonverbal that are both effective and culturally sensitive, demonstrating emotional intelligence.
4. Demonstrate assertiveness principles to express differences confidently, utilizing appropriate language.
5. Exhibit understanding and application of therapeutic communication techniques.
6. Identify the use of various communication tools, such as SBAR, PQRSTU, PACT, and DAIM etc.
7. Utilize effective language for conflict management and dealing with hostility.
8. Share information with clients and families in a respectful and comprehensible manner, fostering discussion and encouraging participation in decision-making.

Course Title: Applied Nutrition

Credits	Total = 02 Theory = 02 Skill/Clinical = 00
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By the end of this course, students will be able to

4. Describe the role of Diet for the prevention & management of diseases.
5. Apply the knowledge of nutrition in the management of nutritional needs of patients with chronic and long-term diseases.
6. Plan a healthy balanced diet based on available resources and nutritional needs for

the health, growth of the family members of different ages.

Course Title: Theoretical basis of Nursing

Credits Total = 02 | Theory = 02 | Skill/Clinical = 00

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

1. Discuss the structure and function of nursing theory, its need, and the purpose of development.
2. Describe the historical context of nursing theoretical development.
3. Discuss the systematic development, description, and evaluation of theory.
4. Explain the relationship among theory, research, and practice.
5. Apply & examine the application of selected conceptual models and theories in nursing practice.

Course Title: Clinical Pharmacology and Drug Administration – I

Credits Total = 02 | Theory = 02 | Skill/Clinical = 00

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

1. Discuss the terminology, history, and principle of pharmacology.
2. Identify the purposes and source of medications.
3. Differentiate major drugs and drug classes currently used in clinical practice.
4. Differentiate pharmacokinetic and pharmacodynamics.
5. Explain the drugs standard and legislation.
6. Explain the indication, contraindication, effects, and side effects of different drugs on different human body systems.
7. Interpret evidence presented by clients during a therapy session.
8. Design and modify appropriate dosing regimens of drugs in specific patient populations.

Course Title: Professional Ethics for Nurses

Credits Total = 02 | Theory = 02 | Skill/Clinical = 00

By the end of this course the learners will be able to

1. Differentiate between different ethical principles in health care and nursing.
2. Identify ethical concerns in the clinical area and discuss alternatives for the identified ethical concerns.
3. Discuss the changing health environment for the role of nurses in the delivery of ethical nursing care.
4. Exhibit characteristics of a professional nurse.
5. Explore and demonstrate respect for patients/families' values and beliefs' clinical setting.
6. Integrate nursing code of ethics and ethical principles in a clinical setting.

Course Title: Medical Surgical Nursing – I

Credits Total = 07 | Theory = 03 | Skill/Clinical = 04

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

1. Identify the concepts of medical-surgical in nursing with emphasis on meeting the

- needs of the patient.
2. Apply integrated knowledge of basic, clinical, and nursing sciences while providing nursing care to the patient with medical surgical issues.
 3. Demonstrate clinical reasoning based on the integrated knowledge to solve patients' problems.
 4. Apply relevant research findings in designing appropriate nursing care for the patients.
 5. Utilize an integrated concept map when planning care for medical surgical clients.
 6. Plan holistic care for adult patients with a variety of medical and surgical disorders of the following systems.
 - Hematology disorders.
 - Immunological disorders.
 - Fluid, Electrolyte, and acid-base balance.
 - Gastrointestinal disorders.
 - Genitourinary disorders
 - Oncologic disorder

Clinical Objectives

1. Applies the nursing process and critical thinking in delivering Holistic nursing care to clients with various medical/surgical conditions in institutions and communities.
2. Formulate Nursing Care plans while caring for all adult clients in the units.
3. Incorporate cognitive, interpersonal, and technical skills from the humanities, natural and behavioral sciences while providing nursing care to clients.
4. Demonstrate awareness of legal and ethical standards when providing nursing care.
5. Demonstrate the knowledge of pharmacology used to treat all medical surgical disorders.
6. Demonstrate leadership abilities necessary to foster change in the delivery of care for patients.
7. Provide culturally sensitive and realistic teaching to clients and families in collaboration with other health team members.
8. Incorporate research findings relevant to nursing practice.
9. Collaborate with members of the health care team to promote and maintain optimum wellness of adult clients.
10. Prepares and provides care for patients going for the following diagnostic tests/examinations.
11. Perform the following psychomotor nursing skills competently.
 - a. N/G tube insertion, feeding removal.
 - b. Urinary catheterization.
 - c. Drug administration.

Course Title: Health Assessment – I

Credits

Total = 02 | Theory = 01 | Skill/Clinical = 01

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

1. Assess the health status of an individual systematically by obtaining a complete health history using interviewing skills appropriately.
2. Utilize proper types and techniques of assessment and physical examination in assessing skin, head, neck, nose, mouth, pharynx, anus and rectum, breast, axilla, and genital.
3. Differentiate normal from abnormal health findings.
4. Document the patient's findings in an appropriate manner.
5. Apply knowledge of growth & development, anatomy, physiology, & psychosocial skills in the assessment & analysis of data collected.
6. Apply therapeutic communication while history taking.
Demonstrate skills of history taking in the clinical area.

Course Title: Pathophysiology – I

Credits	Total = 03 Theory = 02 Skill/Clinical = 01
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By the end of this course the learners will be able to

1. Explain the fundamental concepts of homeostasis, cellular changes, inflammation, infection, healing, and abnormal immune responses.
2. Relate the knowledge of anatomy and physiology to the disruptions in homeostasis resulting in a disorder or disease process.
3. Differentiate between different disease processes occurring due to disruption in homeostasis and hematological disorders.
4. Demonstrate interpretation of values of fluid, electrolyte, and acid-base balance as well as analyze how imbalances can promote disorder in the body.
5. Integrate the knowledge of the basic principles of pathophysiology in caring for patients in hospital and community environments.
6. Describe the pathophysiological process of common health problems.
7. Explain the pathological reasons of clinical manifestation, and effects of disease of Genitourinary and Gastrointestinal organs.
8. Explain the contribution of environmental factors in developing changes in normal physiological processes.

Course Title: Applied Psychology

Credits	Total = 03 Theory = 03 Skill/Clinical = 00
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By the end of this course, the students will be able to:

1. Analyze the health-related knowledge, beliefs, attitude, and practices of various socio-cultural groups in the health care system.
2. Apply methods and findings/ of clinical psychology to solve practical problems of human behavior and experience.
3. Plan different psychological measures for promoting subjective wellbeing and personal development.
4. Apply psychological development knowledge in health care practices.
5. Demonstrate psychological assessment and psychotherapy in diverse clients.

Course Title: Medical Surgical Nursing – II

Credits

Total = 07 | Theory = 03 | Skill/Clinical = 04

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

1. Apply integrated knowledge of basic, clinical, and nursing sciences while providing nursing care to the patient with medical surgical issues.
2. Demonstrate clinical reasoning based on the integrated knowledge to solve patients' problems.
3. Plan holistic care for adult patients with a variety of cardiovascular, respiratory, endocrine, musculoskeletal, neurological and ENT (ear, nose, and throat) related disorders.
4. Incorporate the need of using relevant research findings in designing appropriate nursing care for the patients.
5. Apply technical skills regarding medical-surgical management. Record medications, treatments, and subjective/objective observations properly in the patient's record.
6. Explain the responsibilities of the nurse for commonly administered medications, nutritional therapies, and diagnostic tests used in the care of patients with multisystem disruptions.
7. Provide appropriate health information to the patient and family using standardized teaching plans.
8. Utilize therapeutic communication skills, guidance, and support in interacting with the adult patient and family and record observations in proper sequence and format.
9. Utilize technology to access and present patient information.
10. Recognize the need for integrating research-based information to the care of clients.

Clinical Objectives

1. Applies the nursing process and critical thinking in delivering Holistic nursing care to clients with various medical/surgical conditions in institutions and communities.
2. Formulate Nursing Care plans while caring for all adult clients in the units.
3. Incorporate cognitive, interpersonal, and technical skills from the humanities, natural and behavioral sciences while providing nursing care to clients.
4. Demonstrate awareness of legal and ethical standards when providing nursing care.
5. Develop awareness for self-evaluation of effectiveness in dealing with clients with Endocrine, Cardiovascular, Respiratory, ENT, Neurological and Orthopedic disorders.
6. Demonstrate the knowledge of pharmacology used to treat all medical surgical disorders.
7. Demonstrate leadership abilities necessary to foster change in the delivery of care for patients.
8. Provide culturally sensitive and realistic teaching to clients and families in collaboration with other health team members.
9. Incorporate research findings relevant to nursing practice.
10. Collaborate with members of the health care team to promote and maintain optimum

wellness of adult clients.

11. Prepares and provides care for patients going for following diagnostic tests/examinations.
 - C.T. Scan
 - Cerebral Angiography
 - Lumber puncture
 - Myelograms
 - Audi metric
 - Thyroid scanning.
12. Document all assessments, nursing care, and discharge teaching provided to the clients.
13. Identifies the normal values and alterations in the diagnostic tests carried out for clients.
14. Demonstrates an understanding of the psychological needs of patients and their families during hospitalization and surgery.
15. Explain the possible reaction that a family member may exhibit when confronted with trauma, illness, death, and dying.
16. Provide holistic care to patients who are bedridden and immobile.
17. Identify normal sinus rhythm on a cardiac monitor and differentiate it from the abnormal rhythms.
18. Identify signs of increased ICP in patients with neurological conditions.
19. Observe the Emergency room systems and apply the concepts of triage.
20. Differentiate the role and responsibilities of each individual in E.R. from other units.
21. Demonstrate pre- and post-operative nursing care in patients with Muscular-skeletal surgeries.
22. Assist the following skills.
 - a. Lumbar puncture
 - b. 12 Lead ECG
 - c. Blood sugars
 - d. Eye and ear irrigation.
 - e. Eye bandaging.
 - f. Skin and Skeletal traction.
 - g. Application of Plaster, cast
 - h. Skin tractions, Knee mobilizer, and CPM

Course Title: Health Assessment – II

Credits

Total = 02 | Theory = 01 | Skill/Clinical = 01

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

1. Assess the health status of an individual systematically by obtaining a complete health history using interviewing skills appropriately.
2. Utilize proper techniques of observation and physical examination in assessing followings,

- Peripheral Vascular and Musculoskeletal Systems,
 - Mental Status and Sensory Neuro System,
 - Cardiovascular System,
 - Thorax and Lungs,
 - Eyes, & Ears.
3. Apply proper techniques of observation and physical examination in assessment of an Elderly Client and Pediatric Client.
 4. Differentiate normal from abnormal patient findings.
 5. Document patient findings in an appropriate manner.
 6. Demonstrate an awareness of the need to incorporate health assessment as part of their general nursing practice skills.
 7. Apply knowledge of growth & development, anatomy, physiology, & psychosocial skills in the assessment & analysis of data collected.
 8. Apply therapeutic communication while history taking.
 9. Demonstrate skills of history taking in the clinical area.

Course Title: Pathophysiology – II

Credits Total = 02 | Theory = 02 | Skill/Clinical = 00

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

1. Describe the factors in the environment, which contribute to producing changes in Physiological processes.
2. Discuss the relationship of normal body function with altered physiological mechanisms in the disease process.
3. Integrate the knowledge of the basic principles of Pathophysiology in a hospital and community environment.
4. Explain the pathogenesis of a variety of disorders.
5. Correlate normal physiology with pathology.
6. Analyze the pathology of a variety of disorders of following systems.
 - Nervous system
 - Cardiac system
 - Respiratory system
 - Endocrine system
 - ENT
 - Musculoskeletal
7. Interpret the results of laboratory tests to investigate pathological conditions.

Course Title: Clinical Pharmacology and Drug Administration – II

Credits Total = 02 | Theory = 02 | Skill/Clinical = 00

By the end of this course, students are expected to:

1. Discuss the side and adverse effects of different drugs and drug categories.
2. Differentiate characteristics of major drugs and drug classes currently used in clinical practice.

3. Integrate knowledge of physiology, pathology, and pharmacology.
4. Describe the specific pharmacology of the major drugs currently used in treating the disorders of the following systems and indications, contraindication, effects, and side effects of different drugs on different human body systems.
 - Nervous system
 - Cardiac system
 - Respiratory system
 - Endocrine system
 - Musculoskeletal
 - ENT
 - Anti-inflammatory
 - Anesthesia
5. Interpret evidence presented by clients during a therapy session.

Course Title: Pediatric Health Nursing

Credits Total = 07 | Theory = 03 | Skill/Clinical = 04

By the end of this course, students are expected to,

1. Explain principles of growth and development and its deviation in all aspects of nursing care.
2. Identify common health issues of the children in Pakistan.
3. Explain common medical and surgical diseases of children.
4. Evaluate the impact of hospitalization on the child and family.
5. Discuss the role of the family in the care of sick children in the Pakistani Context.
6. Integrate Pathophysiological and pharmacological knowledge into the care of sick children.
7. Integrate research-based information in the care of 'child and family'.
8. Demonstrate culturally sensitive and safe care to pediatric patients in hospital settings.

Clinical objectives

1. Provide nursing care to children with various medical and surgical disorders.
2. Provide counseling and education to parents.
3. Provide pre- and post-operative care to children with common pediatric surgical conditions.
4. Perform assessment of children- developmental and anthropometric.
5. Perform immunization.
6. Provide nursing care to critically ill children.

Course Title: Maternal, Neonatal and Child Health Nursing

Credits Total = 03 | Theory = 02 | Skill/Clinical = 01

By the end of this course, students are expected to,

1. Develop understanding of maternal, neonatal and child health issues in different healthcare settings.

2. Utilize nursing processes in the care of mother, neonate, and child health.
3. Develop clinical reasoning skills that reflect sound nursing judgment in the provision of safe nursing care for women and children.
4. Demonstrate clinically competent nursing care to achieve optimal patient outcomes for women, neonates, and children.
5. Apply legal and ethical standards in practice of maternal, neonatal and child health nursing in Pakistan.
6. Integrate research for evidence-based maternal, neonatal and child health.

Clinical objectives

1. Provide counseling and teaching for 'mother and family' for parenthood and welfare services.
2. Perform assessment and management of various gynecological problems.
3. Demonstrate skill in providing nursing care in the normal pregnancy labor and puerperium.
4. Provide care for high-risk pregnancy cases.
5. Provide care for women with abnormal vaginal delivery.
6. Provide nursing care to antenatal, postnatal mother and baby.

Course Title: Epidemiology

Credits	Total = 02 Theory = 02 Skill/Clinical = 00
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By the end of this course, students are expected to,

1. Discuss the general use of epidemiology.
2. Differentiate between the different epidemiological methods.
3. Describe the steps of an epidemiological investigation.
4. Interpret the relevance of epidemiological research findings to community health nursing practice.
5. Discuss the impact of population growth on the socioeconomic and health status in Pakistan.
6. Provide counseling to 'mother' for encouraging breastfeeding to newborn.

Course Title: Infectious Diseases

Credits	Total = 02 Theory = 02 Skill/Clinical = 00
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By the end of this course, students are expected to,

1. Integrate the Principles of teaching and learning in planning teaching session.
2. Analyze various adult learning theories and the characteristics of adult learners.
3. Differentiate in the cognitive, affective, and psychomotor domains of learning based on Bloom's taxonomy for writing objectives of teaching sessions.
4. Compare and contrast different teaching learning strategies for small and large group teachings.
5. Analyze the complexity of conditions that impact on learning.
6. Critically reflect on one's own learning.
7. Utilize appropriate health teaching strategies for diverse settings.

8. Plan patient and family education session by utilizing the steps of patient education.

Course Title: Public Health Nursing

Credits Total = 04 | Theory = 02 | Skill/Clinical = 02

By the end of this course, students are expected to,

1. Analyze the current population health issues in Pakistan in relation to the role of the community/public health nurse (C/PHN).
2. Demonstrate the role of the community health nurse as a care provider, practitioner, researcher, educator, and manager while participating in the health care of the community.
3. Utilize Functional Health Patterns and nursing process in delivering the care for patients in community setting with Tropical and Communicable Diseases prevalent in Pakistan.
4. Participate in planning, implementing, and evaluating the Health /Developmental projects with the community.
5. Utilize the concepts of Primary Health Care, Health Promotion, Epidemiology, demography, and Planning cycle in health/ development project in community setting.

Course Title: Mental Health Nursing

Credits Total = 06 | Theory = 03 | Skill/Clinical = 03

By the end of this course, students are expected to:

1. Demonstrate an awareness and acceptance of mental health and illness as legitimate health issues.
2. Identify factors affecting mental health especially in the Pakistani culture.
3. Apply nursing process as applied to mental health nursing.
4. Utilize knowledge base to actively participate in therapeutic milieu for clients with mental health problems.
5. Demonstrate care of a client suffering from different mental health illnesses.
6. Identify need and relevance of community mental health in Pakistan and the resources available to manage it.

Course Title: Introduction to Biostatistics (QR II)

Credits Total = 03 | Theory = 03 | Skill/Clinical = 00

By the end of this course, students are expected to:

1. Differentiate between various statistical terms in relation to health.
2. Explain the various statistical methods used in health sciences.
3. Demonstrate the calculation of various descriptive statistics such as frequency table, histogram, pie-chart, and line graph etc.
4. Analyze the use of statistics in some selected research studies.
5. Calculate statistical results for selected measures.

Course Title: Leadership and Management

Credits Total = 03 | Theory = 02 | Skill/Clinical = 01

By the end of this course, students are expected to:

1. Define leadership and management and differentiate between them.
2. Differentiate various management systems within and related to the health care system by utilizing various organizational theories.
3. Integrate various theories in relation to leadership, management, problem-solving and decision making, motivation, managing change and conflict management.
4. Explain the structures and functions of organizations.
5. Discuss the functions of management (planning, organizing, staffing, directing, and controlling) the available resources effectively and efficiently for achieving the goals of the organization.
6. Integrate critical thinking skills and theoretical concepts from nursing and other disciplines in leadership decision-making process.
7. Describe the contribution of Information Technology to efficiency and effectiveness of nursing.

Course Title: Critical Care Nursing

Credits	Total = 07 Theory = 02 Skill/Clinical = 05
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On completion of this course the learners will be able to:

1. Analyze critically the assessment data of the patient incorporating physical, psychological, social, emotional, and spiritual aspects of care.
2. Integrate the diagnostic data and lab findings with the concepts of anatomy, physiology, pathophysiology, pharmacology, health assessment, and nutrition.
3. Incorporate relevant literature in designing appropriate nursing care for the patients.
4. Apply a variety of concepts and theories to the care of individuals and families, using the nursing process and Gordon's Functional Health Patterns as the framework.
5. Demonstrate an awareness of legal and ethical standards in caring for patients with various disorders in a variety of clinical settings.
6. Relate normal and altered physiological concepts to patient care in critical care and emergency settings.
7. Discuss the concepts and principles of Disaster Management.

Course Title: Culture, Health, and Society

Credits	Total = 02 Theory = 02 Skill/Clinical = 00
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On completion of this course students will be able to:

1. Explore the relationship between culture, society, and health.
2. Analyse health-related knowledge, beliefs, attitudes, and practices of various socio-cultural groups.
3. Appreciate the role of society and culture in recognising health system utilisation.
4. Apply trans-cultural nursing concepts when providing nursing care to clients.
5. Discuss relevant social issues and suggest methods to facilitate change where necessary.

Course Title: Introduction to Nursing Research

Credits	Total = 03 Theory = 03 Skill/Clinical = 00
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On completion of this course students will be able to:

1. Identify and describe the components of the systematic research process as it applies



- to knowledge development in nursing.
2. Differentiate between qualitative and quantitative research approaches.
 3. Articulate ethical considerations and adhere to regulatory standards for the protection of human subjects in research.
 4. Critically appraise research studies for their methodological rigor and assess their applicability to nursing practice.
 5. Evaluate the relevance and apply research literature within specific nursing contexts.
 6. Implement evidence-based practice principles into nursing care strategies.

Course Title: Clinical Practicum

Credits Total = 04 | Theory = 00 | Skill/Clinical = 04

On completion of this course students will be able to:

1. Prepare for role transition to bedside nurse.
2. Utilize learned concepts in a clinical setting.
3. Enhance the clinical practice which provides the opportunity to students to become skillful through implementing theoretical knowledge into practical situations.
4. Develop professional growth and advancement through acquired knowledge and experience.
5. Augment continuous personal growth and development.

Course Title: Trends and Issues in Healthcare

Credits Total = 02 | Theory = 02 | Skill/Clinical = 00

On completion of this course students will be able to:

1. Enlist factors affecting the healthcare of a country.
2. Explain current and contemporary issues in health care from a global perspective.
3. Identify the role and anomalies of health care professionals in Pakistan.
4. Identify the role of health care financing on public health.
5. Analyze the challenges, issues, and responsibilities facing nurses as leaders in the development of the profession at national and international levels.
6. Recognize the legal framework guiding and influencing health care practice.
7. Analyze the trends and issues influencing nursing workforce in Pakistan and throughout the world.
8. Demonstrate knowledge of current regulatory and ethical issues impacting the advancement of nursing practice, education, and research globally.

Course Title: Geriatric Nursing

Credits Total = 03 | Theory = 1.5 | Skill/Clinical = 1.5

On completion of this course students will be able to:

1. Comprehend the physiological, psychological, and social aspects of aging, and how these factors influence the health and well-being of older adults.
2. Develop skills in conducting thorough assessments, including physical, cognitive, and psychological dimensions, to identify the unique needs of elderly patients.
3. Utilize current research and evidence-based practices in geriatric nursing to inform decision-making and care plans.

4. Demonstrate competence in managing and coordinating care for older adults with chronic health conditions such as diabetes, arthritis, dementia, and cardiovascular diseases.
5. Develop strategies to promote healthy aging and prevent complications, focusing on lifestyle factors, preventive care, and health education.
6. Enhance communication skills to effectively interact with elderly patients, their families, and interdisciplinary healthcare teams, considering factors like sensory impairments and cognitive changes.
7. Understand the complexities of medication management in the elderly population, including dosage adjustments, polypharmacy considerations, and monitoring for adverse effects.
8. Recognize and address cultural considerations in providing care to a diverse older adult population, respecting individual values, beliefs, and preferences.
9. Navigate ethical dilemmas commonly encountered in geriatric nursing, including issues related to autonomy, informed consent, and end-of-life care.
10. Develop proficiency in nursing interventions specific to geriatric care, such as mobility support, falls prevention, and skin integrity management.
11. Collaborate with healthcare professionals from various disciplines, including physicians, social workers, and physical therapists, to ensure comprehensive and coordinated care for older adults.
12. Acquire knowledge and skills in providing compassionate care for elderly individuals nearing the end of life, including pain management and support for patients and their families.

Course Title: Principles of Teaching & Learning

Credits	Total =03 Theory= 3 Skill/Clinical =0
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On completion of this course, nursing students will be able to:

1. Understand the role of education in healthcare, including its historical context.
2. Analyze the ethical, legal, and economic foundations that underpin the educational process within healthcare settings.
3. Apply various learning theories to healthcare practice, integrating them into teaching methodologies effectively.
4. Identify and analyze the characteristics of learners in healthcare contexts, including their diverse backgrounds and learning styles.
5. Evaluate the determinants of learning within healthcare environments, considering factors such as socio-cultural influences and individual differences.
6. Recognize and understand the developmental stages of learners, adapting educational approaches accordingly.
7. Assess compliance, motivation, and health behaviors of learners to design tailored educational interventions.
8. Address literacy challenges within the adult client population, employing appropriate communication strategies and resources.
9. Employ techniques and strategies for teaching and learning that align with best practices in healthcare education.
10. Utilize diverse teaching methods and settings to accommodate different learning preferences and needs.
11. Select and utilize instructional materials effectively, incorporating technology where appropriate to enhance the learning experience.



Course Description

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.

Course Objectives

At the completion of this course students will be able to:

1. Develop proficiency in basic English language skills, including reading, writing, speaking, and listening, to effectively communicate in everyday situations.
2. Improve vocabulary and expand the range of words and expressions used in spoken and written English.
3. Enhance grammatical accuracy and develop the ability to apply grammar rules in practical contexts.
4. Demonstrate proficiency in identifying essential information and omitting non-essential details in a précis.
5. Practice paraphrasing and rephrasing skills to convey the meaning of the original text accurately and concisely.
6. Learn to construct well-supported arguments by presenting claims, supporting evidence, and logical reasoning.

Course Outline

1. Developing Analytical Skills
2. Transitional devices (word, phrase and expressions)
3. Development of ideas in writing
4. Reading Comprehension
5. Precis Writing
6. Developing argument
7. Sentence structure: Accuracy, variation, appropriateness, and conciseness
8. Appropriate use of active and passive voice
9. Organization and Structure of a Paragraph
10. Organization and structure of Essay
11. 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* (3rd ed.). Ann Arbor: The University of Michigan Press.
4. Swan, M. (2018). *Practical English usage* (8th ed.). Oxford: Oxford University Press.

Course Description:

This 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 Judiciary**
 - 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 Commentary on the Constitution of Pakistan, 1973. Lahore, Law Pub., 1975.

URCG-5123 Applications of Information Communication Technologies (ICT) 3 (2+1)

Course Description

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.

Course Objectives

1. Explain the basic concepts and components of information technology
2. Familiarize with different computer systems and their components.
3. Describe the functioning and importance of storage devices.
4. Understand the fundamentals of databases and their role in information management.
5. Elaborate the fundamentals of databases and their role in information management.
6. Analyse various physical transmission media used in networking.
7. Use different types of websites and describe their purposes.
8. Explore the benefits, challenges, and ethical considerations of conducting business online.

Course Outline

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. Vermaat, M. E., & Sebok, S. L. (2022). *Discovering Computers 2022: Digital Technology, Data and Devices*. (17th ed.).

Suggested Books

1. O'Leary, T. J., & O'Leary, L. I. (2021). *Computing Essentials*. (26th ed.). McGraw Hill Higher Education.
2. Fuller, F., Floyd, B., & Larson, B. (2018). *Computers: Understanding Technology*.

General Education Cluster: Quantitative Reasoning

URCG-5120

Exploring Quantitative Skills

3(3-0)

Since ancient times, numbers, quantification, statistics and mathematics has played a central role in scientific and technological development. In the 21st century, Quantitative Reasoning (QR) skills are essential for life as they help to better understand socio-economic, political, health, education, and many other issues, an individual now faces in daily life. The skills acquired by taking this course will help the students to apply QR methods in their daily life and professional activities. This course will also change student's attitude about statistics and mathematics. It will not only polish their QR skills, but also enhance their abilities to apply these skills.

Contents

1. Introduction to quantitative reasoning
2. Overview of contributions of Mathematicians and Statisticians especially Muslim scholars.
3. Types of standard numbers
4. Proportions, rates, ratio and percentages
5. Odds and odds ratio
6. Scale of measurements
7. Number sequence and series
8. Unit analysis as a problem-solving tool
9. Data handling (small and large)
10. Data errors, absolute and relative and their applications
11. Descriptive statistics
12. Rules of counting: multiplication rule, factorial, permutation and combination
13. Probability and its application in real life
14. A graphical perspective through Venn Diagram
15. Financial indicator analysis, and money management (profit, loss, simple and compound interest)
16. Practical scenarios involving algebraic expressions: linear and quadratic

Recommended Texts

1. Akar, G. K., Zembat, İ. Ö., Arslan, S., & Thompson, P. W. (2023). *Quantitative Reasoning in Mathematics and Science Education*. 1st Ed., Springer, USA.
2. Peck, R., Olsen, C., & Devore, J. L. (2015). *Introduction to statistics and data analysis*. 5th Ed., Brooks Cole, USA.
3. Devlin, K. J. (2012). *Introduction to mathematical thinking*. Palo Alto, CA: Keith Devlin.

Suggested Readings

1. Triola, M. F., Goodman, W. M., Law, R., & Labute, G. (2006). *Elementary statistics*. Reading, MA: Pearson/Addison-Wesley.
2. Blitzer, R., & White, J. (2005). *Thinking mathematically*. Pearson Prentice Hall.

Course Description

Islamic Studies engages in the study of Islam as a textual tradition inscribed in the fundamental sources of Islam; Qur'an 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 (literary, poetic, social, and political) and through a variety of methods (literary criticism, hermeneutics, history, sociology, and anthropology). It offers opportunities to get fully introductory foundational bases of Islam in fields that include Qur'anic studies, Hadith and Seerah of Prophet Muhammad (PBUH), Islamic philosophy, and Islamic law, culture and theology through the textual study of Qir'an and Sunnah.

Course Objectives

At the completion of this course students will be able to:

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

Course Outline**Introduction to Qur'anic Studies**

- 1) Basic Concepts of Qur'an
- 2) History of Quran
- 3) Uloom-ul-Quran

مطالعہ قرآن (تعارف قرآن، منتخب آیات کا ترجمہ و تفسیر: سورۃ البقرہ آیات 1-5، 284-286؛ سورۃ الحجرات آیات 1-18؛، سورۃ الفرقان آیات 63-77؛ سورۃ المؤمنون آیات 1-11؛، سورۃ الاحزاب آیات 6، 21، 32-33، 40، 56-59؛ سورۃ الانعام آیات 151-153؛، سورۃ الصدف آیات 1-14؛ الحجر آیات 18-20؛ آل عمران آیات 190-192؛ النحل آیات 12-14؛ لقمن آیت 20، حم السجدہ آیت 53)

Introduction to Sunnah

- 1) Introduction of Hadith
- 2) Legal Status of Hadith
- 3) History of the compilation of Hadith
- 4) Kinds of Hadith

حدیث کا تعارف، حدیث کی دینی حیثیت، حفاظت و تدوین حدیث، حدیث کی اقسام

متن، حدیث: 1 درج ذیل موضوعات پر احادیث کا مطالعہ

1- اعمال کا اجریت پر منحصر ہے۔ 2- بہترین انسان قرآن کا طالب علم اور اس کا معلم ہے۔ 3- کتاب و سنت گمراہی سے بچنے کا ذریعہ ہیں۔ 4- ارکان اسلام 5- اسلام، ایمان، احسان اور

قیامت کی نشانیوں، 6- بچوں کی نماز کی تلقین 7- دین کا گہرا فہم اللہ کی خاص عنایت ہے 8- حصول علم، تلاوت قرآن اور عمل کی اہمیت و فضیلت، 9- روزِ محشر کا محاسبہ، 10- حقوق اللہ

کے ساتھ ساتھ حقوق العباد کا لحاظ رکھنا بھی لازم ہے 11۔ حسن خلق کی عظمت اور نقش و بدگونی کی مذمت 12۔ دنیا و آخرت کی بھلائی کی ضامن چار چیزیں 13۔ ہلاک کر دینے والی سات چیزیں 14۔ بے عمل مبلغ کا عبرت ناک انجام 15۔ ہر شخص نگران ہے اور ہر شخص مسئول

- 1) Sirah of the Prohet
- 2) Importance of the Study of Sirah
- 3) Character building method of the Prophet

(سیرت النبی ﷺ) مطالعہ سیرت کی ضرورت و اہمیت، تعمیر، سیرت و شخصیت کا نبوی منہاج اور عملی نمونے، اقامت دین کا نبوی طریق کار، اقامت دین بچہر خلافت راشدہ، بیثاق مدینہ، خطبہ حجۃ الوداع، اخلاقی تعلیمات، تشکیل اجتماعیت اور اسوہ حسنہ، قرآن مجید میں سیرت سرور عالم کا بیان، غزوات نبوی ﷺ کے مقاصد و حکمتیں)

Islamic Culture & Civilization

- 1) Basic Concepts of Islamic Culture & Civilization
- 2) Historical Development of Islamic Culture & Civilization
- 3) Characteristics of Islamic Culture & Civilization
- 4) Islamic Culture & Civilization and Contemporary Issues

4. اسلامی تہذیب و تمدن (اسلامی تہذیب کا مفہوم، اسلامی کے عوامل و عناصر، اسلامی تہذیب کی خصوصیات، اسلامی تہذیب، علمی، معاشرتی اور سماجی اثرات، تہذیبوں کے تصادم کے نظریے کا تنقیدی جائزہ، تہذیبی تصادم کے اثرات و نتائج، طبی، حیاتیاتی اور معاشرتی علوم میں مسلمانوں کا کردار، نامور مسلمان سائنسدان)

Pre-Requisite: Nil

Recommended Books

- 1) Hameed ullah Muhammad, —Emergence of Islam|| , IRI, Islamabad
- 2) Hameed ullah Muhammad, —Muslim Conduct of State
- 3) Hameed ullah Muhammad, _Introduction to Islam
- 4) Ahmad Hasan, —Principles of Islamic Jurisprudence|| Islamic Research, Institute, International Islamic University, Islamabad (1993)
- 5) Dr. Muhammad Zia-ul-Haq, —Introduction to Al Sharia Al Islamia|| Allama Iqbal Open University, Islamabad (2001)
- 6) Dr. MuhammadShahbaz Manj, Teleeemat-e- Islam


 Department of Allied Health Sciences
 College
 Incharge
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Course Description

Ethics is the branch of philosophy that explores and examines concepts of right and wrong, moral principles, and ethical decision-making. This course will provide students with a comprehensive understanding of ethical theories, principles, and their applications in various contexts. Ethics plays a crucial role in our personal lives, professional endeavors, and interactions within society. It helps the students to navigate complex moral dilemmas, make informed choices, and develop a strong moral compass. By studying ethics, students will explore into the fundamental questions of human behavior, values, and the principles that guide our actions.

Course Objectives

At the completion of this course students will be able to:

1. Understand the definition and scope of ethics as a branch of philosophy.
2. Identify the key components of ethical inquiry and the relevance of ethics in personal and professional life.
3. Explore the intersection between ethics and religious beliefs, science & law and relevant ethical implications and responsibilities.
4. Apply ethical theories and principles to real-life scenarios, demonstrating the ability to evaluate moral dilemmas and make ethically informed decisions.
5. Trace the origins of morality in human instinct and evolutionary development.
6. Analyze different theories moral theories and their applications in daily life.
7. Enhance communication skills to articulate ethical viewpoints effectively, engaging in respectful and persuasive discussions.
8. Explore ethical considerations for professionals, students and teachers as well as entrepreneurs

Course Outline

1. Meaning and Scope of Ethics
2. Relation of Ethics with
 - 2.1 Religion
 - 2.2 Science
 - 2.3 Law
3. Historical Development of Morality
 - 3.1 Instinctive Moral Life
 - 3.2 Customary Morality
 - 3.3 Reflective Morality
4. Moral Theories
 - 4.1 Hedonism (Mill)
 - 4.2 Intuitionism (Butler)
 - 4.3 Kant's Moral Theory
5. Moral Ethics and Society
 - 5.1 Freedom and Responsibility
 - 5.2 Tolerance
 - 5.3 Justice
 - 5.4 Punishment (Theories of Punishment)
6. Moral Teachings of Major Religions
 - 6.1 Judaism
 - 6.2 Christianity
 - 6.3 Islam
7. Professional Ethics

- 7.1 Medical Ethics
- 7.2 Ethics of Students
- 7.3 Ethics of Teachers
- 7.4 Business Ethics

Recommended Texts:

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

4. Rizvi, Syed Shabbar Raza. Constitutional Law of Pakistan: Text, Case Law and Analytical Commentary. 2nd re edn. Lahore: Vanguard, 2005.
5. The Text of the Constitution of the Islamic Republic of Pakistan, 1973 (as amended).
6. Fundamental Laws of Pakistan by A.K. Brohi




Incharge
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Sargodha Medical College
University of Sargodha

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



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مطالعہ سیرت النبی صلی اللہ علیہ وسلم Secret of the Holy Prophet

Course Code :

URCG-5127

Title	Description
Semester	
Nature of Course	
No. of C.Hrs.	1(1-0)
Total Teaching weeks	18
Objectives of the Course	<p>۱۔ طلبہ کو مطالعہ سیرت النبیہ کی ضرورت و اہمیت سے آگاہ کرنا</p> <p>۲۔ قصیر شخصیت میں مطالعہ سیرت النبیہ کے کردار کو واضح کرنا</p> <p>۳۔ نبوت نبوی کے موقعی اقدام حاکم کی عمومی صورت حال سے آگاہ کرنا</p> <p>۴۔ رسول اکرم صلی اللہ علیہ وسلم کی اور مدنی زندگی کا اس طرح مطالعہ کرنا کہ طلبہ ان واقعات سے تازگی کا سہارا کر سکیں</p> <p>۵۔ طلبہ کو محمد 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	۱۔ حضور صلی اللہ علیہ وسلم کا ابتدائی حسب و نسب ۲۔ پہلا اہل اور ابتدائی تربیت ۳۔ لاکھن اور حجازی کے حالات زندگی
2	بیت نبوی کے وقت و جگہ کے حالات ()	۱۔ بیت نبوی کے وقت اہم جہز میں ۲۔ عرب، مصر، حبشہ، یثرب، فلسطین، اسرائیلی
3	بیت نبوی	۱۔ کی حد میں دعوت اسلام
4	بیت نبوی	۱۔ دنی حد میں دعوت اسلام
5	حصہ شخص النبی	آپ بکھولنے پر اس
6	حصہ شخص النبی	بیت استاد و معلم
7	حصہ شخص النبی	بیت تاجر
8	حصہ شخص النبی	بیت سرکار و سیاست
9	حصہ شخص النبی	دنی حاکم اور ماہر تعمیر اثرات

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

Active 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 (13th ed.). New York: Pearson Education
3. Macionis, 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. Sirianni, C., & Friedland, L. (2005). The Civic Renewal Movement: Community-Building and Democracy in the United States. Kettering Foundation Press.
4. Bloemraad, I. (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.

10	محکمہ صحت	بہار صحت
11	اساتذہ اور عملہ صحت	غیر مسلموں سے تعلقات
12	اساتذہ اور عملہ صحت	اساتذہ کی روایتی طبی حکمت عملی
13	اساتذہ اور عملہ صحت	مشرف قین اور مطالعہ حیرت
15	اساتذہ اور عملہ صحت	وطن سے محبت اور حیرت
16	اساتذہ اور عملہ صحت	مشرف قین کے امتزاجات اور ان کے جراثیم

اساتذہ کتب

نمبر	نام مؤلف	نام کتاب
1	ابن سہام	اسیر اللہ
2	مولانا علی عثمانی سید سلطان بروی	سیرت النبی صلی اللہ علیہ وسلم
3	قاضی محمد سلیمان سلطان منصور بروی	روح اللہ العالیین
4	مولانا سید امین الحسن علی بروی	نبی رحمت صلی اللہ علیہ وسلم
5	ڈاکٹر شمیم اختر مدنی	مہذب نبوی الاقلام حکومت
6	ڈاکٹر خالد ملوی	الاساتذہ

اساتذہ کتب

نمبر	نام مؤلف	نام کتاب
1	سید ابوالاعلیٰ مودودی	سیرت مہذب عالم صلی اللہ علیہ وسلم
2	مولانا علی الرحمن سید بروی	الاربعون لعم
3	ڈاکٹر محمد کرم شاہ بروی	قیام النبی صلی اللہ علیہ وسلم
4	ڈاکٹر اکرم شاہ بروی	السيرة النبوية المصحة
5	مولانا سید امین الحسن علی بروی	الاساتذہ



Course Description:

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- Volunteerism and service-learning opportunities

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Social Action Project

Recommended Books:

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2. Henslin, James M. (2018). Essentials of Sociology: A Down to Earth Approach (13th ed.). New York: Pearson Education
3. Macionis, 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. Sirianni, C., & Friedland, L. (2005). The Civic Renewal Movement: Community-Building and Democracy in the United States. Kettering Foundation Press.
4. Bloemraad, I. (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.

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.
11. **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

12. **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.



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Department of Allied Health Sciences
Sargodha Medical College
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Course Description

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 21st 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.

Course Objectives

1. At the completion of this course students will be able to:
2. Understand the basics of the writing process, including the stages of essay writing.
3. Develop skills in outlining essays to organize thoughts and structure ideas effectively.
4. Learn how to set goals and develop a personalized learning plan.
5. Understand the structure and significance of oral presentations.
6. Practice various reading strategies such as skimming, scanning, SQW3R, annotating, detailed reading, and note-taking.
7. Familiarize students with different types of letters and the format and structure of a letter.

Course Outline

1. Self-Reflection
 - Introduction to the basics of the writing process
 - Introduction to the steps of essay writing
 - Prewriting activities: Brainstorming, listing, clustering and free writing
 - Practicing Outlining of the essay
2. Personalized Learning
 - Learning Process, Learning Styles, Goal Setting and Learning Plan
3. Oral Presentation
 - Structure and Significance, Content Selection and Slide Presentation, Peer Review
4. 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
5. 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
6. 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* (3rd 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.



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Topic	Details
Semester/Level	In some discipline 1 st semester and in some discipline 2 nd Semester/ ADP Program 1 st Year
Course Code	URCG-5111
Course Title	Translation of the Holy Quran – I
Credit Hours	1(0-1)
Objectives	<ul style="list-style-type: none"> To familiarize the students to keys and fundamentals of recitation of the holy Quran. To develop the skill of the students of recitation the last revelation. Students will learn the basic Arabic grammar in a practical way. To develop an eagerness among the students to explore the last divine Book.
Course Contents:	<ul style="list-style-type: none"> تیسواں پارہ - تاثر مع تجوید بنیادی عربی گرامر اسم اور اسکے تعلقات: اسم فاعل، مفعول، تفضیل، مبالغہ فعل اور اسکی اقسام: ناشی، مضارع، امر، نئی حرف اور اسکی اقسام: حروف علت، حروف جار، مشرب بالفتل
Memorization:	تیسویں پارے کی آخری میں سورتیں (حفظ مع ترجمہ)

URCG-5111

Translation of the Holy Quran – II

1 (0+1)

Translation of the Holy Quran- II

Topic	Details
Semester/Level	In some discipline 3 rd semester and in some discipline 4 th Semester/ ADP Program 2 nd Year
Course Code	URCG-5111
Course Title	Translation of the Holy Quran – II
Credit Hours	1(0-1)
Objectives	<ul style="list-style-type: none"> ▪ 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. ▪ Students will seek knowledge of translation and transliteration of the Holy Book Quran. ▪ To familiarize the students with the concept of Ibādah (Its significance, scope and relevance) and its types in Islam. ▪ Students will learn literal and idiomatic way of translation of the Holy Book. ▪ Students will learn about the polytheism and its incompatibility in Islam highlighted by the Holy Quran. ▪ 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. ▪ To develop Awareness among the students about rights and duties of different circles of society in the light of Holy Quran. ▪ To introduce the students to Quranic Arabic grammar in practical manner.
Course Contents:	<p>ایمانات اور عبادات ○</p> <p>اللہ پر ایمان، فرشتوں پر ایمان، رسولوں پر ایمان، آسمانی کتابوں پر ایمان</p> <p>یوم آخرت پر ایمان، تقدیر پر ایمان</p> <p>نماز، روزہ، زکوٰۃ، حج، جہاد</p> <p>معاشرے کے حقوق ○</p> <ul style="list-style-type: none"> • خاندان کی نگہیں • حق مہر • رضاعت و حمل • اولاد کو نقل کرنے کے ممانعت • شوہر کی بافرمانی • طلاق • بیوہ کی عدت کے احکام • نکاح کا پیغام بھیجنا • عورت کی وراثت (اس کے شوہر کی طرف سے) • والدین کے حقوق • بیویوں اور اولاد کے بیچ عداوت <p>خاندان کے حقوق ○</p> <ul style="list-style-type: none"> • مہمان کی عزت

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Topic	Details
Semester/Level	In some discipline 5 th semester and in some discipline 6 th Semester/ BS (5 th Semester intake) 1 st / 2 nd
Course Code	URCG-5111
Course Title	Translation of the Holy Quran - III
Credit Hours	1(0-1)
Objectives	<ul style="list-style-type: none"> To introduce ethics and highlight its importance, need and relevance for individual and collective life. To illuminate the students with the Quranic norms of Morality i.e. truthfulness, patience, gratitude, modesty, forgiving, hospitality etc. To familiarize the students with immoral values like falsify, arrogance, immodesty, extravagance, backbiting etc. To inculcate ethical and moral values in our youth. To develop a balanced dynamic and wholesome personality. To introduce the students to Quranic Arabic grammar in practical manner.
Course Contents:	<p>○ اخلاق (تعارف، ضرورت، اہمیت، اقسام، مستویات)</p> <p>اخلاق حسنة:</p> <ul style="list-style-type: none"> برائی کو نیکی سے ملانا نیکی کے کاموں میں مسابقت لوگوں کے درمیان صلح عدل و انصاف سچائی ایثار سلیم قلب مہمان نوازی لقویات سے اعراض ماہزی و انکساری نگاہ اور آواز کو پست رکھنا چال میں میانہ روی شرمگاہوں کی حفاظت مہر شکر اسور میں میانہ روی <p>اخلاق سیئہ:</p> <ul style="list-style-type: none"> ظلم اور زیادتی فرور و تکبر نفسانی خواہشات کی پیروی بدگمانی جھوٹ چغلی اور تہمت

	<ul style="list-style-type: none"> • تفسیر اور فقہی خوری • لہو و لب • برسے ناموں سے پکارنا • احسان جنانا اور تکلیف دینا • فضول خرچی اور حد سے بڑھنا • حسد اور تکلف دل • بے پردگی
Grammar:	<ul style="list-style-type: none"> • قرآنی عربی گرامر کے اصول اور نئے اطلاقات (متن قرآنی پر اطلاق سے توضیحات)
Details of Chapters and verse Numbers:	<ul style="list-style-type: none"> ▪ منتخب آیات مع ترجمہ و تجزیہ ▪ البقرہ (۲۲۲، ۲۶۳، ۲۶۳، ۱۰۹، ۱۸۷، ۱۳۸، ۱۸۲، ۷۷، ۲۷، ۲۲۲، ۱۲۵، ۲۵۰، ۱۷۷، ۱۵۳، ۵۲، ۱۷۲، ۱۵۲، ۱۷۲، ۱۸۲، ۸۳، ۲۳۵، ۱۱۲) ▪ آل عمران (۷۶، ۱۹۵، ۲۲۶، ۸۳، ۷۱، ۲۷، ۲۵۸، ۱۲۳، ۲۳، ۱۰، ۲۳۱، ۶۷، ۲۱۲) ▪ آل عمران (۱۵۹، ۱۳۷، ۱۳۱، ۷۸، ۲۶، ۱۰۴، ۱۰۳، ۱۱۳، ۱۳۳، ۱۲۵، ۲۰۰، ۱۷۱، ۱۳۵، ۱۳۳، ۱۳۸، ۱۳۲، ۱۸۵، ۲۳، ۱۳، ۱۵۳) ▪ النساء (۲۳، ۵۷، ۳۷، ۲۳، ۲۵، ۳۶، ۱۷۳، ۲۷، ۲۰، ۵۳، ۱۰۵، ۱۰۷، ۱۰۸، ۲۲، ۲۳، ۱۳۵) ▪ المائدہ (۱۹، ۳۱، ۶، ۱۳، ۹۳، ۵۷، ۵۸) ▪ النمل (۱۴۵، ۱۲۶، ۳۰، ۱۱۳، ۱۰۵، ۹۰، ۱۲۶) ▪ الرعد (۶، ۲۲، ۲۳، ۲۰، ۲۵) ▪ الاعراف (۸۱، ۹۵، ۱۹۹، ۱۳۳، ۲۰، ۴، ۳۰، ۱۳۶، ۵۱، ۶۶، ۳۱) ▪ القصص (۸۳، ۵۳) ▪ فصلت (۳۳) ▪ الانعام (۱۶۰، ۱۵۵، ۱۳۰، ۷۰، ۷۰، ۳۲) ▪ النمل (۳۶، ۹۰) ▪ الحج (۷۷، ۸۸، ۶۰، ۵۸، ۳۰) ▪ الحجرات (۱۰، ۱۵، ۱۲، ۳، ۱۱، ۶، ۱۱، ۹) ▪ الاحزاب (۳۵، ۲۳، ۳۵، ۵۹، ۵۵، ۵۲، ۵۸، ۵۸، ۵۰، ۲۳) ▪ المؤمن (۹) ▪ طہ (۷۲) ▪ الانعام (۱۲۷، ۶۳، ۱۵۱، ۱۱۶، ۱۳۱، ۱۶۳) ▪ ق (۳۳) ▪ الانفال (۶۱، ۳۶، ۲۷) ▪ الحج (۱۵) ▪ یونس (۲۲، ۲۲، ۶۶، ۱۲، ۱۹، ۱۰) ▪ الفرقان (۶۳، ۶۷، ۲۱، ۶۳) ▪ النور (۲۲، ۳۱، ۶، ۲۳، ۲۳، ۳۶، ۳۰، ۳، ۶، ۲۳) ▪ لقمان (۱۸، ۳۲، ۱۹، ۳۳، ۶) ▪ الاسراء (۳۷، ۵، ۱۱، ۳۷) ▪ الزلزلہ (۱۸) ▪ المدثر (۳۰، ۶) ▪ المدثر (۷۳) ▪ قاطر (۳۲) ▪ الحج (۲۹)

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			<ul style="list-style-type: none"> ▪ البلد (١٤) ▪ الزمر (١٠٣) ▪ الجرج (٨٥) ▪ التجم (٣١) ▪ الرحمن (٢٠) ▪ صود (٣١٠٢٠٨) ▪ الكيف (٥٦٢) ▪ الشوري (٣٤) ▪ غافر (٢٤٢٨) ▪ الهيد (٢٠٢٠) ▪ مریم (٥٩) ▪ التازعات (٣١) ▪ التوج (٤٤٠٦٣٠٦٥) ▪ الحمزة (١)
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Topic	Details
Semester/Level	In some discipline 7 th semester and in some discipline 8 th Semester/ BS (5 th Semester intake) 3 rd / 4 th
Course Code	URCG-5111
Course Title	Translation of the Holy Quran – IV
Credit Hours	1(0-1)
Objectives	<ul style="list-style-type: none"> To familiarize the students with commandments of trade and inheritance mentioned in the Quranic text (with the help of Urdu translation). Students To introduce the students to scientific facts and miracles of the Holy Quran and Quranic stress on deep study of Allah's explored universe. To motivate the students for reading and exploring the last Holy Book revealed by Almighty Allah. Through memorization students will develop their relation with last revelation.
Course Contents:	<p>○ تجارت اور وراثت:</p> <ul style="list-style-type: none"> • مال کی تقسیم • نادان کا مال • عوام الناس کا مال • عورتوں کا مال • یتیموں کا مال • کفار کا مال • جاگیر کا مال • معاہدے • رہن • قرض <p>○ سائنسی حقائق:</p> <ul style="list-style-type: none"> • تخلیق کائنات • اجرام فلکی • شجر و حجر • زمین و آسمان کے اسرار • ہوائیں اور طوفان • بہاؤ اور موسمی • حشرات الارض • پہاڑ اور سمندر
Grammar :	• قرآنی عربی گرامر کے اصول اور ان کے اطلاقات (متن قرآنی پر اطلاق سے توضیحات)
Details of	▪ منتخب آیات مع ترجمہ و تجزیہ

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		<ul style="list-style-type: none"> ▪ القتر (٤) ▪ اواتق (٦٩) ▪ الفاظر (١٣،٢٠) ▪ الملك (١٩) ▪ اصف (١٠) ▪ ائجن (١٣) ▪ ائورئ (٢٨) ▪ ائرف (١١) ▪ ائفل (١)
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