

GENERAL EDUCATION (GEN-ED) CLUSTER AS PER UG-POLICY 2023 ONWARDS



2023 onward

UNIVERSITY OF MALAKAND CHAKDARA, DIR LOWER

Director Academic
University of Malakand
05/12/2023

Assistant Registrar
(Academics)
University of Malakand
05-Dec-2023

Note:

Courses included in the General Education Category are designed by the respective departments including their course codes, credit hours and titles (reflected in the scheme of studies). All such courses approved by the Syndicate are included in this document and are available on the university website. For any query the office of the Registrar Academics may be approached for clarification/guidance.

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Introduction:

The provision of general education ensures that every student is acquainted with the broad variety of fields of inquiry and approaches to knowledge and skills. It offers students an intellectual foundation for their academic, professional, and personal attributes while focusing on critical thinking and writing, speaking or quantitative skills. **The Minimum Requirements for the General Education Component is 30 Credits (minimum) in all the Undergraduate/Equivalent Degree Programs Including Associate Degrees.** University of Malakand has however added some courses as per the requirement provided by HEC and the minimum credits and course categories as prescribed in the UG-Policy-2023 is maintained. Details of the general education requirements (i.e., courses) are given in the table along with course codes, details and credit hours requirements. Further, it is mentioned that no course(s) other than the provided courses in table will be acceptable for the purpose of teaching, examination, or other requirements of the degree. HODs of the teaching Departments/Campus/and Affiliated Colleges must consult this document for the course details. However, University may add more courses with the passage of time:

Instruction:

1. The general education courses (given below) will be provided in separate document at the end of each curriculum of the discipline and individual department shall include only Major and Interdisciplinary courses in the detailed Associate/BS programs and not the general education courses.
2. The Minimum requirement for General Education is 30 CH and shall be completed in the first four semesters.
3. Course(s) from all the categories in general education shall be included in the first four semesters as specified in the UG-Policy 2023.
4. The nomenclature for the Pakistan Studies has been changed to "Ideology and Constitution of Pakistan" however the contents are the same as included in Pakistan studies.
5. A course of ISL 113 **سیرت رسول ﷺ اور اس کی عصری معنویت** Seerah and its Contemporary Application has been made compulsory for all the undergraduate program for Muslims students only however any other Course from the Arts and Humanities group shall be offered to Non-Muslim Students i.e. PSC 121 Islamic History, PSH 101 پښتو پوهنه (Pashto Studies), UR 112 Urdu (Gen).
6. In Islamic Studies /Religious Education/Ethics/Ethical Behavior (in lieu of Islamic Studies), the course of Ethical Behavior i.e. ETH 118 has been added only for non-Muslim students and a teacher from Social Sciences (including sociology, political science, criminology, history, law etc) may teach the course.

	General Education Cluster	Co urs es	Credit Hours	Course title and Codes to be included in the schemes
Gen-Ed-1	Arts and Humanities * Note: The course code ISL 113 shall be adjusted from the list being compulsory and approved course as per the decision of the syndicate for all undergraduate education at UOM and affiliated colleges.	1	02	1. سیرت رسول ﷺ اور اس کی عصری معنویت Seerah and its Contemporary Application/Any other Course from the Arts and Humanities group shall be offered to Non-Muslim Students 2. PSC 121 Islamic History 3. PSH 101 پښتو پوهنه (Pashto Studies) 4. UR 112 Urdu (Gen)

ARTS AND HUMANITIES (Course details with necessary requirements)

پہلا سمسٹر:

اردو عمومی: (UR 112) کریڈٹ اورز: 2 (یہ ایک عمومی تعارفی کورس ہے جو کہ اردو کے علاوہ دیگر ڈیپارٹمنٹ کے طلبہ کھلیے ہے۔)

یہ کورس پہلے دوسرے یا تیسرے سیمسٹر میں پڑھایا جائے گا۔

حاصلاتِ تعلم

مذکورہ کورس پڑھنے کے بعد طلبہ اس قابل ہوں گے:

1- اردو کی ضرورت و اہمیت کو بطور قومی زبان جان سکیں۔

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2- روزمرہ زندگی میں اردو زبان کی عملی استعمال کی طرف راغب ہوں۔

3- اردو ادب کے چیدہ چیدہ اصناف اور اصطلاحات سمجھ سکے۔

حصہ اول: تعارف و بنیادی مباحث درکار وقت: آٹھ گھنٹے

۱- اردو زبان کی مختصر تاریخ ۲- اردو کے مختلف نام اور ان کی وجہ تسمیہ 3- اردو زبان کی ضرورت و اہمیت بطور قومی زبان ۳- ادبی اصطلاحات: مختصر تعارف

(آفاقیت، آمد، آورد، ادب، ایہام، داخلیت، خارجیت، دیستان، تالیف، تصنیف، ترفع، تلمیح، تضمین، رومانیت، فصاحت، بلاغت، قافیہ، ردیف، شعر، مصرع، کلاسیک، فلسفہ)

حصہ دوم: شعری اصناف (تعارف و تفہیم) : درکار وقت: بارہ گھنٹے

نظم کی اقسام بطور بیت: مختصر تعارف (مثلث، مربع، مخمس، مسدس، ترکیب بند، ترجیع بند)

نظم کی اقسام بطور موضوع: مختصر تعارف

حمد: ماہر القادری (خالق بھی کارساز بھی پروردگار بھی) **نعت:** ظفر علی خان (دل جس سے زندہ ہے وہ تمنا تمہی تو ہو)

مثنوی: میر حسن مختصر جائزہ (سحرالبیان) **قصیدہ:** مرزا رفیع سودا مختصر جائزہ (قصیدہ باب الجنۃ در منقبت حضرت علیؑ)

غزل: تعارف و تفہیم اور درج ذیل شعرا کی سوانح و حیات

۱- میر (پیری میں کیا جوانی کے موسم کو روئیے) ۲- غالب (ہر ایک بات پہ کہتے ہو تم کہ تو کیا ہے) ۳- ناصر (دل دھرنے کا سبب یاد آیا) ۳- فراز (اس نے سکوت شب میں بھی اپنا پیام رکھ دیا)

حصہ سوم: نثری اصناف (تعارف و تفہیم) درکار وقت: بارہ گھنٹے

ناول اور اس کی اقسام: ڈپٹی نذیر احمد: توبتہ النصوح (تنقیدی جائزہ) ۲- سعادت حسن منٹو: نیا قانون (فنی و فکری افسانہ اور اس کی اقسام: ۱- پریم چند: افسانہ زیور کا تہ اور سوا سیر گیہوں (فنی و فکری جائزہ) ۲- مشتاق احمد یوسفی (اور آنا گھر میں مرغیوں کا)

جائزہ)

طنز و مزاح (تعارف و تفہیم) ۱- پطرس بخاری (باسٹل میں پڑھنا) ۲- مشتاق احمد یوسفی (اور آنا گھر میں مرغیوں کا)

ڈراما تعارف و تفہیم: خواجہ معین الدین: تعلیم بالغاں (تنقیدی جائزہ)

مجوزہ کتب:

خلیل صدیقی، زبان کیا ہے؟ ملتان بیکن بکس، ۲۰۰۱ء

ڈاکٹر ایوب صابر، اردو کی ابتدا کے بارے میں محققین کے نظریات، سرحد اردو اکیڈمی، ایبٹ آباد

ڈاکٹر سید عبداللہ، ولی سے اقبال تک، سنگ میل پبلی کیشنز، لاہور، ۱۹۹۵ء

اقبال جاوید، اردو کے دس عظیم شاعر، علمی کتب خانہ، لاہور

منور رؤف، ڈاکٹر صابر کلوروی (مرتببین) خیابان (اصناف سخن نمبر) شعبہ اردو جامعہ پشاور، ۲۰۰۱ء

انیس ناگی، ڈپٹی نذیر احمد کی ناول نگاری، فیروز سنز، لاہور، ۱۹۸۸ء

رفیع الدین ہاشمی، اصناف ادب، سنگ میل پبلی کیشنز، لاہور، ۱۹۸۳ء وارث علوی، منٹو ایک مطالعہ، وجے پبلشر، نئی دہلی

سیرت رسول ﷺ اور اس کی عصری معنویت

Seerah and its Contemporary Application

Title	Description
Semester	1 st
Nature of Course	Gen-Ed-1 (2)
C.Hrs.	02 C.H.
Total Teaching weeks	18
Code	ISL 113
Objectives of the Course	1- طلبہ کو سیرۃ النبی ﷺ کے تعارف، مآخذ و اہمیت سے متعارف کرانا 2- طلبہ کو حیات طیبہ کے مکی اور مدنی دور کی مستند و جامع احوال سے روشناس کرانا 3- طلبہ کو آپ ﷺ کی سماجی، معاشی، تعلیمی اور علمی زندگی سے آگاہ کرنا 4- طلبہ میں عصر حاضر کے مسائل کو سیرۃ النبی ﷺ کی روشنی میں حل کرنے کا رجحان پیدا کرنا
اغراض و مقاصد	

نمبر شمار	عنوانات (بفترہ وار)	تفصیلات
1.	سیرۃ النبی ﷺ کا تعارف	سیرت کا لغوی اور اصطلاحی مفہوم، سیرت کی ضرورت و اہمیت سیرت کا آغاز و ارتقاء
2.	سیرت النبی ﷺ کے مآخذ	1- قرآن و حدیث 2- کتب سیرت کا تعارف

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3.	نبی کریم ﷺ کی حیات طیبہ (مکی زندگی)	1- قبل از بعثت کے واقعات 2- ابتدائے بعثت تا ہجرت مدینہ کے واقعات
4.	نبی کریم ﷺ کی حیات طیبہ (مدنی زندگی)	1- ہجرت نبوی ﷺ تا غزوہ احزاب کے واقعات 2- صلح حدیبیہ تا وصال نبی ﷺ کے واقعات
5.	نبی کریم ﷺ کے حقوق و خصائص	1- نبی کریم ﷺ کے حقوق 2- نبی کریم ﷺ کے خصائص (کاملیت، تاریخیت، جامعیت، عملیت)
6.	رسول اللہ ﷺ بحیثیت انسان کامل	1- رسول اللہ ﷺ بحیثیت شہری، والد، شوہر، معلم اور آپ ﷺ کے طریقہ ہائے تدریس 2- رسول اللہ ﷺ بحیثیت تاجر، منصف اور سپہ سالار و فاتح
7.	نبی کریم ﷺ کے اخلاق حسنہ اور ان کے اثرات	1- نبی کریم ﷺ کے اخلاق حسنہ کے انفرادی اثرات 2- نبی کریم ﷺ کے اخلاق حسنہ کے اجتماعی اثرات
8.	سیرۃ النبی ﷺ اور دعوتِ اسلام	1- سیرۃ النبی ﷺ اور انفرادی دعوت 2- سیرۃ النبی ﷺ اور اجتماعی دعوت
9.	سیرۃ النبی ﷺ اور خواتین	1- خواتین کے حقوق 2- خواتین کا سماجی و ثقافتی مقام و مرتبہ سیرتِ نبوی ﷺ کی روشنی میں
10.	سیرۃ النبی ﷺ اور رواداری	1- غیر مسلموں کے ساتھ رواداری 2- مسلمانوں کے ساتھ رواداری
11.	سیرۃ النبی ﷺ اور معیشت	1- مختلف نظام ہائے معیشت کا تعارف 2- اسلامی معیشت
12.	سیرۃ النبی ﷺ اور رفاہ عامہ	1- رفاہ عامہ سے متعلق تعلیمات سیرت 2- رفاہ عامہ کی عملی صورتیں
13.	سیرۃ النبی ﷺ اور تعلیم و تربیت	1- اولاد کی تعلیم و تربیت 2- دیگر متعلقین کی تعلیم و تربیت
14.	سیرۃ النبی ﷺ اور اسلامی ریاست	1- اسلامی ریاست کا تعارف و تنظیمی ڈھانچہ 2- حکمران اور رعایا کے حقوق و فرائض
15.	نبی کریم ﷺ کی داخلہ اور خارجہ پالیسی	1- نبی کریم ﷺ کی داخلہ پالیسی 2- نبی کریم ﷺ کی خارجہ پالیسی
16.	رسول اللہ ﷺ بحیثیت خاتم النبیین	1- ختم نبوت کا تعارف، ضرورت و اہمیت 2- عقیدہ ختم نبوت: قرآن، حدیث اور اجماع کی روشنی میں

نصابی کتب

نمبر	نام مصنف	نام کتاب
1	سید سلیمان ندوی	خطبات مدراس
2	سید سلیمان ندوی	رحمتِ عالم
3	ڈاکٹر عبدالرؤف ظفر	اسوہ کامل

حوالہ جات کتب

نمبر	نام مصنف	نام کتاب
1	ابن ہشام	سیرت ابن ہشام
2	علامہ شبلی نعمانی/ سید سلیمان ندوی	سیرۃ النبی ﷺ
3	مولانا حکیم عبدالرؤف داناپوری	اصح السیر
4	مولانا محمد ادریس کاندھلوی	سیرت المصطفیٰ
5	پیر کرم شاہ الازہری	ضیاء النبی ﷺ
6	مولانا مودودی	سیرت سرور عالم
7	ڈاکٹر محمد حمید اللہ	سیرت النبی ﷺ
7	صفی الرحمن مبارک پوری	الرحیق المختوم

Course Title: **ISLAMIC HISTORY** Credit Hours: 02

Code: PSC 121

Total Marks: 50

Course Description

This course provides the outlook of Islamic history. It deals with Islamic concept of State and Governance.

Learning Objectives

The students in this course will learn about the times and history of mostly acclaimed State of Madina. They will also get an insight into the administration of Rightly Guided Khalifs and later on ages.

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Course Contents**Unit 1: Pre-Islamic Arabia**

Geographical, Political, Socio-Cultural, Economic and Religious conditions of Pre-Islamic Arabia, especially the City State of Makkah

Unit 2: The Holy Prophet Muhammad (PBUH) (571-632 AD)

Early Life of the Holy Prophet Muhammad (PBUH), Prophet-hood and Preaching of Islam, Migration to Madinah, The Charter of Madinah; its religious and political significance, Wars with Quraysh, (Battles of Badr, Uhud and Ahzab), Peace Accord of Hudaibiya, Conquest of Makkah, Prophet's last pilgrimage and the Significance of the last Sermon, The Life, teachings and achievements of the Holy Prophet Muhammad (PBUH).

Unit 3: Hazrat Abu Bakr Siddique (R.A) (632-634 AD)

Early life and sacrifices for the cause of Islam, Election and services as Caliph, Early problems, the Apostasy Movement; rise of false prophets, the refusal of Zakat payment, Consolidation of Centre, Conquests, Compilation of Holy Quran, character and achievements.

Unit 4: Hazrat Umar Farooq (R.A) (634-644)

Early life and services for the cause of Islam, election and services as caliph, conquests, reforms and administration, character, and achievements.

Unit 5: Hazrat Usman Ghani (R.A) (644-656 AD)

Early life and services for the cause of Islam, election and services as Caliph, Conquests, the Sabite Movement, Unpopularity and allegation against Hazrat Usman (R.A). Martyrdom and its consequences. Character and achievements.

Unit 6: Hazrat Ali Karam Allah Wajhu (656-661 AD)

Early life and services for the cause of Islam, election and services as Caliph, Battle of the Camel, Battle of Siffin, emergence of the Kharijites, Battle of Nahrawan, Hazrat Ali's martyrdom, character and achievements. Nomination of Hazrat Imam Hasan as Caliph and his abdication.

Unit 7: Administration, Society & Culture under the Pious Caliphs

Administration, Military system, Financial system, Judicial System, Society, Culture and Religious conditions

Suggested Readings**English Readings**

1. Mazhar-ul-Haq. A Short History of Islam. Lahore: 1977
2. Syed Ameer Ali, History of Saracens. Lahore: 1985

Urdu Readings

1. Ibn-e-Hisham, Seerat-un-Nabi Kamil, tr. Maulana Abdul Jaleel Siddiqi, Lahore, 1979.
2. Shah Moeen-ud-Din Ahmad Nadvi, Tareekh-i-Islam. Islamabad, 1975
3. Shibli Naumani and Syed Suleman Nadvi, Seerat-un-Nabi. Lahore, 1975
4. Dr. Hameed-ud-din, Tareekh-i-Islam. Feroz Sons Lahore, 1987.

COURSE TITLE: پښتو پوهنه

PASHTO STUDIES

Title	Description
Course Code	PSH 101
Nature of Course	Gen-Ed. Arts & Humanities
No. of Credit Hours	02 C.H
Total Teaching Weeks	18
Objectives of the Course	(1) طالب علمانو ته د پښتو املا او رسم الخط زده کول (2) طالب علمان د پښتو ژبې نه خبرول (3) طالب علمان د پښتنو د اصل نسل نه خبرول (4) طالب علمان د پښتني کلتور نه خبرول - (5) طالب علمان د پښتو ادب نه خبرول -

Course Contents:

S.No	Title	Description
01	د پښتو املا او رسم الخط (لیک دود)	(1) املاء او رسم الخط څه ته وائي (2) د پښتو غیر توري/ حروف .

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02	د پښتو املاء او رسم الخط (ليکدود)	(1) د پښتو مخصوص توري. (2) په پښتو کښي د ياگانو استعمال
03	د پښتو ژبي تاريخ	(1) د پښتو ژبي تاريخ او ارتقاء (2) پښتو ژبه د ژبو په عالمي تقسيم کښي
04	پښتانه څوک دي؟	(1) د پښتنو د اصل نسل په حواله مختلفي نظري
05	پښتانه څوک دي؟	(1) د پښتنو د اصل نسل په حواله مختلفي نظري
06	پښتني کلتور	(1) پښتني خويونه (2) پښتني دودونه
07	پښتني کلتور	(1) پښتني لاري چاري
08	Midterm Examination	
09	د پښتو اولسي ادب	(1) د اولسي ادب مختلف اصناف، ټپه، چاربيته، بدله، نيمکي، منل
10	د پښتو زره شاعري	(1) امير کروړ (2) مرزا خان انصاري
11	د پښتو کلاسيکي شاعري	(1) خوشحال خان خټک (2) رحمان بابا
12	د پښتو زور نثر	(1) د پير روښان نثر (2) د خوشحال خان خټک نثر
13	د پښتو جديد نثر	(1) مولوي احمد (2) منشي احمد جان
14	د پښتو جديد شاعري	(1) حمزه بابا (2) غني خان
15	د پښتو قيصه ايز ادب	(1) د پښتو ډرامه (2) د پښتو افسانه (3) د پښتو ناول
16	د پښتو جديد نثر (غبر قيصه ايز ادب)	(1) د پښتو تکل (2) د پښتو خاکه
17	اسائيمنت/تست/پرز نټپښن	
18	Final Term Examination	

مجوزہ کتابونه: Recommended Books

1. پښتو املاء، پروفیسر ډاکټر راج ولي شاه خټک
2. درنه پښتو، پروفیسر پریشان خټک
3. پښتانه د تاريخ په رڼا کښي از بهادر شاه ظفر کا کا خیل
4. پښتو زبان و ادب کی تاريخ، ډاکټر عبدالله جان عابد
5. د پښتو ادبياتو تاريخ، عبدالحی حبيبي
6. ادب څه دے؟ سحر يوسفزے
7. درداني، پروفیسر اقبال نسيم خټک
8. پښتو ټپه، پروفیسر داور خان داود

NATURAL SCIENCE CLUSTER (COURSE DETAILS WITH NECESSARY REQUIREMENTS)

Gen-Ed-2	Natural Sciences * GS 117 General Science (Teacher from sciences departments i.e., Physics, Botany, Chemistry, Zoology etc or any faculty in the department having command may teach this subject)	1	3 (2+1)	<ol style="list-style-type: none"> 1. PHYS 111 Basic Physics 2. GEOL 101 Introduction to Geology 3. CHEM 110 Chemistry in Everyday Life 4. ZOOL 101 Introductory Zoology 5. GS 117 General Science 6. BOT 112 Plant Sciences 7. GS 117 General Science
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FOLLOWING ARE THE COURSES IN THE NATURAL SCIENCES CATEGORY

PHYS 111 Basic Physics

Cr. Hrs.03

Objectives of the Course:

This fundamental course emphasizes the conceptual understanding of the principles of physics and the development of the calculation skills needed to apply these principles to the physical universe.

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Course Outlines:

The Importance of Measurement, Kepler's Laws, The Measurement of Time, Measurement, Calculations and Uncertainties, Units and Standards, Unit Conversion, Estimates and Order of Magnitude, Speed, Average Velocity, A Graphical Interpretation of Velocity, Instantaneous Velocity, Acceleration, Motion with Constant Acceleration, Galileo and Free Fall, Galileo and Experimental Science, Addition of Vectors, Resolution of Vectors, Relative Velocity, Kinematics in Two Dimensions, Projectile Motion, Range of a Projectile, The Principia, What is a Force, Newton's First law-Inertia, Newton's Second Law, Weight, Force of Gravity, Newton's Third Law, Some Applications of Newton's Laws, Friction, The Friction of Automobile Tires, Static Equilibrium, The Laws of Motions as a Whole, Uniform Circular Motion, Force Needed for Circular Motion, The Law of Universal Gravitation, The Universal Gravitational Constant G, Gravitational Field Strength, Work, Work done by a varying Force, Energy, Kinetic Energy, Gravitational Potential Energy near the Earth, General Form of Gravitational Potential Energy, Conservation of Mechanical Energy, Energy Conservation with Nonconservative force, Power, Linear Momentum, Impulse, Newton's Laws and The Conservation of Momentum, Conservation of Momentum in One Dimensional Collisions, Conservation of Momentum in Two and Three Dimensional Collisions, Changing Mass, Temperature And States of Matter, Thermometry, Thermal Expansion, The mechanical Equivalent of Heat, Calorimetry, Change of Phase, Heat Transfer, The Pressure of air, Boyls Law, The Law of Charles and Gay'Lussac, Ideal Gas Law, Kinetic Theory of Gases, The Barometric Formula and Distribution of Molecular Speed, Thermal Equilibrium, The First Law of Thermodynamics, The Carnot Cycle and Efficiency of Engines, Refrigerator and Heat Pumps, the Second Law of Thermodynamics, Entropy and Second law, Energy and Thermal Pollution, Electric Charge, Coulombs Law, Superposition of Electric Forces, The Electric Field, Superposition of Electric Fields, Electric Flux and Gauss's Law, A Quantitative Approach to Gauss's Law, The Electric Dipole, Microwave Ovens,

Text Book

1. E. R. Jones, R. L. Childers Contemporary College Physics 2nd Edition, Addison-Wesley Publishing Company Inc. USA 1993.

Recommended Books

2. H. D. Young, R. A. Freedman, S. Barbara University Physics 13th Edition, Pearson Education, Inc., publishing as Addison-Wesley, San Francisco 2008.
3. Conceptual Physics, Paul Hewitt (New York: Addison-Wesley Publishers, 2002

GEOL. 101 INTRODUCTION TO GEOLOGY**(2+1=3 CREDIT HOURS)****OBJECTIVES**

This course is designed to acquire knowledge about the basic concepts of Geology. This will help the students to get knowledge about various types of constructive and destructive geological activities involved in the modification of Earth System. Students will become capable for identification of different rocks, minerals and their formation.

COURSE CONTENTS**1. INTRODUCTION TO GEOLOGY****A. SCOPE OF GEOLOGY****B. ORIGIN OF THE EARTH****C. AGE OF THE EARTH**

- (i) Methods of age determination
- (ii) Geological time scale

D. INTERIOR OF THE EARTH

- (i) Internal structure of the earth and its components i.e., Crust, Mantle & Core
- (ii) Physical properties of earth interior
- (iii) Isostasy

2. INTRODUCTION TO MINERALS

- A. Definition
- B. Physical properties
- C. Common rock forming and precious minerals.

3. INTRODUCTION TO ROCKS**A. IGNEOUS ROCKS**

- (i) Crystallization of Magma and its types
- (ii) Classification of igneous rocks
- (iii) Volcanic activities

B. SEDIMENTARY ROCKS

- (i) Changing sediments into sedimentary rocks
- (ii) Classification of sedimentary rocks
- (iii) Sedimentary environments

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C. METAMORPHIC ROCKS

- (i) Metamorphism
- (ii) Agents of metamorphism
- (iii) Types of metamorphism
- (iv) Classification of metamorphic rocks

4. WEATHERING, EROSION AND MASS WASTING

- A. Weathering & Erosion
- B. Mass wasting & its types
- C. Soil, types & horizons of soil

5. EARTHQUAKE

- A. Origin and causes
- B. Locating source of earthquake
- C. Intensity and magnitude
- D. Prediction and control

6. PLATE TECTONICS

- A. Plate tectonic theory
- B. Continental drifting & Sea floor spreading
- C. Wilson Cycle
- D. Mountain building

LAB WORK

- A. Identification and differentiation of common rock types & minerals
- B. Description of different geological models

BOOKS RECOMMENDED

Physical Geology by Plummer, McGeary & Carlson, 2022.

The Earth by Tarbuck, E. J. and Lutgens, F. K., 2020. Merrill, Columbus.

How Does Earth Work: Physical Geology and Process of Science by Smith, G. and Pun, A., 2006, Prentice Hall.

Lab Manual for Physical Geology by Jones, Norris. W., Johnes, Charles E., 2005, McGraw-Hill.

The Mapping of Geological Structures by McClay, K.R., 1987, Open University Press.

Foster, R. J., General Geology. Merrill, Columbus. 1983.

Principles of Physical Geology by Holmes, A., 1978, Nelson.

COURSE TITLE: CHEMISTRY IN EVERYDAY LIFE**Course Code: CHEM 110****Credit Hours: 3****Marks; 100**

The basic objective of this course is to give the basic understanding to the students regarding various natural and man-made phenomenon of science occurring around us in everyday life. **Introduction to Science and Chemistry**

What is science and what is the importance of science to human being? What is chemistry and what is its significance?

Food

Food as a basic need, a balanced diet, six essential nutrients, vitamins, minerals, proteins, fats, carbohydrates, water, functions of water in human body, milk, soar milk, pasteurized milk, yogurt, cheese, chemicals in food (i) food colours (ii) flavors and sweeteners (iii) fat emulsifiers and stabilizing agents (iv) flour improvers - bleaches (v) antioxidants (vi) preservatives (vii) nutritional supplements such as minerals, vitamins and amino acids, artificial sweetening agents, colors in food, food and their flavors.

Water

Physical States of water, water on earth, importance of water, Properties and Chemical Structure of Water, water cycle, why do water pipes bursts in winter? Anomalous behavior of water.

Chemistry in Kitchen

What is fire; Lightening of matchstick; Fire extinguishers; Why onion cutting cause tearing? Preservation of food; Baking process; Hardening of egg on cooking; Bad eggs give rotten smell.

Plants

Photosynthesis and respiration in plants; Chlorophyll and other pigments in plants' Natural polymers produced by plants; Lignin; Natural rubber; Why plants drop leaves in winter; Why plant leaves turn yellow in autumn?

Cosmetics

Cosmetics; Constituents of make-up; Sunscreen; Mouthwash; Chemistry of hair; Essential elements for healthy hair growth; Curly and straight hair; Blonde hair, Coloring of hair; Hair spray.

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Synthetic materials

Synthetic Materials of modern age; Uses and applications of Synthetic materials: Synthetic leather; Synthetic rubbers, Types of synthetic rubber; Synthetic Fibers and Synthetic Fertilizers.

Miscellaneous

Chemistry of lead pencil, Graphite and diamond, how pencil eraser works, Why the tires are black? Science in ball point, fog-another mystery of nature, evaporation cause cooling, Why are train wheels metal and car wheels rubber? why and how chameleons change colour, sea shells, pearl in sea shells.

Recommended Books:

1. The Science of Everyday Life by Len Fisher Published by Arcade, Distributed by Simon & Schuster
2. SCIENCE IN EVERYDAY LIFE By Vaishali Gupta & Anuradha Gupta ISBN: 9780190121969 Publication date: 15/10/2019 Oxford University Press India
3. Science Education for Everyday Life by Glen. S. Aikenhead (2005) ISBN 13: 9781423787822 Teachers College Press, Columbia University, New York and London
4. The Science of everyday Life by Marti Jopson Michael O" Mara Books Limited 2015, 9 Lion Yard, SW4, 7NQ, LONDON.
5. The World of Science in Everyday Life Colin A. Ronan, H. Holt, 1993 - Science
6. Science in Everyday Life Ellsworth Scott Obourn, Elwood David Heiss, Gaylord C. Montgomery
7. Van Nostrand, 1958 - Science
8. Science in Everyday Life William Charles Vergara Harper & Row, 1980 - Juvenile Nonfiction

INTRODUCTORY ZOOLOGY**Course Code: ZOOL 101****Credit Hour: 3 (2+1)****Objectives**

The course aims to impart knowledge and understanding of:

- The concept and status of Zoology in life sciences and the common processes of life through its biochemical and molecular processes.
- Salient feature and economic importance of invertebrate phyla.
- Taxonomic characteristics of chordates and vertebrate classes
- The structure and function of cell organelles and how common animal cell diversified in various tissues, organs, and organ systems.
- Biochemical mechanisms eventually generating energy for animal work.
- Cell division and its significance in cell cycle.
- Concepts and mechanisms of inheritance pattern, chromosome and genes, and molecular basics of genetics.
- Animals and their relationship with their environment.
- Concepts and mechanisms of inheritance pattern, chromosome and gene linkage and molecular basics of genetics.
- Animal behavior and communication.
- Theories of evolution

Course Contents

1. **Introduction:** introduction, significance and applications of Zoology, scientific method.
2. **Animal diversity:** Introduction to animal kingdom; general features of protozoans, sponges, coelenterates, helminths, annelids, arthropods, mollusks, and echinoderms. Introduction to chordates. General features of Pisces, amphibians, reptiles, birds, and mammals.
3. **Macromolecules of Life:** introduction to carbohydrates, lipids, proteins, and nucleic acids (DNA and RNA).
4. **Enzymes:** enzyme function, factors affecting enzyme function, cofactors, and coenzymes.
5. **Energy Harvesting:** introduction of aerobic and anaerobic respiration; fermentation.
6. **Cellular Organization:** Structure of animal cells, cell membrane, cytoplasm, and cell organelles.
7. **Animal tissues:** Types; epithelial, connective, muscle, and nervous tissue; organs and organ systems.
8. **Cell Division:** Cell cycles: Mitosis and meiosis.
9. **Reproduction and Development:** asexual and sexual reproduction in animals, brief description of gametogenesis, fertilization, Cleavage and gastrulation, metamorphosis in insects and amphibians.
10. **Inheritance Patterns:** Mendelian genetics (complete dominance); incomplete inheritance, multiple allelism and human blood group.
11. **Chromosome:** Chromosome morphology and composition, chromosomal aberrations (down syndrome, turner syndrome and Klinefelter syndrome).

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12. **Ecological Concepts:** Ecosystem, biomes, food chain, food web, brief description of biogeochemical cycles, populations and communities, human population growth, pollution, and resource depletion.
13. **Animal Behavior:** definition and types of animal behavior (Instinct, Imprinting, Conditioning, and Imitation), anthropomorphism, communication in animals (visual, auditory, chemical, and tactile).
14. **Evolution:** Theories of evolution; Natural selection; Lamarckism, Neo-Lamarckism, Darwinism and Neo-Darwinism.

Practical

1. Museum study of representative Phyla of invertebrates, Protochordates (amphioxus), jawless vertebrates (lamprey and hag fish), and jawed vertebrates (Pisces, Amphibians, Reptiles, Aves, and Mammals).
2. Study of prepared microscopic slides /or projection *slides* of different animal tissues.
3. Study of prepared microscopic slides /or projection slides of mitosis and meiosis.
4. Multiple alleles study in human blood groups.
5. Field visits to study animal diversity in an ecosystem.
6. Study to demonstrate social behavior (documentary film be shown, honeybee, monkey group in a Zoo).

Books Recommended

1. Campbell, N.A. 2002. Biology. 6th Ed. Menlo Park, California: Benjamin/Cummings Publishing Company, Inc.
2. Hickman, C.P., Roberts, L.S., Larson, A. 2011. Integrated Principles of Zoology, 15th Ed. (International). Singapore: McGraw Hill.
3. Kent, G.C., Miller, S. 2001. Comparative Anatomy of Vertebrates. Latest edition New York: McGraw Hill.
4. Miller, S.A. 2002. General Zoology Laboratory Manual. 5th Ed. (International), Singapore: McGraw Hill.
5. Miller, S.A. and Harley, J.B. 2005. Zoology, 6th Ed. (International), Singapore: McGraw-Hill.
6. Molles, M.C. 2005. Ecology: Concepts and Applications. 6th Ed. McGraw Hill, New York, USA.
7. Pechenik, J.A. 2010. Biology of Invertebrates, 4th Ed. (International), Singapore: McGraw Hill.

BOT 112**Plant Sciences**

3 (2+1)

Aims and Objectives

The course aims to impart knowledge and understanding about different branches of Botany in Biology. The course enlighten about the Cell Structure, organization, Cell organelles and how common plant cell diversified in various life form. Biochemical mechanisms eventually generating energy for plant cell. Also emphasized on the ecological attributes in relationship with their environment.

(This course is designed for other related teaching departments of University of Malakand)

Course contents

- 1- Brief Introduction of different Branches of Botany: Taxonomy, Anatomy, Genetics, Virology, Physiology, Ecology, Biochemistry, Mycology etc.
- 2- Cell Structure, organization; Cell organelles (function and importance); Mitochondria, DNA, RNA, Protein and Lipids.
- 3- Study of Life Form, Structure and Reproduction: Viruses, Bacteria, Algae, Fungi, Lichens, Lower and Higher Plants.
- 4- Photosynthesis, Respiration, Plant Movements and introduction to Tissue Culture.
- 5- Ecosystem (types and Importance), Food Chain, Nitrogen Cycle and Bio-energetics
- 6- Pollution (Types with example), Ozone Layer and depletion, Green House Effect, Global warming, Plant Biodiversity and Conservation

Practical:

- I. Culturing, maintenance, preservation and staining of microorganisms:
- II. Preparation of various slides of different life-forms.
- III. T.S of angiosperm stem and leaf
- IV. Extraction and estimation of carbohydrate, protein, RNA and DNA from plant sources.

Recommended Books:

1. Esau, K. 1960. Anatomy of Seed Plants. John Wiley, New York.
2. Lodish, H. 2001. Molecular Cell Biology. W. H. Freeman and Co.
3. Gurevitch, et al., 2002. The Ecology of Plants, Sinauer Associates, Inc.
4. Mauseth, J.D. 2003. Botany: An Introduction to Plant Biology 3rd ed., Jones and Bartlett Pub. UK

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5. Prescott, L.M., Harley, J.P. and Klein, A.D. 2004. Microbiology, 3rd ed. W.M. C. Brown Publishers.
6. Panday, B.P. 2004. A textbook of Botany (Angiosperms). S. Chand and Co. New Delhi.

Courset Title: General Science
GS 117 **Credit Hour: 3**

Learning Outcomes

At the end of the course the students will be able to

1. describe common diseases,
2. explain human systems digestion, respiration, reproduction,
3. describe atomic structure,
4. differentiate between chemical and physical properties of matter,
5. describe atom and its structure,
6. explain the environment, force, motion, rocks and their types,
7. describe solution and its types,
8. explain the use of technology in daily life
9. explain solar system

UNIT-1: Science Education, Plants and Human Systems

1. Science Education, Observation, Hypothesis, Theory and Law
2. Characteristic of Scientific Knowledge
3. Root, Shoot, leaves, transportation, and respiration in plants
4. Human Digestive and Respiratory systems and its disorders
5. Human Circulatory system and its disorders
6. Excretory and reproductive systems

Unit-2. Immunity and Diseases

- a. Introduction to immunity
- b. Innate, adaptive, and passive immunity
- c. Mechanism of antibody formation
- d. Ways for boosting immunity
- e. Infectious diseases Covid-19, Dengue, Hepatitis-B, Typhoid and its causes

Unit-3. Physical, Chemical Change and Structure of an Atom

1. Introduction to physical and chemical change
2. States of matter and its physical and chemical properties
3. Combustion, rusting, tarnishing of silver
4. Structure of an atom, atomic number, mass number
5. Distribution of electron in shells

Unit-4: Chemical bonds and Solutions

1. Introduction of chemical bonds and solutions
2. Valency, formation of ions, cations and anions
3. Chemical formula, and its step for writing a formula and chemical bonding
4. Formation of a solution, dilute and concentrated solutions, solubility,
5. Factor affecting the solubility and process of dissolving material.

Unit-5. Force, motion, Heat and Temperature

1. Speed, motion, force and distance
2. Contact and non-contact forces,
3. Temperature and temperature scales and its conversion
4. Transmission and conduction of Heat
5. Heat, thermal expansion, and effects of thermal expansions in daily life
6. Conduction, convection, radiation, and insulation

Unit-06 Technology in Everyday life

1. Introduction and use of technology and everyday life
2. Water conservation
3. Drip and sprinkling irrigation system

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4. Preservation of food i.e. canning, freezing, drying, pickling, etc.
5. Stethoscope, sanitizers

Unit-07. Earth and Space

1. Earth structure, rocks cycle, sedimentary, igneous and metamorphic rocks
2. Earth Quack, River Erosion, Ocean, planets and stars
3. Climate Change, Global Warming
4. Population changes and the Earth
5. Force of gravity and its uses
6. Mass and weight and SI Units
7. Revolution of earth around sun, season and constellation

Suggested Textbooks/Books

Agha Khan University Examination Board (2002) General Science IX-X (Based on National Curriculum 2002). Karachi: AGKEB.
 General Science IX-X, VIII, VII of Khyber Pakhtunkhwa and Punjab Text Book Boards (Based on National Curriculum 2002).
 William Lewis Eikenberry (2008) The teaching of general science, The University of Chicago Press.
 Harlen Wymine, (1992) *Teaching of Science*, London, David Falton Publishers.
 Hassard Jack, (1992) *Minds of Science: Middle and secondary methods*, New York: Harper Collins Publishers.
 Monier Martin (Ed.) (1995) *Learning to Teach Science*, London, Falmer Press

SOCIAL SCIENCES CLUSTER (COURSE DETAILS WITH NECESSARY REQUIREMENTS)

Gen-Ed-3	<p>Social Sciences * Departments may offer any course from the given list.</p> <p>The following two courses are proposed by the department of education to be included in future:</p> <ul style="list-style-type: none"> • EDU 113 Introduction to Teaching and Learning • EDU 123 Instruction to Science Education <i>Contents are available at the end of this document</i> 	1	02	<ol style="list-style-type: none"> 1. LLB 124 Law 2. SOC 116 Introduction to sociology 3. ECON 111 Fundamentals of Economics 4. PSY 113 Introduction to Psychology 5. SW 116 Introduction to Social Work, 6. PSC 112 Introduction to Political Science 7. ARC 114 Introduction to Archaeology 8. CRIM 102 Introduction to Criminology 9. JMC 115 Journalism and Mass communication
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FOLLOWING ARE THE COURSES IN THE SOCIAL SCIENCES CATEGORY**INTRODUCTION TO SOCIOLOGY****Course Code: SOC 116****Credit Hours: 02****Course Objectives:**

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

Course Outline:**1. Introduction**

- Meaning, Definition, Scope, and Subject Matter
- Sociology as a Science
- Historical background of Sociology

2. Basic Concepts

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

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

3. Social Groups

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

4. Culture

- Definition, aspects and characteristics of Culture
 - Material and non-material culture
 - Ideal and real culture
- Elements of culture
 - Beliefs
 - Values
 - Norms and social sanctions
- Organizations of culture
 - Traits
 - Complexes
 - Patterns
 - Ethos
 - Theme
- Other related concepts
 - Cultural Relativism
 - Sub Cultures
 - Ethnocentrism and Xenocentrism
 - Cultural lag

4. Socialization & Personality

- Personality, Factors in Personality Formation
- Socialization, Agencies and Types of Socialization
- Role & Status

5. Deviance, Crime, and Social Control

- Deviance and its types
- Crime and its types
- Social control and its need
- Forms of Social control
- Methods & Agencies of Social control

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6. Collective Behavior

- Collective behavior, its types
- Crowd behavior
- Public opinion
- Propaganda
- Social movements
- Leadership

Suggested Readings:

1. Gidden, A. (2002). *Introduction to Sociology*. UK: Polity Press.
2. Henslin, J. M. (2004). *Sociology: A Down to Earth Approach*. Toronto: Allen and Bacon.
3. Macionis, J. J. (2005). *Sociology* (10th ed.) South Asia: Pearson Education
4. Macionis, J. J. (2006). *Sociology*. (10th ed.) New Jersey: Prentice-Hall
5. Macionis, J. J. (2006). *Sociology*. (17th ed.) New Jersey: Prentice-Hall
6. Hameed, A. T (.....). *Introduction to Sociology*.
7. Horton and Hunt. (.....) *Introduction to Sociology*.

Course Title:**Fundamentals of Political Science****Credit Hours: 02****Code: PSC 112****Total Marks: 50****Course Introduction:**

Fundamental of Political Science provides an introduction to the scientific study of politics. It offers the basic tools necessary for beginners to become both critical consumers and beginning producers of scientific research on politics. It further deals with the basic concepts and terminologies used in Political science which are necessary for the students in advanced learning in the subject of Political Science.

Learning Objectives:

The course is designed in order to introduce students with the fundamentals of the subject and prepare them for advance studies in coming semesters. The objective of the course is to make the students familiar with the basic concepts and terminologies used in Political Science.

Contents

1. Definitions, Scope, Nature, and Significance of Political Science
2. Evolution of the Discipline of Political Science
 - a. Definitions of State
 - b. State and its elements
 - c. Kinds of State
 - d. Confederation and Federation
 - e. Protectorate and Vassal
 - f. Unitary and Federal
2. Basic concepts of Political Science
 - a. Power, Authority and Legitimacy
 - b. Nation and Sovereignty
 - c. Law, Liberty, Rights and Duties

Suggested Readings:

1. Sarwar, M. (1996). *Introduction to Political Science*. Lahore: Ilmi Kutub Khana.
2. Haq, M. U. (1996). *Theory and Practice in Political Science*, Lahore: Book land.

LLB 114**LAW****Marks: 50 Credit Hours: 02**

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Course Description

This will be an introductory course for newly admitted students about the nature and sources of law, both Western and Islamic. It will cover definitions, functions and purposes of law, territorial nature of law, legal concepts of rights, property, persons etc.

Course Contents

- Definitions of law
- Sources of law (both western .i.e. Custom, Precedent, Legislation and Islamic sources i.e. Quran, Sunnah, Ijma and Qiyas)
- Functions and purposes of law
- Kinds of Law
- Basic concept of administration of justice
- Basic concepts and distinction between civil and criminal law
- Basic concepts of rights, property, persons etc.
- Basic definitions and introductory concepts of Constitutional Law i.e. State, government, fundamental rights, human rights, amendment, Act, Ordinance etc

Suggested Readings:

1. Sir Jhon Salmond. *Jurisprudence*, Pakistan: PLD, 2006
2. V.D. Mahajan. *Jurisprudence*, Pakistan: Easter Law Book House, 2006
3. Denning, Lord. *The Discipline of Law*. London: Butterworths, 1979.
4. Dworkin, Ronald. *Taking Rights Seriously*. London: Duckworth, 1977.
5. Posner, Richard A. *Overcoming Law*. (reprint) Delhi: Universal, 2007.

ECON 111**Fundamentals of Economics****Cr. Hrs-2****Course Description:**

A fundamental of Economics is an introductory undergraduate course that teaches the fundamentals of microeconomics and macroeconomics. This course introduces microeconomic concepts, supply and demand analysis, theories of firm and individual behavior, competition, and monopoly. Students will also be introduced to the use of microeconomic applications to address problems in current economic policy throughout the semester. Further the course covers macroeconomic indicators and issues such as national income, unemployment, inflation etc. The course will establish the students understanding on the behavior and performance of the economy as a whole.

Course Objectives:

- By the end of the course, students will be able to understand introductory microeconomic and macroeconomic theories
- To sharpen the problem-solving tactics required to solve basic microeconomic and macroeconomic problems
- To train the students to work with others as a part of team to solve problems

Learning Outcomes:

After completing this course, students should have developed a range of skills enabling them to understand economic concepts and use those concepts to analyze specific questions. By the end of this course, students should be able to:

- **Acquire** the basic knowledge of terminologies used in microeconomics and macroeconomics and the key elements involved in the business decision
- **Understand** the meaning and components that determine the individual behavior and aggregate behavior within the economy.
- **Apply** the tools of policies to understand the advantages and drawbacks of microeconomic and macroeconomic policies and how these policies operate.

Course Contents:**Introduction**

Definition, scope and importance of Economics, Microeconomics vs. Macroeconomics, Scarcity and choice, Opportunity cost.

Consumer Behavior

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Cardinal and Ordinal utility approaches, Concepts of demand and supply, Laws of demand and supply, Market equilibrium, Shifts in demand and supply curves, and market equilibrium.

Elasticity

Concept of elasticity, Price elasticity of demand, Income elasticity of demand, Cross Elasticity of Demand, Price elasticity of supply, Application of elasticity.

National Income

Definition and concept of national income, Measures of national income: Gross Domestic Product (GDP) and Gross National Product (GNP), GDP at factor cost and at market prices, Computation of national income: Product, Income and Expenditure approaches, Circular flow of income, Nominal versus Real income, Per capita income and the standard of living.

Public Finance and Taxation

Sources of public revenue, various forms of taxes: Direct and Indirect, Income and Commodity taxes, Sales, Excise, Customs, Non-tax revenues, Major heads of public expenditure, Revenue and Capital account, Concept of budget deficits and sources of filling the gaps, Deficit financing, Fiscal policy: meaning and objectives.

Macroeconomic Issues

Concept of inflation, unemployment, Balance of payments. Monetary Policy and Fiscal Policy and their role in the economy.

Core Readings/ Recommended Books:

- Michel Parkin. 2004. Economics, 5th Ed., Addison Wesley.
- Paul A. Samuelson and W.D. Nordhaus. 2004. Economics, 18th Ed., McGraw Hills, Inc.
- John Sloman, Economics (Latest edition).
- Lipsey and Crystal, Economics, (Latest edition).

Course Title: Introduction to Psychology

Course Code: PSY 113

Credit Hours: 02

Course Objectives

This course will help to describe Psychology with major areas in the field and identify the parameters of this discipline. It will help to distinguish between the major perspectives on human thought and behavior.

Course Outcome:

It helps to gain insight into human behavior and into one's own personality or personal relationships. Explore the ways that psychological theories are used to describe, understand, predict, and control or modify behavior.

Course Outline:

1. Introduction to Psychology

- Introduction, Meaning and definition of Psychology
- Nature and Scope of Psychology
- Different Schools in Psychology
- Application of Psychology with special reference to Pakistan

2. Research in Methods of Psychology

- Observation
- Case History Method
- Experimental Method
- Survey Method
- Interviewing Techniques

3. Sensation, Perception and Attention

A. Sensations:

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

B. Perceptions:

- Nature of Perception
- Factors of Perception: Subjective, Objective and Social
- Kinds of Perception:

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- Spatial Perception (Perception of Depth and Distance)
- Temporal Perception; Auditory Perception.

4. Attention:

- Factors, Subjective and Objective
- Span of Attention
- Fluctuation of Attention
- Distraction of Attention (Causes and Control)

5. Motives

- Definition and Nature
- Classification of Motives
 - (Primary (Biogenic) Motives:
 - (Sociogenic) Motives

6. Learning

- Definition of Learning
- Types of Learning:
 - Classical and Operant Conditioning
 - Trial and Error
 - Learning by Insight
 - Observational Learning
 - Methods of Learning

7. Thinking

- Definition and Nature
- Tools of Thinking: Imagery; Language; Concepts
- Kinds of Thinking (Problem Solving; Decision Making; Reasoning)

8. Individual differences

- Definition of Individual Differences and conceptual Framework
- Intelligence, personality, aptitude, achievement

Recommended books:

1. Atkinson R. C., & Smith E. E. (2000). Introduction to psychology (13th Ed.). San Diego, California, USA Harcourt Brace College Publishers.
2. Fernald, L. D., & Fernald, P. S. (2005). Introduction to psychology. USA: WMC Brown Publishers.
3. Thomson & Lahey, B-B. (2004). Psychology: An Introduction (8th Ed.). New York, USA: McGraw-Hill Companies, Inc.

COURSE TITLE: INTRODUCTION TO SOCIAL WORK

COURSE CODE: SW 116

CH: 02

OBJECTIVES

This course will enlighten the students with modern concept of social work; it will help the students to understand the dynamics of the discipline, it will also assist the students as a platform for understanding of different social problems in society.

CONTENTS

1. Definition and concept of social work
2. Objectives of social work
3. Professional and voluntary social work
4. Social work and social welfare
5. Skills & values for professional social workers
6. Tools & Techniques in social work
 - a. Interviewing
 - b. counselling

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7. Social work and advocacy
8. Social work pillars
 - a. Human rights
 - b. Social justice
9. Social work and leadership
10. Social work and social development
11. Modern concept of social work
 - a. Preventive
 - b. Curative
 - c. Rehabilitative
12. Role of social worker
13. Important fields of social work practice
 - Mental Health
 - Child protection
 - women empowerment/welfare
 - old age
 - Disability
 - parole and probation
 - Green social work/Environment
 - Juvenile justice
 - services for immigrants and refugees
 - Drug abuse and addiction

RECOMMENDED READINGS

- Adams, R. (2003). *Social work and empowerment*. London: Palgrave Macmillan.
- Ambrosino, R. (2005). *Social work and social welfare introduction*. Mexi: Thomson.
- Bogo, M. (2007). *Social work practice*. New Dehli: Rawat Publications.
- Catherine N. D. & Karen M.S. (2012). *Social Work Fields of Practice*. Canada: John Wiley & Sons.
- Healy, K. (2012). *Social work methods and skills: The essential foundations of practice*. New York: Palgrave Macmillan.
- Jane M. & Ronnie, E. (2006). *Practice Skills in Social Work & Welfare*. Chennai (India): Allen&Unwin.
- Khalid, Muhammad (2014). *Social Work: Theory & Practice*. Karachi: Kifayat Academy.
- Mohammad, N. (2005). *Social work for weaker sections*. New Dehli: Anmol Publications

GENERAL COURSE TO BE OFFERED IN OTHER DEPARTMENTS

Course title: Introduction to Archaeology

Course code: ARC 113

CH: 02

Course Objectives

This introductory course provides an overview of archaeology, its principles, methods, and significance in understanding human history and culture. Students will learn about the techniques and approaches used by archaeologists to excavate, analyze artifacts, and interpret past societies.

Chapter 1: Introduction to Archaeology

- Definition and scope of archaeology
- Historical development of archaeology
- Subfields of archaeology (e.g., historical archaeology, classical archaeology, prehistoric archaeology)

Chapter 2: Archaeological Methods and Techniques

- Fieldwork and excavation techniques
- Survey methods and site identification
- Stratigraphy and dating methods (relative and absolute dating)
- Archaeological site formation processes

Chapter 3: Archaeological Record and Material Culture

- Concepts of the archaeological record
- Types of artifacts and ecofacts
- Analysis and interpretation of material culture

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Chapter 4: Understanding Ancient Societies

- Cultural context in archaeology
- Culture and cultural evolution
- Lifeways of ancient societies

Chapter 5: Archaeology and Technology, Public Engagement, and Ethics

- Role of technology in modern archaeology
- GIS, remote sensing, and digital tools in archaeology
- Public engagement and cultural heritage management
- Ethics in archaeology

Suggested Readings

- "Archaeology: Theories, Methods, and Practice" by Colin Renfrew and Paul Bahn
- "The Archaeology Book: Big Ideas Simply Explained" by DK (Dorling Kindersley)
- "Archaeology: A Very Short Introduction" by Paul Bahn "Archaeology: Theories, Methods, and Practice" by Colin Renfrew and Paul Bahn
- "The Archaeology Book: Big Ideas Simply Explained" by DK (Dorling Kindersley)

INTRODUCTION TO CRIMINOLOGY**Course Code: CRIM 103****Credit Hours: 2****Course Objectives:**

This course familiarizes the students with the basic concepts, theories and criminal typologies pertaining to the discipline. The focus of the course shall be on significant concepts like crime, criminal behavior and approaches/perspectives towards such behaviors. It shall provide due foundation for further studies in the relevant fields of study.

Course Outline:**1. Introduction**

- Definition
- Scope
- Subject matter
- Historical Development of criminology
- Crime
- Deviance
- Sin

2. Approaches

- Rational choice factors/perspective
- Biological factors/perspective
- Psychological factors/perspective
- Sociological factors/perspective

3. Types

- Crimes against person
- Crimes against property
- Organized crimes/criminals
- White collar crimes/criminals
- Professional crime/criminals
- Legalistic crime/criminals

4. Crime Detection

- Agencies of Crimes Detection
- Problems in Crime Detection

5. Punishment

- Corporal punishment
- Capital punishment
- Imprisonment

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- Fine
- Exile

Recommended Readings:

Walsh, Anthony. (2010). Introduction to Criminology: A Text/Reader
 Siegel, Larry J. (2011). Criminology, Wordsworth
 Hagan, F. (2010). Introduction to Criminology, 7th Edition, Beverly Hills

Introduction to Mass Communication CH:02**Course Code: JMC 115**

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

Objectives: Objectives:

- To make students understand the basic concept of communication and Mass Communication
- To help students to develop an understanding of evolution of printing, press and Newspapers Highlighting various contents of each Medium

Outcomes:

- Upon successful completion of the course the student will be able to:
- Identify the Media of Mass Communication.
- Understand the basic knowledge of Mass Communication, the communication process and distinguish among various mass Media.
- The students should be able to understand evaluation and appraisal of media content.
- Able to start opinion writing and evaluate the content of Media.

Week	Contents	Assignments/ Activity
1	Definition, nature and scope of mass communication, Significance of communication and mass communication	Assignment on different definitions of communication
2	History of communication, mass communication	
3	Types of communication, levels of mass communication	
4	Functions of communication & mass communication	
5	Process of communication & mass communication, components and elements of communication	Activity, make groups of students to identify the elements of communication process
6	Encoding, decoding process and mechanism in communication and mass communication	
7	Feedback, Forms and Types of feedback, flow of feedback, criteria for effective feedback,	Assignment on types of feedback
8	Characteristics of feedback and Essential of effective communication	
9	Mid-Term Exam	
10	Audience, Types of audience	Identify your audience according to the medium
11	Print & electronic media audience and characteristics	
12	Folk and online media audience and characteristics	
13	Barriers of communication, types and levels of barriers of communication,	
14	Communication models, types of communication models, News diffusion: The J-curve models, Lasswell model,	Activity to write down function of communication in class
15	Shannon & Weaver model, De Fleur's model, Osgood & Schramm model, Dance's Helical model, The Hub Model, Katz & lazarsfeld's two-step flow model	Presentation on different models
16	Media of mass communication, print, radio, television, online media, folk media, static media, film, etc	Assignment write down various types of media of mass communication

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17	Communication technologies introduction, satellite, cable TV, Teletex, videotext, fiber-optic, effects of information technologies	
18	Final-Term Exam	

Recommended Books

- Dennis, Defleur (2000). Understanding Mass Communication. Boston: Houghton Mufflin Co.
- Introduction to Mass Communication, Whatmore, Edward J. (1995). California: Wadsworth Publishing
- Briggs, Asa, and Peter Burke. A Social History of the Media: From Gutenberg to the Internet, 2001.
- Campbell, Richard, Bettina G. Fabos, and Christopher R. Martin. (2007) Media and Culture: An Introduction to Mass Communication,
- Hoveyda, Fereydoun. (2000) The Hidden Meaning of Mass Communications: Cinema, Books, and Television in the Age of Computers.
- Ahuja, B.N. (1993) Theory and Practice of Journalism. New Delhi: Surjeet Publications Dominick, J.R.(2006). Dynamics of Mass Communication(8thed.)New York. McGraw-Hill

GENERAL EDUCATION CLUSTER FOR FUNCTIONAL ENGLISH EXPOSITORY WRITING

Gen-Ed-4&5	Functional English ** Introduction to Expository Writing **	1	3+3	1.ENG 101 Functional English 2.ENG 102 Introduction to Expository Writing
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FOLLOWING ARE THE TWO COURSES OF FUNCTIONAL ENGLISH AND EXPOSITORY WRITINGS

ENG 101	FUNCTIONAL ENGLISH	GEN ED	CH: 3-0
Course Description:			
The course is designed from HEC's <i>Functional English-I</i> for students pursuing a four-year BS (undergraduate) and two-year Associate Degree (AD) in HEIs in Pakistan. The course aims to develop students' language skills and enhance their ability to communicate effectively in English. Instead of teaching grammar in isolation and only at sentence level, this course is based on developing the language abilities of students through an integrated approach that provides opportunities to develop their listening, speaking, reading, and writing skills. With a focus on social interaction, the course draws specific attention to the accurate use of structures, improvement of pronunciation, and development of active vocabulary in descriptive, narrative, and academic texts. The course covers various aspects of English language learning, including grammar, vocabulary, reading, writing, and speaking. The course is designed to help students develop their language proficiency and prepare them for professional and academic settings. The course must be taught and graded according to the weekly split and guidelines provided in the HEC Model course which is available online or may be obtained from the Department of English.			
Course Objectives:			
Upon completion of this course, students will be able to:			
1. Demonstrate an understanding of basic English grammar rules and structures.			
2. Expand their vocabulary and use it effectively in written and spoken communication.			
3. Develop their reading comprehension skills and analyze texts critically.			
4. Write clear and concise paragraphs and essays using appropriate grammar and vocabulary.			
5. Speak confidently and effectively in English in various academic and professional contexts.			
Course Contents:			
Introductions	Making introductions Expressing requests and enquiries		
Grammar Focus	First-person and second-person pronouns Descriptive adjectives and adjective or relative clauses Simple and present continuous tenses Use of modals can, could, would, and will Conditional structures Use of wh- questions for interviewing		
Social Interaction	Greetings		

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Gratitude
 Invitations
 Regrets
 Grammar Focus Present and past tense, simple and progressive aspects
 Use of modals can, could, and would
 Tag questions
 Prepositions
 Sentence structure
 Expressing past regrets using wish plus the past perfect

Giving and Following Directions

Difficulties in following directions and instructions
 Effective oral directions
 Instructional guides

Grammar Focus Present tense in simple, habitual, and progressive aspects
 Using the imperative for instructions
 Vocabulary related to transitions
 Clarity of sentence structure

Sharing Experiences

Sharing narratives
 Sharing unique experiences
 Imaginative texts

Grammar Focus Descriptive and narrative style
 Simultaneous use of reporting speech and reported speech
 Use of relevant vocabulary, adjective clauses, and adverbial clauses
 Use of past tenses

Types of Writing

Writing styles
 Writing mechanics
 Descriptive and narrative style

Grammar Focus Identifying run-on sentences and sentence fragments in a text
 Subject-verb agreement
 Pronoun-reference agreement
 Tense variation
 Punctuation

Suggested Readings:

1. T. K. Carver and S. Fortinos-Riggs, Conversation Book II – English in Everyday Life (New York: Pearson Education Limited, 2006).
2. A. Seaton and Y. H. Mew, Complete English Grammar (London: Scholastic Education, 2021)
3. J. Eastwood, Oxford Practice Grammar (Karachi: Oxford University Press, 2005).
4. J. Swan, Practical English Usage, 3rd ed. (New York: Oxford University Press, 2005).
5. R. Murphy, English Grammar in Use (4th Edition) (Cambridge University Press, 2012)
6. Allama Iqbal Open University, Compulsory English 1 (Code 1423) (Islamabad: AIOU Press).

ENG 102 INTRODUCTION TO EXPOSITORY WRITING GEN ED CH: 3-0

Course Description:

This course prepares undergraduates to become successful writers and readers of English. The course helps students to 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 PBL (Project-based Learning) approach. Unit themes target the development of 21st century skills and focus on self-reflection and active community engagement. Course activities include lectures, group, pair and individual activities, as well as a series of required assignments, including reading and writing across various genres. The course must be taught and graded according to the weekly split and guidelines provided in the HEC Model course which is available online or may be obtained from the Department of English.

Course Objectives:

At the end of the course, the students will be able to:

1. Analyze basic communication skills and use them effectively in oral and written English.
2. Develop skills as reflective and self-directed learners.
3. Critically evaluate and review various types of texts and summarize them.

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4. Develop analytical and problem-solving skills to address various community-specific challenges.
5. Intellectually engage with different stages of the writing process, such as: brainstorming, mind mapping, free writing, drafting and revision, etc.

Learning Outcomes:

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

1. Write, edit and proofread a short essay in English language.
2. Present ideas to the class in team presentations using English that is comprehensible and engaging.
3. Critically analyze a text written in English using SQW3R strategies.
4. Conduct small-scale research about their communities.
5. Draft a letter of communal importance to the editor of a newspaper.

Course Contents:

UNIT 1: Self-Reflection

- Introduction to the basics of the writing process
- Introduction to the steps of essay writing
- Students practice prewriting activities like brainstorming, listing, clustering and freewriting.
- Students practice outlining of the essay.

UNIT 2: Personalized Learning

- Students reflect on their learning process (planning, prewriting, organizing, drafting, revising, editing/proofreading).
- Group discussion about learning styles based on the reading material provided to students.
- Introduction to personalized learning.
- Students practice goal setting and create a learning plan
- Introduction to the structure and significance of oral presentations
- Class discussion about content selection and slide preparation for oral presentations
- Peer review through a gallery walk.

UNIT 3: Critical Reading Skills

- Introduce authentic reading (DAWN newspaper and non-specialist academic books/texts).
- Classroom reading activities (using strategies skimming, scanning, SQW3R, previewing, annotating, detailed reading and note-taking) using standard tests (TOEFL and IELTS).
- Assign books/articles/reports for their individual home assignments.
- Share model review reports and annotated bibliographies.

UNIT 4: Community Engagement

- Showing short documentaries to students on global environmental issues.
- Student-led brainstorming on local versus global issues.
- Teacher-led introduction to the unit assignment (using assignment sheet).
- Readings (or other input sources – video, social media) from local news on possible community issues, letters to editor and op-eds.
- Identify research problems.
- Begin drafting research questions based on the problems identified.
- Facilitating students on developing research questions in groups.
- Draft interview or survey questions for community research (in English or L1).
- In-class role-plays of interviews with community members.
- Engaging students in critical reading and reflection on issues found in different communities.
- In-class work to understand interview information, how to present interview or survey info.
- Refining the research questions, designing a detailed research plan in groups, dividing the tasks and deciding the timeline for the completion of the project.
- Exposure to interview questions and interviewing techniques to develop an in-depth understanding of the issues.
- Continued group work on report outline.
- In-class lecture and group work on analyzing information.
- Discussion based on translating data from the source language to target language (English).
- Sharing the experience of field work in class orally.

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- Teacher feedback on outline of report (to entire class and individually to groups as needed).
- Revisions to oral report in groups.
- Engaging students in individual structured reflective writing based on their experience of working on the project.
- Sharing their reflective writing to learn about each other's points of view.
- Think-pair-share the findings (group similar issues).
- Individual writing of reflection on community engagement project and their role in the group.
- Brainstorm using creativity for dissemination – cartoons, advertisements for university magazine or beyond, creating posts for FB.
- Summarizing/ converting the report to a letter to the editor to highlight the problems explored and their possible solutions (homework - connecting activity for week 11 - Unit 5)

UNIT 5: Letter to the Editor

- Teacher-directed instruction on genres (types) of writing focusing on letter-writing.
- Model-practice-reflect: Introduce types of letters comparing the use of formal and informal vocabulary and phrases in each type.
- Introduce the format and purpose of the letter-to-editor explaining with the help of an actual letter from a local newspaper.
- Group reading of sample letters-to-editor (ones that deal with issues familiar to students).
- Invite a guest lecturer (local newspaper editor or faculty from journalism) to talk about what issues are currently raised in letters-to-editors and what are editors' criteria to accept letters for publication.
- Work in groups to continue reviewing letter samples, analyzing structure of letters. Each group identifies an issue they want to write about and give a brief oral presentation to class.
- Submit the first draft of letters (to the teacher and peer-review group)
- In-class peer review of drafts using a checklist focusing on content and structure
- DUE: First draft of letter (to teacher and peer review group).
- Groups revise first draft of letter.
- Differentiate among revision, proofreading and evaluation (as sub-stages to finalize documents).
- Discuss critically the draft-letter and implement the 'revision' phase of writing.
- Reading of (DAWN) newspaper and sharing important letters (to editors) on local issues.
- Groups revise second draft of letter.
- Explicit instruction (paragraph structure, syntax, diction, grammar, and mechanics).
- Classroom discussion/debrief of activity.
- Discuss critically and finalize the draft-letter as the last phase of writing.

Suggested Readings:

1. Lunsford, A. A., Matsuda, P. K., & Tardy, C. M. (2016). The everyday writer (p. 656). Bedford/St. Martin's.
2. Alicia, J. (2020). Step by Step Guide for Writing Short Essays
3. Baily, Stephan (2011) Academic Writing. A Handbook For International Students (3rd Ed)
4. Ross, Neil (2009) Make your next presentation remarkable.
5. Hall, B. & Wallace, E. (2018). College ESL Writers: Applied Grammar and Composing Strategies for Success.
6. Himmelsbach, V. (2020, August 25). Personalized Learning: The Ultimate Guide. Trends in Higher Education

GENERAL EDUCATION CLUSTER FOR QUANTITATIVE REASONING-I&II

Gen-Ed-6	Quantitative Reasoning ** Two courses are approved by the Mathematics Department as per the HEC approved syllabus with the given codes.	2	3+3	1. QR 101 Quantitative Reasoning-I (Mathematics) 2. QR 102 Quantitative Reasoning-II (Statistics)
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Course Title: Quantitative Reasoning-I (Mathematics)

Course Code: QR 101

Credit Hours: 03

COURSE DESCRIPTION

Since ancient times, numbers, quantification, and mathematics have 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

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activities. This course will also change student's attitude about mathematics. It will not only polish their QR skills, but also enhance their abilities to apply these skills.

COURSE OBJECTIVES

- Students will be introduced to the above concepts, and they will be prepared to apply these concepts to analyze and interpret information in different walks of life.
- Students will get familiarized with the importance of quantitative reasoning skills in the modern age.
- This course will improve their ability to deal with scenarios involving numbers related issues in a logical manner.
- It will provide students an opportunity to appreciate the intellectual beauty of quantitative reasoning skills.
- It will prepare students to apply the quantitative reasoning skills in solving quantitative problems which they will experience in their practical lives.

Cours Contents

Fundamental Mathematical Concepts

Number system and basic arithmetic operations; Units and their conversions, dimensions, area, perimeter and volume; Rates, ratios, proportions and percentages; Basics of geometry (lines, angles, circles, polygons etc.); Sets and their operations; Relations, functions, and their graphs;

Exponents, factoring and simplifying algebraic expressions; Algebraic and graphical solutions of linear and quadratic equations and inequalities; Quantitative reasoning exercises using fundamental mathematical concepts.

Logic, Logical and Critical Reasoning

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

Mathematical Modeling and Analyses

Introduction to deterministic models; Use of linear functions for modeling in real-world situations;

Modeling with the system of linear equations and their solutions; Elementary introduction to derivatives in mathematical modeling; Linear and exponential growth and decay models; Quantitative reasoning exercises using mathematical modeling.

Books

1. "Using and Understanding Mathematics: A Quantitative Reasoning Approach" by Bennett, J. O., Briggs, W. L., & Badalamenti,
2. "Discrete Mathematics and its Applications" by Kenneth H. Rosen.
3. "Discrete Mathematics with Applications" by Susanna S. Epp.
4. "Applied Mathematics for Business. Economics and Social Sciences" by Frank S Budnick.
5. "Elementary Statistics: A Step by Step Approach" by Allan Bluman.
6. "Introductory Statistics" by Prem S. Mann.
7. "Applied Statistical Modeling" by Salvatore Babones.
8. "Barrons SAT" by Sharvon Weiner Green, M.A and Ira K. Wolf.

Course Title: Quantitative Reasoning-II (Statistics)

Course Code: QR 102

Credit Hours: 03 COURSE

INTRODUCTION

This course is based on quantitative reasoning 1 course. It will enhance the quantitative reasoning skills learned in quantitative reasoning 1 course. Students will be introduced to more tools necessary for quantitative reasoning skills to live in the fast paced 21st century. Students will be introduced to importance of mathematical skills in different professional settings, social and natural sciences. These quantitative reasoning skills will help students to better participate in national and international issues like political and health issues. This course will prepare the students to apply quantitative reasoning tools more efficiently in their professional and daily life activities. This course will help them to better understand the information in form of numeric, graphs, tables, and functions.

COURSE OBJECTIVES

- Students will be introduced to the above listed concepts, and they will be prepared to apply these concepts to practical life scenarios.
- This course will enhance their ability to deal with scenarios involving quantitative reasoning skills in a logical manner which they can face in their practical lives
- It will prepare students to deal with different forms of data occurring in professional, social and natural sciences
- Students will be introduced to scenarios involving functions and probability in different disciplines.

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- This course will prepare the students to apply the quantitative reasoning skills in other disciplines.
- This course will provide solid foundation for students to use the quantitative reasoning skills in solving practical life problems.

Course Contents

Types and sources of data; Measurement scales; Tabular and graphical presentation of data; Quantitative reasoning exercises using number knowledge. Population and sample; Measures of central tendency, dispersion and data interpretation; Rules of counting (multiplicative, permutation and combination); Basic probability theory; Introduction to random variables and their probability distributions: Quantitative reasoning exercises using fundamental statistical; Statistical Modeling and Analyses; Introduction to probabilistic models: Bivariate analysis, scatter plots; Simple linear regression model and correlation analysis; Basics of estimation and confidence interval; Testing of hypothesis (z-test; t-test); Statistical inference in decision making; Quantitative reasoning exercises using statistical modeling

Recommended Books

9. "Using and Understanding Mathematics: A Quantitative Reasoning Approach" by Bennett, J. O., Briggs, W. L., & Badalamenti, A.
10. "Elementary Statistics: A Step by Step Approach" by Allan Bluman.
11. "Introductory Statistics" by Prem S. Mann.
12. "Applied Statistical Modeling" by Salvatore Babones.
13. "Barrons SAT" by Sharvon Weiner Green, M.A and Ira K.Wolf

GENERAL EDUCATION CLUSTER I.E. ISLAMIC STUDIES ** (OR) RELIGIOUS EDUCATION/ETHICS IN LIEU OF ISLAMIC STUDIES ONLY FOR NON-MUSLIM STUDENTS

Gen-Ed-7	Islamic Studies ** (OR) Religious Education/Ethics/Ethical Behavior in lieu of Islamic Studies only for non-Muslim students	1	02	<ol style="list-style-type: none"> 1. ISL 112. Islamic Studies 2. ETH 118 Ethics (for Non-Muslim) 3. ETH 119 Ethical Behavior (For Non-Muslims)
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ISLAMIC STUDIES	
Title	Description
	1 st
Nature of Course	Gen-Ed- 1
No. of Credit Hours	02 C.H.
Total teaching weeks	18
	ISL 112

Course Learning Outcomes

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

1. Demonstrate enhanced knowledge of Islamic foundational beliefs, practices, historical development, spiritual values and ethical principles.
2. Describe basic sources of Islamic Law and their application in daily life.
3. Identify and discuss contemporary issues being faced by the Muslim world including social challenges, gender roles and interfaith interactions.

Course Detail

1. Introduction to Islam:

- Definition of Islam and its core beliefs.
- The Holy Quran (introduction, revelation and compilation)
- Verses of Surah Al-Hujrat Related to Adab Al-Nabi (Verse No-1-18)
- Verses of Surah Al-Mumanoon Related to Characteristics of faithful (Verse 1-11)
- Verses of Surah al-Furqan Related to Social Ethics (Verse No.63-77)
- Hadith and Sunnah (compilation, classification and significance)
- Key theological concepts and themes (Tawhid, Prophethood, Akhirah etc.)

2. Sirah of the Holy Prophet (Peace Be Upon Him) as Uswa-i-Hasana:

- Life and legacy of the Holy Prophet PBUH
- Diverse roles of the Holy Prophet PBUH (as an individual, educator, peace maker, leader etc.)

3. Islamic History and Civilization:

- World before Islam
- The Rashidun Caliphate and expansion of Islamic rule.
- Contribution of Muslim scientists and philosophers in shaping world civilization

4. Islamic Jurisprudence (Fiqh):

- Fundamental sources of Islamic jurisprudence.
- Pillars of Islam and their significance.
- Major schools of Islamic jurisprudence.
- Significance and principles of Ijtihad.

5. Family and Society in Islam:

- Status and rights of women in Islamic teachings.
- Marriage, family and gender roles in Muslim society.
- Family structure and values in Muslim society.

6. Islam and the Modern World:

- Relevance of Islam in the modern world (globalization, challenges and prospects).
- Islamophobia, interfaith dialogue and multiculturalism.
- Islamic viewpoint towards socio-cultural and technological changes.

Suggested Instructional / Reading Material

1. "The Five Pillars of Islam: A Journey Through the Divine Acts of Worship" by Muhammad Mustafa Al-Azami.
2. "The Five Pillars of Islam: A Framework for Islamic Values and Character Building" by Musharraf Hussain.
3. "Towards Understanding Islam" by Abul A'la Mawdudi.
4. "Islami Nazria e Hayat" by Khurshid Ahmad.
5. "An Introduction to Islamic Theology" by John Renard

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6. "Islamic Civilization Foundations Belief & Principles" by Abul A'la Mawdudi.
7. "Women and Social Justice: An Islamic Paradigm" by Dr. Anis Ahmad.
8. "Islam: Its Meaning and Message" by Khurshid Ahmad.

Course Title: Ethics (For Non-Muslims)
Course Code: ETH 118
Credit Hours: 02

Objective

The students are required to study Ethical Behavior lieu of Islamic Studies for Non-Muslim students.

Course Contents:**Chapter One:**

Definition of Ethics

Different concepts of Ethics (Ancient and contemporary)

Types of Ethics

- a. Good Ethics
- b. Bad Ethics

Chapter-2:

Importance of Ethics in Human Life

- a. Individual Life
- b. Family Life
- c. Social Life
- d. Importance of Ethics in Economic Life
- e. Importance of Ethics in Politics

Chapter-3:

Ethical Teachings and Values in Different Religions

- a. Hinduism
- b. Buddhism
- c. Zoroastrianism
- d. Christianity
- e. Judaism
- f. Sikhism
- g. Islam

Chapter-4.

Ethical Values of the above Religions

- a. Truthfulness
- b. Trustworthiness
- c. Service to Humanity
- d. Tolerance, Endurance
- e. Respect for others
- f. Cooperation, Mutual Help, selflessness
- g. Justice (Social Justice, Economic Justice)
- h. Equality

Chapter-5:

Concept of virtue and Evil in different religions.

Chapter-6:

Concept of "Flah" in Different Religions.

Chapter-7:

Attitude towards other Religions.

Recommended Books:

- 1- J.S. Mackeuzie, A Manual of Ethics

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- 2- Harold H. Titus, Ethics for Today
- 3- Dar, Quranic Ethics
- 4- Hameedullah, Dr. Introduction to Islam
- 5- Ameer Ali Syed, The spirit of Islam

Course Title: Ethical Behavior (For Non-Muslims)
Course Code: ETH 119
Credit Hours: 02

Objective

The students are required to study Ethical Behavior lieu of Islamic Studies for Non-Muslim students.

Course Contents

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

Recommended Books

1. Ameer Ali S., The Ethics of Islam, Noor Library Publisher, 1951.
 2. Donaldson D. M., Studies in Muslim Ethics, London, 1953.
 3. Hill, Thomas, Ethics in Theory and Practice, Thomas Y. Crowel, New York, 1950.
 4. Titus H. H., Ethics in Theory and Practice, Thomas Y. Crowel, New York, 1950.
- William Lillie, An Introduction to Ethics, Methuen and Co., London, 1957.

GENERAL EDUCATION CLUSTER FOR IDEOLOGY AND CONSTITUTION OF PAKISTAN

Gen-Ed-08	Ideology and Constitution of Pakistan ** (Teacher from Pakistan Study will teach this course)	1	02	1. PSC 111 Ideology and Constitution of Pakistan
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COURSE TITLE: IDEOLOGY AND CONSTITUTION OF PAKISTAN**COURSE CODE: PSC 111****CH:02**

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Description:

This course is designed to provide students with a fundamental exploration of the ideology and the constitution of Pakistan. The course focuses on the underlining principles beliefs and aspirations that have been instrumental in shaping the creation and development of Pakistan as a sovereign state. Moreover, the course will enable students to understand the core provision of the constitution of the Islamic Republic of Pakistan concerning the fundamental rights and responsibilities of Pakistan's citizen to enable them function in a socially responsible manner.

Course learning Outcomes:

By the end of this course students will be able to

1. Demonstrate enhance knowledge of the basis of the ideology of Pakistan with special reference to the contribution of the founding fathers of Pakistan.
2. Demonstrate fundamental knowledge about the constitution of Pakistan 1973 and it's evolution with special reference to state structure.
3. Explain about the guiding principles on rights and responsibilities of Pakistan's citizens as enshrined in the constitution of Pakistan 1973.

Syllabus:

1. **Introduction to the ideology of Pakistan:**
 - Definition and significance of ideology.
 - Historical context of the creation of Pakistan (with emphasis on socio-political, religious and cultural dynamics of British India between 1857 till 1947).
 - Contributions of founding fathers of Pakistan in the freedom movement including but not limited to Allama Muhammad Iqbal, Muhammad Ali Jinnah, etc.
 - Contributions of women and students in the freedom movement for separate homeland for Muslims of British India.
2. **Two-Nation Theory:**
 - Evolution of the Two-Nation Theory (Urdu-Hindi controversy, partition of Bengal, Simla Deputation 1906, Allama Iqbal's Presidential Address 1930, Congress Ministries 1937, Lahore Resolution 1940).
 - Role of communalism and religious differences.
3. **Introduction to the constitution of Pakistan:**
 - Definition and importance of a constitution.
 - Ideological factors that shaped the constitution of Pakistan (Objectives Resolution 1949).
 - Overview of constitutional developments in Pakistan.
4. **Constitution and State Structure:**
 - Structure of Government (Executive, Legislature and Judiciary).
 - Distribution of powers between federal and provincial governments.
 - 18th Amendment and its impact on federalism.
5. **Fundamental Rights, Principles of Policy and Responsibilities:**
 - Overview of fundamental rights guaranteed to citizens by the Constitution of Pakistan 1973 (Articles 8-28).
 - Overview of Principles of Policy (Articles 29-40).
 - Responsibilities of the Pakistan citizens (Article 5).
6. **Constitutional Amendments:**
 - Procedures for amending the Constitution.
 - Notable constitutional amendments and their implications.

Suggested Books:

1. "The Idea of Pakistan" by Stephen P.Cohen.
2. "Ideology of Pakistan" by Javed Iqbal.
3. "The Struggle for Pakistan" by I.H.Qurashi.
4. "Pakistan the Formative Phase" by Khalid Bin Sayeed.
5. "Ideology of Pakistan" by Sharif -ul-Mujahid.
6. "Pakistan: A New History" by Ian Talbot.
7. "The Constitution of Pakistan 1973" Original.
8. "Constitutional Development in Pakistan" by G.W.Choudhury.
9. "Constitutional and Political Development of Pakistan" by Hamid Khan.

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General Education Cluster for Information and Communication Technologies (ICT) **				
Gen-Ed-09	Introduction to Information and Communication Technologies	1	3 (2+1)	1. CS 110 Introduction to Information and Communication Technologies
<p>Course Title: Introduction to information and Communication Technologies Course Code: CS 110 Pre-requisites: None Credit Hours: 3 (2+1) Course Description: This is an introductory course on Information and Communication Technologies. The course is designed for students with little or no computer experience. The course introduces ICT and computer concepts, hardware components, basic computer operations and use of software applications to solve problems. Students will have complete understanding and use of ICT technologies, personal computers, system, and application software such as Window, Microsoft Office, Internet, WWW, Email and Social Media applications.</p> <p>Course Outlines:</p> <ul style="list-style-type: none"> • Introduction to Computers and ICT • Data and Information • Applications of Computer and ICT • Structure of Computer System (Input and Output Unit, CPU and Memory) • Types of Computers • Input devices and Output Devices • Computer Storage devices (Primary and Secondary Storage) • Computer software (application and system) • Operating System and Its Basic Functions • Introduction to networking, network elements and Types • Introduction to Database, Characteristics of Relational Database • Internet applications; www, email. • Computer Security Threats, Viruses, Worms. • Number Systems & their Inter-conversion • Practical Work: Basics of window operating system, MS Word, MS Excell, MS Power Point, MS Access, Internet, WWW, Email, social media. <p>Reference Materials:</p> <ol style="list-style-type: none"> 1. Discovering Computers: Your Interactive Guide to the Digital World by Gary BS and Misty EV, Latest Edition. 2. Introduction to Computers” by Peter Norton, Latest Edition (McGraw Hill) 3. Using Information Technology: A Practical Introduction to Computer & Communications” by Williams Sawyer, Latest Edition (McGraw Hill). 4. Fundamentals of Information Technology, by Alexis Leon and Mathews Leon, Latest Edition. 				
General education cluster for Entrepreneurship				
Gen-Ed-10	Entrepreneurship (No option to the department)	1	02	1. MGT 215 Entrepreneurship
Below is the courser for Entrepreneurship				
<p>Course title: Entrepreneurship Credits: 02 Course Code: MGT 215 This course is designed to promote entrepreneurial spirit and outlook among students, encouraging them to think critically, identify opportunities, and transform their ideas into successful ventures. It aims at imparting them with the requisite knowledge, skills, abilities, enabling them to seize the identified opportunities for initiating ventures and successful navigating the challenges that come with starting a business and managing it. The course covers topics relevant to entrepreneurship including setting up and initiation of business, market research, opportunity identification, business planning, financial literacy for managing finances and securing funding, marketing and sales, team building and innovation.</p> <p>By the end of this course, students shall have:</p> <ul style="list-style-type: none"> • Knowledge of fundamental entrepreneurial concepts, skills and process. 				

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- Understanding on different personal, social and financial aspects associated with entrepreneurial activities.
- Basic understanding of regulatory requirements to set up an enterprise in Pakistan, with special emphasis on export businesses.
- Ability to apply knowledge, skills and competencies acquired in the course to develop a feasible business plan.

	Basic Definitions & Concepts,
Week 1-2	Introduction to Entrepreneurship: Definition and concept of entrepreneurship. Why to become an entrepreneur? Entrepreneurial process. Role of entrepreneurship in economic development.
Week 3-4	Entrepreneurial Skills: Characteristics and qualities of successful entrepreneurs (including stories of successes and failures). Areas of essential entrepreneurial skill and ability such as creative and critical thinking, innovation and risk taking abilities etc
Week 5	Opportunity Recognition and Idea Generation: Opportunity identification, evaluation and exploitation. Innovative idea generation techniques for entrepreneurial ventures.
Week 6-7-8	Marketing and Sales Target market identification and segmentation. Four P's of Marketing. Developing a marketing strategy. Branding.
Week 9	Mid-term Examination
Week 10-11-12	Financial Literacy: Basic concepts of income, savings, and investments. Basic concepts of assets, liabilities and equity. Basic concepts of revenue and expenses. Overview of cash-flows. Overview of banking products including Islamic modes of financing. Sources of funding for startups (angel financing, debt financing, equity financing etc.).
Week 13	Team Building for Startups: Characteristics and features of effective teams. Team building and effective leadership for startups.
Week 14-15	Regulatory Requirements to Establish Enterprises in Pakistan: Types of enterprises (e.g., sole proprietorship; partnership; private limited companies etc.). Intellectual property rights and protection. Regulatory requirements to register an enterprise in Pakistan, with special emphasis on export firms. Taxation and financial reporting obligation.
Week 16	Presentation
Week 18	Final-term Examination

Suggested : Practical Activities (Optional)

As part of the overall learning requirements, students shall be tasked with creating and presenting a comprehensive business plan at the end of the course for a hypothetical or real business idea. This practical exercise shall allow them to apply the knowledge, skills and competencies acquired in the course to develop a feasible business plan.

Suggested Readings

- Barringer, B. R., & Ireland, R. D. (2020). *Entrepreneurship: Successfully launching new ventures* (6th ed.). Pearson Education
- Kuratko, D. F. (2023). *Entrepreneurship: Theory, process, and practice* (9th ed.). Cengage Learning.
- Spinelli, S., & Adams, R. J. (2016). *New venture creation: Entrepreneurship for the 21st century*. McGraw-Hill Education.
- Ries, E. (2017). *The lean startup: How today's entrepreneurs use continuous innovation to create radically successful businesses*. McGraw-Hill Education.

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- Read, S., Sarasvathy, S. D., Dew, N., & Wiltbank, R. (2017). *Effectual entrepreneurship*. Edward Elgar Publishing

CIVIC AND COMMUNITY ENGAGEMENTS

Gen-Ed-11	Civic and Community Engagements The department may offer any course from the given list as per their requirement. However, the course code SOC 114 is an approved course for the purpose as per HEC requirements.	1	02	SOC 114 Civic and Community Engagements SOC 319 Population Dynamics of Pakistan SW 211 Community Volunteerism SOC 227 Social Problems of Pakistan SOC-231 Human Rights SOC-324 Conflict Resolution SW 213 Community Social Work, SW 112 Citizenship Education
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Following are the COURSES IN GENERAL EDUCATION CLUSTER OF CIVIC AND COMMUNITY ENGAGEMENTS

Course Title: Civic and Community Engagements

Course Code: SOC 114 **Credit Hours:** 02

Course Objectives:

Teach students the importance and role of active citizenship in promoting a productive, harmonious and developed society/world

- educate students about the importance of concepts, skills and philosophy of community linkages in developing a sustainable society.
- Inculcate the importance of community involvement for ensuring an improved, tolerant and generative society/world
- provide an opportunity to the students to develop their relationship with the community.

Learning Outcomes:

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

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

Course Outline:

Introduction in Citizenship Education and Community Engagement

- Definition, Meaning & History
- Attributes of Active Citizenship
- Dimensions of Active Citizenship
 - 1) Rights
 - 2) Membership
 - 3) Participation
 - 4) Identity
- Importance of Citizenship Education and community Engagement

Different Approaches of citizenship, Engagement and Education

- i. Republican Approach
- ii. Liberal Approach
- iii. Cosmopolitan Approach

Social Integration through Identity and Self Formation

- Sociological Theories of Self Formation
 - i. Sigmund Freud Theory
 - ii. George Herbert Mead Theory
 - iii. Charles Horton Cooley Theory

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Social Harmony through Acceptance of Social Diversity

- Cultural & Religious Harmony
- Pluralism & Diversity
- Inter-Faith Harmony
- Democracy & Democratic Norms

Conflict Resolution of Local & Global Communities

- Concept of Community
- Needs, Issues & Conflicts
- Conflict Resolution
- Communications & Social Networking
- Social Cohesion
- Social Capital
- Local and Global Conflict Resolution Mechanism
- Social Entrepreneurship & Partnership

Community Participation in Project Planning and Management

- Project Cycle
- Community Role in Project Cycle
- Participation, Ownership, Empowerment and Social Harmony

Test and Reference Books:**Suggested Readings:**

- Larsen A.K, Sewpaul, V., & Hole, G.O (Eds,) 2013. Participation in community work: International perspectives. Routledge.
- Alan, T. (2008). Community work, London: Palgrave Macmillan.
- British Council (2017) Active Citizen's Social Action Projects Guide (Scotland: British Council.
- Kaye, C.B (2004). The complete guide to service learning; Proven, practical ways to engage student in civic responsibility, academic curriculum, & Social action. Free Spirit Publishing.
- Hans, R. (1993). Population Studies, Indian Council of Social Science Research, New Delhi.
- Demeny, P., McNicoll, G., & Hodgson, D. (2003). Encyclopedia of population. Hodgson, Dennis (2003). Contemporary Population Thought
- Peterson, W. (1975). Population, New York, Macmillan.

POPULATION DYNAMICS OF PAKISTAN**Course Code: SOC 319****Credit Hours: 02****Course Objectives:**

In this course the students will understand relevant concepts regarding population dynamics in Pakistan. It will also enable them to learn relevant theory and socio-economic and cultural dimensions of population growth. Further the students will study different population variables including fertility, mortality, migration, urbanization and population control strategies.

CHAPTER-1**Introduction**

- An over of Pakistan's population
- Demographic data and its utilities
- Sources of population data
- Scope and significance of the subject with relevance to Pakistan

CHAPTER-2**Demographic Process and Variables****Fertility:**

- Definition of fertility, Issues and problems related to fertility

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- Measurement of fertility, Socio-economic dimensions of fertility

Mortality:

- Definition, Current issues & Measurement of Mortality
- Socio-economic factors/ variables affecting mortality
- Crude Birth rate & Crude Death Rate

Types of Mortality:

- Maternal mortality, Infant mortality, Morbidity

Migration:

- Migration its types and factors of migration
- Consequences of Migration

CHAPTER-3

Theories of population

- Introduction to Demographic transition theories
- Malthusian and anti-Malthusian theory of population
- Critical evaluation of population theories

CHAPTER-4

Population Growth and its Structure in Pakistan

- Historical trends in population growth in Pakistan
- Present population situation
- Geographic Distribution
- Age and Sex Structure
- Future Prospects and Challenges

CHAPTER-5

Elderly and Aging Population

- Elderly and aging in global and national context
- Characteristics of elderly
- Problems faced by elderly
- Caring for elderly, social security
- Attitudes towards death and dying and its effects on elderly
- Aging, its characteristics and associated problems

Chapter-6

Population Growth and related Problems in Pakistan

- Family planning, its social acceptance & socio-economic barriers
- Status of family planning in rural and urban areas
- Current facilities and policies of family planning
- Developing countries the demand for children and population control

Chapter-7

Mother and Child Health

- Introduction and Basic concepts
- Mother and Child Health in Global perspective
- Mother and Child Health in Pakistan
- Health and Child health care system, its problems and challenges
- Sociocultural problems in mother and child health in Pakistan

Suggested Readings:

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1. Hans, R. (1993). *Population Studies*, Indian council of Social Research sciences New Delhi;
2. Paul, D. (2003). *Geoffrey Mcnicoll Encyclopedia of Population*, Macmillan Reference U.S.A (Thomson/Gale);
3. [United Nations](#) (2004). [Population Division](#), Department of Economic and Social Affairs. Retrieved [February 13, 2004](#).

Course Title: Community Volunteerism

Course Code: SW 211

Credit Hours: 2

Course Description:

Community volunteerism is an important field of Social work education. This course will inculcate among students the concept and practice of volunteerism in Pakistani society. Moreover, this course will familiarize the students with the techniques through which volunteerism may be promoted in Pakistani society.

Course Objectives:

- To enable students to understand the concept of volunteerism
- To develop the spirit of volunteerism among students
- To develop the techniques of volunteerism among students

Course Contents:

1. Introduction

Definition of volunteerism
 Historical background of volunteerism in Pakistani society
 Importance of volunteerism
 Relationship of volunteerism with Social work

2. Types of volunteerism

Formal/Institutional volunteerism
 Informal volunteerism

3- Philosophical foundation of volunteerism

Religious
 Ethnic
 Humanitarian

4- Famous voluntary organizations in Pakistan

Edhi Foundation
 Alhidmat Foundation
 Ansar Burni Foundation

5- Preparing volunteers for success

Orientation
 Training
 Training as a benefit for volunteer

6- Skills required for volunteerism

Communication
 Leadership
 Team work
 Organization and planning

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7- Services offered by volunteers

- Emergency services
- Community services
- Advocacy

Note: Students registered for this course will have to complete one voluntary activity as an assignment in the semester where this subject is taught.

Core Readings

1. Rob Jackson, Mike Locke , Eddy Hogg and Rick Lynch. (2019). *The Complete Volunteer Management Handbook*, Directory of social change, England
2. Fayaz Baqir. (2012). *Evolution of Volunteerism in Pakistan*, strengthening participatory organizations.

Course Title: Community Social Work**Course Code: SW 213****Credit Hours: 2****Course objectives**

This course is designed for those who want to launch their career in Social and Community Development. It equips the students with knowledge skills & attitudes that will enable him / her to carry out social development work. The graduates will be involved in mobilizing community members to come together to take collective action and generate solutions to common problems.

Course description

This course examines the theories, research and interventions that social workers utilize in community practice. Community practitioners define the scope of their practice in the context of social justice within organizations, neighborhoods and communities applying social values and the concepts of welfare and development. They seek to improve the lives of people through purposeful change in their communities. The context of their practice includes but is not limited to housing, safety, environment, education and employment.

Course Contents**1. Introduction**

- Definitions of community and related concepts
- Definitions of social work
- The Social Work Profession. History, philosophy, ethics and scientific foundation
- Social Work Theory and Practice

2. Social Work and Social Development

- Social work profession and issues in rural communities
- Social work and community empowerment
- Various models of community empowerment

3. Social Work with marginalized people

- Development and underdevelopment
- Social work with women & children
- HIV/AIDS and other Pandemics affected people

4. Participatory Project Development and Management.

- Concepts, principles, processes and tools in participatory development
- Community participation in project and program development, management, monitoring and evaluation.

5. Community Based Organizations

- Evolution of CBOs in Pakistan
- Role of CBOs in community development
- Social Work and CBOs in Pakistan

6. Resource mobilization and Fundraising

- Types of resources
- Mobilization of resources and community empowerment in rural communities of Pakistan

7. Project management

- Project Development for Social Welfare and Community Development.
- Development of sustainable people-oriented and gender-sensitive projects.

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8. Community Mobilization and Advocacy.

- Participatory, gender responsive and rights-based approaches,
- Strategies and practices for community mobilization and advocacy

9. Community based disaster risk management

- The role of social workers in CBDRM in Pakistan
- Women and CBDRM in Pakistan

10. Social Work and Migration.

- Labor migration and its social implications on society
- Appropriate social welfare responses at the individual, community, and policy levels.

Suggested readings:

1. Webb, N. B. (2019). *Social work practice with children*. Guilford Publications.
2. Gamble, D. N., & Weil, M. (2009). *Community practice skills: Local to global perspectives*. Columbia University Press.
3. Chetkow-Yanoov, B. H. (2014). *Social work practice: A systems approach*. Routledge.
4. Lawson, H. A. (2005). Empowering people, facilitating community development, and contributing to sustainable development: The social work of sport, exercise, and physical education programs. *Sport, education and society*, 10(1), 135-160.
5. Hardcastle, D. A., Powers, P. R., & Wenocur, S. (2004). *Community practice: Theories and skills for social workers*. Oxford University Press, USA.
6. Mayo, M. (2002). Community work. In *Practicing social work* (pp. 67-79). Routledge.
7. Hardcastle, D. A., Powers, P. R., & Wenocur, S. (2004). *Community practice: Theories and skills for social workers*. Oxford University Press, USA.
8. Delgado, M., & Humm-Delgado, D. (2013). *Asset assessments and community social work practice*. Oxford University Press.
9. Pyles, L. (2007). Community organizing for post-disaster social development: Locating social work. *International social work*, 50(3), 321-333.
10. Brown, A., & Bourne, I. (1995). *The social work supervisor: Supervision in community, day care, and residential settings*. McGraw-Hill Education (UK).
11. Weil, M. O. (1996). Community building: Building community practice. *Social work*, 41(5), 481-499.

HUMAN RIGHTS**Course Code: SOC 231****Credit Hours: 02****Course Objectives:**

There is serious concern regarding basic human rights violation in general and in the third world in particular. The course of the sociology of human rights has been framed with the objective to provide information regarding the understanding of the philosophy of human rights in the local, national and international context. The students will then be promptly aware of the rights of the citizens, minority, children, prisoners, women etc and they shall then adopt better mechanism for Social Legislations-Constitutional provisions in favor of such deprived communities. Law relating to compulsory primary education, employment, labor legislations, health for all, social security, insurance schemes, human rights, trafficking in women and children and Legislations initiated by State Legislative Bodies shall be looked through the eyes that they shall meet regional, local and international social welfare needs.

Course Outline:**1. Introduction**

- Introduction and definition of Human Rights
- Historical background of human rights
- Need and importance of human rights in Pakistan

2. Human Rights and Islam

- Islam and human rights
- Human rights in Quran
- The Hadith and Human Rights

3. Classification of Human Rights

- Collective Rights
- Ethnic and minority rights
- Fundamental Rights

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- Constitutional rights
- 4. Internal Organization and Human Rights**
- Women rights and CEDAW(Convention on the Elimination of All kind of Discrimination Against Women)
- Rights of the child (CRC)
- Rights of Minorities (Declaration on the rights of persons belonging to minorities 1992)
- Rights of the refugees (convention relating to the status of refugee 1951)
- 1. Human Rights in Pakistan**
- Fundamental rights of the citizens in Pakistan
- Women rights in the constitution
- Child rights in the constitution
- Constitution and the minority.
- 2. Present Condition of Human Rights in Pakistan**
- Violation Of Human Rights In Pakistan
- Human Trafficking
- Women Rights Violation
- Rights Of Children Violation
- Prisoner's Rights Violation
- Labor Rights
- 3. Human Rights and United Nation**
- Introduction of UNO
- Charter based organs
- International instruments (UN charter, Universal declaration of human rights, international covenant on civil and political rights 1966, international covenant on economic, social and cultural rights 1966)
- The UNICEF, UNHCR & ILO

Suggested Readings:

- 1) Ahmad, K., & Khan, A. S. (1976). *Human Rights in Islam* (translation) Islamic foundation.
- 2) Brownlie, I. (2003). *Principles of Public International Law* (6th ed.). OUP.
- 3) Doebbler, C. F. J. (2006). *Introduction to International Human Rights Law*. Cd Publishing.
- 4) Donnelly, J. (2003). *Universal Human Rights in Theory and Practice* (2nd ed.). Ithaca: Cornell University Press.

SOCIAL PROBLEMS OF PAKISTAN**Course Code: SOC 227****Credit Hours: 02****Objectives of Course:**

The course provides a general understanding about the existing and emerging social problems of Pakistan.

Introduction:

- Introduction and definition,
- Sociological explanation of social problem,
- Various steps for the solution of social problem,

Contemporary Major Social Problems in Pakistan

- Population growth, Poverty, Unemployment, Drug addiction, Crime and juvenile delinquency, Urbanization, Illiteracy, Gender disparity, Child labor, Sectarianism, Age and ageism, Environmental degradation, Political instability, Terrorism and Extremism, Extortion and Vandalism

Suggested Readings:

James M. Henslin (2005) *Social Problems*. McGrawhill USA
 Chaudhry, Muhammad Iqbal (2000) *Pakistani society*, Lahore
 SFrank R. Scarpatti . *Social Problems*. Mecmillin USA.

CONFLICT RESOLUTION

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Course Code: SOC 118**Credit Hours: 02****Course Objectives:**

This course will identify a range of conflict resolution approaches with special focus on negotiation, mediation, and advocacy. It will enable the students to study models of social work practice – radical, ecological, systems, generalist, and problem-solving approaches. The course will help the students to explore the theoretical basis for a conflict resolution approaches and techniques.

Course Outline:**1. Introduction**

- Review of Judicial System
- Court structure and subject matter jurisdiction
- Progress of a case through the system
- Analysis of benefits and detriments of the judicial system
- Alternative Dispute Resolution Mechanisms
- Client/attorney perspectives
- Advantages and disadvantages
- General types of ADR defined

2. Hybrid Process

- Mediation/Arbitration
- Summary Jury Trials
- Minitrials
- Early Neutral Evaluation
- Special Masters

3. Mediation and Its Training

- Introduction and Goals
- Conflicts: causes and responses
- Elements of Mediation
- Issue identification and Prioritizing
- Timing and climate setting
- Forms and Functions
- Skills Training
- Philosophical and Ethical Issues

4. Arbitration

- The Process, the Participants, the Neutrals and the Authority
- Arbitration Act
- Substantive Areas of Law Where Applied: Labor and Employment, Automobile, Construction, Business Insurance, Securities, etc.

5. Role of the Mediator

- Objectives before and during the mediation process
- Reducing defensive communication
- Essential qualities necessary
- Common errors
- Role play

6. Conducting a Mediation Session

- Case preparation
- Opening statements to parties
- Explanation of process and role of mediator
- Ground rules
- Confidentiality
- Role play

7. Common Problem Areas

- Dealing with impasse
- Summarizing issues
- Hostile parties

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- Manipulative parties
- Social service needs and referrals
- Role play
- **8. Negotiation**
- The Process and Outcome of Negotiation
- Tactics, Techniques and Skills of Negotiation
- Ethical Issues in Negotiation
- Application: from Individual Use in Business to Courtroom Tactics
- Service Learning Component: District Court

Suggested Readings:

- Bernadine, V. G. (2005). [*Managing Workplace Conflict: Alternative Dispute Resolution in Australia.*](#)
- Carsten, K. W. (n.d.). *The Psychology Conflict Management and Conflict in Organizations.*
- Craig, E. R., & Tim, A. F. (2006). [*Becoming a Conflict Competent Leader: How You and Your Organization Can.*](#)
- Doak, R. S. (2003). *Conflict Resolution.* Raintree Press.
 - James, A. S. (1996). *Conflict Resolution: Theory, Research and Practice.* State University of New York Press.

Course Title: Citizenship Education**Course code: SW 112****Credit Hours: 2****Course description**

Citizenship education is the practical study and knowledge of the legal rights, virtues, privileges and obligations of citizens vis-à-vis their role in the socio-cultural, political, economic and democratic development of their state/country.

Course Objectives:

- Teaches students the principles of good citizenship
- Familiarize the students with the rights and responsibilities of citizens
- Enlighten students about the role of citizen in the socio-economic, cultural and political development of their societies.
- Inculcate the importance of Citizens' involvement for ensuring an improved, tolerant and generative society/world

Learning Outcomes

The primary outcome is inclusive development through active citizenship locally and globally. Besides, following are the envisaged outcomes of the course.

- Produce Good and Patriotic and Law Abiding Citizens
- The study of citizenship education helps to inculcate into the citizens, values, virtues and norms that make them have a spirit of national consciousness and love for the state/country to which they belong.
- This spirit of love and commitment to one's state/country makes citizens always stand in defense of their country against selfish interests by protecting their territorial integrity.
- Equips Citizens with Political Ideals and also insights and awakens citizens' political consciousness and awareness through the study of political rights and other leadership roles.
- Knowledge and Understanding of Human Rights
- Citizenship education helps to impart to the citizen's basic democratic values and norms, which when applied properly to the running of government and its agencies/institutions will not only enhance their operations but will certainly promote good governance.
- Promotes Nation Building and National Unity:
- Citizenship education imparts core societal values and norms like tolerance, cooperation, patriotism, friendship, trust integrity, respect for constituted authority etc, which help in promoting national unity.

Chapter-1. Introduction to citizenship education

- Definition of Citizenship
- Types of Citizenship
- Attributes of Active Citizenship
- Importance of citizenship Education

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Chapter-2. Active Citizenship: Locally Active and Globally Connected

- Importance of active citizenship at national and global level
- Identification of resources (human, natural others)
- Utilization of resources for development (community participation)
- Planning for development (community linkages and mobilization)

Chapter-3. Rights and Duties of citizens

- Introduction to human rights
- Rights of Women, Children, Minorities and other groups
- Human rights in constitution of Pakistan
- Citizens, duties and responsibilities (Legal, Moral)
- Current human rights issues in Pakistan
- Role of Civil societies and groups in the promotion of Human Rights

Chapter-4. Role and responsibilities of Citizens in prevention and solution of Social Issues in Pakistan

- Introduction to the concept of social problem
- Causes and solutions
- Social issues in Pakistan (poverty, equal and equitable access of resources, unemployment, agricultural problems, terrorism & ,militancy, governance issues, corruption, ethic & sectarian issues, illiteracy, dowry, child labour, gender discrimination, substance abuse and others)

Chapter- 5. Active Citizenship: Conflict Resolution Skills

- Defining conflict and conflict resolution
- Identifying the causes of conflicts (prejudice, Discrimination, Stereotypes, Cultural differences)
- Key conflicts in Pakistan
- Ways of resolving Conflicts (Negotiation, Mediation, Arbitration, Adjudication, Legislation)

Chapter-6. Social Harmony through Acceptance of Social Diversity

- Cultural & Religious Harmony
- Pluralism & Diversity
- Inter-Faith Harmony
- Democracy & Democratic Norms

Chapter-7. Citizens and Environmental Care

- Defining the term environment
- Man and natural environment
- Effects of human activities on Environment locally and globally
- Good practices for the promotion of Environmental sustainability

Chapter-8. Tolerance

- Defining tolerance
- Social, Religious and Political Causes of intolerance in Pakistani Society
- Identifying key components that promote tolerance.

Recommended Readings

- Alan, T. (2008). Community work, London: Palgrave Macmillan.
- British Council (2017) Active Citizen's Social Action Projects Guide (Scotland: British Council.
- Demeny, P., McNicoll, G., & Hodgson, D. (2003). Encyclopedia of population. Hodgson, Dennis (2003). Contemporary Population Thought
- Hans, R. (1993). Population Studies, Indian Council of Social Science Research, New Delhi.
- Kaye, C.B (2004). The complete guide to service learning; Proven, practical ways to engage student in civic responsibility, academic curriculum, & Social action. Free Spirit Publishing.
- Larsen A.K, Sewpaul, V., & Hole, G.O (Eds.) 2013. Participation in community work: International perspectives. Routledge
- Peterson, W. (1975). Population, New York, Macmillan.
- Srinivasan, k. (1998). Basic demographic techniques and applications. SAGE Publications Pvt. Limited.

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- Todaro, M.P. (1977). Economic Development in the Third World: An introduction to problems and policies in a global perspective. Pearson Education.
- United Nations Economic Commission for Europe-Official Web site
- UNO (2000). Population trends, World Population Monitoring, Population growth Structure and Distribution 1999. Department of Economics and Social Affairs, Population Division, UNO.
- Weeks, J. R. (1992). Population: An Introduction to Concepts and Issues, Belmont California, Wadsworth Publishing Company.

**GENERAL EDUCATION COURSES FROM THE DEPARTMENT OF EDUCATION TO BE INCLUDED IN FUTURE
Course: Introduction to Teaching and Learning (For General Education)**

EDU 113

Cr.Hr 02

Chapter 1 Introduction to Education

- 1.1 Definitions and Meaning of Education
- 1.2 Aims of Education (Realistic Society Aims of Education, Islamic Society Aims of Education, Aims of Education in 21st Century)
- 1.3 Modes of Education (Informal, Formal and Non-Formal)

Chapter 2 Foundations of Education

- 2.1 Philosophical Foundations of Education
- 2.2 Psychological Foundations of Education
- 2.3 Sociological foundations of Education

Chapter 3 Learning

- 3.1 Meaning and Nature of Learning
- 3.2 Types of Learning
- 3.3 Factors affecting Learning
- 3.4 Laws of Learning
- 3.5 Approaches to Learning
 - 3.5.1 Cognitive approach of learning
 - 3.5.2 Behavioural approach of learning
 - 3.5.3 Constructivism approach of learning

Chapter 4 Teaching Skills & Strategies

- 4.1 Concept of Teaching
- 4.2 Teaching Skills (Planning, Presentation, Communication, Exemplification, Questioning, Methodology, Judging students problems, End or Summing up)
- 4.3 Principles of effective teaching
- 4.4 Lecture and Lecture Demonstration Methods
- 4.5 Inductive and Deductive Methods
- 4.6 Project Method, Heuristic and Laboratory Methods

Chapter 5 Evaluation and Assessment

- 5.1 Difference between measurement, evaluation, test and Assessment
- 5.2 Types of Evaluation
- 5.3 Types of Tests (Objective Type Tests & Essay Type Tests)
- 5.4 Quality/Characteristics of good measuring instrument
 - 5.4.1 Validity
 - 5.4.2 Reliability
 - 5.4.3 Objectivity

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- 5.4.4 Differentiability
- 5.4.5 Usability/Practicality
- 5.5 Measures for Improving Examination

Chapter 6 Curriculum and Instruction

- 6.1 Definition of Curriculum
- 6.2 Old and New Concepts of Curriculum
- 6.3 Importance of Curriculum
- 6.4 Types of Curriculum

Suggested Books

Moore, K. D. (2007). *Classroom teaching skills*. McGraw-Hill Humanities, Social Sciences & World Languages.

Burden, P. R., & Byrd, D. M. (2018). *Methods for Effective Teaching: Meeting the Needs of All Students, 8th Edition*, Pearson

Campos, [Jeanette](#) (2014). *The Learner-Centered Classroom*. Printed in the USA.

Freire, P. (2007). *Pedagogy of the Oppressed*. New York: Continuum.

[Susan A. Ambrose](#), [Marsha C. Lovett](#), [Michael W. Bridges](#), [Marie K. Norman](#), [Michele DiPietro](#) (2010). *How Learning Works: Seven Research-Based Principles for Smart Teaching*. A Wiley Imprint 989 Market Street, San Francisco, USA.

Weimer, M. (2002). *Learner-Centered Teaching*. Printed in the USA.

Course: Instruction to Science Education (For General Education)

EDU 123

Cr. Hrs: 02

Course outcomes

After studying the course, Student Teachers will be able to:

- Discuss the concepts related to life science, physical science, earth and space science.
- Discuss important features differentiating the traditional science class room and the interactive classroom.
- Explain the relationship between science and technology, and between the social and environmental context of science and technology.
- Exhibit the skills required for scientific and technological inquiry.
- Use skills for solving problems as well as communicating scientific ideas and results.
- Use variety of teaching skills while planning and conducting science lessons.
- Develop an interest in and motivation toward science education and related careers.

Unit: 1 Introduction to Science Education

Nature and universe, Science: concepts, scope and branches, Misconception about science, Introduction to education, Introduction to science education, Pedagogical content knowledge

Unit: 2 Essentials of Science Education

Essentials aims and goals of science education: science process skills, scientific literacy, scientific method, scientific thinking, scientific attitude

Unit: 3 learning theories and Pedagogical Models in Science

Brief role of learning theories in learning with reference to behaviourism, cognitivism and constructivism, teaching models, Ausubel model, Bruner model, Gagne model, Different formats of lesson planning

Unit: 4 Major approaches to Science teachings

Teacher centered methods, Students centered methods, Constructivism, Constructivism based methods of teaching: Activity based teaching, Interactive teaching, Laboratory method, Teaching through low cost/no cost material, Teaching through ICT, Teaching through STSE, Experiential teaching, Cooperative and collaborative teaching

Unit: 5 Curriculum in Science

Aims, goals and objectives of science education, Types of curriculum, Strands, bench marks and student learning outcomes (SLOs), Critical analysis of science curriculum, Taxonomy of objectives

Unit: 6 Assessments and Evaluation in Science

Introduction to test, testing measurements, assessment, class room assessment and types of assessments, Evaluation: scopes and types, Difference between assessment and evaluation, External and internal evaluation, Critical analysis of assessment practices.

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Reference books

Government of Pakistan, (2006) *National curricula for Physics, Chemistry and Biology (Grade 9th and 10th)*. Ministry of education, Islamabad.

Louis cohen, Lawrence, M. Keith, (2000). *A guid to teaching practice (7th ed)*. New york. Routledge Falmer.

Chiappetta, E.L., & Koballa, T. R. (2010). *Science instruction in the middle and secondary scools: Developing fundamental knowledge and skills (7th ed)* Boston: Allyn and Bacon.

Teaching teachers and students about the nature of science. *Journal of educational research* , 13(1), 171-179.

Ahmad.J (2011) 2nd Edition *Teaching of biological sciences*, PHI Learning Private Limited, New Dehli-110001

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